



**ABRAHAM LINCOLN HIGH SCHOOL**

**PUBLIC SCHOOL CHOICE**

# **ADDENDUM**

March 31, 2010



*Submitted by the Lincoln High School Focus Team of Stakeholders:  
Students, Parents, Teachers, Classified Personnel, and Administrators*

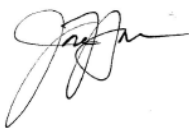
### *Forward*

After the initial acceptance of our Public School Choice Proposal with reservations at the end of February, the Lincoln High School Community of stakeholders has worked together during the month of March to construct this addendum. As requested by the Board Report and the Office of the Superintendent, this addendum addresses the additions of Interdisciplinary Thematic Units for all the current SLCs, implicit provides for support of English Learners across content for access to core, and develops the parent and community engagement piece and articulation to feeder schools. Other changes addressed in this addendum include the restructuring of our SLCs into four Small Schools with one Magnet School and the clarification of the 2010-2011 School Year Calendar and block schedule.

During March, all our teachers in each of our SLCs have authentically developed Interdisciplinary Thematic Units that are rigorous, standards-based, and address the different learning needs of all students, including our English Learners, students with disabilities, and students at-risk of dropping out. With the support and input of parents and students, our teachers have spent many weekends, evenings, and professional development days to construct these Thematic Units. Our stakeholders group and school community were instrumental in the development of all portions of this addendum.

We are dedicated to closing the achievement gap and providing quality rigorous and engaging standards-based and research based instructional to all our students for their college and career aspirations for the 21<sup>st</sup> Century. Thank you for taking this opportunity to embrace the addendum to the proposal and all the hard work that we have committed to for the success and growth of our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jose Torres', with a stylized flourish at the end.

Jose Torres  
Principal, Lincoln High School

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## Addendum Introduction

The Lincoln High School Community of stakeholders has developed this Addendum to the 2010 Public School Choice Proposal in accordance to the recommendations made by the Office of the Superintendent and the Los Angeles Unified School District Board of Education. Based on the concerns of parents, the needs of students, the instructional commitment of the faculty, and the successful collaboration of our school community, the data-driven, researched based educational program at Lincoln High School provides a rigorous, culturally relevant, motivational program for all learners—English language learners, standard English language learners, students with disabilities, and students at-risk of dropping out.

Commencing during the 2010-2011 school year, the Lincoln High School (LHS) complex will be made up of one pilot school, LEMA Leadership in Entertainment and Media Arts, four small schools (Public Service Academy focusing in Law and Medicine, VOICE, Victory Over Ignorance through Culture and Education, Humanitas School of Art and Media, and SGS Science for Global Solutions), and a Mathematics, Science and Technology Magnet Center. All of these academies will be in contiguous space with each having their own administrative office. The students of the Lincoln Heights community will have a choice of small schools when they return in the Fall of 2010. We believe that these new school choices will provide a curricular program that meets the needs of all students while simultaneously increasing student achievement through a more personalized environment and academic program.

Research shows that in order for an institution to be effective and efficient, their population should not be greater than 500. Each of Lincoln's small schools will have a student population of no more than 475 students. The schools will be self contained and will continue to offer A-G required courses to all students, as well as Advanced Placement courses, Special Education support, and English Language Learner enrichment. All sports and extracurricular activities will be offered after school to provide all students the opportunity to partake in rigorous coursework and successfully prepare our students to be college and career ready. Providing sports and extracurricular activities afterschool will also enable all students from the Lincoln High School complex an opportunity to participate without scheduling conflicts.

In order to address the needs of students who need additional support, the LHS complex will implement a block schedule with eight classes per semester. The shift from a traditional bell schedule to a block schedule will provide students with two additional classes to engage students in mathematics and English as additional intervention classes or to take additional enrichment courses. The block schedule will also provide students an opportunity to take an advisory course each day to prepare them for college and career planning, academic enrichment, academic expectations, student-led conferencing, and develop electronic portfolios. Most important, the daily advisory period will provide teachers with scheduled opportunity to personalize academic and behavioral for all students. A detailed block schedule is provided on page 45.

To address the academic needs of students, the Lincoln High School complex will start the school year in August and end the first semester at the start of winter break. All students will start second semester in January and end at the start of June. This new calendar will enable our students to finish the first semester at the end of the first eighty four days of school. The standardize test, CST, CAHSEE, periodic assessments will continue to be administer throughout the school year following the State and District time lines. Changes in the school calendar are addressed on page 52.

To continue the focus on improving instruction and to provide teachers an opportunity to engage in a school-wide culture of learning, every Tuesday will be a Professional Development Tuesday with early dismissal for students. These Tuesdays will alternate between Professional Development, Common Planning Time by Small Schools, and Common Planning Time for Departments to engage in Professional Learning Communities. This inclusion of learning time for teachers will be instrumental in supporting the research-based, school-wide goals for student achievement addressed in our PSC Proposal and Single Plan for Student Achievement. The dates for these professional development Tuesdays can be found on page 50.

As mentioned in the Public School Choice Proposal, the Response to Intervention and Instruction and Intervention multi-tiered framework and problem solving process will continue to support the data-driven decisions that support instruction and student achievement. Research-based instructional strategies and Tier-I interventions will continue to be provided school wide. The Interdisciplinary Thematic Units in this Addendum for the 2010-2011 school year, specifically include the use of Tier-I interventions and scaffolding to support the needs of diverse learners, including English learners, standard English learners, students with disabilities, and students at –risk of dropping out. Teachers will use *MyData* to obtain up-to-date student academic information, which will allow them to re-design and refine instructional lessons and assessments to respond to the academic and behavioral needs of all students.

The Accountability Matrix that outlines the instructional changes and student achievement goals for all subgroups for the 2010-2011 School Year is included at the end of this Addendum as an appendix. The Lincoln High School Complex and accompanying schools are committed to meeting these goals to close the achievement gap and support the learning needs of all students.

## Lincoln High School Thematic Units

The stakeholders of Abraham Lincoln High School recognized the urgent need to collaborate as a learning community to provide a rigorous, culturally relevant, and motivating learning environment for all of its students. Our plan places interdisciplinary curriculum and project based learning as the overarching concept of instruction at Lincoln High School. During the month of March, we have developed interdisciplinary, thematic-based teaching units that will engage students in critical thinking and academic dialogue. As mentioned in our proposal, multiple school settings in which teachers and students engage in interdisciplinary teaching/learning and project-based learning have exhibited increased motivation and engagement of the majority of learners, increased literacy skills and provided for a rigorous, student-driven curriculum.

We believe that our emphasis on Interdisciplinary teaching and Project-based learning will increase literacy across the content areas, while also allowing for larger student choice and direction. Creating an instructional plan that is based on constructivist learning theories and applying it to the entire campus will improve student motivation and ownership of individual learning. We believe that providing teachers the time and freedom to collaborate and develop curriculum within the personality and focus of the small learning communities will improve literacy skills in all subject areas, produce essential technological skills to engage in 21st century college and career expectations, and produce citizens who are engaged in their communities. Building a school structure that is fully directed and geared towards that goal, in conjunction with our school-wide commitment to unifying rigorous, individualized instruction in our SLCs, will close the achievement gap for our students.

In order to accomplish this goal, our teachers have formed in grade teams in their SLCs by grade levels to plan units of instruction and larger thematic connections, in order to communicate a sense of integrated knowledge to all students. The goal is to insure that students understand how various fields of study interrelate. The outcome of a successful interdisciplinary instructional component is a richer and more meaningful classroom experience enhanced by building on real-world experiences and using multiple sources of information. The benefits of Interdisciplinary Instruction are:

- Departments and teachers working together to improve student achievement.
- It helps students answer the question, “Why am I learning this?”
- It helps students to connect all the knowledge and skills that they are learning, and it helps them to use it and to apply it.
- It gets teachers to engage in constructive dialogue about teaching and learning.
- Students learn better when they learn information as it connects to other real-life, meaningful information.
- Integrated instruction helps teachers better utilize instructional time and look deeper into subjects with a student centered approach.
- Interdisciplinary lessons facilitate the use of culturally relevant texts, materials, and dialogue for all students.

With this freedom to develop and implement a teacher developed curriculum, teachers will design

authentic, rigorous formative and summative assessments that lead to the development of college-level writing and literacy skills. The results will be included in digital portfolios. Performance-based assessments and projects will be published or showcased. Interdisciplinary teaching focuses on building connections between content areas that provide meaning, engagement and critical thinking activities. Project-based learning involves students in authentic assessments that require choice, analytical and conceptual thought, the use of technology and creativity, and greater collaboration among students.

## Our Current Progress

To accomplish the goal of creating standards-based thematic lessons for the 2010-2011 school year, lead teachers attended a one day workshop during the first week of March. At this workshop, two teachers from each SLC discussed and strategized how to write a full year's curriculum in approximately 20 days. A template was agreed upon, weekly benchmarks were established, and, most importantly, the teachers focused all discussions on how to work collaboratively to accomplish this goal and positively transform the curriculum to increase student engagement.

SLC lead teachers decided to identify 16 unit themes that would be tied to the vision of the SLC and the student grade level. The thematic units of study would be approximately 10 weeks long and organized into 4 units for each grade level. For approximately one week, the lead teachers consulted and collaborated with teachers to identify thematic units that would increase student engagement and result in richer and more meaningful classroom experience enhanced by building on real-world experiences and project-based learning. After the 16 units were presented to the SLC for approval, the SLC divided into grade level teams to plan the units of instruction.

Lincoln High School teachers agreed on a lesson planning template that included the following items:

- Overview of theme and rationale
- Team members and subject areas
- Focus Standards and student learning outcomes
- Essential Questions and important concepts to be covered in unit
- End of unit project
- Interdisciplinary lesson prompt
- Common Instructional Strategies for all students including differentiation, intervention and enrichment for EL, RSP/SLD and GATE
- Standards Based Culturally Relevant and Responsive Texts to be used
- Formative and summative assessments
- Specific learning plan for each classroom including scope and sequences

By the end of the second week of March, it was evident that the energy of the teacher teams was having a very positive impact on the school. Teachers were meeting on a daily basis in conference rooms with

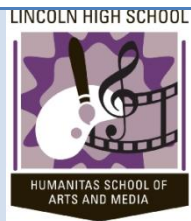
laptops, textbooks, and pacing plans to develop lessons that would lead to innovative instruction in the classrooms. During the month of March, the conference room typically had a math, English, science and social studies teacher sharing ideas and working together to improve the education experience of the students in each SLC. At night, the teachers shared lesson plans online and communicated by email, so that they could still be in the classrooms teaching students during the day.

On March 20<sup>th</sup>, Lincoln High School teachers attended a Saturday Professional Development day to demonstrate and reflect on interdisciplinary lessons on the block schedule. Elective teachers and P.E teachers, along with all core subjects took this opportunity to examine the lesson plans to see if they included the necessary components to address issues of differentiation. Special education teachers added ideas to the plans to support the needs of all students, while ESL teachers shared SDAIE strategies that would be incorporated into each lesson plan.

By March 22, Lincoln High School teachers had created over 500 pages of in progress standards-based interdisciplinary thematic lesson plans. These documents have been compiled as a massive collection of interdisciplinary lesson plans in a flexible, living document form: *The Abraham Lincoln High School Complex Interdisciplinary Units*. It goes without saying that the teachers were proud of their work; more importantly, the collaborative spirit and conversations about instruction and curriculum were truly inspiring in ways that Lincoln High had not seen in years. We hope to continue to support the teams of teachers in each SLC working together to increase student achievement in the years ahead.

The following Thematic Unit Grids and Thematic Unit Overviews are included to reflect the ongoing work of our teachers and are an excerpt of the larger document. We do not claim perfection or even completeness. This is a starting point to build on this work and empower the teachers with owning the curriculum and working collaboratively. As the year progresses, the teachers will revisit these plans, develop and refine additions based on student need and data, and change them accordingly with the goal to improve and personalize the instruction to support rigor and increase student achievement. We believe that this work has will improve the educational experience and lead to the implementation of a wide variety of strategies and innovations in the Lincoln High School classrooms.





## Humanitas Academy of Arts and Media: Thematic Interdisciplinary Units

### UNIT 1 Theme

### UNIT 2 Theme

### UNIT 3 Theme

### UNIT 4 Theme

#### 9<sup>th</sup> Grade

We define identity through race and culture, choices, and self-advocacy

Perspective: point-of-view shapes and directs perception, communication, and understanding among human beings.

Survival: regardless of natural attributes, response to the environment determines success or failure.

Free will is a uniquely human condition; it is through free will that human beings create and define themselves.

#### 10<sup>th</sup> Grade

Colonization leaves an imprint and a legacy on both the perpetrators and the subjugated people.

Inquiry: Knowledge is created through observation, investigation, theory and validation.

Innovation: Science and technology influence power and prestige in a post industrialist world.

Progress is not free: the benefits of progress are quite often debited to the traditions, values, aesthetics and skills possessed by previous generations.

#### 11<sup>th</sup> Grade

The conflict over man's relationship to land and the appropriate uses of territory and resources has defined and continues to define American life. Conservation vs. Capitalism.

America's identity and ideals were forged in a stormy conflict culminating in the Civil War; the nation needed to choose between following the European traditions of perpetual prosperity for a privileged few, or embarking on a new truly democratic society founded on Jefferson's statement that "...all men are created equal."

American identity is constantly evolving. The 20<sup>th</sup> century was characterized by a conflict between traditional versus modern values. Traditionalists who valued self-restraint, thrift and hard work butted heads with a new generation that was more materialistic and fast-paced and less bound to rules and traditional values.

The political, ideological, and cultural struggle for equal rights has enormous consequences and implications. This fight for equality and justice has not only shaped the modern landscape and policies of the United States but has also greatly influenced media, visual arts, literature, music and the cultural tapestry of the United States.

#### 12<sup>th</sup> Grade

Happiness: Culture is largely a manifestation of shared ideas about the nature and purpose of happiness. The pursuit of happiness is a defining characteristic of human beings, and it is a uniquely human characteristic. Various, sometimes divergent, ideas about happiness are products of shared experience.

Human life is defined and determined in large part by the tension that exists between the needs and desires of the individual and the needs and desires of the community

Social class distinctions are "sticky" but not static, and they largely shape the cultural, social and political values of people in the United States.

Crime is a normal necessary function that holds society together: It serves to identify and clarify the moral boundaries of a society

Unit Theme	<i>Perspective: point of view shapes and directs perception, communication, and understanding among human beings.</i>			
Team Members:	Cathy Uchida	Marisa Crabtree	Gary Cristiano	Anahit Tatevossian
Subject Area:	Biology	English	Health	Algebra
Grade Level: 9 <sup>th</sup>				
Rationale	After discovering and considering individual identity, it is important to also focus on how individual perspective influences such important matters as truth, reality, and relationships. Truth is often a difficult term that mixes "fact" with individual perspective. Communication, which is driven by our perspective, but is necessary for all human beings, is also important as a way we deal with and communicate our individual realities. Finally, understanding of different human beings- their experiences, thoughts, emotions, and perspectives- forms the foundation on which we build relationships. Using <i>Speak</i> by Laurie Halse Anderson, as well as Biology, Health, and Mathematics texts, and other supplementary articles, poems, stories, and research, we will examine the many facets of perspective and the influence it exerts on the world.			
Student Learning Outcomes				
Focus Standards	BS:9b: Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	2.4 Reading Comprehension- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase and connect the ideas to other sources and related topics.	Standard 1: Essential Concepts HS.1.A1 Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	
	10b. Students know the role of antibodies in the body's response to infection.	1.2 Writing Strategies- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Standard 2: Analyzing Influences HS.2.A.11 Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.	
	1a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.	1.4 Writing Strategies- Develop the main ideas within the body of the composition through supportive evidence.	Standard 3: Accessing Valid Information HS.3.A.14 Access information, products, and services related to the use of alcohol, tobacco, and other drugs.	

I&E Standards-Students will: d. Formulate explanations by using logic and evidence. f. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. k. Recognize the cumulative nature of scientific evidence. m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent.

1.3-1.9 Listening and Speaking Strategies-Organization and Delivery of Oral Communication

Standard 4: Interpersonal Communication HS.4.A.16 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. Standard 5: Decision-Making HS.5A.A.18 Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society. Standard 6: Goal Setting Standard 7: Practicing Health-Enhancing Behaviors HS.7.A.21 Use effective coping strategies when faced with a variety of social situation involving the use of alcohol, tobacco, and other drugs. Standard 8: Health Promotion

*Students will understand that...*

Point of view is a unique, individual attribute that is influenced by many factors, including life experience, background, and education.

How does perspective shape perception?

Perspective is a leading factor in decision-making and the expression of our identities (connection to previous theme).

What is the link between perspective and communication? What are ways we communicate effectively and how does point of view play a role in these methods?

How does our point of view lead us to understand others?

**Enduring Understandings/**

Perception, communication, and understanding follow from point of view and are necessary components of

**Theme-related Essential Questions**

Why does our understanding of other humans affect important things in our lives, such as relationships, self

**Important Concepts**

human interaction.

Alcohol, tobacco, and drug use negatively affects the body, families, society, safety, and health- both short and long-term.

Communication amongst organisms operates at different levels-molecular, cellular, systems, individual and population. Such communication impacts how messages are received which then sets into motion an appropriate response (positive or negative)

Another example of communication amongst organisms would be how drugs and tobacco are received and acted upon by the cell membrane. This in turn sets off another series of responses from other systems and finally translates into the organisms' response, whether individually or within a group.

esteem, and world view?

How can our perspective change, especially as we traverse adolescence?

What type of behavior would you expect to find at a party where people are drinking? Why do you think teens drink?

What health activities can teens participate in on the weekends to help avoid pressure to use drugs?

**Interdisciplinary Essay Prompt**

Perspectives are judgments of facts, details, beliefs, circumstances, and ideas in regards to student perceptions for clarity on a wide range of human needs and wants. Discuss conflicts and resolutions that alcohol, tobacco, and drug use or refusal interprets reasoning and understanding of human beings choices. To shape conscience thinking alcohol, tobacco, and drug use involves negative communication invoking poor comprehensive decision-making to eliminate a healthy lifestyle. Include a defense of practiced behavior that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help protect students' health. Next, consider your English text, *Speak*, by Laurie Halse Anderson. How does the main character's perspective influence her ability to communicate with those around her? What is her perception of the world and her ninth grade experience and how does that change through the events in the book? Give at least two specific examples, utilizing quotations and citations, from the main shared text, and at least one quote from one other source we read to support your answer. Finally, analyze methods of non-verbal communication in the main character of *Speak*. Think about how Melinda communicates non-verbally with those around her (although it might be ineffective). How do Melinda's methods compare and contrast to how organisms communicate at the various levels (cellular-->systems--> organismal---> populations)?

## Humanitas Unit Plan: Grade 10 Unit 1

<b>School:</b>	Lincoln HS	<b>Track:</b>	Trad	<b>Grade:</b>	10	<b>Time Frame:</b>	8 Wks
<b>Team Members:</b>	D. Alamo	C. Luckey		I. Rosario		J. Lim	A. Merrill
<b>Subject Area:</b>	Social Studies	English		Math		Chemistry	SDC

**Unit Theme** Colonization leaves an imprint and a legacy on both the perpetrators and the subjugated people.

**Rationale** A clear understanding of the history of hegemony, and its political, cultural, economic, and scientific legacies is necessary for a thorough understanding of current affairs

## Student Outcomes

<b>Focus Standards</b>	ELA Reading 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. .	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed	SS 10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	Chemistry Standard Set 3. Conservation of Matter and Stoichiometry: The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. a. Students know how to describe chemical reactions by writing balanced equations.
	2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	2.2a Demonstrate a comprehensive grasp of the significant ideas of literary works	SS 10.4.2 1. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	Chemistry Standard Set 4. Gases and Their Properties: The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept: a. Students know the random motion

			of molecules and their collisions with a surface area create the observable pressure on the surface.
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	2.2b a. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	SS 10.4.3 1.Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	4. b. Students know the random motion of molecules explains the diffusion of gases. 4. c. Students know how to apply gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of idle gases.
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science	Writing 2.2b .Convey information and ideas from primary and secondary sources accurately and coherently.	SS 10.4.4 1.Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	SS 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.		
Enduring	<i>Students will understand that...</i> European countries claimed and colonized large areas in the Americas and Africa Domination and subjugation are the primary social dynamics of colonization		What European countries were involved in the colonization of Africa and the Americas? How does colonization work--what are the actual mechanisms that caused it to function?
	Theme-related		

<b>Understandings/ Important Concepts</b>	The motivations for colonization include exploitation of natural and human resources, strategic goals, and imperialist expansion	<b>Essential Questions</b>	What are the fundamental dynamics of colonization? Where and how do we see those dynamics outside the realm of colonization What motivated European countries to initiate and maintain colonies?
<b>Interdisciplinary Essay Prompt</b>	Write an essay in which you explore and explain the concepts of domination and subjugation as they have been studied in the context of colonization in your Humanitas classes. Begin your essay by discussing the historical events you have learned about which demonstrate the causes and effects of colonization. After that, continue your paper with a discussion of how you have read of the themes of colonization, for example, oppression, resistance, exploitation, and assimilation in the literature and music that you have studied in your English class. Next, consider how the dynamics of power that we see in colonization seem to be echoed in science when we examine the Law of the Conservation of Matter. Next, explain how one can use mathematics to measure and account for inequalities in a social circumstance such as colonization. Finally, finish your paper with a personal reflection on the topic of colonization: explain how people today can make good use of our understanding of both the history of colonization and the ideas upon which colonization was founded.		

## Humanitas Interdisciplinary Thematic Unit 1

<b>School:</b>	Humanitas	<b>Track:</b>	Trad	<b>Grade:</b>	12	<b>Time Frame:</b>	8 weeks
<b>Team Members:</b>	Larry Mowrey	Hector Conde	Eduardo Serna				
<b>Subject Area:</b>	English	Social Studies	Graphic Arts				

<b>Unit Theme</b>	Culture is largely a manifestation of shared ideas about the nature and purpose of happiness. The pursuit of happiness is a defining characteristic of human beings, and it a uniquely human characteristic. Various, sometimes divergent, ideas about happiness are products of shared experience.
<b>Rationale</b>	Happiness is sometimes defined as the "ultimate good," but it is poorly understood; An understanding of happiness is necessary to any person who would ask "what should my life mean?"

## Student Outcomes

## Focus Standards

Reading 2.0: Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Writing: 1.0 Writing Strategies - Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

SS 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

SS 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

## Understandings

*Students will understand that...*

Important Concepts:

Thomas Jefferson's conception of happiness as expressed in the Declaration of Independence.

Thomas Paine's conception so self-realization for the American colonies

The American ideal of happiness is that government facilitates, but does not provide happiness.

In a democracy, differing conceptions of happiness are played in the nation's political struggles.

People's understanding of happiness differs.

Theme-related  
Essential Questions

According to Aristotle, what is the connection between virtue and happiness?

Existentialism identifies what obstacles to happiness?

What are the traditional symbolic and metaphoric representations of happiness?

What is the Epicurean ideal of "pleasure?"



**Interdisciplinary Essay  
Prompt**

Happiness is a fundamental human need, but the manner in which that need may be satisfied is not a matter of universal agreement. Write an essay in which you explain the various ideas about happiness that have been studied in senior Humanitas this Semester. Part of your essay should include a defense of the conception of happiness that you believe to be true. Be sure to discuss the following works in your essay:

The poetry of Robinson Jeffers

“The Profit of Work's Pleasure”

Aristotle's ideal of happiness

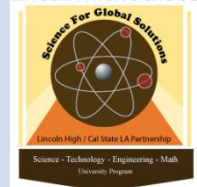
“The Pursuit of Happiness” (Chapter 9 of We Hold These Truths)

“Does Money Buy Happiness?”

“The Humanism of Existentialism” - Jean-Paul Sartre

“What Makes People Happier—Objects or Experience?” Music by the Rolling Stones, the Velvet Underground, Ludwig Van Beethoven

LINCOLN HIGH SCHOOL



### Science for Global Solutions: Thematic Interdisciplinary Units

	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
<b>9<sup>th</sup> Grade</b>	<p>Origins: where do we come from? Our origins affect how we perceive our world.</p> <p>English focuses on Finding yourself in high School</p>	<p>Paths of knowledge through critical thinking Thinking critically about past experiences lead to paths of knowledge. English focuses on the Titanic and eyewitness to history</p>	<p>The impact of man on the environment.</p> <p>Man's impact on the environment creates conflict and reconciliations . English focuses on the ancient world and Greek mythology</p>	<p>The Quest for Common Ground is an essential aspect of progress.</p> <p>English focuses on The Elizabethan Age</p>
<b>10<sup>th</sup> Grade</b>	<p>Identifying Patterns and Change show us the underlying how the natural world and man's place in it.</p> <p>English does The search for Identify: finding your voice and using it</p>	<p>Opposing forces cause conflict and exhibit a need for reconciliation and change.</p>	<p>The truth can be discovered through, an acceptance of reality, empirical evidence, and proof.</p>	<p>Man's survival is dependent conflict, change, and truth.</p>
<b>11<sup>th</sup> Grade</b>	<p>Underlying Fundamental forces drive changes.</p>	<p>Interactions can cause change or resist change.</p>	<p>The relationship between form and function affect final outcomes.</p>	<p>Sacrifices are always made for progress.</p>
<b>12<sup>th</sup> Grade</b>	<p>Mass media inherently manipulates of the individual in society</p>	<p>Individual in society: balancing human rights and responsibility to the larger community.</p>	<p>Transcendentalism and connections/relationships to the land</p> <p>Man's relationships and connections to the land affect his connections and relationships to the self.</p>	<p>Technology and progress has potential to bring Utopia and Dystopia</p>

Unit Theme: The truth can be discovered through an acceptance of reality, empirical evidence, and proof					
Grade: 10					
Timeline: Unit three – 10 weeks					
Team Members	Mr. Ramos	M. Brow	P. Gonzalez	Ms. Dewitt	Zapata
Subjects	Foreign Lang.	English	Science	English/Spec. Education	Social Science
Rationale:	To study how truth can be discovered through an acceptance of reality, empirical evidence, and proof				
Student Learning Outcomes					
Focus Standards	English	Reading Standard 2.4: Synthesize the content from several sources or works by a single author English Reading Standard 2.5: Extend ideas presented in primary or secondary sources English Reading Standard 2.8: Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence English Writing Standard 2.3: Write expository compositions			
	Social Science	Social Science Standard 10.7: The Rise of Totalitarian governments. Study the use of propaganda as a persuasive tool.			
	Science	Chemistry: 3a; 4c,e; 7a-d; 8c-d; 10a-c			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"><li>Examine and analyze geometric proofs in order to come to a general understanding of the process of how proof are derived</li><li>Identify and analyze how evidence may be biased and how speakers can bias the evidence through tone and connotation</li><li>Analyze how propaganda can shape people’s perceptions of truth</li></ul>	Theme-Related Essential Questions	<ul style="list-style-type: none"><li>How have totalitarian governments used propaganda to influence people’s ideas of truth?</li><li>What are the necessary elements for a geometric proof?</li><li>What is the process involved in geometric proofs and how is it generalized to other disciplines?</li><li>How can a speaker bias truth through tone and connotation?</li><li>How can experimental and scientific evidence be used in our daily lives?</li></ul>		
Interdisciplinary Project	Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof				
Essay Prompt	In a well a reasoned expository essay, identify how truth can be discovered through an acceptance of reality, empirical evidence, and proof in the various disciplines of history, literature, science and math. Expand on your ideas using multiple forms of research with				

primary and secondary sources for evidence, and make connections between the perspective of truth across the disciplines.

### Common Instructional Strategies

#### All Learners

- Group/Individual Instruction
- Use questioning strategies that require learners to go deeper
- Direct instruction
- Guided practice
- Independent practice
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

#### ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

#### RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

#### GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

<b>Unit Theme</b> Underlying Fundamental forces drive change				
<b>Grade: 11</b>				
<b>Timeline: Unit One – 10 week</b>				
<b>Team Members</b>	D. Brewer	A. Cox	Milton	
<b>Subjects</b>	English	Science	US History	
<b>Rationale:</b> Change both in the fields of science and literature drive innovation. It is essential that students understand underlying developments in innovation to respond effectively to an ever changing world. Newton's law of motion predicts how forces cause changes in the motion of objects. Any force can be attributed to one of the four known fundamental forces.				
<b>Student Learning Outcomes</b>				
<b>Focus Standards</b>	English	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. 1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student's progress through the stages of the writing process as needed.		
	Science (Physics)	1. Newton's laws predict the motion of most objects. As a basis for understanding this a. Students know how to solve problems that involve constant speed and average speed. b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law). c. Students know how to apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law). d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law). e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.		
	Social Science	11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.		
<b>Enduring Understandings: Important Concepts</b>	<b>English</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify American authors through the centuries who have used archetypes drawn from myth and tradition in literature, film, political</li> </ul>		<b>Theme-Related Essential Questions</b> <ul style="list-style-type: none"> <li>Are the innovations of the past relevant today?</li> <li>What factors contribute to the quality of change?</li> <li>Does change represent a view or an overall comment on life in a particular era?</li> <li>How does the literature of the past change over time?</li> </ul>	

- speeches, and religious writings.
- understand how literary periods and themes change over time and eras
  - Show how Philosophical, political, religious, ethical, and social influences of historical periods shape characters, plots, and settings.

**Physics:****Students will be able to:**

- Show how Newton's Laws of motion are able to predict the movement of objects using mathematical methods.
- Identify the four known fundamental forces in nature.

**U.S. History****Students will be able to:**

- Identify events in the founding of this nation and understand the process and difficulties of forming and the Federal Government.
- Understand the history of events at the turn of the 20<sup>th</sup> century and social reforms of this era and progressive.

- In what ways did Newton's Laws of Motion and Newton's Law of Universal gravitation change the way science is done?
- How are laws created and passed?
- Why is the Constitution of U.S. considered a "living document?"
- How does social change happen in the U.S.?

**Interdisciplinary Project:**

Students will create a booklet describing changes caused by underlying forces in each of the disciplines studied.

**Essay Prompt**

In the fields of science, literature and social studies certain underlying fundamental forces drive change in many different ways. Write an essay in which you discuss the major changes that occurred in science, literature and social studies. In your essay, address specific innovations and comment on how these innovations reflect a view or an overall comment on life in a particular era.

**Common Instructional Strategies**

**All Learners**

- Group/Individual Instruction
- Use questioning strategies that require learners to go deeper
- Direct instruction -Guided practice -Independent practice
- Provide examples to help transfer learning
- Utilize technology
- Academic vocabulary

**ELs**

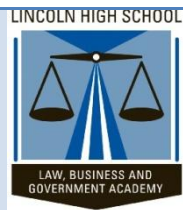
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Various SDAIE strategies
- Modeling and Visual Cues

**RSP/SLD**

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information in a variety of forms
- Scaffolding
- Visuals
- Allow extra time
- Give alternate assessments

**GATE**

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Student self-assess (self-monitor)



## Law, Business, and Government: Thematic Interdisciplinary Units

	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
<b>9<sup>th</sup> Grade</b>  <b>Definitions of power</b>	Theme: How is power exercised in the ability to understand and define yourself?  Project: LincolnSpace profile	Theme: How is power exercised in the ability to effect change in yourself, your community, and your world?  Project: Letter writing campaign	Theme: How is power exercised in the ability to categorize and destroy?  Project: UN paper	Theme: How is power exercised in the ability to organize and allocate resources?  Project: Future society project
<b>10<sup>th</sup> Grade</b>  <b>The dialectic of society vs. the individual</b>	Theme: Do we need law for society to function?  Project: Opening arguments	Theme: Who suffers when social institutions fail?  Project: GRYD proposal	Theme: How do the oppressed resist systems of oppression?  Project: WWII conference	Theme: How do we benefit from systems of oppression?  Project: Voice thread
<b>11<sup>th</sup> Grade</b>  <b>The dialectic of law vs. justice</b>	Theme: Why is the statement "might makes right" so often true?  Project: 1840's Newspaper	Theme: Are we our brothers and sisters' keepers?  Project: Mock Supreme Court Hearing	Theme: Does the structure of laws and courts achieve justice?  Project: WWII conference	Theme: What is the difference between morality and justice?  Project: Mural project
<b>12<sup>th</sup> Grade</b>  <b>The dialectic of systems of power vs. individual / community empowerment</b>	Theme: How do we use the systems of government to gain power for us and our communities?  Project: Historical fiction narratives	Theme: How do established political interests gain the support of constituencies?  Project: Political advertisement	Theme: How do individuals negotiate our economic system to survive and thrive?  Project: Dream house	Theme: How do we use government involvement in economics to gain power for us and our communities?  Project: Service learning project

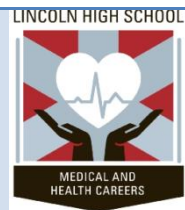


Unit Theme	How do we benefit from systems of oppression?				
Grade:	10				
Timeline:	Semester 2,	Weeks 10-19			
Team Members	Leys, R. Martinez	Bedoy, Rauda	Melattinkara		
Subjects	English	World History	Geometry		
Rationale	As a culmination of the year’s investigation into how institutions utilize power, student will research how they as individuals in America benefit from systems of oppression in a global society. In particular, student study how the era Post World War II leads directly to the globalized world in which they live. As a summative of their research students will create and narrate power point presentations and publish them to the World Wide Web as a Voice Thread to share with students in China and Middle East.				
Student Learning Outcomes					
Focus Standards	English	Reading 3.12 ; Listening and Speaking 2.2			
	Math	22.0			
	Social	10.10.1			
	Science				
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"><li>What globalization is and how it developed</li><li>There is a direct relationship between globalization and consumerism and that relationship affects the communities they live in.</li><li>Americans, including all of us, benefit from, are complicit in, and are victimized by globalization.</li><li>Literature expresses the issues of the author’s historical period.</li></ul>		Theme-Related Essential Questions	<ul style="list-style-type: none"><li>Are we, as citizens of the world, in any way responsible for the behaviors of economic, cultural and military institutions?</li><li>How does globalization affect the motivation of institutions and their responsibility to the rights of individuals versus the need for progress?</li><li>How does the advent of globalization affect how future wars will be waged?</li><li>How is globalization viewed through the lens of world literature?</li></ul>	
Interdisciplinary Project	Web published Voice Thread: students will create PowerPoint presentations which they will narrate and upload to a class web page via Voice Thread, a tool which allows other students around the world to view and comment by voice or by print. Student will share their presentations with a class from another part of Los Angeles and students will invite classes from China and the Middle East to share and comment as well.				
Essay Prompt	What institutions and nations benefit from the advent of globalization? Explain how the peace brokered after World War II allowed institutions --economic, cultural, scientific, and military-- to develop systems of globalization and how those institutions benefit from maintaining concepts of national sovereignty in the face of globalization.				

Common Instructional Strategies	
<b>All Learners</b>	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery Modeling
<b>ELs</b>	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Comprehensive input</li> <li>• Culturally responsive materials</li> <li>• Chunking</li> <li>• Repetition</li> <li>• Check for understanding</li> </ul>
<b>RSP/SLD</b>	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
<b>GATE</b>	Additional Reading, Accelerated pacing, and Inquiry-based projects

Unit Theme	How is power exercised in the ability to categorize and destroy?				
Grade:	9				
Timeline:	Semester 2, Weeks 1-9				
Team Members	R. Martinez, Leys	Munoz	Naish	Garrett	Benitez
Subjects	English	Biology	Algebra 1	Resource Teacher	Spanish
Rationale	Students continue their year-long investigation of definitions of power by looking at genocide as an example of the power to categorize and destroy. Students will look at expository writing, genetics and exponential growth and decay as areas of study. Students will examine how these themes reflect on the lives and communities around them.				
Student Learning Outcomes					
Focus Standards	English	Writing strategies 1.3; Reading comprehension 2.5			
	Math	20; 21; 22.0			
	Science	Biology 2D; 2F; 2G; 3A-C; 4D; 4D; 5C; 7A-D; 8A-E			
	Spanish	Write to express feelings of concern; Read about good study habits			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"><li>Racism and dehumanization can provide the will to commit unimaginable atrocities</li><li>Expository writing requires multiple sources</li><li>Some, but not all, aspects of humans are determined by genetics</li><li>Use quadratic and other nonlinear functions to model and solve real-world problems</li></ul>		Theme-Related Essential Questions	<ul style="list-style-type: none"><li>What are the effects of being labeled vs. self-identifying?</li><li>Is there a biological basis for categorizing people?</li><li>Who gives the state the power to kill?</li></ul>	
	Interdisciplinary Project				
UN report: students will write a report to the United Nations on racism and genocide. Discuss the implications of world-wide racism and genocide (including biological-viruses, vaccination, and antibodies) on your own communities. Report must include references to several incidents of genocide and must include relevant data.					
Essay Prompt	What is race and what are the effects of categorizing people by race? Refer to biology, readings from your English class, and your personal experience.				
Common Instructional Strategies					
All Learners	Cooperative Learning Whole group instruction				

	Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
<b>ELs</b>	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"><li>• Prior knowledge</li><li>• Comprehensive input</li><li>• Culturally responsive materials</li><li>• Chunking</li><li>• Repetition</li><li>• Check for understanding</li></ul>
<b>RSP/SLD</b>	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
<b>GATE</b>	Additional Reading Accelerated pace Inquiry-based projects



### Medical and Health Careers: Thematic Interdisciplinary Units

	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
<b>9<sup>th</sup> Grade</b> <b>Interdisciplinary Project:</b> <b>Subjects:</b> <b>English, Biology, Life Skills, Health, Math</b>	Information and knowledge is crucial to what to do in times of medical and emergency crises. Humans interpret the events, and the medical industry can help with research and practices.	Social health: Communication, family and genetics, and society affect who we are as individuals.	Human Body, Sexuality, and Relationships: Our decisions and free will determine the QUALITY of our health and lives.	Environmental health: Our bodies and environment are interconnected; knowledge and action are required for survival.
<b>10<sup>th</sup> Grade</b> <b>Interdisciplinary Project:</b> <b>Subjects:</b> <b>World History, English, Chemistry, Spanish</b>	The Collective Impact on the Individual: Citizens must be aware and analyze the social influences (government, advertising, media) on their inner and outer health	Revolution: How Change can impact the medical and health practices/beliefs (Scientific and Industrial Revolutions and its legacy today)	The New Imperialism: Medicine, Philanthropy, Industrialization as mobilizing agents of power and change.	Globalization: War, Violence, and Conflict and Its Aftermath. Blood, destruction, and disease in the post-modern era and the impact on living.
<b>11<sup>th</sup> Grade</b> <b>Interdisciplinary Project:</b> <b>Subjects:</b> <b>American Literature, U.S. History</b>	Fear of the Unknown: Mass hysteria and panic in the New World. Courage and rationality as the antidote to disorder.	Age of Reason: Logic and thought, questioning and discovery (scientific method and the brain)	Sensory and Physical: Self-reliance and expressionism. America's emphasis on the personal journey and its influence on health and medicine (madness, psychology, etc.)	The Impact of Modernity: Stress, Disillusionment, and the Individual's Struggle to Reconcile with the Changing World
<b>12<sup>th</sup> Grade</b> <b>Interdisciplinary Project:</b> <b>Subjects:</b> <b>Economics, U.S. Government, Modern Literature, Expository Composition, Physiology</b>	The Economics of Our Health: Personal budget determines our "choices" for diet, care, and lifestyle.	Balance and Stability: People need "healthy" perspectives to deal with life's realities (E.g. budget, family, mental and physical health). A study on the idea of "health" in different contexts.	"Governing" Bodies: Psychological theories of social and political government. Government is defined by the entities in the community, and impact on the individual health.	"For the People, By The People": Perspectives on the social, mental, and psychological health of poor and middle class throughout history, and how civic duty and expression provides channels for progression and advancement in public policy legislation.

<b>Unit Theme 3</b>		Environmental Health: Our bodies and environment are interconnected. Knowledge and action are required for survival in with the fluctuations and changes that affect the environment. Focus on pollution, safety, cleanliness and hygiene	
<b>Subject:</b>	<b>Biology</b>	<b>Grade Level:</b>	<b>9<sup>th</sup></b>
<b>Focus Standards</b>			
Ecology 6: Stability in an ecosystem is a balance between competing effects.			
<b>Enduring Understanding</b>		<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>- understand the importance of maintaining and supporting their environment</li> <li>- understand the effects of pollution on the overall living quality</li> </ul>		<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>- analysis of changes in an ecosystem resulting from changes in climate, human activity, or changes in population size</li> <li>- understand fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death</li> <li>- understand the movement of matter (carbon, water, nitrogen) in our environment and their effects of an imbalance</li> <li>- compare the environments of different countries/cities/cultures and overall health of the people.</li> </ul>	
<b>Texts</b>		<b>Assessments</b>	
<ul style="list-style-type: none"> <li>- Standards Based District Approved Textbook: McDougal-Littell Biology textbook</li> <li>- Handouts from department</li> <li>- Teacher resource guides</li> </ul>		<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Developing visual diagrams</li> <li>• hands-on activity</li> <li>• interactive study guides</li> <li>• quizzes (as checkpoints)</li> </ul>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Biomes project (students will research on a biome and the changes of human activity to that biome; predictions for the future)</li> <li>• Students will write an interdisciplinary essay that explores how knowledge and action are required for survival in various disciplines.</li> </ul>
<b>Learning Plan: Scope and Sequence</b>		<b>Differentiation</b>	
<ul style="list-style-type: none"> <li>- concept: levels of organization (species &gt; populations &gt; communities, etc)</li> <li>- biotic vs. abiotic factors (interactions between organism and their environment)</li> <li>- food chain vs. food web</li> <li>- group activity: matter in the environment (water cycle activity) &gt; simulation activity</li> </ul>		<ul style="list-style-type: none"> <li>- hands-on activities</li> <li>- diagrams</li> <li>- vocabulary</li> <li>- project can be done as a PowerPoint presentation, pamphlet or poster</li> <li>- lecture notes (vocabulary reinforcement)</li> </ul>	

- Human impact (basics of pollution, acid rain, global warming, etc.)
- biomes research project
- group activity

**ELL differentiation:**

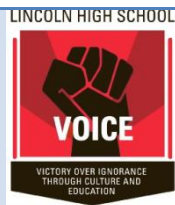
Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

<b>Unit Theme:</b> What is the Medicine? –Change in the Health and Medical Industry			
<b>Subject:</b> English	<b>Grade Level:</b> 10th		
<b>Focus Standards</b>			
Reading 2.4 Synthesize content from several sources dealing with a single issue			
Reading 2.7 Critique the logic of functional documents			
Reading 2.8 Evaluate the credibility of an author's argument			
<b>Enduring Understanding</b>	<b>Learning Outcomes</b>		
Folk and alternative medicine is not always understood, and it is important the context of the trade	Students will know and be able to do: Identify evidence about folk medicine Analyze primary and secondary sources related to folk medicine Synthesize information and clarify misunderstandings		
<b>Texts</b>	<b>Assessments</b>		
<b>District approved standards based textbook: <u>Perspectives in Multicultural Literature</u></b> <b>Primary and secondary source material concerning folk medicine</b>	<table> <tr> <td><b>Formative:</b> <b>Identify</b> <b>Primary and secondary sources</b></td><td><b>Summative:</b> Interdisciplinary Essay about folk and alternative medicine practices</td></tr> </table>	<b>Formative:</b> <b>Identify</b> <b>Primary and secondary sources</b>	<b>Summative:</b> Interdisciplinary Essay about folk and alternative medicine practices
<b>Formative:</b> <b>Identify</b> <b>Primary and secondary sources</b>	<b>Summative:</b> Interdisciplinary Essay about folk and alternative medicine practices		
<b>Learning Plan: Scope and Sequence</b>	<b>Differentiation</b>		
Read and identify evidence about folk medicine in primary source medicine Read and analyze information in secondary source material about folk medicine Student will use chunks from primary and secondary sources to evaluate the accuracy, adequacy, and appropriateness of evidence to determine the credibility of the author's argument.	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project</p>		



**VOICE:****Thematic Interdisciplinary Units**

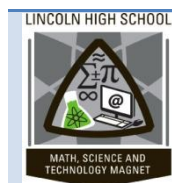
	<b>UNIT 1 Theme</b>	<b>UNIT 2 Theme</b>	<b>UNIT 3 Theme</b>	<b>UNIT 4 Theme</b>
<b>9<sup>th</sup> Grade</b>	What is included in a "culture"? We all live in overlapping cultures (Multi-cultural). How do the overlapping cultures we live in impact our VOICE culture?  (Math, English, Spanish)	Who am I? Exploring issues of origin and identity.  (Biology, Spanish, English)	What are the benefits and disadvantages to change? (affirmation, resistance, and transformation)?  (Biology, English)	How do the choices we make impact the natural world? How will those choices affect our future?  (English, Biology, Health, Math)
<b>10<sup>th</sup> Grade</b>	In order to create change at a deeper level, one must understand foundations and structures.  (World History, Chemistry, Spanish, English, Geometry)	How does the art of a society reflect its values? If we change our art, do we change our values? [Do artists change values?]  (Art, World History, Geometry, English)	What is the impact of technology on the exercise of power, on the battlefield and in life?  (Math, English, World History, Chemistry)	How does the architecture and design of a community influence a culture?  (Geometry, English, Spanish, World History, Chemistry)
<b>11<sup>th</sup> Grade</b>	What is an American?  (U.S. History, English, Spanish)	Do corporations have responsibilities to their workers and community? If so, what are they?  (U.S. History, Physics, English, Algebra 2)	A good leader exercises courage and responsibility in the use of his/her powers.  (U.S. History, English, Algebra 2, Physics)	What are the impacts of gender roles in modern society?  (U.S. History, English, Algebra 2)
<b>12<sup>th</sup> Grade</b>	How do we assign value to our lives?  (Government, Chicano/Asian Studies, Economics, Calculus, English)	What is social justice?  (Government, Chicano/Asian Studies, Economics, English)	Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?  (Government, Chicano/Asian Studies, Economics, English)	Student selected interdisciplinary presentation surrounding the service learning project.

Unit Theme	How does the art of a society reflect its values? If we change our art, do we change our values? Do artists change values?				
Grade: 10th					
Timeline: 6-8 weeks					
Team Members	Wong Ruedas	Rose Blewitt	Parsanian Cardoza	Machamer	
Subjects	History	English	Geometry	Art	
Rationale	The art of our culture reflects the values inherent within our culture, but this connection is often not carefully analyzed and understood. In order to fully appreciate art and its significance within the community and to us as humans, we should be able to ask ourselves, “How can art work more fully allow us to express our concerns and values as human beings?”				
Student Learning Outcomes					
Focus Standards	English	2.3 Write expository compositions, including analytical essays and research reports: Students will analyze literature to explain what that piece of literature says about the values of that society. Art and literature of the Romantic period.			
	Math	Students will recognize geometric patterns in art, specifically in stained-glass windows of Cathedrals.			
	Chemistry	Students will be exposed to the basic principles of alchemy, and understand that the principles of early chemistry were born out of the practice of alchemy. How did the interest in alchemy reflect the emerging Renaissance values?			
	Social Science	10.2 Students will identify art from the time of Louis XVI to pos-French revolution to understand how that art reflects the emerging Revolutionary ideals of the time.			
	Vis/Tech Arts	Students will create a piece of art, and explain in a reflective piece accompanying it, what value this artwork reflects.			
Enduring Understandings: Important Concepts	Art reflects values and beliefs inherent in the larger society. Art often contains significant geometric forms, and art is connected with math. Students are able to perform literary analysis discussing the values inherent in a piece of literature, and connecting those to larger historic and cultural movements within the community at the time.		Theme-Related Essential Questions	Can a piece of art change how you think  ? What does music say about us?  What makes something “art?” How is art important to a culture?  What kinds of art do you like and why? What does that say about you?	
	Interdisciplinary Project			Students will create a 5-7-slide power point presentation discussing the artwork they have selected to analyze in their essay, and will present to the class.	
In art class, students will use the geometry they have learned to create an artwork designed in a math project.					
Essay Prompt	Select a representative piece of art of the historical period. Write a thoughtful and well-developed essay in which you place the				

	artwork in its historical and cultural framework. What were the significant values present in the relevant time period, and how does this piece of art embody those values?
<b>Common Instructional Strategies</b>	
<b>All Learners</b>	Project-based learning. Themes across the curricula. Thinking maps. Field trip to an art museum. (LACMA or Norton Simon) Essay Geometry of Stained glass windows project. Art project Readings Vocabulary Class Discussion
<b>ELs</b>	Visual aides Develop academic vocabulary Demonstrating and modeling
<b>RSP/SL</b>	Visual aids. Students access multiple intelligences through creating art. Thinking maps.
<b>GATE</b>	Students grapple with complex connections between artistic and historical movements and look for connections.

Unit Theme	Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?				
Grade:	12 <sup>th</sup>				
Timeline:	6-8 weeks				
Team Members	Martinez	Wong/Licon	Strojny		
Subjects	Government/Economics	Chicano/Asian Studies	English		
Rationale	Human beings live in a world in which there are competing interests between the good of the individual and the good of the collective. How can we as human beings reconcile these tensions, in order to achieve personal goals and satisfaction while also changing the dynamics and characteristics of a community?				
Student Learning Outcomes					
Focus Standards	English	Writing strategy 1.0: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Writing demonstrates students’ awareness of the audience and purpose and progression through stages of the writing process.			
	Government	12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.			
	Economics	12.4.3 Discuss wage difference among jobs and professions, using the laws of demand and supply and the concept of productivity.			
	Chicano/Asian Studies				
Enduring Understandings: Important Concepts	Understanding and knowledge of landmark Supreme Court cases involved in “separate but equal.” Plessy v. Ferguson, Korematsu v. U.S., Mendez, Brown v. Board of Educ.	Theme-Related Essential Questions	How can you best serve your community once you have met your educational objectives?		
	Ability to make connections in legal reasoning across cases, analyzing how law develops. Interpretation of the U.S. Constitution can be modified for changing circumstances in the community Individual activism		How can students achieve personal goals and also work for the greater good of their community?		
Interdisciplinary Project	Students will identify a community-based organization and analyze its impact on the community. How is it a force for positive change, and what choices have the individuals in these organizations made to achieve their own goals as well as communal goals?		What are the goals I believe my community should be working towards? What factors prevent my community from reaching its full potential?		
			How can I be a role model for youth in community, as younger individuals face the same conditions that I endure (poverty, over-crowded schools, and single parent homes?)		

	Are these organizations effective? Why?
<b>Essay Prompt</b>	Cesar Chavez said, "We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own." Reflect upon this quote in the context of the community organization that you have studied. Using the research that you have gathered in the Interdisciplinary project, analyze whether the organization studied is meeting the objectives outlined by Chavez. What is the efficacy of this group within the community and why? Are the goals they are striving to reach significant? Examine whether the work is having the desired impact.
<b>Common Instructional Strategies</b>	
<b>All Learners</b>	Class readings Discussion Debate Field trip to Santana House, L.A. Bridges Gang Intervention, youth center, Homeboy Industries etc. Essay Socratic seminar
<b>ELs</b>	Cultural relevance & Multi-cultural Visuals Project-based learning Building academic vocabulary and legal vocabulary Mock trial Group work
<b>RSP/SLD</b>	Scaffolding Group work Building academic vocabulary
<b>GATE</b>	Higher order levels of thinking Essay that can be modified to provide additional complexity and depth Rubrics that meet different learning modes and modalities.



### Math, Science and Technology Magnet

**Prologue  
Interdisciplinary  
Time: 2 weeks**

How Abstraction  
Affects Reality

How is reality defined  
by what you know and  
how you think?

Thematic Assessment  
Artifact that answers  
the essential question

Assessment will be  
reviewed by a team of  
teachers at end of  
thematic unit.

Math, English, Science,  
Social Studies, AP  
classes, Electives.

**Theme I  
Interdisciplinary  
Time: 10 Weeks**

The Role of Logic,  
Intuition, and  
Imagination

How do we answer  
questions about the  
world around us?

Thematic Assessment  
Artifact that answers  
the essential question

Assessment will be  
reviewed by a team of  
teachers at end of  
thematic unit.

Math, English, Science,  
Social Studies, AP  
classes, Electives.

**Theme II  
Interdisciplinary  
Time: 10 Weeks**

The Power to Change  
and Transform

What causes change  
and what does change  
cause?

Thematic Assessment  
Artifact that answers  
the essential question.

Assessment will be  
reviewed by a team of  
teachers at end of  
thematic unit.

Math, English, Science,  
Social Studies, AP  
classes, Electives.

**Theme III  
Interdisciplinary  
Time: 10 Weeks**

The Function of  
Relationship

Why are relationships  
inescapable?

Thematic Assessment  
Artifact that answers  
the essential question

Assessment will be  
reviewed by a team of  
teachers at end of  
thematic unit.

Math, English, Science,  
Social Studies, AP  
classes, Electives.

**Epilogue  
Interdisciplinary  
Time: 6-8 weeks**

Looking Back Looking  
Forward

How did your  
conception of reality  
change this year and  
how will these changes  
prepare you for your  
future?

Thematic Assessment  
Artifact that answers  
the essential question  
  
End of semester  
exhibition of cross-  
curricular portfolios

Assessment will be  
reviewed by a team of  
teachers at end of  
thematic unit.

Math, English, Science,  
Social Studies, AP  
classes, Electives.

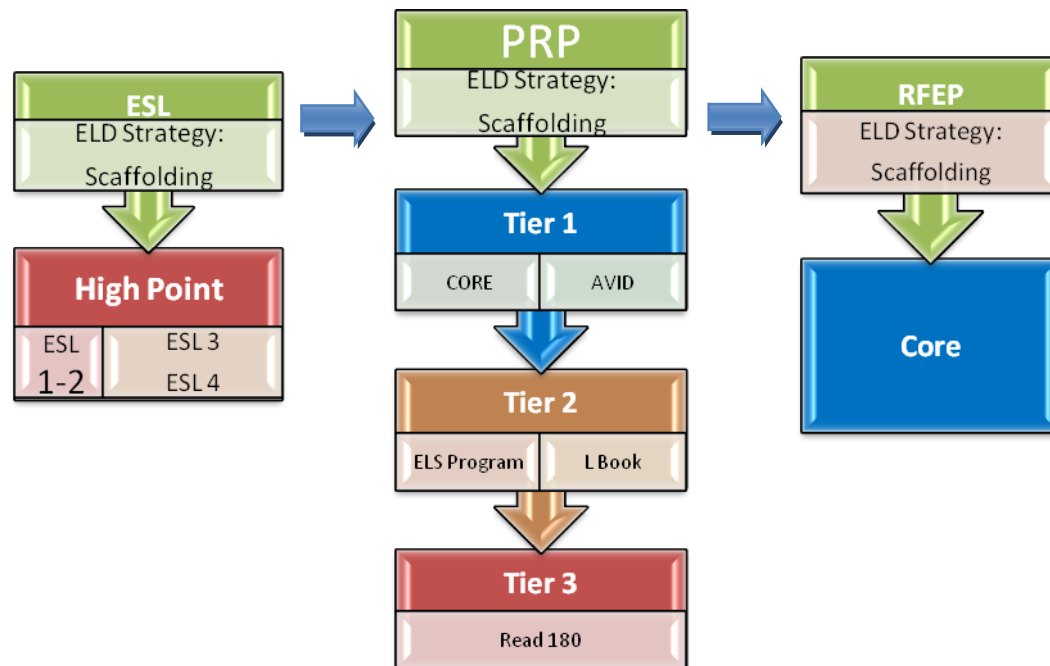
## English Learners

The Lincoln High School Complex is fully committed to providing the best education to all students, especially English Learners (ELs). Currently, our student population has 791 English Learners, who make up a third of the total population. Lincoln's faculty will provide universal access to core subjects to all English Learners (ELs) students. To accomplish universal access to core subjects, administrators, teachers and support staff will:

- use research based practices and access methodologies in order to close the ELs' achievement gap;
- use assessment data (CELDT, CST, Periodic Assessments, and Early Academic Program) to drive their instruction;
- use, through professional development, diverse and strategic learning strategies to address the learning gap between EL students and proficient students.

According to the Center on Instruction's *Research Based Recommendations for Instruction and Academic Interventions: Practical Guidelines for the Education of English Learners* (2006), English Learners need six specific forms of support and instruction to increase language fluency and academic achievement in core subject areas. Identified areas of support include the need for ELLs to receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills and instruction and intervention to promote ELLs' reading fluency that focus on vocabulary and increased exposure to different forms of text. Lincoln High School Complex will continue to support phonetic development through intensive in school intervention through the ELS courses with intensive English Language Development academic support courses for Secondary ELs who are preparing to redesignate. For these students, ELD is provided by authorized teachers in the sheltered mainstream English courses. This class has the objective to increase our students' English skills through increasing reading fluency with different forms of text and prepare them for high stakes standardized tests like the CAHSEE, CELDT, and CST tests.

The Center on Instruction's research also explicitly states that classroom instruction must increase opportunities for ELLs to develop sophisticated vocabulary knowledge, scaffolding strategies to comprehend and analyze challenging narrative and expository texts, and increased significant opportunities to engage in structured, academic dialogue. To support this, the Lincoln High School Complex will emphasize scaffolding as a school wide instructional strategy, incorporating the four domains of the English language: speaking, listening, writing, and reading, in order to implement Tier 1 of LAUSD's Multi-Tiered Framework. Please see the following flowchart for clarification of the tiered intervention for English Learners.



### *Scaffolding for Speaking*

English learners need to develop oral proficiency in order to acquire the academic language associated with learning in school literacy (Gibbons, 2002). Greater emphasis must be given to collaborative/group work where peer interaction and the socializing of intelligence become major factors in language development. Lincoln teachers will reduce the traditional form of IRF (Initiation, Response, and Feedback) by understanding that student produced language encourages learners to process the language/content more deeply. Teachers will scaffold this oral language production by teaching students strategic speaking strategies. Among those strategies are: picture sequence, hot seat, questionnaires, problem solving, paired problem solving, etc.

### *Scaffolding for Listening*

Lincoln teachers and staff believe that the skill of listening is an active process. Through scaffolding for listening, students will learn that listening, like reading, involves comprehension. They will learn to distinguish listening in different settings: school/academic and everyday life. Teachers will be trained to implement the following strategies that will target listening skills: interviews, jigsaw listening, split dictation, dictogloss, listening for facts, listening for opinions, etc.

### *Scaffolding for Writing*

All students should be taught writing explicitly. This means that student should be taught not only writing strategies and conventions, but the genres of writing and their particular characteristics. By learning the type of text the student needs to produce, s/he will have a clearer objective to achieve, e.g.



the purpose of a narrative text is to entertain versus the purpose of an argument paper is to persuade others or take a position and justify it. Teachers will receive instruction from district trainings, like The Readers as Writers, whose methodology encourage the following stages:

1. Building Knowledge. Students will build knowledge on the topic. These will be done through different activities such as expert/home grouping, word walls/banks, semantic webs, quick-writes, think-pair-share, etc.
2. Modeling Text. Teachers read and show model of expected type of writing. This stage contains the following activities: organizational structure, text reconstruction, dictogloss, etc.
3. Joint Construction. At this stage, the teacher and the students will decide on a topic and text type. Together they will construct the written document.
4. Independent Writing. This is the final stage in which the student gets to write, independently and with support from the teacher/peer, his/her own text.

### *Scaffolding for Reading*

As in the previous domains, speaking, listening, and writing, reading requires the use of very specific strategies (Gibbons, 2002). Important reading strategies include the “before, during and after reading model.” See Appendix 1. Scaffolding will also be implemented in Tier 2 and Tier 3 classrooms. See Figure 1.

Lincoln will continue the successful implementation of the High Point curriculum in the ESL program. These students will continue to be monitored once they transition to the PRP program or are reclassified as fluent English proficient. As for PRP students, we will continue with scaffolding strategies such as AVID. These students will benefit from the conjunction of the accessible yet rigorous core program with the extra scoop of AVID to reach reclassification status. Tier 2 PRP students, who need the extra support that the regular core and AVID cannot provide, will be placed in the ELS (English Language Skills) curriculum or the L Book program to meet their needs. Students who require a Tier 3 intervention, the Read 180 reading program will provide them with the literacy skills that can take them to Tier 2 or Tier 1.

RFEP students will be monitored through the NCLB Act (2002). Lincoln administrators, teachers, and support staff will have a clear understanding that RFEP students are a significant subgroup in the federal accountability system.

### *Accountability System*

All administrators, teachers and support staff will be trained on the rationale and proper use of scaffolding. All trained faculty will receive a resource binder that will contain specific scaffolding strategies. These specific strategies will indicate when they can be best used, e.g. before, during, or after reading. Also these strategies will indicate which language domain(s) are targeted.

It will be the responsibility of the teachers to implement these scaffolding strategies. Administrators, coordinators and the literacy coach will monitor their implementation by visiting and observing classrooms. Professional development by Small Learning Communities (SLCs) will install an accountability system in which teachers are held accountable to each other in the implementation of these EL strategies. Outside classroom support staff will aid teachers needing extra support and will recommend successful teachers to share their knowledge with their peers. These processes will build teacher capacity.

Since the best decisions for instructional change are made when data is carefully analyzed and fully understood, all of Lincoln High School's faculty and support personnel will analyze periodic assessment for ELA, math, Social Studies, and Science, and use My Data to gather important student achievement information on state assessments. CST data will provide even more relevant data for the standards achieved. CELDT will be another measuring tool that will be utilized at Lincoln, especially when we are requiring teachers to scaffold the four language domains. Surveys from teachers and students will complete all forms of measurements by giving us a more holistically student and teacher picture.

### **Access Methodologies in Alignment with School-wide Scaffolding**

In order to address the needs of all learners, all SLCs have committed to use the best instructional practices and access methodologies to engage diverse learners including English Learners, students with disabilities, and students identified as gifted and talented. In the development of the Thematic Units, teachers from all SLCs committed to using a menu of scaffolding strategies, access methodologies and differentiated instruction to support the learning needs of our students. A number of the SLCs decided to use the consistent instructional strategies to maintain learning uniformity for all English Learners and students with disabilities. Other SLCs provided teachers with the opportunity to select the research – based instructional strategies that best suited the needs of their students using data and teacher observation. Teachers also had the opportunity to select culturally relevant and responsive texts and materials to engage all students in the learning.

Our teachers included a variety of instructional strategies including those shown below. These strategies are outlined in more detail in the *Abraham Lincoln High School Interdisciplinary Thematic Units* with a menu of strategies and services for all learners.

- Using Accountable Talk in discussions and classroom conversations
- Interactive Journals for Literacy Across Content
- Socratic Seminars will be used to convey underlying concepts.
- Academic Vocabulary, word walls, learning vocabulary through context clues add to the basic skills.
- Cooperative learning techniques such as Think, Pair, Share Integrating the arts- music, dance, drama, and visual art into core curriculum
- Self-reflection and evaluation (meta-cognition)
- Inquiry-based research
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of

knowledge

- Rigorous writing assessments such as interdisciplinary essays, where students are required to synthesize information from a variety of sources and across disciplines.
- Use of complex Instruction
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge
- Accessing background knowledge through quick writes, inquiry-based questions, and small group to whole class discussions

To facilitate the implementation of these scaffolding strategies and access methodologies, professional development to train teachers in best instructional practices within the framework of Interdisciplinary teaching and project-based learning has been provided during the months of February and March 2010 and will continue to be provided within the next two years on an ongoing basis as new teachers and faculty are added to our staff. All instructional strategies that are included in our professional development will be based on the latest and most sound educational research on interdisciplinary approach and project-based learning. This professional development will be provided to enable the transition to block schedules when classes are extended and will enable teachers to improve their instruction within the longer class periods as well as provide them with effective tools to increase student achievement. For a more detailed description of the implementation plan for our instructional professional development, please see our 2010 Public School Choice Proposal Implementation plan on Page 54.

## Parent and Community Engagement

### *Parent Involvement*

In order to increase parent involvement, engage the participation of the community, and envelope students in a personalized learning community, the Lincoln High School Complex will address the following focus areas for effective family engagement and school-community partnerships to help ensure excellent academic and behavioral outcomes for all students at Lincoln High School. The goal is to reach out to parents and forge alliances for sustaining meaningful relationships, which will support quality education programs and personalize the school community for our students. We believe parental involvement leads to increased student achievement, improved social skills / behavior, and increased likelihood for graduation. Our priorities for building a strong foundation for family, school, and community engagement include the following focus areas:

- 1) Communication
- 2) Parenting
- 3) Student Learning
- 4) Volunteering
- 5) School Decision Making & Advocacy
- 6) Collaborating with community

Through a data-driven problem solving process, the Small Schools at Lincoln High will commit to addressing the above focus areas in a sustainable system with measurable outcomes to suit the needs of the individual school. Each Small School and its core leadership will establish a protocol for increasing and maintaining communication with parents to share parenting support, student learning information, and volunteering programs, with incentives to be given to parents upon completion of 20 hours of service per semester. Each small school will also involve parents and other stakeholders to communicate input for school-centered decision making and develop collaborations with the community at large.

### *Parent Center*

By August 2010, the Lincoln High School Community of stakeholders, with the assistance of the Community Liaison, will establish a Parent Teacher Association or Parent group to promote family engagement and ensure campus access to families (including those with work conflicts during regular business hours in order to maximize the number of family members able to attend). This includes: scheduling parent-teacher conferences based on family availability, creating drop-in hours, and scheduling school-wide meetings during various times (including evenings and weekends). Furthermore, the Cafe con Leche parent meetings with the principal will be expanded to include Asian parents and members of the Asian school community. The Title One Coordinator will purchase parenting books, magazines, and other informative material regarding responsible parenting and give parents an opportunity to borrow the materials from the Parent Center.

In order to support the academic and behavioral needs of students, the Parent Center will provide programs for parents that include academic classes, literacy training, career preparation, early childhood education, children's health, and assistance in finding helpful services in the community. The Parent Center and Community Liaison, in coordination with school personnel and support organizations, will provide (2) workshops on a monthly basis to provide parents with the skills to help their children at home

- How to provide positive discipline and build healthy relationships with their children
- How to support student learning through the implementation of student-led conferencing
- How to use and access to Department of Education website and other relevant information servers for education
- Assistance with nutritional meal planning and preparation, time management, and homework support
- Support for academic and behavioral expectations at school
- Increase participation and motivation of students in school and at home
- Supporting personalization of student academic, behavioral, and career ready learning in advisories

The Lincoln High School Complex is a positive learning community that acknowledges and supports the growth of all members and stakeholders. Therefore, through the Small Schools and the Community Liaison, the Lincoln High School community of stakeholders will establish the following committees to support the connection and communication of school community. .

- Fundraising committees
- Teacher appreciation committee
- Hospitality committee
- Nominations committee
- Family involvement committee

#### *Administrators & Coordinators*

Lincoln High Principal, Assistant Principals, Title One, Bilingual, and Bridge Coordinators, will become members of Family Involvement Networks of Educators (FINE) by August, 2010. Family Involvement Network of Educators is a community of thousands of educators, practitioners, policymakers, and researchers dedicated to strengthening family-school-community partnerships. As a FINE member, Lincoln administrators and Coordinators will gain access to the latest and best information about family involvement, receive regular email updates about new resources, exchange ideas and insights with other FINE members, and learn about evaluation methods for continuous improvement. There is no cost to become a FINE member.

Lincoln High School Complex administrators, in conjunction with their Lead teachers, will create mechanisms to hold teachers accountable for the implementation of family engagement policies. This includes linking teacher supports to family engagement measures and benchmarks. Each school community will implement procedures by which parents may learn about the course of study for their

children and review learning materials. Each small school will conduct professional development training specialized for the faculty and staff that promote parental involvement, effective communication with families, and on how to conduct Student Lead Conferences.

#### *Articulation:*

The 9th grade year is critical to students' success in high school: The influence of a broader number of peers (both positive and negative); the potential of developing a bad habit such as skipping class; and entry into a larger, sometimes seemingly less caring, environment can all impact how students transition successfully into high school. In order to support this Articulation Program, activities include:

- Extra help to students by providing double doses of math and reading/literacy
- Monitoring through meaningful advisory program and designating a "Faculty Advocate" for every student/family unit.
- A goal of an annual increase in the number of students taking Algebra I in 8th grade
- Lower teacher student ratio in 9th grade
- 9th grade teachers with common planning time
- Transition classes for English and mathematics using a block schedule structure
- English and math teachers will meet with the MS teachers during the year
- English teachers to meet with the ES teachers during the year
- Create evening events (i.e. family math night, spelling B competition so that MS and ES can participate at LHS
- LHS teachers and staff will attend parent meetings at both MS and ES to explain the high school expectations

#### *Articulation Dinner/ Parent Night*

Parents will learn information about Lincoln High School. Middle school and high school teachers together will present one another's curriculum. This Activity will help create a mutual understanding of curriculum requirements to help educators at both levels develop a high school transition program to meet the particular needs of their students. Lincoln High School will also conduct articulation meetings with the elementary third grade teachers. Third is the grade at which point ELL students should be re-designated to an all English program. The articulation will be between the High School English teachers and the third grade teachers.

#### *Social Support*

Eighth grade students will start writing to a ninth grade buddy. Eighth grade students will have an opportunity to meet with successful high school mentors from the SLCs. Eighth grader will shadow their mentor for one day before the start of the new school year. Events such as a Fine Arts Performing Night will give eighth graders an opportunity to see firsthand what opportunities are available at Lincoln High School.

Each Small School will prepare an informational packet to be distributed at the beginning of the school

year to the parent of each child describing: school's parental involvement program, the recommended role of the parent, student, teacher, and school, ways for the parent to become involved in the school and his or her child's education, a survey for the parent regarding his or her interests concerning volunteering at the school, activities planned throughout the school year to encourage parental involvement. Parents will schedule no fewer than two (2) parent-teacher conferences per school year.

### *Community*

The administration of the Lincoln High School Complex will advocate for school by speaking at community forums, writing letters to the editors of local newspapers, and increasing partnerships with neighboring colleges, community based organizations, and faith based organization. See the following list of current community partnerships that will be maintained and strengthened to support the academic, behavioral and social health of all students at Lincoln High School. Faculty and staff members will be encouraged to branch out the community and community based organizations. For instance, the Health teachers can infuse community-based health (County USC) services into the school's overall school health plan with the assistance of St. John's Clinic. The Guidance / Academic Counselors will provide students with information to mentoring and after-school programs that provide children with safe havens from violence and alternatives to drugs (Boys & Girls Club). The College counselor will provide school-to-work programs that lead to college, technical training, or career ready occupational experiences afterschool. Most importantly, the Lincoln High School Community will nurture relationships between schools and community organizations to provide our students with needed academic, behavioral, social, and emotional support outside of the school day.



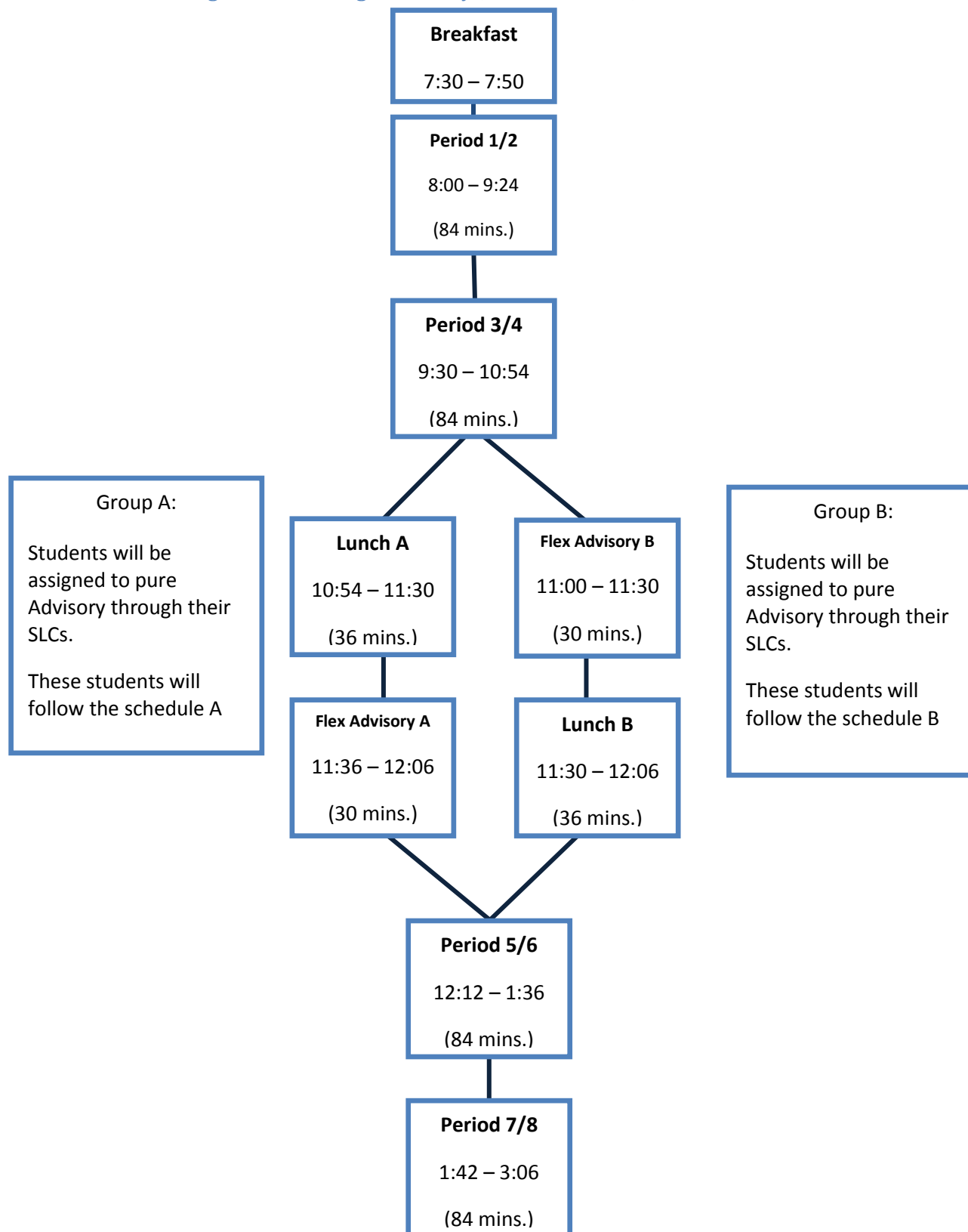
**Community and Professional Partnerships**

Partnership	Services Provided
<b>Alta Med Parenting Teen Program</b>	Cal-Learn assists teen parents receiving TANF to stay in school or to return to school and graduate. Case Management and groups are provided on campus in the Healthy Start Clinic
<b>Amanecer Community Counseling Services</b>	Students are referred to counseling due to various behavioral problems including defiance, fighting, self-destructive, disruptive, or oppositional behavior, depression, anxiety, grief, social difficulties, low self-esteem and problems at home which can lead to poor academic performance and attendance
<b>Asian Pacific Counseling &amp; Treatment Centers</b>	Mental health professionals provide psychiatric assessment and counseling services on Mondays and Wednesdays at the school based clinic
<b>California State University, Los Angeles</b>	Science for Global Solutions University Preparatory Program Partner for a rigorous college bound education and Graduation ceremony support
<b>California State University, Northridge</b>	Field trip to campus and facilitation of discussions for college and career
<b>East Los Angeles Community College</b>	STEM program partner for Environmental Technology, Robotics and Concurrent enrollment: Engineering & Technology - Intro to Engineering and Robotics Classes (Summer/Fall 2009); Intro to Biotechnology Enrichment Class (Summer 2009); College Awareness Field Trips; Career Exploration Field Trips;; Jaime Escalante Math Program – Summer Enrichment/Remedial Math Classes; After School Math Conditioning Classes
<b>EduCare Foundation</b>	Provides daily support for afterschool activities that include academic assistance, enrichment, and physical fitness/recreation
<b>Gear Up</b>	Council students for college going and career ready initiatives
<b>HEART Program</b>	Proactive student meditation program that emphasizes anti-violence, peace and the practice of positive human
<b>Hollenbeck Area Youth Advisory Council</b>	The council comes together to discuss emerging issues that affect both segments, and work together to address community safe issues and implement solutions.
<b>I Have a Dream Foundation</b>	Provides free, year round services to adopted Dreamers and families from first through 12 <sup>th</sup> grades. Core services include academic support and enrichment, social emotional development, college and career preparation, one-on-one mentoring, and parent and family engagement.
<b>LAartlab</b>	Independent volunteer collective helping teens and young adults engage in various facets of the Los Angeles art scene by providing them with opportunities to help design, produce, and host art events.
<b>LAUSD Regional Occupational Center</b>	ROP and Career Tech courses for Lincoln High School students

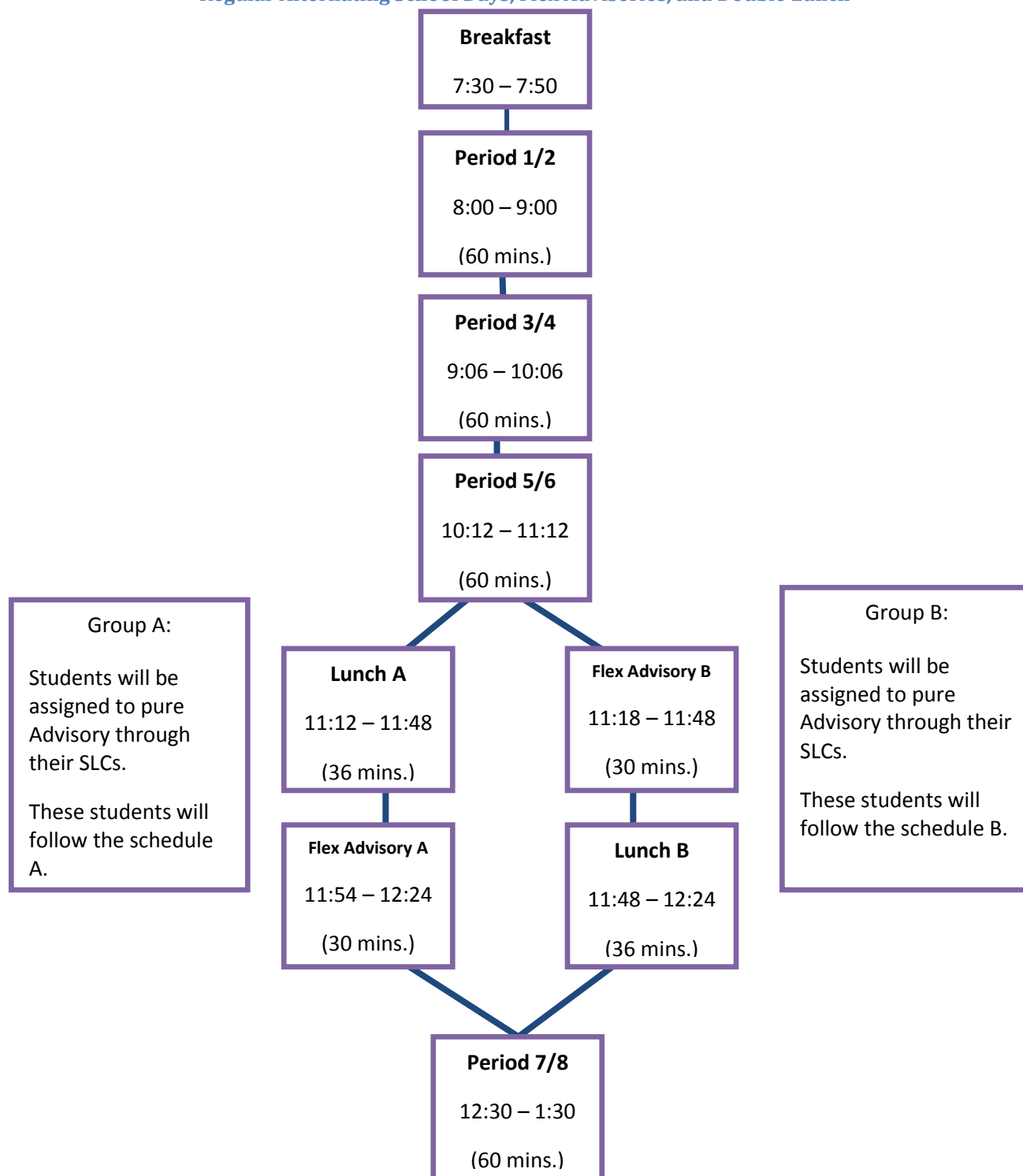


Partnership	Services Provided
<b>Lincoln Heights Tutorial Program</b>	Nonprofit that provides homework assistance and college prep programs
<b>Los Angeles Boys and Girls Club</b>	Leadership Development, pre-employment support, and case management for at-risk youth in the community
<b>Los Angeles Community College</b>	College Awareness Field Trips; Career Exploration Field Trips;
<b>Los Angeles Educational Partnership</b>	Humanitas and Interdisciplinary Lesson Design for all SLCs
<b>Museum of Contemporary Art</b>	Partnership with Humanitas for once a week training on facilitation of art shows, Lincoln family days, and LArtLab
<b>Occidental College</b>	Gear Up and Upward Bound mentoring and counseling services to prepare college bound and career ready students; College Awareness Field Trips; In-class Tutoring Program; Career Shadowing Days; Youth Day; Jeffers Day/Family Event Day ; GU Mentor Training Program;
<b>Project Heal / USC Keck School of Medicine</b>	USC Keck School of Medicine partnership for student medical and health careers research and laboratory science..
<b>St. John's Clinic</b>	Health services on site to assist students in need of assistance
<b>Violence Intervention Program (VIP)</b>	Weekly curriculum-based sessions to help students heal from past victimization and learn skills and gain peer and adult support for creating health and equitable relations.

**Proposed Block Schedule for  
Regular Alternating School Days, Flex Advisories, and Double Lunch**



**Proposed Professional Development Tuesdays**  
**Block Schedule for**  
**Regular Alternating School Days, Flex Advisories, and Double Lunch**



**Proposed Block Schedule****Daily Instructional Minutes****Regular Day**

Bell Schedule

Period 1/2 84 mins.

Passing period 6 mins.

Period 3/4 84 mins.

Passing period 6 mins.

Advisory 30 mins.

Passing period 6 mins.

Period 5/6 84 mins.

Passing period 6 mins.

Period 7/8 84 mins.

TOTAL 390 MINS

**Professional Development Day**

Bell Schedule

Period 1/2 60 mins.

Passing period 6 mins.

Period 3/4 60 mins.

Passing period 6 mins.

Period 5/6 60 mins.

Passing period 6 mins.

Advisory 30 mins.

Passing period 6 mins.

Period 7/8 60 mins.

TOTAL 294 MINS

**Sample Proposed Block Schedule Calendar:**

Every Tuesday will be a Professional Development Tuesday Bell Schedule with a 1:30 pm early student dismissal for alternating teacher Professional Development and Common Planning Time. Students will alternate days where they attend odd class period days where they will attend even class periods. Tuesdays will alternate between odd and even days.

Week 1				
Mon	Tues	Wed	Thurs	Fri
Per 1	Per 1	Per 2	Per 1	Per 2
Per 3	Per 3	Per 4	Per 3	Per 4
Per 5	Per 5	Per 6	Per 5	Per 6
Per 7	Per 7	Per 8	Per 7	Per 8

Week 2				
Mon	Tues	Wed	Thurs	Fri
Per 1	Per 2	Per 2	Per 1	Per 2
Per 3	Per 4	Per 4	Per 3	Per 4
Per 5	Per 6	Per 6	Per 5	Per 6
Per 7	Per 8	Per 8	Per 7	Per 8

**Proposed Professional Development Tuesdays:****Dates of Professional Development and Common Planning Time**

<b>Professional Development Tuesdays Proposed Calendar 2010-2011</b>		
<b>Month</b>	<b>Date</b>	<b>Professional Development Allotment</b>
<b>August</b>	August 17, 2010	Professional Development
	August 24, 2010	Common Planning Time: SLCs
	August 31, 2010	Professional Development
<b>September</b>	September 14, 2010	Common Planning Time: Dept. PLCs
	September 21, 2010	Professional Development
	September 28, 2010	Common Planning Time: SLCs
<b>October</b>	October 5, 2010	Professional Development
	October 12, 2010	Common Planning Time: Dept. PLCs
	October 19, 2010	Professional Development
	October 26, 2010	Common Planning Time: SLCs
<b>November</b>	November 2, 2010	Professional Development
	November 9, 2010	Common Planning Time: Dept. PLCs
	November 16, 2010	Professional Development
	November 23, 2010	Common Planning Time: SLCs
	November 30, 2010	Professional Development
<b>December</b>	December 7, 2010	Common Planning Time: Dept. PLCs
	December 14, 2010	Professional Development
<b>January</b>	January 11, 2011	Common Planning Time: SLCs
	January 18, 2011	Professional Development
	January 25, 2011	Common Planning Time: Dept. PLCs
<b>February</b>	February 1, 2011	Professional Development
	February 8, 2011	Common Planning Time: SLCs
	February 15, 2011	Professional Development
	February 22, 2011	Common Planning Time: Dept. PLCs
<b>March</b>	March 1, 2011	Professional Development
	March 8, 2011	Common Planning Time: SLCs
	March 15, 2011	Professional Development
	March 22, 2011	Common Planning Time: Dept. PLCs
	March 29, 2011	Professional Development
<b>April</b>	April 5, 2011	Common Planning Time: SLCs
	April 12, 2011	Professional Development
	April 26, 2011	Common Planning Time: Dept. PLCs
<b>May</b>	May 3, 2011	Professional Development
	May 10, 2011	Common Planning Time: SLCs
	May 17, 2011	Professional Development

## Proposed Testing Schedule

Lincoln High School will adhere to the District testing calendars and windows for the 2010-2011 school year for State and Federal mandated examinations for AYP and API, including the CSTs and CAHSEE examinations. CAHSEE Examinations will be administered in March for all tenth graders. Students will take the CSTs during the designated Testing Windows in May before the end of the semester on May 25, 2011. As stated in the proposal for curriculum and instruction, District Periodic Assessments will be administered with flexibility in accordance to District guidelines and the standards-based Interdisciplinary Thematic Units. Other examinations from the College Board, State, and Federal instructional entities including the SATs, ACTs, Golden State Examinations, the CSU EAP test, and AP Examinations, will be administered in accordance to College Board ETS, State, and Federal regulations.

### Final Examinations:

Student Final Exam Schedule Semester 1					
Day One – December 14, 2010		Day Two – December 15, 2010		Day Three – December 16, 2010	
Period 1	8:00 – 10:01am	Period 2	8:00 – 10:01am	Period 5	8:00 – 10:01am
Period 3	10:27-12:28 pm	Period 4	10:27-12:28 pm	Period 7	10:27-12:28 pm
		Period 6	1:04 – 3:06 pm	Period 8	1:04 – 3:06 pm

Student Final Exam Schedule Semester 2					
Day One – June 1, 2011		Day Two – June 2, 2011		Day Three – June 3, 2011	
Period 1	8:00 – 10:01am	Period 2	8:00 – 10:01am	Period 5	8:00 – 10:01am
Period 3	10:27-12:28 pm	Period 4	10:27-12:28 pm	Period 7	10:27-12:28 pm
		Period 6	1:04 – 3:06 pm	Period 8	1:04 – 3:06 pm

There will be 84 days of instruction during the fall semester of 2010. The first day of instruction will be Tuesday, August 17, 2010, with a pupil free day on Monday, August 16, 2010. The fall semester will end on Friday, December 17, 2010. The spring semester will have 96 days of instruction. The second semester will start on Monday, January 10, 2011, and end on Friday, June 3, 2011, with a pupil free day on June 6, 2011. This calendar does not include the 2010-2011 furlough days.

06-06-2011 *Pupil Free Day*

180 Total Instructional Days

Instructional Days

May												June							
16	17	18	19	20	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10
83	84	85	86	87	88	89	90	91	92		93	94	95	96					

## Lincoln High School Complex PSC ACTION PLAN TEMPLATE

### *Focused on instructional implementation*

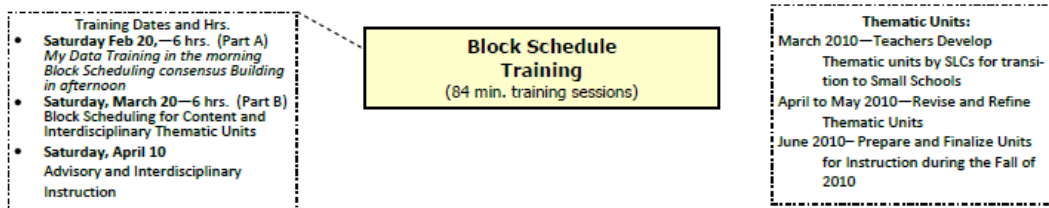
Task	Team Member (on point)	Support	Deadline
<b>PHASE 1 February-start of April</b>			
<b>Set up <i>core implementation team</i> (IT) add students, parents, and community members. Set up an on-going meeting schedule, a team lead etc.</b>	Jose Torres, Principal	Sean Leys, UTLA Chair Daniel Gil, Parent Liaison	March 30, 2010
<b>Address concerns of Superintendent:</b> <ul style="list-style-type: none"> <li>• Development of Interdisciplinary Thematic Units</li> <li>• Clarification and implementation of strategies for English Learners</li> <li>• Engagement of Parents, Community – Based Organizations, and Feeder Schools</li> </ul>	José Torres, Principal <ul style="list-style-type: none"> <li>• Brig Tratar, AP</li> <li>• Fidel Nava, Bilingual Coordinator</li> <li>• Eva Lara, Title-I Coordinator</li> </ul>	Sean Leys, UTLA Chair SLC Lead Teachers Subject Area Teachers from all SLCs	March 30, 2010
<b>Identify curriculum changes. Create implementation plan to roll out: materials and professional development for teachers: Research of standards-based instructional focus Professional Development Implementation( February 20, March 20, April 10) My Data and Use of multi-tiered problem solving process</b>	Ricardo Rosas, AP	John Robinson, Literacy Coach, Olga Flores, Problem Solving Data Coach, Fidel Nava, Bilingual Coordinator, Eva Lara, Title-I Coordinator, Michael Skramstad, Tech Coordinator, Arman Bustillo, Magnet Coordinator Core Subject Area Teachers	Begin February Continue into April
<b>Plan community and family outreach—develop an action plan with designated subcommittee to keep that work going.</b>	Eva Lara, Title- One Coordinator	Daniel Gil, Parent Liaison SLC Parent Reps	March 30, 2010
<b>Align your budget and staffing plans (new schools work with SMS)</b>	Jose Torres, Principal	SSC Alex Vasquez	May 15, 2010
<b>Identify assessment plan that aligns with curriculum. Create an implementation plan and start to enact it.</b>	Sissi O'Reilly, AP	SLC Leads Subject Area teachers Department Chairs	April 15, 2010
<b>Develop Action Plan for Operational Changes:</b> <ul style="list-style-type: none"> <li>• Block Scheduling</li> <li>• Double Lunch</li> <li>• Uniforms</li> <li>• Calendar Changes: Early School Calendar</li> <li>• Schedule Changes (PD and Common Planning Time every Tuesday)</li> </ul>	Jose Torres, Principal	Ricardo Rosas, AP Brig Tratar, AP Alex Vásquez, APSCS Rosa Diaz-Denny, AP Sissi O'Reilly, AP	March 30, 2010



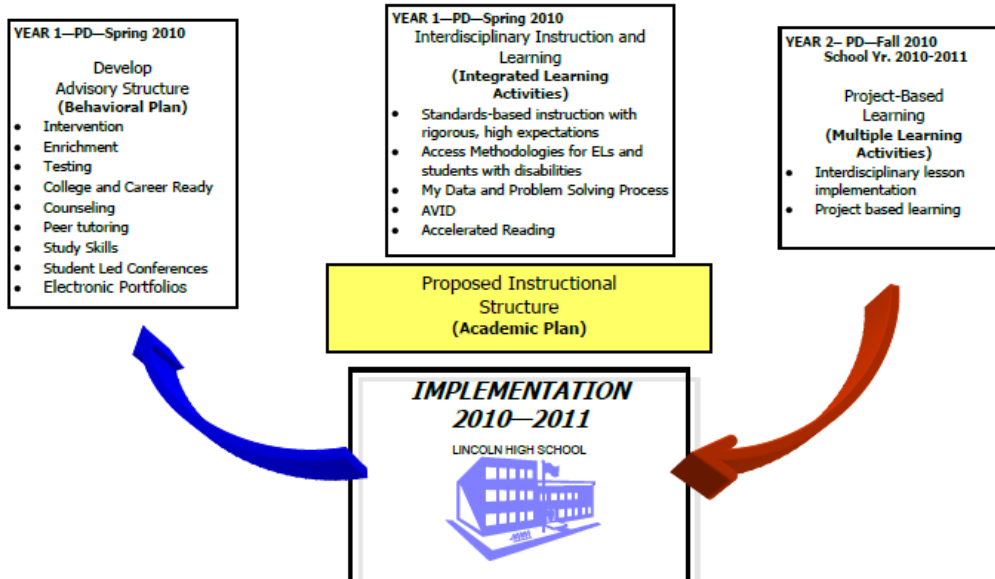
Task	Team Member (on point)	Support	Deadline
<b>PHASE 2 April- June</b>			
<b>Support and Implement Major Operational Changes including the transition into Small Schools, Scheduling Changes, Calendar Changes</b>	Jose Torres, Principal	Ricardo Rosas, AP Brig Tratar, AP Alex Vásquez, APSCS Rosa Diaz-Denny, AP Sissi O'Reilly, AP	May 31, 2010
<b>Engage in professional development around curriculum and the multi-tiered framework for looking at student instructional needs.</b> <ul style="list-style-type: none"> <li>Establish subject specific sub committees to plan and conduct PD for February 20, March 20, and April 10</li> <li>Review and approve PD plans and Data based decisions</li> <li>Start conducting PD as possible during conference periods (Literacy Across Content), Saturday Sessions (My Data, Block Scheduling for all content areas, Interdisciplinary Lessons, and Project Based Learning, Advisories)</li> <li>Create an on-going PD plan for summer and start of school year</li> <li>Ongoing use of RTI problem-solving process to address all obstacles and solutions using data</li> </ul>	Sissi O'Reilly, AP	John Robinson, Literacy Coach, Olga Flores, Problem Solving Data Coach, Fidel Nava, Bilingual Coordinator, Eva Lara, Title-I Coordinator, Michael Skramstad, Tech Coordinator, Arman Bustillo, Magnet Coordinator Core Subject Area Teachers	Begin February 20 Continue into Summer
<b>Work with local district, SMS and others to identify enrollment procedures.</b> Put enrollment into action: SLC Fairs for local feeder schools Development and implementation of Articulation Plan with Feeder schools	Alex Vasquez, AP	SLC Counselors Eva Lara, Title-I Coordinator	April 17, 2010
<b>Identify an intervention plan that aligns with curriculum, needs of incoming students etc.</b>	Brig Tratar, AP Sissi O'Reilly	John Robinson, Literacy Coach, Olga Flores, Problem Solving Data Coach, Fidel Nava, Bilingual Coordinator, Eva Lara, Title-I Coordinator, Michael Skramstad, Tech Coordinator, Arman Bustillo, Magnet Coordinator Core Subject Area Teachers	Ongoing from February into June
<b>PHASE 3 June-August</b>			
<b>Hold professional development opportunities throughout summer to prepare for the school year:</b> <ul style="list-style-type: none"> <li>Interdisciplinary Instruction</li> </ul>	Ricardo Rosas, AP	John Robinson, Literacy Coach, Olga Flores, Problem Solving Data Coach,	August 16, 2010

Task	Team Member (on point)	Support	Deadline
<ul style="list-style-type: none"> <li>Project Based Learning</li> <li>Scaffolding for ELs and Students with Disabilities</li> <li>Teaching in a Block Schedule</li> <li>Teaching Effective Student Advisories</li> </ul>		Fidel Nava, Bilingual Coordinator, Eva Lara, Title-I Coordinator, Michael Skramstad, Tech Coordinator, Arman Bustillo, Magnet Coordinator Core Subject Area Teachers	
Master schedule development in line with curriculum, intervention and enrichment needs, and block scheduling	Alex Vasquez, AP	SLC Lead Teachers SLC Counselors	June 2010
Identify students and collect IEPs, cumulative files, etc.	Rosa Diaz-Denny, AP	Howard Yao, Bridge Coordinator	June 2010
Start special education planning (organize IEPs, classes, schedules etc)	Rosa Diaz-Denny, AP	Howard Yao, Bridge Coordinator	June 2010
Hold professional development to prepare for start of school year.	Ricardo Rosas, AP	John Robinson, Literacy Coach Olga Flores, PSDCoach	August 16, 2010
Do final checks, walk throughs, ensure all operations issues are resolved, have a backup plan for "walk ons" during the first week of school etc.	Jose Torres, Principal	Sissi O'Reilly, AP Raudel Rubalcava, Plant Manager	August 16, 2010
<b>PHASE 4 September-November</b>			
Establish instructional leadership teams, your school site councils etc. for the 2010-2011 School year	Jose Torres, Principal	Sean Leys, UTLA Chair SLC Administrators SLC Lead Teachers	June 2010
Professional Development for Parents, Teachers and Students on the implementation and use of Student-Led Conferences and student electronic portfolios	Ricardo Rosas, AP	SLC Leads Daniel Gil, Parent Rep, Eva Lara, Title-I Coordinator	August 16, 2010

**LINCOLN HIGH SCHOOL Public School Choice Implementation  
MULTI-TIERED FRAMEWORK FOR INSTRUCTION, INTERVENTION & SUPPORT—TIER 1/YEAR 1—RTI<sup>2</sup>**



*What does high-quality classroom instruction look like in the classroom?*



**Los Angeles Unified School District**  
**Single Plan for Student Achievement Accountability Matrix**  
**High Academic Achievement Action Plan**

Accountabilities	LAUSD Target	Subgroup(s)  <i>List the subgroups.</i>	Strategies/Activities  <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources  <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress  <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible  <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date  <i>Indicate when the strategy will be implemented and projected date of completion.</i>																				
<b>Increase the number of schools that meet or exceed their API targets</b>  2008-09 282 out of 613 = 46%  Lincoln High School:  <u>2008</u> <u>2009</u> <u>Change</u> 609 587 -22	10%	All Students	Implementation of interdisciplinary lessons, project based-learning, and RTI2 to address student needs for intervention.  Intervention provided during Flex advisories and during block-scheduled classes.  Utilization of instructional access methodologies to provide universal access to core to all learners.	Professional Development  X time	API: Increase the API by 25+ next year, 50+ within two years Meet growth targets school wide and for all subgroups. The goal for 2010-2011 is 630.	Principal, SLC Lead Teachers, SLC Administrator Literacy Coach, EL Coordinator, Title One Coordinator, Bridge Coordinator Problem Solving Data	August 2010-June 2011																				
<b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</b>  <b>% Proficient/Advanced CST ELA by grade:</b>  <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table>  Lincoln High School ELA 2008 2009 Change Grade 9 - 24% 27% +3		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%	ELA , 9-12, All Students	Identified subcommittee within the Leadership Council will provide the ELA content teams with multiple sources of student achievement data (CAHSEE, CST, CELDT, etc.) to inform instruction [WASC VCR pg. 10] and to improve student achievement. (SAIT)  The ELA content teams will identify common assessments (including student work) utilizing existing assessment resources, to use as interim assessments (6-8 weeks) to monitor student progress. (SAIT)	Professional Development  XTime Subs  Custodial OT Clerical OT	<ul style="list-style-type: none"><li>• Demonstrate an increase of 5% growth on API for 2009-2010.</li><li>• Demonstrate a 5% increase on the English portion of the CST by Sept 2011.</li></ul> Writing: <ul style="list-style-type: none"><li>• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment</li></ul> Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	Principal, SLC Lead Teachers, ELA Department, ELA Administrator, Literacy Coach, EL Coordinator, Title One Coordinator, Bridge	August 2010 – June 2011
	<u>2008</u>	<u>2009</u>	<u>Change</u>																								
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Grade 10 - 25% 20% -5 Grade 11 - 31% 29% -2			Continue the implementation of SLCs, interdisciplinary lesson planning, project-based learning, block scheduling, in school interventions to meet the instructional needs of students.  EL scaffolding strategies and SDAIE methodology will be embedded in interdisciplinary lessons in order to provide universal access to core to all students, with an emphasis on EL and Sp. Ed. students.  Develop and embed curricular interventions for EL and students with disabilities students by implementing department agreed-upon literacy and ELD strategies and access methodologies (i.e. pre-reading vocabulary and post-reading strategies) and using teaching assistants for student support when appropriate.			Coordinator													
<b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</b>  <b>% Proficient/Advanced CST Math by grade:</b>  <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	35%	37%	+2%	Gen Math –	15%	17%	+2%		All Subgroups	Develop and embed instructional strategies in math classes for EL and students with disabilities students (literacy and ELD strategies) for technical vocabulary in Algebra I, Algebra II, and Geometry.	Professional Development  XTime	<b>Grades 9 and 10:</b> <ul style="list-style-type: none"><li>• Demonstrate 5% growth on the Math CST for both proficient and non-proficient students by Sept 2010</li><li>• Increase the % of students scoring proficient or above on the periodic assessments</li></ul>	SLC Leads, SLC Administrator Math Administrator, Math lead teachers, math	August 2010-June 2011
	<u>2008</u>	<u>2009</u>	<u>Change</u>																
District	35%	37%	+2%																
Gen Math –	15%	17%	+2%																

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Algebra 1 – 17% 19% +2% Geometry – 11% 14% +3% Algebra 2 – 13% 14% +1% HS Math – 29% 30% +1%  Lincoln High School Algebra 1 - 11% 8% -3% Geometry - 23% 16% -7% Algebra 2 - 41% 73% +32%			Implement “Write Like a Reader” writing strategies in Math, Science and Social Studies departments.  Provide a structure (such as common planning periods, contiguous space) to ensure that regularly scheduled collaboration time is protected and used to focus on the review of assessment data/student work and the discussion of what instructional strategies could be used to support student achievement of the standards		<b>Grade 11:</b> <ul style="list-style-type: none"><li>Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English from 8% to 40%</li></ul> <b>Grade 9-12:</b> <ul style="list-style-type: none"><li>Increase the number of students on-track in terms of credits earned</li></ul>	Department chair, Science Administrator, Science lead teachers, Science chairperson, Social Studies Administrator, Social Studies lead teachers, Social Studies chairperson																																													
<b>% Proficient/Advanced CST Science and Social Science:</b> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Biology</td><td>24%</td><td>24%</td><td>0%</td></tr><tr><td>Chemistry</td><td>12%</td><td>14%</td><td>+2%</td></tr><tr><td>Earth Sci.</td><td>21%</td><td>26%</td><td>+5%</td></tr><tr><td>Physis</td><td>19%</td><td>20%</td><td>+1%</td></tr><tr><td>Inter. Sci1</td><td>7%</td><td>8%</td><td>+1%</td></tr><tr><td>Inter. Sci2</td><td>2%</td><td>0%</td><td>-2%</td></tr><tr><td>Inter. Sci3</td><td>3%</td><td>7%</td><td>+4%</td></tr><tr><td>Soc. Sci.</td><td>23%</td><td>28%</td><td>+5%</td></tr><tr><td>World Hist.</td><td>18%</td><td>23%</td><td>+4%</td></tr><tr><td>U.S. Hist.</td><td>25%</td><td>32%</td><td>+7%</td></tr></table> <b>% Proficient/Advanced CST History / Social Science by grade:</b>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Biology	24%	24%	0%	Chemistry	12%	14%	+2%	Earth Sci.	21%	26%	+5%	Physis	19%	20%	+1%	Inter. Sci1	7%	8%	+1%	Inter. Sci2	2%	0%	-2%	Inter. Sci3	3%	7%	+4%	Soc. Sci.	23%	28%	+5%	World Hist.	18%	23%	+4%	U.S. Hist.	25%	32%	+7%	10%	All Students	Provide timely student achievement data (CST, CAHSEE, CELDT). (SAIT) (WASC #1)  Provide training in accessing and analyzing periodic assessment data to inform and improve their classroom practices, and develop relevant, personalized instruction to ensure learning for all students.  Develop and embed instructional strategies for EL and students with disabilities students for implementing department agreed-upon literacy and ELD strategies for speaking, listening, reading and writing (i.e. pre-reading, during reading, post-reading activities, learning to write through literary genres, etc.) and using teaching assistants for student support where	Professional Development X-time	<ul style="list-style-type: none"><li>See monitoring indicators for CST on page 34</li><li></li></ul> Demonstrate 5% growth on the Science CST for both proficient and non-proficient students by August 2011          Demonstrate 5% growth on the social studies CST for both proficient and non-proficient students by Sept 2010.	Science and Social Science Administrators, Individual science teachers -Science Lead Teacher -LD5 Science Specialists Social Science, Science Dept. Chair Social Science Dept Chair.	August 2010-June 2011
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																
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<b>Social Science</b> <u>2008</u> <u>2009</u> <u>Change</u> Grade 8      25%      30%      +5% <b>World History</b> <u>2008</u> <u>2009</u> <u>Change</u> Grade 9      16%      19%      +3% Grade 10     19%      24%      +5% Grade 11     8%        8%        0% <b>U.S. History</b> <u>2008</u> <u>2009</u> <u>Change</u> Grade 11     25%      32%      +7%  Lincoln High School World History <u>2008</u> <u>2009</u> <u>Change</u> Grade 9        21%      32%      +11% Grade 10       13%      11%      -2% Grade 11       13%      17%      + 4%  U.S. History <u>2008</u> <u>2009</u> <u>Change</u> Grade 11       27%      29%      +2%			<p>appropriate.</p> <p>Teachers, through their subject-based departments, will focus on analyzing and applying data to improve key skills and content knowledge within each subject area, thus increasing daily intervention and allowing data to directly inform instruction.</p> <p>The departments will function as data analysis teams and meet in small cohorts (decided by each SLC) in the larger departments (English, Math, Social Science) or as entire departments in the smaller departments to analyze sets of data using the RTI2 framework such as CST, CAT, CAHSEE, etc.) Written work, periodic assessments, and commons assessments designed by the department. After analyzing data, each department will select focus skills or standards and apply the skills within their respective interdisciplinary units and project based learning.</p> <p>Continue with My Data training to all teachers and support staff.</p>			EL Coordinator, Bridge Coordinator, Title One Coordinator, ELA Coach.	
<b>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</b>  <u>07-08</u> <u>08-09</u> <u>Change</u>	-10		Students will be tested and placed in appropriate intervention courses to improve ELA and math scores.		<ul style="list-style-type: none"> <li>See monitoring indicators for CST on page 34</li> </ul>	EL Coordinator, Bridge Coordinator,	August 2010 – June 2011

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ELA	33%	31%	-2%			Continue with the full implementation for ELS classes and curriculum for struggling PRPs.			ELA Coach, A.P.S.C.S., counselors	
MATH	42%	40%	-2%			Continue with full implementation of Language Appraisal Team (LAT), Coordination of Services Team (CoST), and Student Success Team (SST) in order to provide academic and behavior plans for all struggling students, with an emphasis on PRPs and Sp. Ed. students.				
<b>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 9.3%   9.2%   -.1%  <b>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 6.6%   6.6%   .0% Hispanics 6.9%   7.0%   .1%				varies by school	Gifted and Talented students All subgroups	Improve identification process of gifted and talented students through the SLCs and access.  Improve referral process for gifted students and communication between teachers, counselors, and administrators.	Program funding	<ul style="list-style-type: none"> <li>Number of state identified Gifted students</li> <li>Improve number of identified students from 80 to over 100 for 9th graders</li> </ul>	GATE Coordinator Counselors	August 2010-June 2011
<b>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</b>					<b>All Subgroups</b>	The research and studies cited in Section 2 indicate that an instructional program consisting of interdisciplinary teaching and project-based learning has been successful with similar	Professional Development X-time	<ul style="list-style-type: none"> <li>See monitoring indicators for CST on page 34</li> </ul>	Principal, SLC Lead Teachers, SLC	August 2010- June 2011



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Accountabilities	LAUSD Target	Subgroup(s)  <i>List the subgroups.</i>	Strategies/Activities  <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources  <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress  <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible  <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date  <i>Indicate when the strategy will be implemented and projected date of completion.</i>																				
<b>Prof/Adv CST ELA Subgroups:</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%		student populations; i.e., Standard English learners, English language learners, students with disabilities, gifted and talented students, accelerated students, homeless students and students of poverty.  Teachers will use of effective instructional scaffolded strategies in their teaching, access (SDAIE) methodologies, and use data to inform instruction.  Teachers will continue with My Data training.  Flex advisories during the day in double block periods.			Administrator Literacy Coach, EL Coordinator, Title One Coordinator, Bridge Coordinator Problem Solving Data	
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
African American	25%	27%	+2%																								
Hispanic	31%	33%	+2%																								
English Learners	20%	23%	+3%																								
Sts. w/ Disabilities	11%	12%	+1%																								
<b>Accelerate the performance of Standard English Learners (SEL)</b>	10%	<b>Standard English Learners</b>	Standard English Learners will receive instruction that is culturally relevant, rigorous, and motivating through the SLC developed interdisciplinary thematic units and project-based learning.  Teachers understand that language is an integral part of an individual's identity and culture must be recognized and respected. (See section 2 for a detailed description of the curriculum.) Identified subcommittee within the Leadership Council will provide the ELA department with multiple sources of student achievement data (CAHSEE, CST, CELDT, etc.). [WASC VCR pg. 10] (SAIT)  Develop a system through dedicated time for teachers to share, observe, model and	X time Subs  Consultant Contract  Coordinator Z-time/auxiliary	<ul style="list-style-type: none"><li>• See monitoring indicators for on page 34</li><li>• * Demonstrate 5% growth on the English CST for both proficient and non-proficient students by Sept 2010.</li><li>• Demonstrate a 5% increase in the CAHSEE overall passage rate by June 2010</li></ul>	EL Administrator, EL Coordinator, Learning team leaders, Literacy Coach, Math Department chair	September 2009 – June 2010																				

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			<p>implement the identified effective strategies (SAIT).</p> <p>Continue professional development and district-mandated buyback days to include appropriate instructional strategies, such as SDAIE, differentiated instruction, accommodation/modification, collaborative/cooperative learning, and technology integration for student achievement. (WASC #5)</p>				
<p><b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b></p> <p style="text-align: center;"> <u>07-08</u>      <u>08-09</u>      <u>Change</u>            54.8%      55.7%      +0.9%         </p> <p>2007-2008 State Target was 50.1%            2008-2009 State Target was 51.6%            2009-2010 State Target is 53.1%</p>	3%	<b>English Learners</b>	<p>Identified subcommittee within the Leadership Council will provide the ELA department with multiple sources of student achievement data (CAHSEE, CST, CELDT, etc.). [WASC VCR pg. 10] (SAIT)</p> <p>Develop a system through dedicated time for teachers to share, observe, model and implement the identified effective strategies (SAIT).</p> <p>Continue professional development and district-mandated buyback days to include appropriate instructional strategies, such as SDAIE, differentiated instruction, accommodation/modification, collaborative/cooperative learning, and technology integration for student achievement. (WASC #5)</p> <p>Identify, obtain, and implement technology resources available as supplementary materials in the classroom to address multiple modalities</p>	<p>Professional Development</p> <p>X Time</p> <p>Parent and Student Meetings</p> <p>Curricular Materials</p>	<p>Demonstrate 10% growth in the percent of ELs making annual progress in learning English on the CELDT.</p>	<p>EL Coordinator</p> <p>ELA Coach</p> <p>ELA teachers and chair person</p>	<p>August 2010 – June 2011</p>

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Accountabilities	LAUSD Target	Subgroup(s)  <i>List the subgroups.</i>	Strategies/Activities  <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources  <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress  <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible  <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date  <i>Indicate when the strategy will be implemented and projected date of completion.</i>						
			<p>of our EL population.</p> <p>Increase training regarding CELDT</p> <p>Train all teachers and outside personnel on CELDT Like Activities</p> <p>Inform parent and students about the importance of CELDT.</p>										
<p><b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b></p> <p>% Early Adv/Adv</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> <p>2008-2009 State Target was 30.6%</p> <p>2009-2010 State Target is 32.2%</p>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	5%	English Learners	<p>Lincoln is helping low achieving EL students by placing them in an intervention (English Language Skills) class. ELS courses are English Language Development academic support courses for Secondary ELs in the PRP program.</p> <p>ELD is provided by authorized teachers in the sheltered mainstream English courses. This class is taught by their regular English class teacher. This ELS class has the objective to increase our students' English skills and prepare them for high stakes standardized tests like the CAHSEE, CELDT, and CST tests.</p> <p>Increase training regarding CELDT</p> <p>Train all teachers and outside personnel on CELDT Like Activities</p> <p>Inform parent and students about the</p>	Professional Development X-time Curricular materials	Demonstrate 10% growth in the percent of EL students attaining English proficiency on the CELDT.	Administrator, EL Coordinator, Learning team leaders, ELA Coach, ELA teachers and ELA chairperson	August 2010-June 2011
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
36.3%	39.3%	+3%											

**Los Angeles Unified School District**  
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			importance of CELDT.														
<b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math</td><td>34.1</td><td>36.3</td><td>+2.1%</td></tr></table>  Lincoln High School ELA      7.9          6.5          -1.4 Algebra 1    4.4          1.9          -2.5 Geometry    7.5          3.2          -4.3 Algebra 2    4            14.7        +10.7 HS Math     41.1        40          -1.1		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%	EL Students  RFEP Students   Develop and embed curricular interventions for EL and students with disabilities students by implementing department agreed-upon literacy and ELD strategies (i.e. pre-reading vocabulary and post-reading strategies) and using teaching assistants for student support when appropriate.  Continue professional development and district-mandated buyback days to include appropriate instructional strategies, such as SDAIE, differentiated instruction, accommodation/modification, collaborative/cooperative learning, and technology integration for student achievement. (WASC #5)  Develop and embed curricular interventions for RFEP and students with disabilities students by implementing department agreed-upon literacy and ELD strategies (i.e. pre-reading vocabulary and post-reading strategies) and using teaching assistants for student support when appropriate.  Increase awareness of RFEP students  Inform parent and students about the importance of CST	Professional Development  X-Time  Parent and Student Meetings	<ul style="list-style-type: none"><li>See monitoring indicators for on page 34</li><li>* Demonstrate 5% growth on the English CST for both proficient and non-proficient students by August 2011.</li><li>Demonstrate 5% growth on the Math CST for both proficient and non-proficient students by Sept 2010.</li></ul>	Administrator, EL Coordinator, Learning team leaders, Literacy Coach, Math Department chair	August 2010-June 2011
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>														
ELA	24.3	27.0	+2.7%														
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**Los Angeles Unified School District**  
**Single Plan for Student Achievement Accountability Matrix**  
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<b>Increase EL reclassification rates at the elementary, middle, and high school levels</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr><tr><td>Lincoln HS</td><td>13%</td><td>21%</td><td>+8%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	Lincoln HS	13%	21%	+8%	5%	English Learners/ PRP  <p>Through <i>Specially Designed Academic Instruction Instruction (SDAIE)</i>, English language learners receive access to the core subjects and state standards. The interdisciplinary lessons and projects will provide them with authentic meaningful experiences designed to develop their understanding of and ability to read, write and speak fluently in English.</p> <p>. Teachers will also have professional development in the instructional strategies outlined in Section 2 to provide access methodologies for English Learners and students preparing to redesignate. Continue training on My Data for teachers to monitor EL students who are close to reclassification.</p> <p>Continue with training to teachers, parents and students regarding reclassification criteria.</p> <p>Inform parent and students of the importance of reclassification.</p> <p>Provide biannually EL monitoring rosters, and where possible EL students not moving or reclassifying</p>	Professional Development X-time Parent and Student Meetings	<p>· There will be an increase of 10% in the number of EL students reclassifying as RFEP.</p> <ul style="list-style-type: none"><li>• All teachers will receive twice a year their EL monitoring rosters, and where possible EL students not moving or reclassifying</li><li>• All teachers will receive twice a year their RFEP Monitoring Rosters</li></ul>	Administrator Bilingual Coordinator ELA Coach, ELA teachers, and ELA chairperson	August 2010- June 2011
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																							
EL	13.5	15.8	+2.3																							
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**Los Angeles Unified School District**  
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			Provide biannually RFEP Monitoring Rosters																
<b>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math	Students with Disabilities	<p>Special Education, Special Day Class students will be included in the small learning community learning. Special Ed, Special Day Class Instructors will be included in interdisciplinary teams so they can modify, accommodate, and design specific lessons based on themes and unit plans and employ specific access methodologies.</p> <p>RSP students will have more student-directed projects under project-based learning and more direct instruction that builds bridges between several content areas.</p> <p>Students who qualify under Title I will have greater access to classes that involve the integration of technology skills, college-based reading and writing skills, realistic problem-solving experiences, and individualized college and career advising through the services of the</p>	Professional Development X-Time	<ul style="list-style-type: none"><li>See monitoring indicators for CST on page 34</li></ul>	Administrator SLC Leads RSP Teachers Bridge Coordinator	August 2010-June 2011
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
ELA	25%	27%	+2%																
MATH	26%	27%	+1%																

**Los Angeles Unified School District**  
**Single Plan for Student Achievement Accountability Matrix**  
**Graduation Rate**

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>						
<b>Graduation rate will increase</b>  <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>67.1%</td><td>72.4%</td><td>+5.3%</td></tr></table> <b>Lincoln High School</b> <u><b>07-08</b></u> <b>45%</b>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	8%	All Students All Subgroups	The Flex Advisory period will give teacher an enrichment program to prepare students to be college and career ready, engage them in 21 <sup>st</sup> century goals and skills, and provide intervention support.  Students will be provided with intervention course for CAHSEE  Counselors will monitor IGP with parent support	Professional Development X-time	<ul style="list-style-type: none"><li>● Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</li><li>● Decrease rate of drop-outs</li><li>● Increase the percentage of 9<sup>th</sup> to 10<sup>th</sup> grade students accumulating 55 credits</li><li>● 4-year longitudinal graduation rate (9<sup>th</sup> grade to graduation)</li></ul>	Principal SLC Leads SLC Administrators PSA/DPA counselor Academic Counselor	Ongoing August 2010 – June 2011
<u>06-07</u>	<u>07-08</u>	<u>Change</u>											
67.1%	72.4%	+5.3%											
<b>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</b>  <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>57%</td><td>60%</td><td>+3%</td></tr></table> <b>Lincoln</b>  <u><b>07-08:</b></u> <b>53%</b>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	6%	All Students All Subgroups	Provide in school interventions for CAHSEE  Students who need intervention for ELA or Math portion of CAHSEE can get support during Flex advisories and during in-school intervention/enrichment courses.	CAHSEE Prep Materials	<ul style="list-style-type: none"><li>● Increased participation in CAHSEE preparation</li></ul>	SLC Leads Counselors SLC Administrators	Ongoing August 2010-June 2011
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
57%	60%	+3%											

**Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix**

**Personalization/College Career Ready**

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<b>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 25%    TBD%    + _ %	80%	All Students All Subgroups	Students will be encouraged to look into multiple course pathways as they complete their A-G requirements and their progress will be monitored by their respective SLCs and in their digital portfolios.  Counsel students on goal setting and college and career readiness skills in Flex advisories  Provide in school intervention for academic courses.	Educational technology for digital portfolios  Partnerships with college prep programs	A-G enrollment and passing rates • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses.	Principal, SLC Lead Teachers, ELA Department, ELA Administrator, Counselors EL Coordinator, Title One Coordinator, Bridge Coordinator	August 2010-June 2011
<b>Increase the enrollment in Advanced Placement course</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 1.8%    1.9%    + .1%  <b>Increase pass rates on AP tests</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 44.1%    TBD%    +TBD%  <b>Lincoln High Enrollment in APs</b> <u>-07-08</u> <u>08-09</u> <u>Change</u> 596    674    +13.1%  <b>Pass Rates</b> <u>07-08</u> <u>08-09</u> <u>Change</u> 228    312    +37%	5%   5%	All Students All Subgroups	Increased enrollment of Latino students in AP and honors classes, identify more gifted and accelerated students by streamlining our referral system, provide better parent education and student access to programs, and use teacher referrals to help with scheduling classes for gifted students.  Additionally, all SLCs will have equal numbers of teachers certified as AP teachers, and where a deficiency exists in certified AP teachers, passport classes will be created to allow students from all SLCs equitable access to AP classes.  With the addition of flex periods and two extra periods that students can take class credits, we plan on expanding the number of enrichment,		Advanced Placement courses – • Increase Advanced Placement offerings at all high schools. • Increase the number of tests administered by 10% • Increase the number of subject matter tests administered by: • At least 2 (if the school administers less than 15 subject matter tests) • At least 1 (if the school administers less than 20 subject matter tests)	Principal Administrators SLC Leads Department Chairs AP Teachers	August 2010-June 2011
<b>Increase students preparedness for College Career Readiness</b>		All Students All Subgroups	Counselors will work with local colleges, universities and trade/technology schools to provide visits to the school and discuss with students and parents their higher learning	Professional Development Subs X Time	• Increase enrollment in 4 year universities • Increase enrollment in local 2-year colleges • Increase concurrent enrollment in local	Principal SLC Leads SLC Administrator	Ongoing August 2010- June 2011



**Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix**

**Personalization/College Career Ready**

<b>Accountabilities</b>	<b>LAUSD Target</b>	<b>Subgroup(s)</b> <i>List the subgroups.</i>	<b>Strategies/Activities</b> <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	<b>Resources/Proposed Funding Sources</b> <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<b>Means of Evaluating Progress</b> <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	<b>Staff Responsible</b> <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<b>Start/Completion Date</b> <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>programs, the requirements and financial aid available.</p> <p>The College Corner will provide to all students access to five desktop computers connected to the internet, an extensive college (university, community college, trade school) catalog and college publications library, information about College Fairs, and frequent campus visits. Services provided to students include field trips to various post high school educational institutions, access to college representatives (UC/CSU systems, Private, Community Colleges, and Trade Schools), college application advisement and workshops, financial aid advisement and workshops and scholarship information.</p> <p>Each SLC has available partnerships for internship and work experience that is threaded to the SLC themes and will prepared students for a specific field or industry.</p>	<p>Educational technology support Field trips to colleges and vocational schools</p>	<p>colleges</p> <ul style="list-style-type: none"> <li>• Increased enrollment in vocational programs and ROP programs</li> <li>• Increase in number of 12th graders taking the SAT from 47% to 80%</li> <li>• Increase in students completing A-G course in 4 years from 29% to 80% over a four year period</li> </ul>	College Counselor	

Los Angeles Unified School District  
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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> <li>there are opportunities for parent involvement</li> <li>they feel welcome at this school</li> <li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	At least 90% of parents respond “Strongly agree” or “agree”	All Parents	<p>Parents and students are included in the governance model</p> <p>An active parent center provide a more personalized approach to increasing parent involvement and participation; coordinate and participate parent trainings in categorical fund and Title I training programs, special events, surveys, public relations, and other Parent Community Services projects.</p> <p>Parents and community members are kept informed of services and activities through the District and school website, monthly school newsletters, the automated phone system, and the school marquee. Parent PD will provide support for academic and behavioral needs of students.</p> <p>Each SLC has structures that foster individualization and personalization and systems to foster parent involvement, engagement, and communication in the SLC community.</p> <p>The Community Liaison will organize and conduct monthly meetings with an advisory group of parents to ensure parent needs are being met, arranges for volunteers and District personnel to participate in programs as speakers, consultants, discussion leaders, or master of ceremonies, service hours for parents at every grade level in order to increase parent engagement throughout their child's' high school years with h incentives</p>	Professional development for parents Community Reps	<ul style="list-style-type: none"> <li><b>Increased response rates</b> – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</li> <li><b>Welcoming environment and opportunities to participate</b> – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.</li> <li><b>Parent home involvement</b> should be at 90% for elementary schools and 80% for secondary schools in 2009-10. <b>School involvement</b> should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.</li> <li><b>Parent centers</b> – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</li> <li><b>Communication</b> – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.</li> </ul>	Principal SLC Leads, SLC Administrators Parent Liaison Community Reps Title I Coordinator Bilingual Coordinator	

**Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix  
Parent and Community Engagement**

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**Safe Schools**

Accountabilities	LAUSD Target	Subgroup(s)  <i>List the subgroups.</i>	Strategies/Activities  <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources  <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress  <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible  <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date  <i>Indicate when the strategy will be implemented and projected date of completion.</i>																
The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond “strongly agree” or agree	All Students	Continue with daily locker checks, metal detectors, effective supervision during lunch and nutrition in accordance with school safety plan.  Develop respect training and tolerance training for students, hold assemblies for high expectations for student behaviors.  Support student leadership groups, get feedback from students and dialogue regarding students’ concerns.	Campus Aides Safety Equipment Professional development for security personnel	<ul style="list-style-type: none"><li>Increased and improved parent partnerships and welcoming environments</li><li>Increased external partnerships to support instructional incentives and parent participation support</li><li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li><li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li></ul>	Principal Administrators Deans Campus Aides	Ongoing																
Decrease the number of suspensions  <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>83,542</td><td>75,049</td><td>TBD</td><td>TBD</td></tr></table> <b>Lincoln High School</b> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>293</td><td>247</td><td>42</td><td>-82% .</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	293	247	42	-82% .	25%	All Students At-Risk Students	Continue with positive behavior support and Progressive discipline policy  Improve referral system for referrals to deans’ office and counselors to identify students who need COST, SST, RCT.  Maintain effective referral system to outside agencies and partnerships for conflict resolution, violence intervention, and social, emotional, and behavioral needs.	Educational Technology tracking system to track student referrals and behaviors.	<ul style="list-style-type: none"><li>Decrease non-mandatory suspension rates at all schools by 25%.</li><li>Increase the number of preventive school-wide discipline plans that are effectively implemented</li><li>Team Implementation Checklist</li><li>Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools</li></ul>	Principal SLC Lead Teachers, SLC Administrators Deans	Ongoing from August 2010 – June 2011
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Increase attendance of staff and students  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>Students:</td><td>92.31</td><td>93.47</td><td>TBD</td></tr><tr><td>Staff:</td><td>92%</td><td>92%</td><td>TBD</td></tr></table> Students		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students:	92.31	93.47	TBD	Staff:	92%	92%	TBD	96% 96%	All Students	Maintain improved student attendance rate for the 2010-2011 school year to meet district attendance goals through home visits for chronic student absentees, awards and incentives for improved attendance and perfect attendance, parent conferences,	Certificates, Awards, tokens of school pride	<ul style="list-style-type: none"><li>Increase attendance incentives/rewards systems</li><li>School-wide recognition</li><li>Increase attendance incentives/rewards systems</li><li>School-wide recognition</li></ul>	Principal, SLC Lead Teachers, SLC Administrator PSA Counselor/ DPA	Ongoing from August 2010-2011				
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			<p>Tardy and truancy intervention program with positive behavior support and goal setting by each SLC.</p> <p>Identify students in need of behavioral interventions before SART.</p> <p>Maintain improved staff attendance through positive attendance incentives, recognition for perfect attendance, referrals to counseling/mentoring for chronic absenteeism</p>				

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Increase in the number of Title 1 Schools meeting AYP for two consecutive years		All Students All Subgroups	Support learning structures, access methodologies, and intervention curriculum for at-risk students and students in low-performing subgroups.  Change of school calendar to an August to May Calendar to maximize instruction time before CSTs, CAHSEE, AP Exams.  Prioritize and maximize student instructional minutes with block scheduling to increase student engagement in learning and increase availability for intervention.	Professional development  Intervention curriculum resources  Subs	<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>	Principal, SLC Lead Teachers, SLC Administrator Literacy Coach, EL Coordinator, Title One Coordinator, Bridge Coordinator Problem Solving Data	Ongoing from August 2010-2011
Decrease in the number of Title 1 Schools in PI status		All students	Implement PSC proposal interdisciplinary curriculum, project based learning, Flex advisories, RTI2 for in-school intervention.  Use educational technology (MyData) to conduct data-driven inquiry and dialogue to make informed decisions regarding student interventions  Use electronic portfolios to maintain student progress and preparation for college and career.	Professional Development Subs Technology Support for My Data	<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>	Principal, SLC Lead Teachers, SLC Administrator Literacy Coach, EL Coordinator, Title One Coordinator, Bridge Coordinator Problem Solving Data	Ongoing from August 2010-2011
Increase in the number of QEIA schools meeting annual targets		All Students All Subgroups	Maintain current QEIA norms of 9 <sup>th</sup> grade is 20.8 to 1, 10 <sup>th</sup> grade is 22.7 to 1, 11 <sup>th</sup> grade is 24.6 and 12 grades are 24.4 to 1.  Maintain 240 to 1 students to counselor ratio	QEIA Funds	<ul style="list-style-type: none"> <li>¾ implementation of Class Size Reduction target</li> <li>¾ Implementation of 300:1 student to counselor ratio.</li> </ul>	APSCS Counselors	August 2010-June 2011

