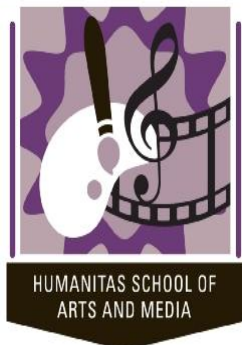


Visions and Missions of Lincoln High Small Learning Communities (AI.1)

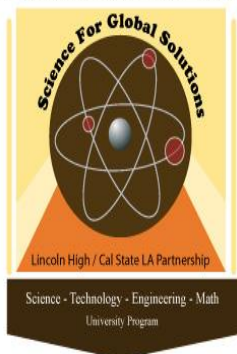
LINCOLN HIGH SCHOOL



Humanitas School of Arts and Media

- The Humanitas School for Art & Media students will work to develop confident, active lifelong learners who strive to understand the implications of large concepts, and whose thirst for knowledge is motivated by the understanding that “the big picture is the only picture that really matters,” because ideas—especially powerful ideas—do not exist in isolation.
- Our school’s standards-based curriculum has an interdisciplinary art-centered focus, the purpose of which is to prepare all students for an “on time” graduation for college and careers in a personalized educational environment with an emphasis on mastery rather than competence. We will prepare students for a field of study in education, performing arts, visual arts, and media arts or for immediate employment for those choosing to enter the work force after graduation.

LINCOLN HIGH SCHOOL



Science for Global Solutions

- Our vision is to engage students in the areas of mathematics and science, investigating how they shape the real world around us from economics and business to medicine and the physical world to embrace the demands of the 21st Century.
- Our mission is to prepare our students in all subject areas, and specifically, Mathematics, Science, and Engineering, by providing the academic skills, preparation, and motivation to successfully pursue university degrees, instilling the importance of high expectations towards achieving career goals, and preparing students to meet the industry’s growing requirements through an intensive, rigorous interdisciplinary learning experience. SGS supports all students of all ability levels and ethnicities and holds high expectations for all students. Our university preparatory curriculum includes standards-based instruction in biology, chemistry, physics, English, mathematics, and other core subjects.

VOICE

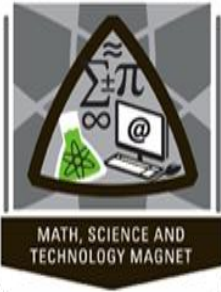
LINCOLN HIGH SCHOOL



- The Victory Over Ignorance through Culture and Education (VOICE) Small Learning Community (SLC) provides a culturally relevant, research-based education designed to increase student learning by empowering students who want to enter the fields of education and the social sciences through developing their cultural, political, and social consciousness.
- In the VOICE community, our mission is to give every student access to an education that focuses on creating awareness of social and political inequalities for the purposes of self-empowerment and increasing critical thinking skills. Students and teachers work collaboratively to create change and improve their community through appreciating and embracing a multicultural perspective of the world. VOICE educators will use what our students bring as assets to build background knowledge, and to enhance student critical thinking abilities. VOICE students should be prepared to take these skills into this community, the Los Angeles community, and the world as a whole.

Visions and Missions of Lincoln High Small Learning Communities (AI.2)

LINCOLN HIGH SCHOOL



Math, Science and Technology Magnet

- It is the vision of the magnet program to provide the best possible opportunities for students of all ethnic and academic backgrounds to partake in a rigorous college-preparatory program, with a strong emphasis on mathematics, science, and technology to empower students with the ability and skills to meet the challenges of the future.
- Our mission is to prepare our students to become independent thinkers with the needed skills to succeed in higher education and fully participate in our modern world.

LINCOLN HIGH SCHOOL



Medical and Health Careers

- Our vision is to provide students with a career focused educational program that will enable them to gain valuable knowledge and experience with the real working world before they graduate from high school, increased opportunities to build important relationships with staff on campus and mentors outside the school, and form partnerships with medical and health related organizations in the community.
- MHC will provide each student and his or her parents with guidance and advisement that will insure the completion of the A-G requirements and as well as an accelerated program of study (for many). All students will participate in a variety of community health programs from which they will gain leadership and social skills and develop caring and respect for their through a rigorous curriculum, will be provided with a structured system of extra help to enable students to complete the accelerated program of study, and have access to the interventions and resources to improve upon their literacy, language, and math skills.

LINCOLN HIGH SCHOOL



Law, Business, and Government Academy

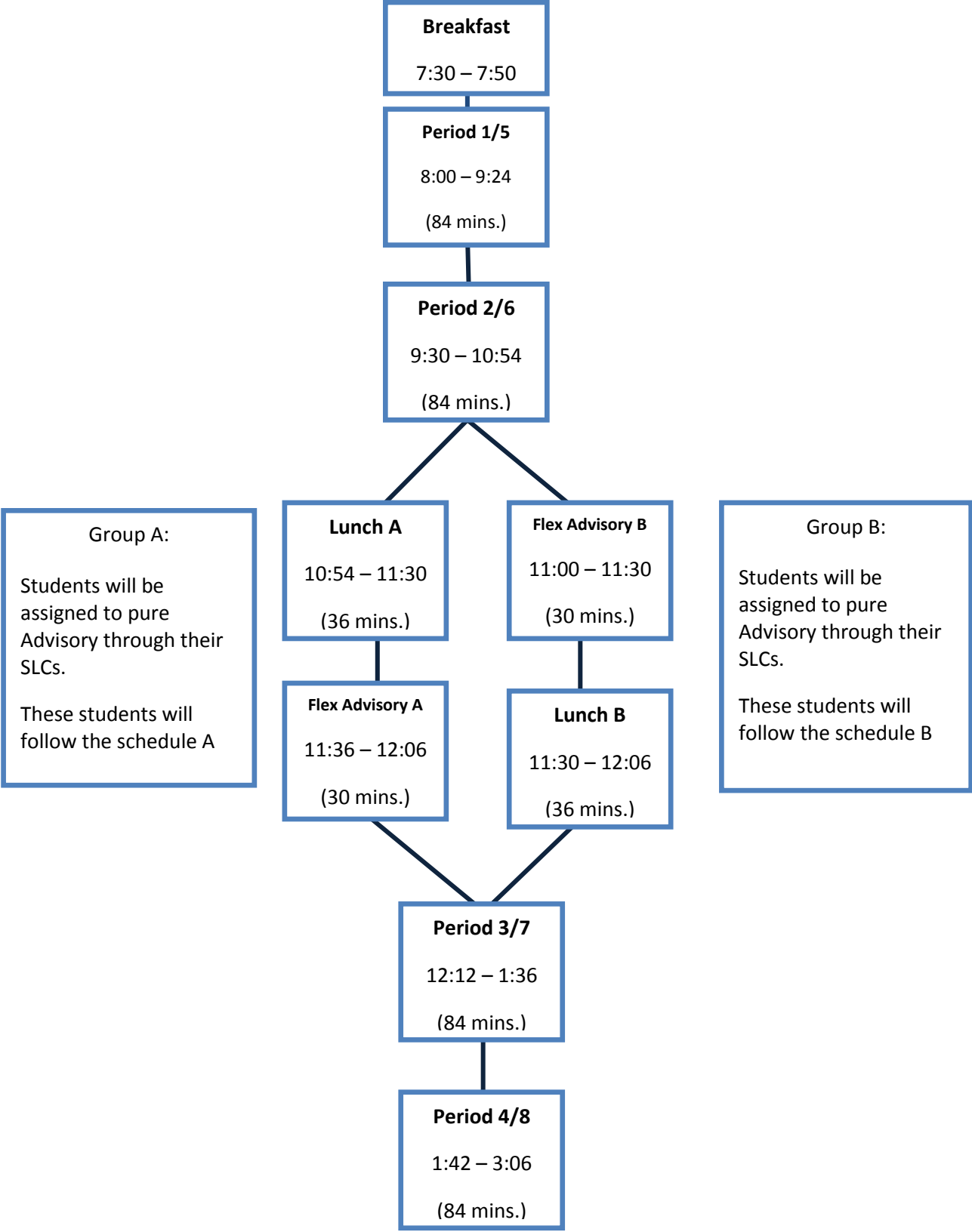
- Vision: The Law, Business and Government Academy graduate students will be college prepared and career ready, with the basic business and life skills and experiences that will qualify them for entry-level jobs in business, government or law, which can translate across all industry and business sectors. LBG is dedicated to making a difference in our students' lives to prepare them for a life that makes a difference.
- MISSION: LBG believes that global economies, new technologies and growth in information are transforming society and require students to master 21st century literacies. Students will apply problem-solving, critical thinking and analysis skills, practice collaboration and leadership skills, master written, oral and visual communication and technology skills and practice work ethic, teamwork and organizational skills that 21st century employers require. Students will understand how to access, evaluate, synthesize, collaborate and contribute, and nurture insights into human behavior enabling them to successfully advocate for legal, social and economic justice for themselves and their community.

Coursework Scope and Sequence
Scope and Sequence for Each SLC is Provided in Appendix IX

A-G SEQUENCE OF COURSES¹			
A	History/Social Studies	2 years required 3 years recommended	20 semester units
B	English	4 years required	40 semester units of core requirement courses
C	Mathematics	3 years required 4 years recommended	30 semester units 40 semester units
D	Laboratory Science	2 years required 3 years recommended	20 semester units 30 semester units
E	Languages other than English - All years of same language	2 years required 3 years recommended	20 semester units 30 semester units
F	Visual and Performing Arts	1 year required of year-long course	10 semester units
G	Electives - Interdisciplinary	2 semesters required	10 semester units
		Minimum Required Units	150 semester units 65% of LAUSD graduation total
		Recommended Units	180 semester units 78% of LAUSD graduation total
		LAUSD Graduation Unit Total including Electives	230 semester units
		Lincoln High School Possible Maximum Units with Block Scheduling	XXXXXX

¹ LAUSD Guidelines for Standards Based Instruction, 2008 Edition

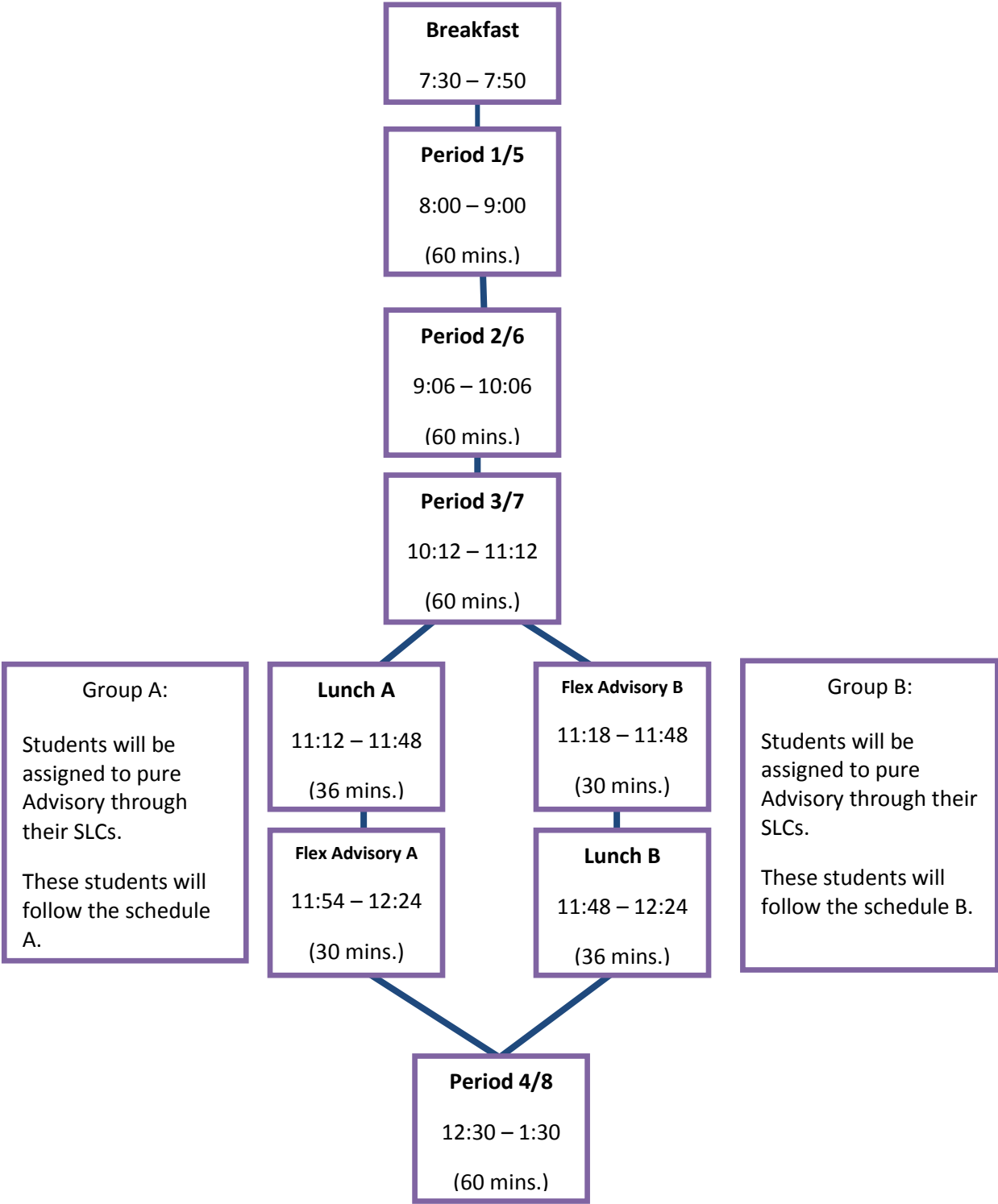
Proposed Block Schedule for
Regular Alternating School Days, Flex Advisories, and Double Lunch



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 1/5 84 mins.

Passing period 6 mins.

Period 2/6 84 mins.

Passing period 6 mins.

Advisory 30 mins.

Passing period 6 mins.

Period 3/7 84 mins.

Passing period 6 mins.

Period 4/8 84 mins.

TOTAL 390 MINS

Professional Development Day

Bell Schedule

Period 1/5 60 mins.

Passing period 6 mins.

Period 2/6 60 mins.

Passing period 6 mins.

Period 3/7 60 mins.

Passing period 6 mins.

Advisory 30 mins.

Passing period 6 mins.

Period 4/8 60 mins.

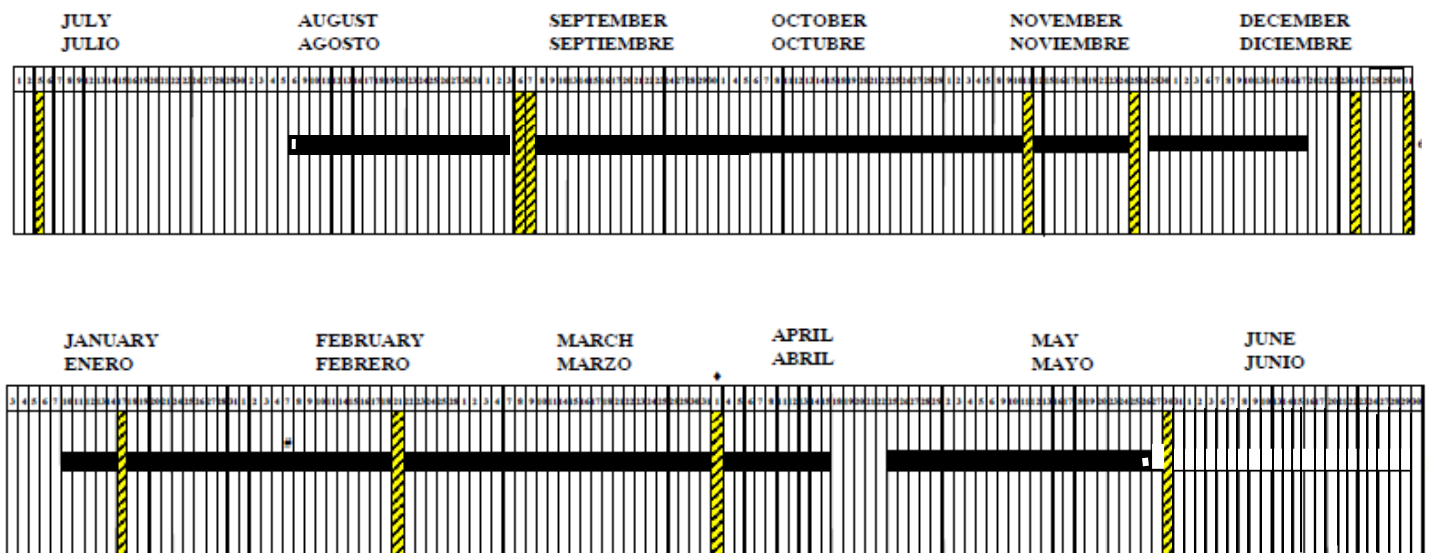
TOTAL 294 MINS

Proposed School Calendar for the 2010-2011 School Year

There will be ninety (90) days of instruction during the fall semester of 2010. The first day of instruction will be Monday, August 9, 2010, with a pupil free day on Friday, August 6, 2010. The fall semester will end on Friday, December 17, 2010. The spring semester will have ninety (90) days of instruction. The second semester will start on Monday, January 10, 2011, and end on Wednesday, May 25, 2011, with a pupil free day on May 26, 2011.

Important Dates:

08-06-2010	<i>Pupil Free Day</i>	01-10-2011	Second Semester Begins
08-09-2010	First Day of Instruction	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed
09-06-2010	Labor Day	02-21-2011	Presidents' Day
09-07-2010	Admission Day	04-01-2011 ²	Cesar E. Chavez Holiday Observed
11-11-2010	Veterans Day	04-18-2011	Spring Break
		04-22-2011	
11-25-2010	Thanksgiving Holiday	05-25-2011	Last Day of Instruction
11-26-2010		05-26-2011	<i>Pupil Free Day</i>
12-20-2010	Winter Recess		
01-07-2011			



² Pending District negotiations.

Professional Development Timeline

February 2010-

1. SLC- Prepare for Interdisciplinary content knowledge by addressing strategies and models of how teacher teams should work. Give teachers an opportunity to see how each department's state content standards will fit into ID content knowledge.
2. FACULTY- Integrate block schedule training into PD. Prepare faculty and staff for the transition. Present completed proposal and invite discussion/input on how to implement it through Professional Development (PD). Start brainstorming effective instructional strategies for PD and present model sample lesson.

February/March 2010-

1. SLC- Meet in Interdisciplinary grade-level teams. Continue to develop thematic units (8-12 weeks) that will be rolled out and tested in classrooms during the spring.
2. FACULTY- Discuss block schedule and begin planning to transition to block schedule. Address new schedule within the Interdisciplinary lesson schedule
3. SLC- Obtain teacher preferences for classes in the next year to facilitate the master schedule process. Decide on Honors, AP, intervention, and elective classes offered by SLC. Troubleshoot and prepare for placement of incoming 9th graders, including students who are Special Ed, GATE, and ELL. Begin first hour of training in how to adapt teaching/learning strategies for block schedule.
4. DEPT- Present gap analysis findings applicable to core departments (English, Math, Science, Social Science). Facilitate plans to address at least three focus standards in the coming months. Plan for common assessments of these focus standards. Other departments analyze observational and assessment-based data to decide on key skills/content area standards that will become focus standards for remainder of the year. Discuss integration of common assessments and focus standards into Interdisciplinary lesson planning.

April 2010-

1. SLC- View models of ID instruction and summative assessments used in other schools either via video or "mock" lessons that are presented.
2. FACULTY- View video footage/training on how block schedule works in other schools. Present final bell schedule proposal to teachers. Invite experts from other schools and/or the district office to come into train teachers on planning for and integrating key learning strategies into block schedule. Evaluate training at end of day to inform specific planning for next PD day addressing block scheduling.
3. DEPT- Reflect on focus standards decided upon at the last PD. Continue planning for common assessments on focus standards and analyzing data to better inform instruction prior to CST and AP testing.

May 2010-

1. FACULTY- Integrate feedback from prior training day to answer any issues from teachers on transitioning to block schedule. Focus on block schedule and

teachers will address focus standards within block schedule. Evaluate at end of session to inform last few hours of PD time.

2. DEPT- Continue integrating data-based instructional strategies into classroom. Reflect and evaluate on common assessments for the focus standards. Address issues and questions teachers might have in carrying out plan to teach focus standards.

3. SLC- Complete development for fall thematic units. Include planning for target weeks when summative assessments will happen that are rigorous, project-based, utilize literacy skills and technology, and include assessments on focus standards for each department. Especially address integration of content-specific standards into lesson design and providing rigorous, authentic assessments that include interdisciplinary essays at end of units.

4. SLC- Present grade-level units to rest of SLC. Problem-solve and decide on how teams will meet in the future. Give feedback on additional training time needed to meet in grade-level teams.

5. SLC- Meet in Grade-level teams. Discuss/reflect on how current spring units are developing. Troubleshoot and solve any issues, also consider student feedback to adjust lessons and units for the future. Evaluate projects/interdisciplinary essays and adjust for future units and next year.

June 2010-

1. DEPT- Reflect on common assessments and focus standards and instructional strategies. Continue meeting in data analysis teams for fall planning and discussing how to use focus standards and strategies in the transition to block schedule.

2. FACULTY- Using feedback from the last faculty meeting, plan this time to focus on any additional training for block schedule needed. Include written or video sample models of lessons taught in block schedule.

3. DEPT- Plan for fall focus standards. Use data collected on periodic assessments, CAHSEE, and/or CSTs. Meet in data analysis teams to address any "leftover" issues with block schedule, focus standards, and common assessments. Create and use a discussion forum and set up its use for the summer and the following school year, thus allowing for department-based collaboration and data analysis but with less meeting time.

4. SLC- Finalize plans for future needs in professional development during the summer. Reflect on process and evaluate what is needed in additional Professional Development to make Interdisciplinary unit designing a success for teachers, students, and parents.

5. FACULTY- Present final master schedule to teachers. Include presentation of process and how student needs were addressed, especially for special populations of students (including ELLs, Special Ed, and Gifted students)



Transition to Small Schools
Professional Development Sequence

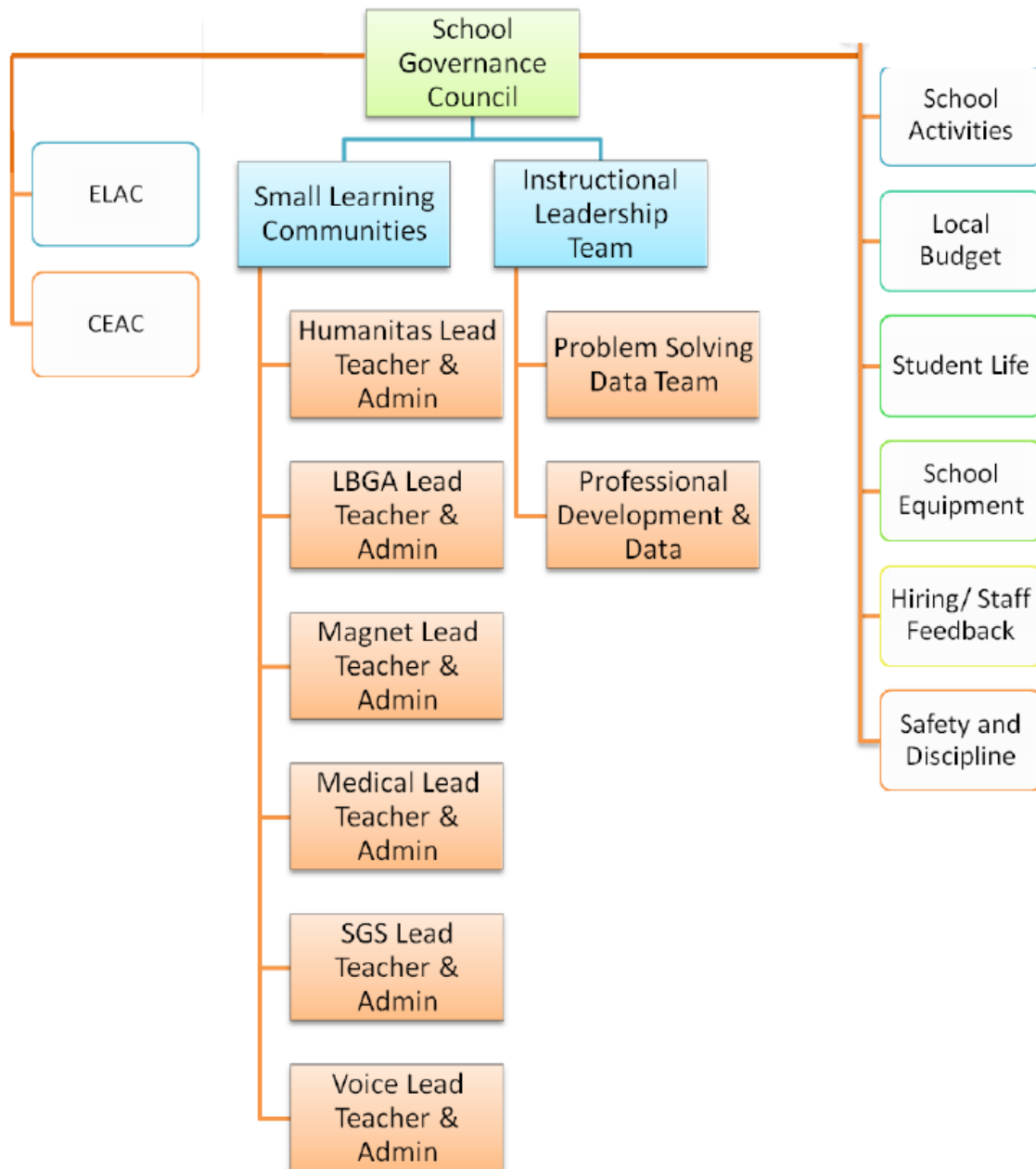
Phase	Focus	Outcome
PHASE 1: STRUCTURE	ESSENTIAL FOR ALL SCHOOLS / SLCs	
	Contracting Conversation/Needs Assessment	This is an inquiry-driven conversation that operates from the premise that the solutions required to improve the learning environment for students already exist within the capacity of the educators at the school site. Administrators, Lead Teachers, and UTLA chapter chair/co-chair meet with UEP staff to communicate aspirations and school goals in order to recognize shared interests, define intentions, and outline purposeful change. This conversation will illuminate what is working, what requires refinement, and what is not meeting expectations. UEP and the school site will define the principles and values that will guide our collaboration.
	Leadership Team Training Part 1 1 day	Administrators and Lead Teachers will self-evaluate on UEP's SLC Rubric, analyze current school vision, the master schedule, and staffing, and review each SLC's Bulletin 1600 in order to ensure whole-school fidelity to the vision. The team will establish a management plan for productive use of school resources and develop specific plans to ensure parent and community support.
	Master Scheduling Consultation / Training 1 day	Teacher Leaders, principal, and the APSCS review/refine the master schedule to ensure proper programming for each small school/SLC.
	HIGHLY RECOMMENDED FOR ALL SCHOOLS / SLCs	
	Data-driven Dialogue 4 days	Teachers and other stakeholders learn practical tools and strategies to support groups engaging in dialogue with data as a means for assessing the quality of the educational program and improving the quality of instruction

	Resource Management Consultation Number of days vary depending upon need	This is a consultation for site leaders to analyze strategies to ensure the most effective use of local school and human resources toward the achievement of SLC/small school goals
	Demonstration Site Visits 1 day	SLC/small school members visit demonstration sites to gain first-hand knowledge of how SLC component parts mesh into a cohesive educational program
Phase	Focus	Outcome
PHASE 2: RELEVANCE	ESSENTIAL FOR ALL SCHOOLS / SLCs	
	SLC / Small School Retreat 2 days	Teachers craft a vision statement that guides their work in creating or sustaining a viable small school or SLC. Teachers write a shared educational philosophy that serves as the basis for a vertical plan, curricular and co-curricular expectations for students.
	Teacher Leader Retreat 2 days	Teacher leaders develop a framework for collaboration that will improve communication, increase teacher investment in student outcomes, and streamline program attributes. This retreat provides skills development in dialogue, discussion, exceptional meeting management, advocacy, inquiry and other skills sets of collaboration.
	Career Technical Education (CTE) Foundations* 1 day * Essential for Multiple Pathways/CTE SLCs	Participants will gain an increased understanding of CTE frameworks and standards in order to inform decisions regarding industry-theme selection and related student programming. Participants will design a three-year, CTE course sequence.
A D E	ESSENTIAL FOR ALL SCHOOLS / SLCs	

	Teachers' Center 3 days	Teachers create a standards-based, thematic, interdisciplinary unit and a culminating essay prompt. Teachers typically attend in grade-level teams of 4 teachers.
	Project-based Learning 1 day	Through interdisciplinary project-based instruction, students from all educational backgrounds will increase their facility with higher-order thinking skills, improve their communication skills, and find greater relevance in what they are learning. Teachers typically attend in grade-level teams of 4 teachers.
	Work-based Learning 1 day* *Essential for Multiple Pathways/CTE schools	Teachers develop and design a work-based learning program that will include work-site experiences, community-based learning, internships, job shadowing, guided study tours, mentoring experiences and/or entrepreneurship
PHASE 3: ACADEMIC RIGOR, continued	HIGHLY RECOMMENDED FOR ALL SCHOOLS / SLCs	
	Curriculum Alignment and Standards Mapping 1 day	Teachers create an alignment template that includes the course content, formative and summative assessments, and prioritized standards for each unit
	Integrated Curriculum 1 day	Teachers create an integrated curriculum that intentionally embeds content and skills of other courses
	Math and Science Networks ongoing	Teachers work together to increase the conceptual understanding of the principles of science and math for their students and themselves. By sharing best practices, examining student work, developing lessons and accessing scientific knowledge first hand, they grow collectively to become better learners and teachers.
	Teachers' Institutes 2 days	Teachers enliven their course content, increase relevance for students, and promote authentic inquiry by enriching their own scholarship through exposure to the dynamic world of human endeavor.
LEAD	ESSENTIAL FOR ALL SCHOOLS / SLCs	

	Teacher-Leader Networks ongoing	Teacher leaders meet quarterly to collaborate and develop their skills as facilitators. Teacher Leader input and expertise is crucial to the development of new small-school program activities.
	Leadership Team Training Part 2 1 day + follow-up	A four-year plan for parent participation will be developed for each SLC that builds on their career focus or theme and supports both students and teachers with a consistent, predictable set of actions and activities
	Four-phase Approach to Partnering 1 day* *for Multiple Pathways	Teachers create a strategy to engage, convene and manage business, community, post-secondary, and government partners at the school-site level that will regularly meet to support the vision of the small school, the curriculum, project and work-based learning.
	HIGHLY RECOMMENDED FOR ALL SCHOOLS / SLCs	
	Professional Coaching 40 days throughout the school year	Coaching is sustained and intensive professional development that is grounded in inquiry and reflection. UEP's coaching model is participant-driven and invites a sharing of knowledge within communities of practice. This model seeks to produce self-directed persons with the capacity for high performance, both independently and as members of the community.

School Governance Council Chart



Public School Choice Lead Team Members**Student Representatives**

Lizbeth Garcia (Grade 10)
 Kathia Garcia (Grade 12)
 Daniel Garcia (Grade 12)
 Carolina Ramon (Grade 11)
 Erika Saracho
 Pablo Ramirez

Parent/Community Representatives

Ana Guzman
 Daniel Gil
 Lucila Robles
 Maria Bizarro
 Vladimir Reyes
 Elodia Loya
 Richard McCarthy

Classified Reps

Patti Evangelista (Office Technician)
 Elsa Cisneros (Sp Ed TA)
 Raudel Rubalcava (Plant Manager)
 Maria Banuelos (Campus Aide)
 Connie Borja (Office Technician)
 Ramona Scott (Sp Ed TA)

Teacher Representatives

Allen Cox	Sean Leys
Angela Blewitt	Susan Fong
Gilbert Martinez	James Naish
Mark Wilkins	Jacob Lim
Arthur Licon	Susan Geiger
Beth Kennedy	Marisa Crabtree
Michael Kennedy	

Administrative Representatives

Jose Torres, Principal
 Ricardo Rosas, Assistant Principal
 Brig Tratar, Assistant Principal SIF
 Alejandro Vasquez, AP Student Counseling Services
 Rosa Diaz-Denny, Assistant Principal
 Sissi O'Reilly, Assistant Principal

The Lincoln High School Focus Team Statement

The Lincoln High School Focus team has held General meetings, Stakeholder Representative meetings, and Focus Meetings by committees that includes all stakeholders: parents, students, certificated staff/teachers, classified staff, and administrators. Everyone was included and welcomed at the meetings. The stakeholder groups met several times during the week and on Saturday mornings to analyze the needs of students, gather feedback from stakeholders, and develop a plan that best supports the instructional and behavioral needs of all students.

Meeting Dates:

General Stakeholders Meetings:

- October 6, 2009
- October 9, 2009

Stakeholder Focus Group Meetings:(parents, students, teachers, classified staff, and administrators)

- October 13, 2009 to October 30, 2009

Stakeholder Representative Group Meetings Every Saturday:

- November 7, 2009 to January 9, 2010

Committee Meetings:

- The four committees that included all stake holders met several times during the week between November 7, 2009 and January 9, 2010

Jose Torres, Principal

As school principal at Lincoln High School, I feel I am able to perform the tasks in the plan, because of my experience as an educator of over twenty five years. I have taught mathematics to students with special needs, IWEN, GATE and LEP, for ten years. I look forward to leading the vision and mission to implement the various strategies and techniques that from professional development sessions that our outlined in this proposal. As a former out-of-the classroom support personnel, Bilingual Program Coordinator, I provided training to teachers and parents of LEP students on the most current strategies and practices in the area of Bilingual Education. For the last eight years, I have been providing support and guidance as an Administrator to staff, parents, and students on seeking better ways to improve the quality of classroom instruction.

Sean Leys, UTLA Representative

As UTLA chapter chair for Lincoln High School, my role has been to represent the teachers and other UTLA bargaining unit members. It is the position of our chapter that our union's most important job is to help us do a better job in the classroom. For us this means fighting for better curriculum, smaller class sizes, and focusing all school policies and systems around serving students in the classroom first. Considering this, when it was announced that Lincoln would be a focus school, I immediately convened a chapter meeting and we began the work of deciding how we could use this as an opportunity to achieve our goals. We created a committee that reviewed the history of successful reforms at Lincoln, we visited ESBMM and Pilot schools to hear from change agents there, we developed specific ideas of what would authentically improve our school, and we put together a team to help write this plan. Once that was done, my task has been to be part of the writing team, to get feedback from the faculty to the writing team, to work with UTLA officers and LASDI, and to collaborate with our principal, Mr. Torres, on overseeing the process by which this plan would be created. I am extremely proud of this plan and believe it represents the collective desire of all our faculty members to help Lincoln's students become more academically successful.

Connie Borja, Classified Employees Unit Representative

My role as a representative is to make sure all classified is represented as well as seek the best way we can implement our experience in helping students as well as making the school as effective and efficient as it can be. I was part of the operations and budget team which we wanted to implement and make sure that the school continued to be in compliance with the budget as well as operations running smoothly

Sissi O'Reilly, Assistant Principal

As a stakeholder representative, this has been a tremendous experience of collaboration and consensus from all stakeholders. Throughout my years in LAUSD in different role groups as a teacher, instructional specialist, and assistant principal, this experience has been the most collaborative school reform effort. I was able to respond to continuous and valuable input from students, parents, teachers, classified personnel, and other administrators. No one was excluded from the process and all stakeholders were given the opportunity to share their voices and opinions. I am grateful for the instructional unification, professional connections and school spirit that this reform effort from Lincoln has provided

Brig Tratar, Assistant Principal

The Public School Choice resolution brought a sense of urgency to Lincoln High School. Previous attempts at reform had fizzled due to competing interests and a systemic fear of change that is pervasive at many schools. The resolution and its focus on stakeholders brought a fresh view to the job of increasing student achievement. Teams of teachers, students, parents, classified staff, and administrators held numerous meetings that were not only effective in drafting a plan, but also served to begin a focused dialogue of positive transformation. We realize that the plan is only a beginning; the real work will come later when the school and all of the stakeholders put into action the words and goals of the plan. Overall, the PSC resolution offered a way to empower people and bring them together to focus on a vision for the school. We hope to continue to meet with all stakeholders and remember that our shared goal is to increase student achievement.

Alejandro Vasquez, Assistant Principal of Student Counseling Services

As an administrative representative for Lincoln High School's School of Choice Plan, I have been involved in many transparent meetings after school and on Saturdays. During these meeting all stakeholders representatives have been able to share thoughts and ideas to improve student achievement at our school site. During this process I have facilitated many ideas shared by all members of the School Community Focus Group in order to increase parent participation and making the campus more inviting for the community of Lincoln High School. In order to have a successful plan I hope to see additional support from the Local District and Central Office in L.A.U.S.D. in order to improve student achievement.

Marisa Crabtree, Teacher

I have worked with students in various capacities since I was a student myself and can testify to the ideas that are embodied in this proposal through firsthand experience with students. Over the years as I built relationships with students, I discovered the learning experiences that embed themselves in students' memories are ones containing connection to big, world-changing ideas, connection to real life, and connection to their peers and influential adults. I hope that we have built these connections into this proposal and our school community. That was the intent. It has been a pleasure working with students, fellow teachers, administrators and staff, and the parents and community members in Lincoln Heights through the focus groups and the proposal-writing process. I look forward to using my talents and gifts in the work that will follow the acceptance of our proposal.

Mark Wilkins, Teacher and Dean of Students

As Facilitator of the Operation and Budget Focus Group, I, as a teacher representative worked with a parent, student and classified representatives to identify sections of the Focus School Plan Rubric that pertained to Operation & Budget and develop our suggestions as to how Lincoln High would address them. I then wrote the nine page, single spaced, Operation and Budget Focus Group Final Report which addressed our focus group's recommendations for 33 of the subsections on the Focus School Plan Rubric. The report was emailed to the assigned author of the overall plan and copies were distributed to all administrative staff, and the LD 5 Director of Operations and Director for Lincoln High. Overall, I enjoyed being a facilitator and working with stakeholders to help develop the Lincoln High Plan.

Allen Cox Teacher

I was the facilitator for the Curriculum and Instruction Committee. I assisted in the writing of the Curriculum and Instruction section of our plan as a teacher, science department chair, and member of the Science for Global Solutions SLC.

Ana Guzman

I have two sons that attend Lincoln High School. One son is a senior this year and will be graduating from Lincoln in June. My other son is a sophomore this year. I'm an alumnus myself. I have five sisters and one brother who graduated from Lincoln in the mid 80's and early 90's. I have several nieces and nephews that attend Lincoln or who recently have graduated from Lincoln in the past several years. My role at Lincoln is one of very involved parent at all different levels. I have participated in the Parent Focus group for the last several months to give recommendations and input as an active parent at Lincoln. This plan is very important to me because Lincoln has been an educational institution for my family. Many of my family members attend, have attended or will be attending Lincoln for years to come. So this proposal that we have been working on for the last several months is very important because many of my family member will benefit from a solid educational plan. This plan will give students a strong foundation to succeed in school but more importantly to attend college and be professionals in our society.

Richard Murphy, Parent

I have two girls (twins) attending Abraham Lincoln High School. My wife and I made a decision to move to Northeast Los Angeles 25 years ago before we had children. We were looking for affordable housing close to downtown. When we decided to have children we talked about where we were going to send them to school. We discussed different options; however my wife felt that it was important to send them to public school. While I was not totally opposed to the idea I was concerned. Were they going to get a good education, fall into the wrong crowd, would they be exposed to violence? That was twelve years ago and at each school change the same thought went through my head and at each level elementary, middle school, and now high school I am please to say that I have been wrong. At each school they have attended they have encountered students who often competed with and at times outshined my daughters. Teachers that cared and worked overtime to bring the best, not only to my daughters, but to students who were struggling overcome many trials that are not only common in the central city but throughout our society. When I heard that Lincoln was to be a Focus school I felt the need to be involved in any changes that would possibly disrupt the flow of my daughters' final year at school.

I have attended five of the Focus meetings. The first was an introduction to the process; it was lightly attended by parents and staff. I became concerned since I thought there would be more people attending. The second meeting was with parents where the Focus Committee solicited concerns from the parents and the community. It was chaotic, but necessary and a good way to allow the parents to express concerns and complaints, as well as offer suggestions as to what they would like to see changed in the school and what they thought were the school's strengths. The next three meetings were work meeting where parents, teachers and community members hammered out a vision for the school in the coming years. I felt these were productive and because of efforts by the leaders of the group allowed for a wide

range of topics to be discussed and where all who attended were addressed on an equal footing. I would hope that the Focus Group could continue to meet so that the ideas that were put forth can be implemented.

Daniel Gil, Parent Liaison

My role in this committee is to provide information about the community in which I live in. I have a very good feeling that if we make these school reform efforts, we will be doing a big change for the benefit of Lincoln students. Working with all personnel and administrators, we can make a big difference. I am also working with all classified and parents to keep them informed about the changes.

Raudel Rubalcava, Plant Manager

I have been a part of the Budget and Operations Committee for the Public School Choice Proposal. I attended meetings after school and on Saturdays. I enjoyed being a part of the stakeholders group because it has been informational and educational. I feel if Lincoln High School's Public School Choice Proposal is accepted, Lincoln will graduate more students and will become a top LAUSD school.

Maria Banuelos, Supervision Aide and Parent

As a parent community member, being a part of this team has made an impact on me in wanting to be more involved here for the school's students, staff and parents. Not only have I learned and received information, but I also voiced my opinion as an employee and parent at Lincoln. It is a good feeling that I can be able to share and express my suggestions. This has been a great experience for me. I really like being a part of the community and bring change to Lincoln.

Kathia Garcia, Student

I am a senior at Lincoln High School. When I hear that Lincoln High was one of the Focus schools in the eastside, I felt an obligation to learn more about what was happening and try to do something to help my school. Becoming a stakeholder representative of the Focus Team at Lincoln allowed me to do all this. As a stakeholder, I was able to participate in the discussions and decisions that are crucial for the improvement of my school. This made my participation a very rich experience.

Lizbeth Garcia, Student

I am currently a sophomore at Lincoln High School. I found out that changes were going to happen here at Lincoln from United Students and I knew that I had to be involved in it. I found out more about the Focus Team and I went to the first student meeting. I was intimidated at first as a student, but I also felt really good because the teachers, administrators, and parents wanted to hear what I had to say and that gave me more motivation. As I continued to go to meeting, I felt great because I was learning tons of stuff and I was able to tell other people exactly what was going on. I am really glad I participated in the Focus Team, and I hope that because of my help, Lincoln can become the best school.

Destiny Nguyen, Student

I am a freshman, and I'm excited to come back for more and experience a new journey to come for the next school year.

Additional Assistance from Staff, Faculty and Consultants

This process brought forth input from all stakeholders and representatives of the Lincoln School Community. Special thanks are extended to the following Individuals whose additional assistance was instrumental in the research, development, and writing of this proposal.

Cathleen Kibala, LASDI Consultant and Editor
Jane Patterson, Los Angeles Educational Partnership

David Ayala, College Counselor
Armando Bustillo, Magnet Coordinator
Sylvia Calderon-Mastros, School Librarian
Erika Cuevas, Healthy Start
Bao Duong, PSA Counselor
Olga Flores, Problem Solving Data Coach
Sara Gamez, Office Technician
Alicia Hernandez, SAA
Eva Lara, Title I Coordinator
Mia Lee, Gear Up Project Coordinator
Caroline Paredes, Psychiatric Social Worker
Lupe Ramirez, EduCare Foundation
John Robinson, Literacy Coach
Michael Skramstad, Technology Coordinator
Howard Yao, Bridge Coordinator

SLC Lead Teachers:

Daniel Brewer, Science for Global Solutions
Larry Mowrey, Humanitas
Luisa Pak, Medical and Health
Beth Kennedy, Law, Business and Government
Jennifer Ernststrom- Fernandez, VOICE
Armando Bustillo, Magnet Coordinator

3501 North Broadway, Los Angeles, CA 90031
(324)441-4600

Jose F. Torres

Objective	To obtain a secondary school Principal position	
Current Position	Lincoln High School Principal	07/2007-Present
	<ul style="list-style-type: none"> Facilitated the development of a shared school wide vision Developed and maintained a school culture conducive to learning Ensured that all appropriate infrastructures were placed so that the best teaching and learning would occur Facilitated parent/community involvement 	
Experience	Hollenbeck Middle School Principal	02/2005-06/2007
	<ul style="list-style-type: none"> Facilitated the development of a shared school wide vision Developed and maintained a school culture conducive to learning Ensured that all appropriate infrastructures were placed so that the best teaching and learning would occur Facilitated parent/community involvement 	
	Garfield High School Assistant Principal	11/2004-02/2005
	<ul style="list-style-type: none"> Provided professional development to teachers on curriculum and instruction Supervised and evaluated certificated and classified staff Coordinated parent training and workshops 	
	Hollenbeck Middle School Assistant Principal	09/1998-11/2004
	<ul style="list-style-type: none"> Provided professional development to teachers on curriculum and instruction Supervised and evaluated certificated and classified staff Coordinated parent training and workshops 	
Education	National University Master of Science in Instructional Leadership	September 1992
	<ul style="list-style-type: none"> Emphasis in Curriculum and Instruction 	
	Northrop University Bachelor of Science in Mechanical Engineering	September 1982
	<ul style="list-style-type: none"> Civil Engineering minor 	
Credentials Held	Administrative Services Credential, Single Subject (Mathematics) Teaching Credential, Bilingual Certificate of Competence BCC)	
References	References available on request	

Sean Leys

3501 North Broadway
Los Angeles, CA 90031
seanleys@riseup.net

OBJECTIVE: To teach high school English.

QUALIFICATIONS: I am fully credentialed, have nine years urban teaching experience, and am a recognized leader in critical pedagogy, multi-cultural work, and the use of technology in the classroom.

EDUCATION:

2005	<i>California Clear Credential (Secondary Language Arts), UCLA</i>
1999	<i>M.A., Folklore and Mythology, UCLA</i>
1993	<i>B.A., English, UCLA</i>

EMPLOYMENT:

2006-present	<i>Teacher, Lincoln High School</i> Teaches 9 th and 10 th grade English in the Law, Business, and Government Academy. Currently UTLA Lincoln High Chapter Chair, previously English Department Chair and debate team coach,
2005-2006	<i>Instructor, UCLA</i> Developed curriculum and taught social foundations and secondary methods class for TeachLA credential program.
2005-2006	<i>Teacher, Belvedere Middle School</i> Taught 8 th grade English, including Studio reading classes.
2005	<i>Group Project Facilitator, Los Angeles Leadership Academy</i> Developed curriculum and taught civil rights history at a Los Angeles charter school.
2004-2005	<i>Substitute Teacher, LAUSD</i>

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Sissi Dinh O'Reilly

Objective	I am an instructional leader is working with a collaborative team whose primary focus and ultimate goal is the educational success of all secondary students using the latest research in content and instruction to build lifelong learners and promote academic success.	
Current Position	Lincoln High School Assistant Principal	September 2009 - Present
	<ul style="list-style-type: none"> Supervise and support the instructional work of the SGS SLC and the Science Department; coordinated and support content area professionals and instructional needs of students. Supervise and coordinate the ongoing work of the Attendance Office, Pupil Services and Attendance Counselor, Plant and Facilities, and Cafeteria Supervise the ongoing Response to Intervention Cohort I development at Lincoln High 	
Experience	Eagle Rock High School Assistant Principal	September 2008 to June 2009
	<ul style="list-style-type: none"> Coordinated and facilitated services for students, parents and staff in the attendance office, health/nurse's office, textbook room; assisted nurse in attending to students and parents during medical emergencies; Supervised and supported the instructional work of the English and Science departments in both core and SLC transition; provided ongoing support, observations, and evaluations for 24 teachers in English and Science; coordinated and supported content area professional development for English and Science including data analysis, periodic assessment ECR scoring, Supervised and coordinated student events and activities including dances, recitals, performances, lunch time activities, prom, and graduation; oversaw budget for student activities, senior class funds, drill/cheer funds, coordinated contracts with vendors, and maintained textbook compliance. 	
	Secondary Literacy, Central Branch Specialist	November 2006 to August 2008
	<ul style="list-style-type: none"> Participated in the development of assessment, instruction and curriculum for secondary students in English Language Art as well as implementation of District initiatives around standards-based curriculum and effective differentiated instruction to support student achievement. Supported the development of policies set forth by the Board of Education, publish formal documents and district correspondence, and analyze student performance data on the periodic assessments, CAHSEE, and the CST in English Language Arts to align resources and provide support. 	

BRIG TRATAR
3501 North Broadway
Los Angeles, CA 90031

PROFESSIONAL EXPERIENCE

- Assistant Principal—Lincoln High School 2008-Present
Coordinate Small Learning Communities, assist and evaluate personnel, supervision of athletics, instructional leadership, counsel students, liaison between district and school, implement positive change, professional development, maintain safety of students and staff, mentor and assist new teachers, Title IX complaint manager, intervention programs, lead faculty meetings, supervise math department and Humanitas SLC, any duties required by and for school administration.
- Career Ladder Office, Teacher Advisor--LAUSD 2007- 2008
Coordinate 14 High School Teacher Career Academies, design curriculum, oversee budgets, conduct professional development, coordinate scholarships and job opportunities for future teachers, contribute articles to district publication
- Coordinator of California Partnership Academy—
 1. Media and Performing Arts Academy at James Monroe High School, 2005-2007
Oversee budgets, design mentoring and internships, community and business support, coordinate a team of teachers, plan and implement curricular field trips
- English Teacher--James Monroe High School, 1999-2007
Taught 9th and 10th grade English, American Literature, Advanced Placement Literature, Advanced Placement Language, Contemporary Composition, Expository Composition, American Literature, Modern Literature, and Creative Writing
- Special Education Instructor—Valley High School 1997-1999
Wrote IEPs, instructed students with various learning disabilities

EDUCATION

- Tier II administrative program
University of California Irvine Extension, In Progress
- Cal State Northridge
MA in Educational Administration, 2008
- Cal State Northridge
Single Subject English Teaching Credential Program, 2001
- University of California at Santa Barbara
BA in Sociology, 1991

MARISA CRABTREE

3501 North Broadway
Los Angeles, CA 90031
mcrabtree100@pointloma.edu

OBJECTIVE

Obtain a position where my gifts of teaching, leadership, and counseling will be utilized to their fullest potential. Participate in a learning environment where interdisciplinary teaching and standards-based, thematic lesson design is supported.

EXPERIENCE

2005-present Los Angeles Unified School District Los Angeles, CA
English and Choral Teacher, Grades 9-12, Lincoln Senior High School

- o Develop instructional lesson plans for English/Language Arts classes at secondary grade level.
- o Diagnose, monitor, and assess students' level of achievements.
- o Prepare progress reports, monitor marks, and confer with parents.
- o Organize and develop high school choral program while serving as Choral Director, 2006-present.
- o Design and integrate technology-based lessons that utilize cutting-edge online learning tools, such as blogs, discussion groups, web quests, and virtual classrooms.
- o Recruit students, coordinate study sessions, plan logistics, and coach students in readying them for competition as Academic Decathlon Coach, 2006-present.
- o Encourage and assist students in developing leadership skills. Act as Junior/Senior Class Sponsor, 2007-present.
- o Build relationships with peers and facilitate training and professional development as Small Learning Community and Departmental committees representative.
- o Represent teachers and problem solve school-wide issues while serving on School Legislative Board.

2004-present La Canada Unified School District La Canada, CA
Music Education Instructor, Grades K-6, Paradise Canyon Elementary School

- o Planned and implemented a comprehensive music education curriculum for students in grades K-6.
- o Utilized Orff and Kodaly techniques to educate students about a variety of music from different cultures and times throughout history.
- o Directed and coordinated musical performances integrating vocal, instrumental, dance, and spoken elements at each grade level.
- o Trained students in vocal and instrumental performance.

2004-present Ivy West Educational Services Marina del Rey, CA
SAT Reasoning Test, SAT Subject Test, and AP Exam Preparation Instructor

- o Taught curriculum based on preparing students for standardized tests for college entrance.
- o Tailored curriculum to best suit each individual student's needs.
- o Encouraged and motivated students in their college aspirations.
- o Counseled students and parents on standardized test-taking as well as the entire college application process.

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Allen F. Cox

Objective	My career goal is to provide <u>all</u> students access to physics concepts.		
Current Position	Lincoln High School	2004 - present	
	Physics and AP Physics Teacher		
	<ul style="list-style-type: none"> Science Department Chairperson MESA co-sponsor Physics Learning Team member and facilitator I am part of a team that has brought about an increase in students taking physics at Lincoln. While increasing the number of students taking physics, we have also increased CST scores three years in a row. The 2009 average CST physics scores for Lincoln students (352) was better than both the LAUSD and California average. 		
Experience	LACC	2001 - 2002	
	Teaching Assistant - Astronomy		
	<ul style="list-style-type: none"> Tutored Astronomy students Lab equipment set-up and maintenance 		
	Burbank, CA	Walt Disney Music Publishing	1995 - 2002
	Supervisor		
	<ul style="list-style-type: none"> Maintained database of music publishing documents Interfaced with national and international music performance rights organizations Streamlined digital distribution of data 		
	Burbank, CA	Copy Central	1993 - 1995
	Bookkeeper		
	<ul style="list-style-type: none"> Organization and deposit of daily cash receipts 		
Education	California State University, Los Angeles	2004	
	BA - Physics		
	<ul style="list-style-type: none"> Research Assistant - Astronomy 		
	Los Angeles City College	1993	
	AA – Music Composition		
Credentials Held	California Clear Credential for single subject - Physics.		

Mark Wilkins

3501 North Broadway
Los Angeles, 90031

Objective: To obtain an administrative position that utilizes my skills and background to support the academic and behavioral learning needs of students.

EDUCATION

- Masters Degree in Education, National University
- BA Liberal Studies, California State University, Los Angeles
- AA General Education , Los Angeles City College

POSITIONS HELD

Lincoln High School

- Dean of Students 2007-2010
Using a progressive discipline approach, I worked to implement district discipline policies in a fair and consistent manner, which allowed all students equal access to learning correct behaviors.
- Community Based Instruction Teacher 1997-2006
I taught life skills to mentally retarded, autistic students utilizing community resources (transportation, libraries, markets, museums etc.)
- Special Education Science Teacher 1989-1997
- Multi Subject Self Contained Special Education Teacher 1985-1988

Florence Avenue Elementary

- Elementary School Teacher 5th Grade Florence Ave. Spring 1989

LEADERSHIP ROLES AT THE DISTRICT LEVEL

- Member of LAUSD Student Discipline Policy & Implementation Committee 2006-2009
I worked collaboratively with various stakeholder representatives on developing, writing and implementing the LAUSD Discipline Foundation Policy.
- Member of LAUSD Superintendent Selection Committee (for LD 5) 2009
I worked collaboratively with various stakeholder representatives to interview and deliberate on the merits of various candidates for Local District 5 Superintendent position and make recommendations to Superintendent Cortines.
- LD 5 Superintendents Parent Advisory Council (Ex Officio Member) 2009
Utilizing my knowledge and background in various areas, I supported Local District 5 in explaining complex issues to representatives on the Parent Advisory Council.
- Member LAUSD Safety Planning Committee 2002-2008
I worked developing District Policies and Procedures regarding Safety.
- WASC Accreditation Visiting Team Member Fall 2007
Assisted in analyzing various systems in place at North High in Torrance California. The team measured the schools performance against standards of excellence developed by the Western Association of Secondary Schools and gave the school an accreditation rating based on that criteria.
- Member LAUSD Title One Advisory Committee 2002-2006
I was part of a collaborative council which advised the district on the disbursement of approximately 350 million dollars annually. I designed the form that LAUSD used for applications for district Title I money.
- Chair UTLA Violence Prevention, School Safety Committee 2002-2009
I worked with committee members from a broad cross section of members and UTLA leadership in addressing safety issues and concerns of teachers and health and human service members.

Ana M. Guzman

Parent

Rana1guzman@aol.com

Education

1979-1983

Lincoln High School

1984-1987

Los Angeles City Colleges

Work Experience

1992-2010

Tutor Elementary School Students

1992-1995

Stay Home

Extra Curricular Activities

2006-2010

Parent Volunteer at Lincoln (Sports Events)

2002-2006

Parent Volunteer at Sycamore Grove School

Parent Volunteer at Montecito Part (Sports)

2002-2003

Parent Volunteer at Lincoln Park (Sports)

Languages

Fluent Spanish

Daniel Gil, Parent Liaison for Lincoln High School
3501 North Broadway
Los Angeles, CA 90031

Certificates of Completion

- Conflict Resolution and Leadership
- Parent Expectations Support Achievement (PESA)
- Family Reading Series /Trainer of Trainers Institute
- Parent Technology Leader Training
- School/Home Connection Training
- Parents for Better Parent, Better Child
- California Network of Partnership Schools, Parent Center Leadership
- Hollenbeck Parent Project / LAPD Hollenbeck Area and LAUSD
- *Carácter Counts!* Carácter Development Seminar
- *Parents Anonymous*

EXPERIENCE

- # Assists at a Cluster Parent Center by coordinating and participating in presenting parents orientation in categorical fund and Title I training programs, special events, surveys, public relations, and other Parent Community Services projects.
- # Coordinates parent education class's through the Division of Adult and Career Education, Title I and Bilingual Councils, and others outside organization and agencies, to provide parents training.
- # Assist parents in all aspects of school services and student needs
- # Organizes and conducts monthly meeting with and 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.
- # Develops and maintains contacts with other local Parent Center to provide and exchange information regarding policies and procedures. Conducts an annual needs assessment survey for parents to determine educational needs.
- # Provides a welcoming, safe, clean and positive environment at the Parent Center
- # Participate in training programs for professional development. Operates a variety of office machines, such as copiers, calculators, typewriters, computer such as Windows SP. Microsoft Word, IBM, and Corel WordPerfect.

LANGUAGES Speak and write, English and Spanish.

Administrative Responsibilities

Lincoln High School
ADMINISTRATIVE RESPONSIBILITIES 2009-2010

Jose Torres, Principal	Sissi O'Reilly, Assistant Principal	Rosa Denny, Assistant Principal	Ricardo Rosas, Assistant Principal	Brig Tratar, Assistant Principal	Alejandro Vasquez, Assistant Principal
Math Science Tech Magnet School	UPP, Science Math. & Engineering (SLC)	Health and Medical (SLC)	Law Business & Government (SLC)	Hum/Arts/Media (SLC)	VOICE (SLC)
	DEPARTMENTS	DEPARTMENTS	DEPARTMENTS	DEPARTMENTS	DEPARTMENTS
	Science	English	Physical Education	Mathematics	Foreign Language
	Health	ESL	Music/Art	Business	Ind. Ed/Voc.
	JROTC	Special Education	Social Studies	Technology	ROP
	Grade level 9th	Grade level 10th	Grade level 11th	Grade level 12th	
Accreditation	Attendance/Enrollment/Registration	Act of Violence/Hate Crimes	Alumni LHS	Academic Decathlon	Career Pathways
Administrators	Bell Schedules	Accreditation	Announcements/PA/Marquee	Approved Video List	CEAC Program
Audits	Beyond the Bell	Back to School /Open House	Assemblies/Events/Productions	Articulation/Orientation	Closing/Opening Bulletins
Budgets	Buses (MTA)	Child Abuse Reports	Athletics	BTSA	College/Career Advisers
Communications/News Release	Cafeteria/Food Services	Earthquake/Emergency Procedures	Class Coverage/Subs	CAHSEE	Counseling Services/Staff
Community Relations	Chemical Safety Coordinator	Gifted Program	Clerks/Community Reps	Department Chair/SLC Meetings/RO	Crisis Team/Intervention
Coordinators	Dance/Flag/Drill Teams	ID Pictures/Yearbook	Clubs/Organization/Sponsors	Faculty Handbook	Deans/Probation/School Police Office
Faculty Meetings	Fall Pre-Registration	Incident/Accident Reports	Coaches (ELA/Problem Solving)	Faculty Meetings Agenda/Roster	Fall/Spring Survey (co-responsible)
Financial Manager	Fall/Spring Survey (co-responsible)	Learning Teams Institute	Curricular Field Trips/School Journal	GEAR-Up/1 Have a Dream	Graduation Requirements/Stop Clear
Instructional Leadership Council	Learning Teams Institute	Modified Consent Decree	ELAC Program	Guest Speakers	Master Program/Matrix
Legislature	Plant/M&O/Facilities Permits/Keys	Nurse/Health Office	Instructional Leadership Council	Intervention Programs	Metal Detector Program
Master Program	PSA Counselor	PHBAO Parent Conferences	Learning Teams Institute	Mentor/New Teachers	Open and Closing Bulleting
Program Improvements	Show Cases	Professional Development	Master Calendar	SLC Grant	Principal's Honor Roll
Professional Development	Student Lockers	Safety Plan	Professional Development	Student Teacher Assignment	Rollbooks/Grade Reporting
School Site Council	SIS Coordinator	Textbooks/Library	Student Body/Leadership	Technology	Student Study Teams/COST
Small Learning Communities	Youth Services	Williams Complaint Procedures	Supervision Schedules	Title IX	Testing Programs
Stulls, Certificate/Classified	Response to Intervention				
UTLA, CSEA, Local 99					

Budget 2010-2011

Item	Description of Goods and Services to Support Instructional Vision and Mission
"X" Time Tutoring	The computer lab and library will be kept open after school for one hour each day to assist underperforming students and the development of digital portfolios.
Class size reduction	(QEIA) Teachers are needed for class size reduction in the core subject areas: English, math, social studies, and science in order to personalize instruction, improve student performance, and accommodate the needs of block scheduling.
Counselors	Additional counselors to provide supplemental counseling services to students, especially to assist low income, first generation college, and at-risk students, to support A-G course of study, increase guidance for multiple college and career pathways, and maintain a high level of personalization in each SLC. There will be two counselors assigned to each SLC.
Categorical Program Coordinator	The program advisor will provide supplemental services and direct services including the development and implementation of professional development schoolwide for core subjects, SLCs in interdisciplinary lesson design, project based learning, block scheduling, and digital portfolios. The program advisor will develop and supervise intervention programs, tutoring program, and parent involvement to ensure that the Title-I School Wide Program is fully implemented and in compliance.
Problem Solving Data Coordinator	The Problem-Solving/Data coordinator will provide staff training, offer technical support on the use of MyData, assist in the management and interpretation of data to develop, interpret, and sustain the appropriate Response to Intervention and Instruction actions and directives. Other duties include assisting staff members in understanding the individual and overall trends to support implementation of the instructional program and inform instruction.
Instructional Coaches	The instructional coaches will support the development of interdisciplinary lesson planning, project based learning, highlighted instructional strategies, block scheduling, student led conferencing, and digital portfolios through cognitive coaching cycles, demonstration lessons, mentoring new and experienced teachers. In addition, the instructional coach will focus on the use of evidence-based practices, differentiated instruction, access methodologies, and the RTI ² process to support the instructional and learning needs of all students, including ELs, students with disabilities, and disenfranchised students.
Teacher Assistants	Under the direction of a highly qualified teacher, teacher assistants will provide reinforcement and support of instruction to students who have not achieved basic proficiency in English, math, social studies, and science in order to help develop multiple pathways to completing the A-G requirements and close the achievement gap.
Nurse	The nurse will supplement the core services at the school by performing health related services, referrals, and follow-up on health and preventative health concerns as well as being a first responder to student illness and injury. The nurse

Item	Description of Goods and Services to Support Instructional Vision and Mission
	will also provide training for parents and staff on health related counseling and education.
Pupil Services and Attendance Counselor	The PSA counselor will perform supplemental services to support the school's attendance policy and programs, behavioral interventions, interventions for potential student dropouts, and tardy/truancy intervention programs. The PSA counselor performs duties for the student success teams, guidance committees, and resource coordinating teams (COST and SST)
Psychiatric Social Worker	The PSW will perform supplemental services to support student mental health and welfare, including individual and group counseling to identified students and parents of students who are at risk of school failure due to social, behavioral, and emotional problems. The PSW will participate and coordinate the COST teams and SSTs.
Professional Scheduling Expert	A professional expert will be provided to support the development and implementation of the block schedule with Flex advisories to support student learning needs and access to in-school curricular interventions.
Parent Community Resource Liaison	Assists in providing support to the parent center by providing information, workshops, orientations, and trainings for parents. Organizes, coordinates and schedules parent education classes.
Professional development Funding	Teachers will attend professional development before the 2010- 2011 school year begins to support the implementation of interdisciplinary lesson design, project-based learning, block scheduling, student-led conferencing, highlighted instructional strategies for diverse learners, and digital portfolios.
Educational Technology	Funding will be provided to purchase and support educational technology that are aligned with the Vision & Mission of the school and the tenets of reform outlined in this proposal.
EL Program Advisor	The EL program advisor will provide supplemental services and direct services including the development and implementation of professional development activities to support the needs of English Learners and reclassified students.
Special Education/Bridge Coordinator	The Special Education/Bridge coordinator will provide supplemental services and direct services including the development and implementation of professional development and activities to support the needs of students with disabilities/ students with IEPs. Additional responsibilities include maintaining compliance with Federal and state legislation and the Modified Consent decree to support the least restrictive environment for students.
School Improvement Facilitator Administrator	The School Improvement Facilitator will ensure the Small Learning Communities are supporting the needs of all students and diverse learners through ongoing administrative duties, managing professional development around the vision, mission, interdisciplinary lesson design, and project based learning, and supporting the academic and intervention needs of students in SLCs.

Community and Professional Partnerships

Partnership	Services Provided
Alta Med Parenting Teen Program	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
Amanecer Community Counseling Services	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
Asian Pacific Counseling & Treatment Centers	Mental health professionals provide psychiatric assessment and counseling services on Mondays and Wednesdays at the school based clinic
California State University, Los Angeles	Science for Global Solutions University Preparatory Program Partner for a rigorous college bound education and Graduation ceremony support
California State University, Northridge	Field trip to campus and facilitation of discussions for college and career
East Los Angeles Community College	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
EduCare Foundation	Provides daily support for afterschool activities that include academic assistance, enrichment, and physical fitness/recreation
Gear Up	Council students for college going and career ready initiatives
HEART Program	Proactive student meditation program that emphasizes anti-violence, peace and the practice of positive human
Hollenbeck Area Youth Advisory Council	The council comes together to discuss emerging issues that affect both segments, and work together to address community safe issues and implement solutions.
I Have a Dream Foundation	Provides free, year round services to adopted Dreamers and families from first through 12 th grades. Core services include academic support and enrichment, social emotional development, college and career preparation, one-on-one mentoring, and parent and family engagement.
LAartlab	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.
LAUSD Regional Occupational Center	ROP and Career Tech courses for Lincoln High School students

Partnership	Services Provided
Lincoln Heights Tutorial Program	Nonprofit that provides homework assistance and college prep programs
Los Angeles Boys and Girls Club	Leadership Development, pre-employment support, and case management for at-risk youth in the community
Los Angeles Community College	College Awareness Field Trips; Career Exploration Field Trips;
Los Angeles Educational Partnership	Humanitas and Interdisciplinary Lesson Design for all SLCs
Museum of Contemporary Art	Partnership with Humanitas for once a week training on facilitation of art shows, Lincoln family days, and LArtLab
Occidental College	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;
Project Heal / USC Keck School of Medicine	USC Keck School of Medicine partnership for student medical and health careers research and laboratory science..
St. John's Clinic	Health services on site to assist students in need of assistance
Violence Intervention Program (VIP)	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.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES**5151 STATE UNIVERSITY DRIVE, LOS ANGELES, CA 90032-8206****DEPARTMENT OF PHYSICS & ASTRONOMY
(323) 343-2100 FAX: (323) 343-2497**

December 14, 2009

To Whom It May Concern:

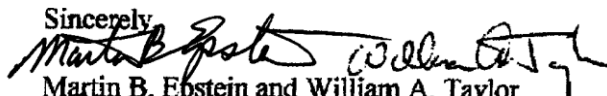
We began the University Preparatory Program (UPP) in 1989 as a partnership with Lincoln High School. Our mutual goal was, and remains, to prepare students who are underrepresented in mathematics and science based majors for success in these majors at a college or university. Working as partners with teachers, parents and administrators at Lincoln High School we put in place a rigorous college preparatory curriculum that was required of all students who joined UPP. Originally, students targeted for this program were those with B and C grades in middle school. To support these students in this demanding academic endeavor we established several activities. Among these activities are: Saturday laboratories; a peer tutoring program; and active parent involvement. For the Saturday laboratories the students were bused to the California State University, Los Angeles campus three times per year. The students did biology, chemistry or physics experiments depending on which of these they were taking at Lincoln. The experiments were essentially those that are done by college students in these labs. Thus, the UPP students experienced university level work, university faculty and students, and involvement with a university campus. The peer tutoring was available four afternoons per week after school. Parental involvement was accomplished through two or three meetings each year with the parents and by inviting the parents to UPP activities. Since we started UPP more than 2000 students have benefited from the requirements and activities of UPP. Many of these have completed college degrees with a significant number majoring in math and science based fields.

When the Los Angeles Unified School District moved to Small Learning Communities (SLC's) at each high school, the University Preparatory Program became one of the SLC's at Lincoln, maintaining the curriculum requirements and support activities. Currently there are more than 500 students in this SLC.

We intend to continue the partnership as Lincoln High School moves ahead to address the LAUSD mandate to provide a more effective educational experience for the students in the district.

Sincerely,

Martin B. Epstein and William A. Taylor
Emeritus Professors of Physics
Authorized Electronic Signature Below

Sincerely,

Martin B. Epstein and William A. Taylor
Emeritus Professors of Physics



December 17, 2009

To Whom It May Concern:

This is a letter of support for the excellent dedication on the part of Lincoln HS in serving their students. Since July 2009, EduCare Foundation has been the lead agency managing after school programs for the students at Lincoln HS as well as at Bell HS, Jordan HS, Jordan New Tech HS, and San Fernando HS in LAUSD.

EduCare's mission is to inspire and enable young people to become responsible citizens, compassionate leaders, and to live out their dreams. Founded in June 1990, EduCare Foundation (EduCare) is a non-profit 501 (c) (3) educational organization that works with community and school based educational partners to empower students to achieve excellence in personal, social and academic pursuits; and to prevent destructive behaviors like substance abuse, gang violence and crime. EduCare achieves its objectives through its youth development programs, professional development seminars and parent training workshops.

Under the direction of LAUSD's Beyond the Bell High School After School Programs and funded by a 21st Century After School Safety and Education for Teens (ASSETs) grant, EduCare has been fortunate to partner with the excellent administrators and teachers at Lincoln HS.

EduCare's After School Programs for Lincoln HS has three components:

- Academic Assistance: including programs such as CAHSEE Prep, homework assistance, tutoring, mentoring programs, and reading/math/science/social science activities, credit reclamation.
- Enrichment: Fine arts, music, community service, service learning, computers and technology, youth development and leadership training, counseling, violence/drug/alcohol/tobacco prevention, and career education.
- Physical Fitness & Recreation – fitness classes, cheer, weight training, martial arts.

EduCare strongly supports the outstanding work on the part of Lincoln HS and looks forward to an ongoing partnership dedicated to providing outstanding daytime and after school learning opportunities for the students at Lincoln HS.

Regards,



Stu Semigran
President

EduCare Foundation • 2060-D Ave Los Arboles #544 • Thousand Oaks, CA 91362
Tel: 805-379-0736 • Fax: 805-379-5720
E-mail: info@educarefoundation.com • Web: www.educarefoundation.com



Biomimetic MicroElectronic Systems
An NSF Engineering Research Center

Jose Torres, Principal
Lincoln High School
3501 North Broadway
Los Angeles, CA 90031

January 7, 2010

Administration

NSF BMES ERC

Dear Mr. Jose Torres,

I would like to express my strong support for Lincoln High School and its submission in the Public School Choice Proposal to advance academic achievement for all students. We are in partnership with Lincoln High School for the Project HEAL: Health Engineering Advancements in Learning with the National Science Foundation

The focused long-term professional development supported by Project HEAL would offer Lincoln teachers an excellent opportunity to collaborate with USC scientists, engineers and pedagogy specialists in the design, implementation and assessment of health focused science and engineering curricula that is relevant and engaging to Lincoln students. The use of engineering technologies to measure and monitor physiological processes will motivate our students to learn the underlying scientific principles. By demonstrating the direct relationship between science and health, the Project HEAL-driven curriculum will empower students to make more informed choices about their own health and health care policies.

Many Lincoln students express an interest in the medical and health professions. Once students become aware of the critical role engineering plays in health care today, I am confident that many will be interested in engineering careers as well. Project HEAL will be effective in broadening the career horizons for Lincoln students.

To serve the needs of our students, Lincoln High School has established the Medical Health Career small learning community. In addition, we also are the site for a Math, Science and Technology Magnet School. Project HEAL would be a valuable asset to our science, math, and technology faculty as it would offer them direct access to the resources of USC in the preparation of innovative classroom activities that directly relate to real world health and technology issues. This will go a long way in helping Lincoln High School attain its mission to graduate students with the literacy and technology skills needed to be fully engaged in our modern world.

Sincerely,

Joseph Coccozza, Ph. D.
Co-Director of Education and Outreach
Biomimetic MicroElectronic Systems Engineering Research Center
Keck School of Medicine
University of Southern California

University of
Southern California
1450 San Pablo Street
DVRC 130
Los Angeles,
California 90033
Tel: 323 442 6786
Fax: 323 442 6790
web page:
<http://bmes-erc.usc.edu>

EAST LOS ANGELES COLLEGE

Ernest H. Moreno
President



1301 Avenida Cesar Chavez
Monterey Park, California 91754
MESA & GSTCP Bldg. E7-210B
PHONE: (323) 780-6730
FAX: (323) 780-6732

Thursday, January 07, 2010

Sissi O'Reilly
Assistant Principal
Abraham Lincoln High School
3501 N. Broadway
Los Angeles, CA 90031

Dear Ms. O'Reilly,

As the director of the Green Science and Technology Curriculum Project at East Los Angeles College (ELAC), I am writing in full support of Lincoln High School proposal for the Public School Choice process. I understand this program will aid in advancing academic achievement for all Lincoln High School students. We at ELAC are firm believers and eager participants in a program that would inform, encourage and support our brightest students to pursue an education of excellence. We understand Lincoln High School recognizes the many educational gaps and conflicts our community faces day-by-day, and thus provide students with educational opportunities tailored for their academic success.

Lincoln High School is one of six area high schools selected to participate in a pilot outreach program. As part of our Green Works Educational Pipeline, Lincoln High School will receive financial support to pilot an Environmental Technology course that will introduce 25 seniors to sustainability and STEM (Science, Technology, engineering and Mathematics) issues. In addition, a science teacher from Lincoln High School has been awarded a teaching fellowship that includes a week of professional development and continuous programmatic support throughout the academic semester. Furthermore, students in the program will participate of a college readiness program, and will have the opportunity to receive college credit through concurrent enrollment in a math hybrid course specifically developed for these high schools.

As such, it will provide a clear framework to continue our efforts to meet our common goals for the betterment of our community, the state of California, and the country. ELAC is committed to student success and more specifically advancing students within the STEM fields.

The College is committed to its cultural diversity and it makes a continuous effort to support programs and projects that address the needs of underrepresented students in our community.

Sincerely,

Armando M. Rivera, Ph.D.
Associate Professor of Chemistry
Green Science and Technology Curriculum Project Director
Math, Engineering, Science Achievement (MESA) Program Director

Marina Rueda, M.S.
Assistant Director
Green Science & Technology Curriculum Project.
ruedamd@elac.edu

Armando M. Rivera, Ph.D.
Professor of Chemistry
MESA Program Director & GSTCP Director
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Gloria Arevalo, M.S.
Articulation & Outreach Coordinator
Green Science & Technology Curriculum Project.
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LOS ANGELES BOYS & GIRLS CLUB

Jose Torres, Principal
Abraham Lincoln High School
3501 North Broadway
Los Angeles, CA 90031

January 8, 2010

Dear Mr. Jose Torres,

The Los Angeles Boys and Girls Club would like to express our support for Lincoln High School and its proposal for the Public School Choice Initiative. As a strong representative of our community, we are in dedicated partnership with Lincoln High School to support the academic, social, and behavioral needs of students in the Lincoln Heights Community.

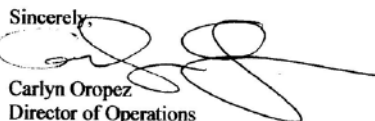
As a nonprofit organization dedicated to meeting the needs of at-risk teenagers, our service to the community takes the form of providing a safe place to keep young people engaged in positive activities, during after school hours. Maintaining a close relationship with Lincoln High School as a public institution is critical for supporting youth from the community throughout their entire day, from morning until night.

The Los Angeles Boys & Girls Club provides the following services for teens:

- Leadership Development: Keystone Club
- Pre-employment preparation and work experience: Leaders in Training
- Case Management for at risk teens and their families
- Teen Safe Driving Classes: UPS Road Code program
- Teen Talk psychosocial groups: SmartMoves (gang, drug & alcohol prevention), Passport to Manhood (male responsibility), SmartGirls (esteem and smart choices for girls)
- Athletics, educational activities, homework assistance and recreational activities

We have worked closely with Lincoln High School in several of these areas, especially employment preparation, leadership development and athletics.

The Los Angeles Boys and Girls Club strongly supports the work on the part of Lincoln HS and looks forward to an ongoing partnership dedicated to providing outstanding daytime and after school learning opportunities for the students at Lincoln High School.

Sincerely,

Carlyn Oropez
Director of Operations



January 8, 2010

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DIRECTOR**

Wendy Free

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Mr. Jose Torres
Principal
Lincoln High School
3501 North Broadway
Los Angeles, CA 90031-2893

Dear Principal Torres:

Per your request, we are happy to provide a letter outlining the partnership between Lincoln High School and the "I Have a Dream" Foundation-Los Angeles.

As you know, our Foundation provides free, year-round services to adopted Dreamers and families from first through 12th grades, when we offer each Dreamer a college scholarship. Our core service areas include academic support and enrichment, social-emotional development, college and career preparation, one-on-one mentoring, and parent and family engagement. As part of our program model, we work directly with individual schools and districts to achieve our mission of helping at risk children become productive citizens.

This year, we transitioned our Dreamers from El Sereno Middle to Lincoln High. You and your team supported the transition by making space available on campus for our after-school program three days a week, as well as by providing office space. In particular, we appreciate the support of your staff in helping members of the "I Have a Dream" team become integrated into the Lincoln school community. Our team is currently developing collaborative relationships with Small Learning Community leaders and Dreamers' teachers and meets regularly with Assistant Principal Mr. Rosas, College Advisor Mr. Ayala, and Bridge Coordinator Howard Yao and. Our goal is to align our case management efforts with school instructional programs to support Dreamers in graduating from high school and pursuing higher education.

We look forward to continuing to grow our partnership through 2013, when the cohort of "Dreamers" we adopted as first graders at Murchison Elementary will graduate from Lincoln High. We plan to continue to offer after-school programming, college visits, educational field trips, bridge programming, summer programming, case management, and other services, as well as to provide supervision support during nutrition and lunch periods, where possible, and continue to collaborate with your team to educate all of our Dreamers to their maximum potential. Thank you again for your important partnership.

Best,

Wendy Free
Executive Director

Executive Office: 634 S. Spring St., Ste. 812 • Los Angeles • CA 90014 • (213)572-0175 • (213)572-0179 (Fax) • www.ihadla.org



Financial Aid Office

Los Angeles City College

855 North Vermont Avenue

Los Angeles, CA 90029

Tel (323) 953-4000 Ext. 2025

December 18, 2009

To Whom It May Concern:

Los Angeles City College is a proud partner of Lincoln High School through the Gear-Up/Project Higher Learning grant project.

As a partner institution, Los Angeles City College has hosted College Awareness Field Trips such as Shadow Days and Career and College Exploration Days. In addition, our college has invited the Lincoln High School community to our campus events, such as LACC Theater Academy productions, Cash for College Financial Aid workshops, community job fairs and other family/community oriented events.

We value our partnership with Lincoln High School and look forward to working together towards our common goals.

Cordially,

A handwritten signature in blue ink, appearing to read "Jeremy Villar", is written over the printed name.

Jeremy Villar
Associate Dean



January 8, 2010

From: Dennis Ortega, Exec. Director
Lincoln Heights Tutorial Program
2618 Workman St., Rm. 13
Los Angeles, CA, 90031
(323) 223-2509

To: LHS Public School Choice

RE: Abraham Lincoln High School
3501 N. Broadway
Los Angeles, CA 90031

Dear Coordinator,

This letter is in support of allowing Abraham Lincoln High School to remain a part of the LAUSD schools, and to continue in its current change of schedules using the SLC system. As a non-profit serving children after school for 25 years, providing homework assistance and other college prep programs, we have already seen an improvement in the dedication of the teachers and students to learn and increase their grades. It has been too short of a time for this change in Lincoln High School, to determine any conclusive success or failure, and they should be given the time needed to assess their new systems.

In addition, for several years we have financially supported and have partnered with the faculty and educational clubs of Abraham Lincoln High School, and have seen first hand the improvements. It is our understanding that it would do a disservice to the students of this urban community, to give control of the school over to a Charter or other entity at this time, without allowing enough time to see if the new improvements will be successful. Transitions are difficult enough for all the students and faculty, and too many of them in a short period of time causes a loss of focus and time for students and their course work.

We would also see it as an injustice to this community if the course of LAUSD is to "sell off" the schools that will take more energy or will effect overall scores, etc., so as to have a better review of the School Districts overall progress.

If you have any questions, please feel free to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis Ortega".

Dennis Ortega,
Executive Director

Lincoln Heights Tutorial Program, 2618 Workman St., Rm. 13, Los Angeles, CA, 90031 (323) 223-2509; (323) 223-0650 FAX

To Whom It May Concern:

I had the pleasure to work with Lincoln High School students in organizing a family day at the Museum of Contemporary Art (MOCA) in Los Angeles on December 6, 2009. LAartlab is an independent volunteer collective helping teens and young adults engage in various facets of the Los Angeles art scene and California's creative economy by providing them with opportunities to help design, produce and host art events. Through these projects we provide a working model which is not dependent on funding but instead promotes a sense of civic responsibility while helping teens develop skills in decision-making, consensus-building and creative problem solving.

The students at Lincoln High School put a huge amount of work into designing the event. One of the highlights was the event's teen hosted Family Open mic where visitors, ranging in age from 7 to over 50, shared poems they had written in activities facilitated by teens and guest poets. I'd like to take this opportunity to thank Lincoln High School teacher Larry Mowrey for inviting us to work with Lincoln High School, hosting the weekly planning meetings and helping to make the event at MOCA such a success.

With over 175,000 high school students currently enrolled in LAUSD, the majority with only a limited access to quality art programming, there is so much work to be done. We look forward to continuing our partnership with Lincoln High School and developing partnerships with other schools to help give young people in our city the opportunities they deserve.

Sincerely,

Mario Davila
Founder & Project Coordinator
LAartlab
LAartlab@yahoo.com



LOS ANGELES UNIFIED SCHOOL DISTRICT
Nightingale Middle School
3311 N. Figueroa Street
Los Angeles, California 90065
Telephone (323) 224-4800 Fax (323) 222-4506

Ramon C. Cortines
Superintendent of Schools
Roberto A. Martinez
Interim Superintendent, Local District
Manuel J. Diaz
Principal

January 8, 2010

Mr. Jose Torres
Principal
Lincoln High School
3501 N. Broadway
Los Angeles, CA 90031

Dear Jose,

We would like to express our continued support for the work that Lincoln High School is doing to increase student achievement. We firmly believe that both our schools need to continue working together so that the students from the Lincoln Heights community have a well prepared and sound education.

As we continue to work together, we agree that our teachers and those of Lincoln High School need to continue articulating throughout the school year. Having both the middle and high school teachers engaged in a conversation about students' expectations about college readiness, interdisciplinary lesson, project based learning and positive behavioral expectations, will lead to more productive citizens of the community.

We look forward to continuing working and expanding our articulation with the elementary schools that are in our feeder pattern.

Sincerely,

Manuel J. Diaz
Principal

David Meyerhof
UTLA Chapter Chair

Superintendent's Charge

Our charge is to fundamentally improve the interaction between the teacher and the student to create critical thinkers prepared to participate in a diverse and complex society.



LOS ANGELES UNIFIED SCHOOL DISTRICT
WILSON-LINCOLN CAS
4500 Multnomah Street
Los Angeles, California 90032
Telephone (323) 276-1700 Fax (323) 276-1710

Ramon C. Cortines
Superintendent of Schools

Ed Morris
Executive Director

Robert B. Ceja
Principal

January 11, 2010

Jose Torres, Principal
Abraham Lincoln High School
3501 North Broadway
Los Angeles, CA. 90031

Dear Mr. Jose Torres,

Wilson-Lincoln Community Adult School wishes to express its unwavering support for Lincoln High School and its proposal for the Public School Choice Initiative. Our Adult School has worked in close partnership with Lincoln High School for many, many years. The schools have collaborated in forging a joint mission to improve student achievement, the economic well-being, and the quality of life in the community of Lincoln Heights.

As an Adult School Wilson-Lincoln provides educational and career opportunities to students who are concurrently enrolled in high school, as well as parents of high school students who are learning English as a Second Language, and improving their employability skills. Our educational program goes hand in hand with that of Lincoln High School. We have confidence in the instructional reform focused on interdisciplinary lesson design and project-based learning for college and career readiness.

Because Lincoln High School has been a mainstay in the Lincoln Heights Community for over a century, we believe more time and consideration should be allowed for the school to implement its proposal for the Public School Choice Initiative.

Sincerely,

Roberto B. Ceja
Principal



January 11, 2009

To LAUSD,

As a local non-profit in Lincoln Heights, dedicated to improving our community, IntheCity, has appreciated our partnership with Lincoln High School.

We believe that the administrators of Lincoln High and teachers are working very hard to improve the academic performance of our kids. We have seen the proposals for change that the school wishes to implement next year and believe that they are a tremendous step in the right direction.

We ask that LAUSD allow our administration, faculty, and parents to implement these changes without the fear of being released from the district.

Thank you for working for the best interest of our kids.

Sincerely,

Chris Rattay
Director, IntheCity

**THE HUMANITAS
SCHOOL
of ARTS AND MEDIA**



Lead Teacher: Larry Mowrey

IDENTITY and VISION

Our mission is to offer students at Lincoln HS a chance at a quality education that promotes academic rigor and student interest based on a Humanitas theme with an emphasis on the Arts & Media. Student course of study will be based on interest and the theme for their grade level and the strand that they have elected to follow: Visual Arts, Media Arts, or Performing Arts.

The Humanitas School for Art & Media students will be confident, active lifelong learners who strive to understand the implications of large concepts, and whose thirst for knowledge is motivated by the understanding that “the big picture is the only picture that really matters,” because ideas—especially powerful ideas—do not exist in isolation.

Instruction will follow an arts-based curriculum, the purpose of which is to prepare all students for a college-ready “on time” graduation. In order to do this we will ensure that all students meet graduation requirements including passing the CAHSEE (California High School Exit Exam) and meeting A-G requirements in a personalized educational environment. Students will be afforded the opportunity to take a number of arts specific courses reflecting the focus of the strand that they have selected. Our core classes in our SLC will have an arts focus and will refer to examples from art as is appropriate in order to teach the standards in the respective disciplines. In addition, we will prepare students for a field of study in education, performing arts, visual arts, and media arts or for immediate employment for those choosing to enter the work force after graduation

Because many of our students (nearly 70%) are English Language Learners, we will enact interventions that target reading comprehension in all classes, incorporating into our curriculum the West Ed Reading

Apprenticeship Program. The purpose of this program is to promote reading comprehension in all content areas.

The Humanitas School for Art & Media's principal and counselor regularly review student records to ensure adequate academic progress. The criteria used for these reviews include academic achievement (grades), acquisition of credit, teacher reports and test scores. If necessary, the Student Success Team (comprised of SLC counselor, grade level core SLC teachers, a parent representative, and a student representative) convenes monthly to discuss and determine specific interventions.

The interventions available for the Humanitas School for Art & Media students are the Skills Conditioning program (that provides early morning and after school tutoring classes to improve grade level mastery of all standards), Lincoln High School's Adult school program (this alternative also addresses the above concerns and, in addition, offers graduation requirements to students who have received fails), and tutoring for more individualized support.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not meet this ability, but we will be working with other SLCs, lead teachers, the school redesign committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty adviser whereby teacher conference periods will be scheduled as advisory time. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes.

Budgetary decisions made by our SLC's Budgetary Planning Committee will be determined by our SLC's vision and goals.

The master schedule is created by the SLC lead teachers with input from all SLC faculty and critical input from grade level team leads.

Most issues of school safety and discipline are handled by the dean's office, campus security, and campus police in cooperation with the SLC counselor, SLC lead teachers, SLC members, SLC staff, and adjunct faculty members. Coordination of shared facilities and issues involving inter-school discipline and inter-school safety are worked out by the SLC Discipline and Intervention Team. The SLC Discipline and Intervention Team is comprised of the SLC administrator, SLC counselor, SLC staff, and representatives from the Dean's office and campus security with appropriate input from parent and student representatives. This team will meet monthly and will be guided by the findings and agreements set out in the Lincoln High School's School Impact Report.

Multiple forms of assessment are also employed in all classes, culminating in review of the graduation portfolios. For example, each student will present a portfolio upon graduation, and these portfolios will assist the students in entering the postsecondary institution of their choice or acquiring desired

employment. The students will maintain these portfolios for all four years of high school. Prior to graduation, students will present a Senior Project that is a result of an approved proposal presented by the student that will demonstrate mastery in their content strand. Those who successfully complete these requirements will be entitled to graduate with a special designation from our SLC that includes an SLC sash and a certificate.

The Humanitas School for Art & Media has a clear physical identity on the Lincoln High School campus. Much of the school resides in a contiguous area on the second floor of the 200 Building and on the second floor of the 500 Building. Although there are some classes that are not in contiguous space, Lincoln High School is moving towards this model. The school's administrative office, SLC teachers, counseling office, and teacher workroom will be located here. Currently, there are two specialty classrooms in the 200 Building: the Mac Computer Lab in Room 213 equipped with 30 Apple eMac computers, and the Graphic Design Lab in Room 206 equipped with 4 offset printing presses and 30 iMac computers.

Parents and community are an important part of our learning community. We encourage and welcome their support. We provide numerous opportunities for parents and community members to visit the school and become involved in its planning and its activities. We provide seminars and workshops for parents, and we actively pursue the wider community's participation in assisting our students to learn about, observe, and directly experience the postsecondary world before graduation.

Currently the Humanitas School for Art & Media enjoys partnerships and affiliations with the following organizations:

- The Los Angeles Education Partnership
- The Academy of Motion Picture Arts and Sciences
- The Los Angeles County Museum of Art
- The Hammer Museum at UCLA
- The Clark Library
- The Getty Museum
- Los Angeles Opera
- LAUSD Regional Occupational Program (ROP)
- Cal Arts' (California Institute for the Arts) CAP (Community Arts Partnership) program
- Plaza De La Raza's School of Performing and Visual Arts

In previous years we have also partnered and may continue to work with Loyola Marymount University, The Los Angeles Philharmonic Orchestra, and University of Southern California.

In addition, we have articulation agreements with the following departments and/or schools: Pasadena City College's Graphic Arts department, Los Angeles Trade Tech College's Fashion Design, and Cal State LA.

LAUSD's Regional Occupational Program (ROP) supports the Humanitas School for Art & Media by paying for two full-time ROP teachers and providing limited funding for materials and extra curricular activities for the SLC.

The Humanitas School for Art & Media's students consist of a heterogeneous group of students who self-select based on their interest in the arts. The Humanitas School for Art & Media at Lincoln High School operates on a traditional year schedule and we serve approximately 500 students total.

STANDARDS BASED CURRICULUM

The Humanitas School for Art & Media's arts-based curriculum, the purpose of which is to prepare students to:

- ❖ Ensure that all students meet graduation requirements including passing the CAHSEE (California High School Exit Exam),
- ❖ Meet A-G requirements so that students who desire to do so may meet university acceptance standards,
- ❖ Prepare students for a field of study in education, performing arts, visual arts, and media arts for or immediate employment for those choosing to enter the work force after graduation.

Students served by the Humanitas School for Art & Media will enroll in classes designed to fully prepare them for their postsecondary lives. These classes are taught by teachers who have been organized into grade-level teams. These teams create thematic, interdisciplinary units of instruction. Each unit is designed around a complex theme of significant rigor. In each discipline, teachers teach standards-based lessons that incorporate and/or illuminate the team's theme. The culminating assessment for each unit is an interdisciplinary essay that follows the Humanitas model.

Realizing the varied interests and skills of our students, we have designed many career pathways within our small school for them to choose, while incorporating the A through G requirements necessary to prepare them for university enrollment. The Humanitas School for Art & Media utilizes a matrix that incorporates our philosophy of thematically sequenced courses that challenge students with course work that interlinks various subjects and also fosters mastery in their chosen arts or media content strands. A sample matrix of recommended courses for 9th through 12th students is as follows:

The Humanitas School for Art & Media				
Scope and Sequence of courses				
Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English 9 A/B <u>or</u> 2 hr. Block (for PRP students)	English 10 A/B	Am. Literature / Contemp. Comp.	Expo Comp/ Lit. Analysis <u>or</u> Film/Integrated Art (semester)
Math	Algebra 1 A/B <u>or</u> Geom. A/B	Geom. A/B <u>or</u> Algebra 2	Algebra 2 A/B <u>or</u> Math Analysis A/B	Math Analysis A/B <u>or</u> AP Calculus <u>or</u> None
Science	Biology A/B	Chemistry A/B	Physics A/B	None
Social Science	None	World History/ Geography A/B	U.S. History A/B	Government (semester) /Economics (semester)
Foreign Lang.	None	For. Lang. 1 A/B	For. Lang. 2 A/B	For. Lang. 3 A/B <u>or</u> None
Technical Art	None <u>or</u> (Intro to Computers A/B for students beyond PRP)	None	Intro to Computers/ Applications (semester) <u>or</u> Intro to Computers/ Software (semester)	Graphics Arts A/B <u>or</u> Intro to Computers/ Software (semester) <u>or</u> Intro to Computers/ Applications (semester)
Visual Art / Performing Art	None <u>or</u> (Drawing A/B <u>or</u> Ceramics A/B <u>or</u> Chorus A/B for students beyond PRP)	None	None <u>or</u> Painting A/B	Digital Imaging A/B <u>or</u> Painting A/B <u>or</u> Drama A/B <u>or</u> Band A/B
Life Skills / Health	Life Skills/ Health	None	None	None
Physical Education	P.E. <u>or</u> Sports	P.E. <u>or</u> Dance A/B <u>or</u> Sports	None <u>or</u> Sports	None <u>or</u> Sports

For students who score Advanced in the area of Mathematics on the California Standards tests a fourth year of math is an option that allows these students. In addition, other elective choices are available such as Honors and AP courses in English, Math, Science, or other SLC elective courses.

At the new student orientation, Lincoln High School provides all prospective students with information about each small learning community. In addition, the SLCs hold pre-enrollment meetings where parents and prospective students can ask questions of the staff of each community. The students list their first, second and third choices based primarily upon their elective interest. The academic graduation requirements are of primary importance and thus are equally offered in each SLC. Special programs such as Honors and AP, as well as clubs, and extra-curricular activities, including athletics, are available complex wide.

Many of our students (nearly 70%) are English Language Learners, and they require a very structured English curriculum. Our English teachers in these classes incorporate rigorous core literature with culturally and age-relevant themes with titles that include “The Stranger” by Albert Camus, “The Sorrow of Young Werther” by Goethe, and “Ethan Frome” by Edith Warton. The teachers believe that fostering an appreciation for literature will further enhance the students’ mastery of the English language.

The Humanitas School for Art & Media teachers incorporates many teaching strategies into its curriculum such as Gardner’s theory of multiple intelligences, as well as and Dunn & Dunn’s multidimensional model of learning styles (visual, auditory, and kinesthetic).

In our curriculum, project-based learning is embedded into the instructional plans of every grade-level team. This instructional method follows the principles of the Four Phase Learning Cycle (Preparation, Presentation, Practice, and Performance). These methodologies fit well with the visual and performing arts, as they accommodate different learning style modalities.

In addition, because in the visual or performing arts assessment cannot always be done in written form, alternative assessments such as performance assessments are used in order to more accurately and fairly evaluate students.

Also, in order to better instruct culturally diverse learners, our instructors understand the need to differentiate instruction in the classroom. Because of this, our instructors use SDAIE (Specially Designed Academic Instruction in English) teaching strategies in the classroom when possible and employ the use of teaching materials that incorporate the use of this methodology.

The Humanitas School for Art & Media teachers and counselor use standardized tests and performance assignments to evaluate the SLC progress as a whole. Humanitas / Arts & Media SLC teachers use evaluation methods that allow every student to maximize their ability to perform in the classroom. All methods of evaluation take our culturally diverse learners into account. Alternative assessments include portfolios, projects and presentations. Some of these alternative assessments are described below:

- The students studying computer design create PowerPoint presentations that describe their families, communities and future plans.

- The students studying media arts create a personal biography incorporating still pictures, video, music and graphic design.
- The art students create portfolios of their projects that they will present to a committee of students, teachers, staff and parents. Art students also provide the library and Lincoln High School library with projects for decoration.
- The performing arts students will put on a performance to be evaluated by SLC teachers, the SLC counselor, and fellow students.

A school site Literacy Coach and Local District 5 math and science coaches provide assistance to all faculty to support them in delivering rigorous standards-based instruction.

Both EL and Special Education students are to be evenly distributed throughout the SLCs at Lincoln High School.

The Humanitas School for Art & Media regularly meets with the Lincoln High School EL (English Language Learner) Coordinator to plan and prepare for:

- The correct placement of EL students in ESL, Literacy or core English classes
- The appropriate placement of EL students in academic electives

The scheduling of LAT (Language Acquisition Team) meetings to evaluate the progress of ELL students and discuss possible changes of placement

Special Education students are evenly distributed throughout the SLCs at Lincoln High School. These students choose their SLC using the same criteria as General Ed students. The Humanitas School for Art & Media recognize the need for alternative methods of instruction using accommodations and modifications as determined by each student's IEP. The SLC counselor, RSP, and SDP teachers regularly meet once a week to discuss collaboration and to plan professional development. They use this time to provide General Ed teachers with the necessary instructional methodology and tools that allow them to assist Special Education students gain access to the general education curriculum.

Each classroom in the Humanitas School for Art & Media has the highest level of Instructional Technology. Each Humanitas classroom has an LCD projector. The SLC has two computer labs each with more than 30 Mac computers for visual arts and digital media work, and one shared computer lab with 40 Pentium IV PC computers. In addition, each classroom has a Pentium 4 Gateway desktop computer with a DVD burner, a printer, and high-speed Internet connections.

The teachers in the Humanitas School for Art & Media all have full teaching credentials (17 Single Subject and 2 Designated Subject), 18 with BS or BA degrees, 4 with Masters Degrees, and 3 more enrolled in Masters Degree Programs. In addition, two teachers in the Humanitas School for Art & Media are provided by the LAUSD ROP program, and were involved in the founding of this SLC. Furthermore,

the SLC Principal actively encourages and participates in ongoing grade-level team planning and professional development.

The Humanitas School of Arts and Media Faculty

Administrator:	Mr. Brig Tratar
SLC Counselors:	Ms. Susan Fong (A – L) Mr. Steven Carona (M - Z)
SLC Lead Teacher:	Mr. Larry Mowrey
SLC Instructors:	Mr. Hector Conde (Social Studies) Mr. Justin Baker (Social Studies) Mr. Daniel Alamo (Social Studies) Mr. Ismael Rosario (Math) Ms. Jenny Ma (Math) Ms. Anahit Tatavossian (Math) Mr. Elpidio Gonzalez (Math) Ms. Marisa Crabtree (English) Ms. Christina Luckey (English) Ms. Eleanor Barbour (English) Mr. Larry Mowrey (English) Mr. Jacob Lim (Science) Ms. Catherine Uchida (Science) Mr. Gary Cristiano (Health) Mr. Carlos Aguilar (For. Lang) Ms. Imaculee Mukamisha (For. Lang) Ms. Maria Garcia (SPED-RSP) Mr. Charles Yates (SPED-SD) Ms. Anna Merrill (SPED-SD) Mr. Pamela Perkins (Ceramics) Ms. Jennifer Kelley (Art) Mr. Steven Gonzales (Desktop Publishing) Mr. Eddie Serna (Graphic Arts)

EQUITY and ACCESS

The small learning communities at Lincoln High School have a representative amount of students in each of the major educational sub groups; EL, Special Ed., and Gifted. See chart below. Both proportionally and by number, all significant student subgroups are fairly represented in each of the Lincoln High School's small learning communities, including the Humanitas School for Art & Media.

The Humanitas School for Art & Media has an open and inclusive admissions policy. No groups are excluded, and none are the focus of special recruitment efforts. We establish enrollment priorities only on one basis: students' and their families' expressed interest in our theme-based electives and curriculum. The students nearly all live in relatively close proximity to the school and there are very few traveling students.

At new student orientation, the Lincoln High School provides all prospective students with information about each small learning community on the campus. In addition, the complex stages pre-enrollment meetings where parents and prospective students ask questions of the staff from each SLC. The students list their first, second and third choices based primarily upon their elective interest. The academic graduation requirements are of primary importance and thus equally offered in each SLC. Special programs such as Honors and AP, as well as clubs, and extra-curricular activities including athletics are available complex wide. Students who want to enroll at Lincoln High School and who are unable to express a preference are assigned to an SLC by lottery.

For the coming year, the Humanitas School for Art & Media elective teachers are writing course descriptions so that each new and continuing student can make educated choices regarding their career pathways. In addition, new and continuing students will indicate courses that they would like to take that may not be in the initial offerings. In addition, the SLC principal and counselor review data from the incoming ninth graders to determine the need for special classes such as Literacy and Math Tutorial as well as Honors classes, Special Education classes and classes for English Language Learners.

In almost all classes, elective and core, students are grouped heterogeneously. Students with I.E.P.s that call for partially restricted environments, EL students, and general education students who need intensified instruction in literacy or mathematics may be placed in classes designed specifically and purposefully to address their needs. In such cases, these placements and interventions are carefully targeted, based on thorough and ongoing review of data and educational plans, and designed to be short term. The goal is to place all students in heterogeneous settings for as much of the school day and for as much of their educational experience as possible. We have high expectations for all students, and we offer culturally relevant and linguistically responsive teaching to support all students.

Because many of our students (nearly 70%) are English Language Learners, we will enact interventions that target reading comprehension in all classes. All English language arts teachers have attended training in Studio, the literacy program adopted by the Local District. Students in the ninth and tenth grades have a full year of English and any students needing the extra ELA support are enrolled in the literacy classes. Higher-level students reading at or above grade level receive English electives such as novel, poetry or drama. In addition, our instructors incorporate the West Ed Reading Apprenticeship Program into our curriculum. The purpose of this program is to promote reading comprehension in all content areas. This emphasis on English language arts enhances the preparation for the California High School Exit Exam.

In the same manner, students take two semesters of math in the ninth grade. If a student is at or above grade level, he or she will take algebra and geometry. If not, they will take a math tutorial and algebra to ensure their mastery of the material needed to pass the California High School Exit Exam. If, after taking these courses, the students are still not at grade level they will take classes after school or on Saturdays with our Extended Learning Program. They are also counseled and offered further intervention resources, such as the tutoring program our small learning community provides after, school

The Humanitas School for Art & Media's principal and counselor regularly review student records to ensure adequate academic progress. The criteria used for these reviews include academic achievement (grades), acquisition of credit, teacher reports and test scores. If necessary, the Student Success Team (comprised of SLC counselor, grade level core SLC teachers, a parent representative, and a student representative) convenes monthly to discuss and determine specific interventions.

The interventions available for the Humanitas School for Art & Media students are the Extended Learning program (that provides early morning and after school tutoring classes to improve grade level mastery of all standards), Lincoln High School's Adult school program (this alternative also addresses the above concerns and, in addition, offers graduation requirements to students who have received fails), and tutoring for more individualized support.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not meet this ability, but we will be working with other SLCs, lead teachers, the school redesign committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty advisor whereby teacher conference periods will be scheduled as advisory time. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes.

PERSONALIZATION

Creating a Campus Community

Faculty and staff consciously work toward creating a strong feeling of family among the students, parents, and staff of the SLC. We meet at a park on a Saturday at least three times yearly for cookouts and fun. Parents and students are encouraged to participate in the planning of the events, and generally, a good time is had by all. Although up until now these events have been held at Griffith Park, we intend to move them to a park within our community (probably Lincoln Park), in order to increase parent participation.

Along with regularly-scheduled social events, we also plan to hold bi-annual awards ceremonies, one per semester, to recognize student improvement and achievement. The awards ceremonies will be open to

teachers and parents, as well as all Humanitas students, in an effort to draw positive attention to students who are working hard and participating in their academic opportunities to the fullest extent.

Students served by the Humanitas School for Art & Media enroll in classes designed to fully prepare them for their postsecondary lives. Realizing the varied interests and skills of our students, we have designated 3 specific pathways (“strands”) within the SLC in order to better meet the aspirations of our students. Each strand offers courses in all A-G requirements, and additionally each offers specific arts electives. Those strands are Visual Arts, which offers courses in drawing, painting and ceramics; Performing Arts, which offers courses in music, dance, and (eventually) drama; and Media Arts, which offers technology-focused courses in presentation, graphics and animation.

Within each strand, students will be designated a faculty advisor who will meet with them regularly and be available to all assigned advisory students via weekly office hours. For students who are especially struggling with the demands of high school, the faculty advisors will be able to pay special attention by tracking, meeting with students, planning interventions, meeting with parents, and providing follow-up as needed. The teacher, in a sense, will “adopt” 4-6 struggling students and provide as much help and guidance as possible, thus contributing to future student success. These struggling students will be designated by their five-week grades and also by recommendations from their classroom teachers and/or parents.

Rigorous, Personalized Instruction

The Humanitas School for Art & Media teachers incorporate knowledge of diverse learning styles, multiple modes of learning, and multiple intelligences to guide instruction. For example, some teachers use softly played music to set the tone for their classroom and address the rhythmic intelligence. Daily journal writing allows students to identify their feelings, attitudes and values, and relate these to the curriculum they are studying. Teachers regularly use classroom discussions to relate subject matter to the reality of the outside world. The teachers and staff believe that fostering an appreciation for literature will further enhance the students’ mastery of the English language. English teachers incorporate rigorous core literature with culturally and age relevant themes. Teaching is student-centered (as opposed to teacher-centered). Teachers work to differentiate lessons to meet the diverse needs of their students, and our professional development program supports this approach by providing time for teachers to examine and discuss individual student work. Lessons frequently refer to or build on students’ earlier real-world experiences, and teachers work to ensure that students’ cultural backgrounds are honored and used to further enhance the learning experience.

The SLC teachers and SLC counselor use both formative and summative assessments to provide information about student learning that is used to inform instruction. The Humanitas School for Art & Media teachers use evaluation methods that allow every student to perform to their highest potential in the classroom. All methods of evaluation take culturally relevant issues into account. Formative

assessments include informal conversations with students (concerning both the curriculum and their understanding of it), impromptu writing assignments, oral presentations, portfolios, group projects. Summative assessment is primarily accomplished with the standardized assessments (e.g., CST and CAHSEE). Additionally, each grade level team provides interdisciplinary assessments that occur at the end of instruction for each unit.

ENRICHMENT ELEMENTS FOR STUDENTS

Before the time of enrollment, counselors and administrators from all the small learning communities in the Lincoln High School meet with prospective ninth-grade students to present SLC options. For most students, these meetings take place in the feeder middle schools during the 8th grade. At this time, the Humanitas School for Art & Media principal, counselor, and staff present the career pathway choices for our SLC. Our expectation is that students will make informed choices that they can grow with and develop as they continue through high school.

During the school year, the Humanitas School for Art & Media teachers collaborate to design common daily routines and promote habits of mind necessary to ensure the academic success of all our students. These include such things as bringing necessary classroom supplies to school and class, preparing and using agendas, identifying and reflecting on standards that are taught and learned in daily lessons, developing and fostering high academic and behavioral expectations for selves and peers, keeping journals and logs, and preparing the time and space needed to be successful at meeting homework requirements. Verbal coaching and counseling by teachers, including advice on curricular career pathways that students might explore, is an everyday part of the academic environment. College and other postsecondary counseling is also an important element of the daily give-and-take that develops between students and staff in the small learning community. Responsibility for personalized attention to students is widely distributed in our community. Every faculty member is personally responsible for helping students succeed and reach their highest potentials. Teachers and staff act as academic mentors and counselors for students. In addition, we strive to ensure that crucial mentoring and support activities become routine parts of our students' daily experience in the Humanitas School for Art & Media.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not meet this ability, but we will be working with other SLCs, lead teachers, the school redesign committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty advisor whereby teacher conference periods will be scheduled as advisory time. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes. Teachers will also be able to focus on struggling students and foster study habits and listening skills through the advisory system. The Humanitas School for Art & Media is also committed to creating an intervention task force,

made up of teachers, administrators, and parents that will be available to provide strategies for intervention in the case of the most serious needs of students.

By expressing their preferences and ideas on surveys and in less formal means of feedback, students are instrumental in the development of new pathways related to the overall SLC emphasis of creative design.

The strategic location of Lincoln High School allows for partnerships with many local business and institutions of higher learning. East Los Angeles College offer courses to students while they are still in high school. As concurrently enrolled students, they may take courses not offered by the high school and do so at no cost. The Fashion Institute of Design and Merchandising, Cal Arts in Valencia, Pasadena City College, and Cal State LA are premier Los Angeles area institutions of higher learning in the areas of performing, visual, and media arts. Representatives of these colleges regularly visit our classes to speak of the opportunities they offer.

PERSONALIZATION FOR PARENTS

In addition to the traditional Back to School Night and Open House, the Humanitas School for Art & Media faculty and staff participates in other parent conference nights designed for more personal contact. Lincoln High School and Humanitas / Arts & Media SLC both also regularly encourage parents, through flyers and other mailings, to join various school wide committees such as those for English Language Learners, Leadership and Budget. Translation is provided at school meetings for the many parents who need it, and all important school mailings and announcements are provided in English, Spanish, and Mandarin. Awards ceremonies and student-led conferences are other ways our SLC plans on including parents more fully in their students' education. These will occur at least once a semester and will give parents a chance to take pride and ownership in their student's academic success.

ACCOUNTABILITY and DISTRIBUTED LEADERSHIP

All members of the Humanitas School for Art & Media expect to be held accountable for working hard every day to make sure that the school's shared vision becomes reality.

All members of the Humanitas School for Art & Media are committed to providing high-level, highly engaging, and highly challenging curriculum to all students. We are also committed to celebrating the diversity of our students and for preparing them for success in their postsecondary endeavors.

Leadership

The Humanitas School for Art & Media has an administrator and a lead teachers who share overall responsibility for the functioning of the SLC. The lead teachers are members of the School redesign

Committee, and in that capacity are in close contact with other SLC leads and school administration on a weekly basis.

The Humanitas School for Art & Media teachers are organized into teams within grad levels. Teams meet regularly to plan instruction and activities, and to examine and analyze student work and data. Each grade level has a Grade level lead, whose responsibilities include planning and facilitation of Grade level meetings, participation in the intervention team, dissemination of student data, and overall support of all members of the grade level team.

The Humanitas School for Art & Media upholds and supports high academic standards for all students. All students receive an enriched curriculum that aligns to university admission (A-G) requirements and prepares them on time for high school graduation.

All students in the community are known, appreciated, and treated with due care and compassion. All adults in the community are responsible for ensuring that these values are understood, and upheld.

Every member of the community is expected to exert leadership to the best of his or her ability to protect these values and to ensure that they are sustained. Leadership in our community is not just reserved for administrators, lead teachers, or a few chosen or elected student or faculty leaders.

Our staff gives careful attention to two layers of accountability: internal accountability and external accountability.

- Internal accountability includes common assessments developed by grade level teams. These common assessments are both writing based and project based, and designed to assess the extent to which students have mastered the standards and content that has been studied during a unit of coordinated instruction. The units of instruction are created using the Humanitas “Backwards Planning” model. They reflect our joint commitment to our vision, to the values that underlie our vision, and to the ongoing process of community- building and team building.
- External accountability reflects our commitment to gauge and monitor progress using common measures of school success gleaned from relevant, accumulated data, including but not limited to such measures as standardized test scores, performance test scores, graduation and dropout data, class grades, data related to attendance and discipline, portfolio evaluations, and surveys of community members (faculty & staff, parents, teachers).

Timely evaluation of data is essential if we are to monitor and improve our practice. Conclusions derived from student data are used to monitor and adjust academic and personalization-based practices of the community in order to continually improve instruction and outcomes.

We use professional development time extensively to interpret aggregated and disaggregated data related to student success. At these community meetings and also during common planning time, we

focus on analysis of school wide data and also on analysis of individual student work in context. Faculty members, working individually or in teams, review student work on an ongoing basis during their planning time. Preparing teachers and staff members to interpret the data well and to use it effectively is one of our major staff development themes.

Teachers and staff within the Humanitas School for Art & Media small learning community also work with literacy and math coaches, district service providers, and others to ensure excellence in instruction and to facilitate support for students.

School climate and culture is also regularly monitored through parent satisfaction surveys, student surveys, and faculty feedback. This helps involve the community in the growth and improvement of the SLC.

The Humanitas School for Art & Media principal takes responsibility for daily school leadership tasks, for monitoring resource allocations, and for maintaining liaison with other members of the Lincoln Educational complex through participation in the SLC principals' meetings and through regular meetings with parents, site-level administrators, site-level coordinators, school governance councils, and district-level administrators.

All members of the Humanitas School for Art & Media are keepers of the vision, and—as keepers—they all are responsible for communicating the vision to the school, the complex, the school district, and the wider community.

The vision and the general implementation plan for our small learning community are reviewed annually by representatives of all groups involved in the community (administrators, counselor, faculty, parents, and students). This review takes place during the summer. Proposed substantive changes and modifications are communicated to the school community at the first opportunity in a yearly written report that is prepared by the Humanitas School for Art & Media lead teachers and given to the SLC Principal. This report is distributed to the entire Humanitas School for Art & Media community to principals and lead teachers of all the other Lincoln High School and to appropriate local and central district personnel.

COLLABORATION, PARENT, and COMMUNITY ENGAGEMENT

Parents and community are an important part of our learning community. We encourage and welcome their support. We provide numerous opportunities for parents and community members to visit the school and become involved in its planning and its activities. We provide seminars and workshops for parents, and we actively pursue the wider community's participation in assisting our students learn about, observe, and directly experience the postsecondary world before graduation.

Currently, the Humanitas School for Art & Media enjoys partnerships and affiliations with the following organizations:

- The Los Angeles Education Partnership
- The Academy of Motion Picture Arts and Sciences
- The Los Angeles County Museum of Art
- The Hammer Museum at UCLA
- The Clark Library
- The Getty Museum
- Los Angeles Opera
- LAUSD's Regional Occupational Program (ROP)
- Cal Arts' (California Institute for the Arts) CAP (Community Arts Partnership) program
- Plaza De La Raza's School of Performing and Visual Arts

In previous years we have also partnered and may continue to work with Loyola Marymount University, The Los Angeles Philharmonic Orchestra, and University of Southern California. In addition, we have articulation agreements with the following departments and/or schools: Pasadena City College's Graphic Arts department, and Los Angeles Trade Tech College's Fashion Design department. The Humanitas School for Art & Media is also in the process of forming similar partnerships with the Fashion Institute of Design and Merchandising and Cal State LA. These schools are premier Los Angeles area institutions of higher learning.

The strategic location of Lincoln High School allows for partnerships with many local business and institutions of higher learning. Nearby East Los Angeles College and Cal Arts of Valencia offer courses to students while they are still in high school. As concurrently enrolled students, they may take courses not offered by the high school and do so at no cost.

In addition to the traditional Back to School Night and Open House, the Humanitas School for Art & Media faculty and staff participates in other parent conference nights designed to allow for more personal contact. Lincoln High School also offers regularly scheduled parent education seminars such as Senior Night and Financial Aid Workshop Night. The Humanitas School for Art & Media both regularly encourage parents, through flyers and other mailings, to join various school wide committees and subcommittees including councils that focus on for English Language Learners, school leadership, and school budgets. Mailings and announcements are translated into Spanish and sent in Spanish, English, and Mandarin. Translators are also available at parent meetings to help facilitate communication. In addition, we make use of the inviting and well-equipped Lincoln High School for meetings and small gatherings.

Parents are expected to be actively involved in the Humanitas School for Art & Media in a number of ways. At enrollment, parents are asked to participate in helping their children evaluate the SLC offerings and prepare to indicate their preferences for placement in one of Lincoln High SLCs. Parents are expected to meet regularly with the SLC principal and counselor and with SLC teachers to review their students' progress and discuss modifications to their children's educational plans. They are also

expected to provide information on surveys and through individual meetings and inquiries. Parent representatives are also expected to take an active role in the yearly review of the Humanitas School for Art & Media's vision and plan.

PROFESSIONAL DEVELOPMENT

The Humanitas School for Art & Media at Abraham Lincoln High School is a professional learning community committed to innovation and constant improvement through professional development. Professional development is used to build the capacity of the school's faculty to accomplish its vision. Many subjects are explored when the community comes together for reflection and learning. However, these can all be summarized under the title of "best practices." Professional development in our community is a search for the "best practices" that will enable us to fully empower our students through education in our small learning community. This work is not just the kind that teachers do, though teachers play the major role. It is work for the entire community: teachers, administrators, staff, students, and parents. All join collaboratively in various ways to improve the quality of the educational experience of the Humanitas School for Art & Media students.

The Humanitas School for Art & Media teachers regularly participate in professional development activities specifically designed for improvement of interdisciplinary instruction and project based learning. Much of this Professional development is created and/or hosted by the Los Angeles Education Partnership, our primary community partner. Some of the Professional development which teachers have participated in and will continue to participate in include: Humanitas Teachers' Centers, where teachers receive intense practice in creating rigorous interdisciplinary lessons with meaningful assessment tools. UEP also hosts the Humanitas Teachers' Institutes, where teachers undertake serious study in various subjects such as African art and culture (held during the recent Tutankhamen exhibition at the Los Angeles County Museum of Art – LACMA, and another on Surrealism (which took advantage of the Magritte exhibition at LACMA).

All small learning communities on Lincoln High School bank time for professional development. This banked time allows weekly meetings in which the faculty and staff of each SLC or, occasionally, the faculty, and staff of all the SLCs combine to get together to learn, study, plan collectively, review data, or conduct other, similar activities designed to increase the capacity of the community to meet its goals and realize its vision. Besides these weekly meetings, staff also meets during common planning time and in other less structured settings to discuss student work, review data, and study and discuss research related to the art of teaching. Conferences and district-led trainings provide additional opportunities for learning. Parents are brought into the process through surveys and through parent seminars.

The community meets regularly to review student work, including work in progress. It also interprets and reviews the SLC's aggregated and disaggregated academic and attendance data on a regular basis and makes recommendations for capacity building activities and for implementation and support of

instructional practices that help the community accomplish and maintain its vision. Faculty and staff continually monitor instruction to support alignment with academic content standards and to support high standards of instruction. Reviews of data are used to evaluate the academic progress of the entire SLC and its various student aggregates and to make mid-course corrections in instructional practice consistent with the goals of the Humanitas / Arts & Media small learning community.

Personalization and team-building strategies are also addressed during the weekly professional development time. All teachers, counselors, and other staff work to become proficient in the strategies and techniques that are incorporated in the academic program.

Special Education students are evenly distributed throughout the school complex wide. These students choose their SLC using the same criteria as General Ed students. The Humanitas School for Art & Media recognizes the need for alternative methods of instruction using accommodations and modifications as determined by each student's IEP.

The Humanitas School for Art & Media principal and counselor regularly meet with the EL (English Language Learner) Coordinator to evaluate the progress of EL students. The SLC counselor, RSP, and SDP teachers regularly meet twice a week to discuss collaboration and to plan professional development. They use this time to provide General Ed teachers with the necessary instructional methodology and tools that allow them to assist Special Education students gain access to the general education curriculum. During professional development meetings, staff members share their successes in classroom organization and in the delivery of rigorous standards-based curriculum.

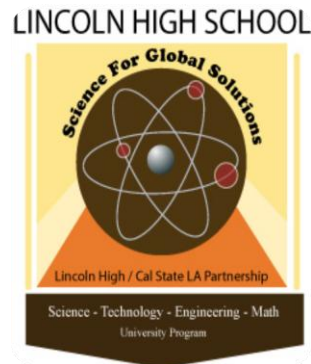
The Humanitas School for Art & Media teachers and counselor use standardized tests and Performance Assignments to evaluate the SLC progress as a whole. The Humanitas School for Art & Media teachers use evaluation methods that allow every student to maximize their ability to perform in the classroom. All methods of evaluation take culturally relevant issues into account.

A school site literacy coach and Local District 5 math and science coaches provide assistance to the faculty to support them in delivering rigorous standards based instruction. These coaches also provide professional development in helping the teachers master teaching in the ninety-five minute period within the block schedule.

FINALLY...

The mission of our program acknowledges that education is not always neutral. We attempt to explore multiple sides of a given issue and view things from various perspectives. Students graduating from the Humanitas School for Art & Media learn to articulately express their ideas in order to become effective communicators, community leaders and thus valuable members of society.

Science for Global Solutions (SGS)



“University Preparatory Program”

Small Learning Community

Abraham Lincoln High School

Los Angeles, California

SLC ACTION PLAN

Prepared by:

SGS Teachers Dennis De Pauw, Paul Eberhart, Steve Verdon, and Edgar Villarreal

Updated 2009 by Dan Brewer and Sissi O'Reilly

CSULA Advisors:	Dr. Marty Epstein
	Dr. Bill Taylor
Lead Teacher:	Dan Brewer (2009 - present) Edgar Villarreal and Allen Cox (2007/2008)
Head Counselor:	Gloria Salcido
Administrator:	Sissi O'Reilly

SGS Faculty Members as of January 2010

DePauw, Dennis

English

Brewer, Dan	English	Lead Teacher (2009/2010)
Brow, Mark	English	
Van Dyck, Ramona	English	
Castro, Raphael	Math	
Lou, Sam	Math	
Villareal, Edgar	Math	Lead Teacher (2006/2007)
Cox, Allen	Science	Lead Teacher (2007/2008)
Gonzalez, Patricia	Science	
Ramirez, Edgardo	Science	
Sork, Eeve	Science	
Milton, Leighton	Social Science	
Verdon, Steve	Social Science	
Zapata, Maury	Social Science	
Ramos, Fidel	Spanish	
Chai, Hayley	Chinese	
Dewitt, Pauline	Special Education	
Durden,	Special Education	
Villalta, Edith	ESL	
Machamer, Carol	Art	
Huff, Rourke	PE	
Viramontez, Marcella	Computer Tech	
Salcido, Gloria	Counselor	
Sissi O Reilly	Assistant Principal	
Taylor, Dr. William	CSULA: Professor Physics	
Epstein, Dr. Marty	CSULA: Professor Physics	

UNIVERSITY PREPARATORY PROGRAM: Science, Technology, Engineering and Math

Los Angeles Unified School District

Abraham Lincoln Senior High School

Recommended Curriculum Scope and Sequence

Semester A	Semester B
9th Grade	
English 9A	English 9B
Algebra 1A	Algebra 1B
Biology A	Biology B
Physical Education	Physical Education
Health/Life Skills	Health/Life Skills
Foreign Language 1A	Foreign Language 1B

10 th Grade	
English 10A	English 10B
Geometry A	Geometry B
Chemistry A	Chemistry B
World History A	World History B
Physical Education	Physical Education
Foreign Language 2A	Foreign Language 2B
11 th Grade	
American Literature	Contemporary Composition
Algebra 2A	Algebra 2B
Physics A	Physics B
U.S. History A	U.S. History B
Foreign Language 3A	Foreign Language 3B
Elective: Intro to Computers	Elective: Data Processing
12 th Grade	
Advanced Composition	English Elective
Principles of American Democracy	Economics
Math Analysis A (Elective)	Math Analysis B (Elective)
Art/Music	Art/Music
AP Science (Biology/Chemistry/Physics)	AP Science (Biology/Chemistry/Physics)
Leadership/Yearbook	Leadership/Yearbook

Vision & Identity

The Science for Global Solutions is an eighteen-year-old small learning community. Our stakeholders firmly believe that to maintain the high degree of achievement in Science, in the United States and particularly California, we must prepare our students in Mathematics, Science, and Engineering. In our learning community our students acquire the academic skills, preparation, and motivation to successfully pursue university degrees in

science, technology, and engineering. The importance of SGS in creating high expectations towards achieving these career goals cannot be underestimated. A report published by the California Council on Science and Technology and funded by the William and Flora Hewlett Foundation states California's educational system is simply not producing the mathematics, science and engineering graduates needed to meet industry's growing requirements. This small learning community has been working against this tide since 1989, and will continue to educate our students to aim toward goals not easily achieved without our program's support.

SGS was created by California State University at Los Angeles' Professors Martin Epstein and William Taylor. These two Professors remain active stakeholders in this program's success. Originally executed to serve the predominantly Latino community in two East Los Angeles high schools, Garfield and Lincoln, the program is now multicultural. Given the changing demographics of our community, our program grows and accepts students of all diverse social and ethnic backgrounds. When the program began Latino students earned only 4.2% baccalaureate degrees in science, mathematics, and engineering while comprising 9.2% of the population. Happily these numbers have grown; the Latino population now approximates 12.5% of the total and has increased the baccalaureate degrees in these fields to 7.2%. Lincoln High School students continue to benefit from this strong rigorous curriculum. SGS has prepared and continues to prepare all of our students for success in university, particularly in math and science related curriculums.

SGS's mission focuses on serving the families whose incomes are below the poverty line, the demographics of Lincoln High School. Our aim is to create high expectations in these students who too often have not seen college as a conceivable goal, thereby increasing the academic talent pool available to our state and national science and math career work force. SGS teachers work in collaboration to create a positive learning environment in which the younger 9th and 10th grade students receive preparation to alter stereotypical low achievement horizons. Encouragement and motivation from their teachers and 11th and 12th grade mentors enable students to reach higher levels of achievement and use their new found academic skills to achieve success.

Through personal and familial choice students from local middle schools, approximately 125 students, enter SGS's freshman cohort. Currently Lincoln High School enrolls approximately 750 9th grade students while graduating only about 350 of these entering students. SGS's goal is to ensure that every student who enters Lincoln High School graduates on time. By maintaining high expectations and by providing an educational curriculum personalized for each student, counselors and teachers in cooperation with our students' parents intervene to keep our students in school, enabling them to maintain interest in their subjects.

Students entering from middle school attend a summer session in which the families and students are introduced to the SGS program. This program is a tightly structured university preparatory program focused on high academic standards emphasizing mathematics, science, and English. The support begins then and continues throughout their high school experience in the form of special supervised peer tutoring and close monitoring of student progress to ensure they don't fall behind. Students are introduced to college life through special Saturday Labs at CSULA and other field trips. Over the years SGS has created a coordinated package of components that are critical to helping underprivileged, under-performing, and under-represented students to reach their full academic potential.

NASA's Motivating Students to Pursue Careers in Science, Mathematics and Engineering Program helped to fund SGS throughout the 1990's. The director of the program, Mary Anne Stoutsenberger, stated

"Of all the programs that we funded across the country, CSULA's University Preparatory Program was by far the best and most effective program and really the only program that lifted young people out of poverty. It dramatically changed the expectations of the young people involved."

SGS is dedicated to matching these achievements. Measuring success is hard to do, and yet SGS's success can be measured quantitatively. Out of each 250 students less than 5% drop out of high school, and an average of 75 students matriculate to college, with approximately 40% choosing math and science related majors. SGS graduates are now successful engineers at JPL, Boeing and NASA, PhD candidates at Cal Tech and UCLA as well as practicing MDs and DDSs.

The SGS model has been developed through collaboration between teachers and administrators. To achieve the goal of the University Preparatory Program to increase the number of minority students to earn college degrees and pursue careers in mathematics and science based (STEM) fields, the active involvement of stake holders (teachers, counselors, administrators, parents and students is of major importance. We ground our success on the following: required college preparatory courses, high standards, and a support structure that builds student confidence and expectations. To facilitate these, we developed innovative interventions: A peer tutoring program, parent coordinator positions to increase the involvement of parents, science laboratory experiences on the CSULA campus three times per year, and the use of SGS students who are now in college to interact with and mentor high school students.

The small learning community concept has now been adopted by the Los Angeles Unified School District. SGS as well as the other SLCs all enroll students based solely on student choice. SGS supports all students of all ability levels and of all ethnicities. This includes support of students with special needs, English language learners, and any other similar group. Our university preparatory curriculum includes standards-based instruction in biology, chemistry, physics, college prep English, college prep mathematics and other core subjects. These requirements are more rigorous than those for admission to either the University of California or the California State University systems. High academic expectations are held for all students in SGS. All students are expected to complete all core courses with a grade of C or better. Those who do not are encouraged to repeat that course. SGS is a collegial partnership involving science university faculty from California State University Los Angeles and the SGS faculty members from Lincoln High School. SGS has a full time counselor for our community. Our SGS counselor is committed to SGS objectives, which enables the SGS curriculum to be more directly guided. The students greatly benefit from this guidance and consistent monitoring of their progress.

Upon completion of the SGS curriculum our students are qualified for admission to CSULA or any other California state university. Since our school is in a low income area their eligibility for financial aid is practically guaranteed. Our parents are usually not aware of this opportunity. Making our students and parents aware of this opportunity often works as a strong incentive for academic success. SGS has a steering committee that includes representatives from all stakeholders: SGS faculty, administrator, counselor, parents, and students. The steering committee provides advice for community members and makes decisions about student conduct, student progress, and master scheduling. In the future Lincoln may be divided into designated areas housing each SLC, the SGS steering committee will then direct decisions regarding facilities, potential budgets, and issues of school safety.

After-school tutoring is offered 4 days per week. This program has now been expanded to include all Lincoln students. Currently tutoring is faculty directed. In the past SGS tutoring has been offered using college tutors primarily from minority groups. Peer group tutoring has been successful as well. Students learn from each other and build cohesiveness, which seems to promote academic persistence. Role models are used to mentor SGS students. College student tutors, peer tutors, and college students assisting in Saturday Labs as well as the University/High School Coordinator all provide students with significant role models.

The Saturday Labs are Science lessons conducted on the CSULA campus by college faculty. Provided funds are available, students are bused to CSULA where each discipline, depending on which course of study the student is then taking, perform scientific experiments. Chemistry students take part in the Department of Chemistry and Biochemistry. Biology experiments are conducted in the Department of Biological Sciences, and students taking

Physics do an experiment in the Department of Physics and Astronomy. These labs have several benefits. SGS students become familiar with the university campus. Finishing a college level experiment gives them confidence that they can succeed in college. This mentoring experience fosters interacting with college students who are there to assist them. Field trips are conducted each semester. Scientific in nature, these trips may include a guided educational tour of the Los Angeles Zoo or research on the California State University research vessel for oceanography experiments.

SGS parents are strongly encouraged to participate in the SGS partnership. Parent meeting are held at least twice a year. Parents are invited to SGS activities and are considered an integral aspect of the support system for students' success. We have found the involvement of parents increases when we have more direct contact with them through one of their peers. In addition, we communicate our successes and accomplishments with parents, other members of our community, and to the Lincoln community at large through a variety of means including our Lincoln website, newsletters, mailings, and conferences. Using funding from the Cal State Grant, we hire a parent to serve as liaison between SGS and the parents and to encourage parents to motivate and support their students in their SGS endeavors.

Seniors are extensively provided with assistance when applying to college; help in filling out forms, gathering the proper information to fill out financial aid forms. These papers can prove daunting so we follow them at each stage of the process. As a consequence they make it to college with the financial aid they deserve. We also use the resources of the university to help guide the incoming seniors. University Admissions, Outreach and the Financial Aid Offices, as well as the Equal Opportunity Program all send speakers to student and parent orientations and awards ceremonies. We work closely with these offices in aiding the seniors in filling out college and financial aid applications.

The budget for SGS is no longer covered by NASA, but now survives on grants. The funds expended are closely aligned to the goals of bringing a university education to economically disadvantaged students. These students when given the opportunity rise to the challenge. Our vision to have students from low-income neighborhoods succeeding in curriculum that leads to scientific and mathematical careers is consistently supported by our evaluations. Raising the bar for some students at Lincoln High School has in turn helped students outside of SGS as well. SGS's requirement to include physics at Lincoln has increased the Physics classes offered at Lincoln from 2 to 4. SGS has enhanced the academic environment of Lincoln High School.

All proposed new SLCs including SGS will have 475 to 525 students in the Fall 2007 semester. Future adjustments to contiguous space will allow a safer more cohesive atmosphere at Lincoln generally. Changes in schedule have not been adopted at Lincoln as of the upcoming 2007-2008 year. Future adjustments to the Master Schedule will include Honors Geography and an Honors Geographical Information Systems class. The Master Schedule will allow our students at least 2/3 of their day to be taught by teachers in SGS.

Both students and parents are informed and share our belief that raising the challenges for our students increases their determination to succeed. This commitment to bring a curriculum to the SGS students which exceeds LAUSD and university requirements will continue to produce students who not only graduate on time after 4 years of rigorous instruction, but also have confidence that they can achieve success at the university level. Many of our students will seek careers in the sciences using mathematics and create for themselves successful careers in engineering. Our vision as a small learning community encompasses and reaches beyond our school's vision. We support Lincoln High School fellow SLCs and recognize that the achievements our students have earned enhances the potential for all Lincoln students.

Equity and Access and Personalization

SGS has developed a variety of strategies to support a diverse community of learners who represent the range of different student subgroups present at the school. Some of these support strategies include a Saturday school, after school tutoring, field trips, consistent communication with counselors, and intervention programs.

All students have access to daily one-on-one communication with teachers, administrators and counselors. A high school counselor is assigned to the SGS program. This makes SGS a more cohesive unit than if the counselor was serving students from many parts of the campus. The counselor is committed to SGS objectives and better able to help build the SLC environment that supports the students.

After school tutoring is offered four days per week. Initially the tutors were college students with majors in science, math, engineering and English. The high school faculty then proposed that we move to a peer group model with a group of SGS students led by a peer tutor and guided by the college students. This has been successful. The students not only learn from each other, they also build more cohesiveness which seems to promote academic persistence. Furthermore, role models are used to mentor the SGS students. The college student tutors, the peer tutors, college students assisting in the Saturday labs, and the University/High School Coordinator all provide role models.

The SGS students participate in three Saturday science laboratory activities each year. They are bused to CSULA where the students do a science experiment under the direction of university faculty. The students taking biology do an experiment in the Department of Biological Sciences, those in chemistry do an experiment in the Department of Chemistry and Biochemistry, and those in physics do an experiment in the Department of Physics and Astronomy. This has several beneficial effects. The SGS students develop a familiarity with a university campus, they do a college level experiment which gives them some confidence that they can succeed in college, and they have a mentoring experience, in that they interact with college students who are there to assist them with the experiment.

Each year there will be two field trips. These will be scientific in nature to augment their science class experiences. Examples will be an educational tour of the Los Angeles zoo guided by students majoring in biology at CSULA and a trip aboard a California State University research vessel to do oceanography experiments.

There is an open and inclusive admissions policy to SGS that includes students from local and traveling communities. SGS admits any student that wants to join. If students have not been given the opportunity in middle school to join an SLC, a SLC selection process will begin during freshman orientation. During this time all students will be given information about SGS. If they like this information and are attracted to what the program offers, they can sign up regardless of grades, academic background, history, or middle school location. Ideally, in the summer before their 9th grade SGS students would be required to attend summer school to take algebra prep and English prep courses. At the beginning of 9th grade, students and their parents attend a SGS orientation session at CSULA. During this session they are introduced to the SGS curriculum and requirements and parents and students sign a contract agreeing to the SGS requirements. SGS is a collegial partnership involving science university faculty from California State University, Los Angeles (CSULA) with Lincoln and Garfield High Schools.

SGS accommodates student interests and parental desires in admissions and course programs. Counselors work closely with parents and students to ensure that the right courses are taken for entrance into college. Counselors and teachers remain flexible so students are comfortable with their schedule. At anytime students and parents are encouraged to collaborate, to communicate with counselors if a change is needed. The priority is the student. All parties will work together to facilitate student success. SGS parents are strongly encouraged to participate in the SGS partnership. Parent meetings are held at least twice a year. Parents are invited to SGS activities and are viewed as a critical component of the support system for academic success. We have found that involvement of parents increases when we have more direct contact with them through one of their peers. Thus we hire a parent to serve as a liaison between SGS and the parents and to encourage the parents to motivate and support their students in their SGS academic endeavors.

SGS completes frequent analysis and review of disaggregated student outcome data and modifies plans as appropriate. All information is accessible to teachers, counselors, parents and students. Data will be analyzed, studied, discussed by all parties concerned. Necessary changes in the students schedule will be made based on this

analysis. The program evaluator will track student progress and performance. The information will be made available to teachers and parents. This will assist the SGS counselor in advisement of students. This information will also be used by the Steering Committee and our CSULA Advisors for program modifications. Data will be collected and disaggregated by gender, ethnicity, and grade level on: progression rates from grade to grade; completion rates for SGS core courses (biology, chemistry, physics, college prep English, and college prep math); completion rates of SGS required curriculum by graduating seniors; high school graduation rates; number enrolling in college upon graduation; number declaring STEM majors on entering college; the percentage of students enrolled in STEM majors at the beginning of the previous school year who are still enrolled in STEM majors at the beginning of the current school year; and eventually college graduation rates. Evaluation will be ongoing and used to modify the SGS model.

SGS employs heterogeneous groupings of students to support academic and personal development. Before a class is formed all information about the students' academic history will be analyzed in an effort to form classes that are truly diverse. All students will have access to honors and AP classes.

SGS utilizes a well-articulated academic intervention plan for those students in need. Any SGS student that receives a grade below a C will be subject to intervention. A conference will be held, parents will be notified and plan of action will be discussed. Depending on the situation, a student may be asked to attend Saturday school, after school classes or after school tutoring. If needed the student may also be transferred to another class.

SGS will be located in a space that is clearly identified and provides a safe learning environment that is equitable for instruction. At Lincoln, part of the 100 building is being considered for SGS; most SGS classes will take place in SGS's contiguous space.

At CSULA the facilities that are presently allocated to SGS include adequate office and work space in the Physical Sciences Building, student instructional laboratory space and equipment in the departments of Biology, Chemistry, and Physics, and use of large lectures halls at CSULA for SGS meetings. The SGS office and work area has a computer, telephone, suitable office furniture and file cabinets and will meet the needs of SGS. The student lab rooms and laboratory equipment have enabled college level laboratory class experiences for SGS students in grades 9 – 11. Also, SGS will be able to use the University's oceanographic boat and staff at minimal cost for field trips.

SGS students receive personalized instruction that incorporates their experiences and cultures and makes connections to the real world. Lesson plans will be designed in a collaborative way with emphasis on the surrounding community cultures. Furthermore, the structure of each lesson will be designed to facilitate one-on-one instruction and individual student attention.

All SGS Instruction will be based on diverse learning styles and multiple intelligences. Teachers will employ various teaching techniques in order to inspire and motivate all learning types. Teachers will collaborate across the curriculum, share ideas and teaching styles that work. Throughout the year various seminars and programs will be designed to help teachers communicate with their colleagues. Through group emails, contiguous spacing and organized social events teachers will be able to form bonds which will enable an exchange of teaching ideas. This will, in turn, translate to diversified instruction.

SGS utilizes specific strategies that help to transition students from grade to grade, build upon skills, and support them academically, personally, and socially. There are plans for a SGS newsletter, a magazine created by SGS students and various social clubs specific to SGS. These clubs and periodicals will help create unity when transitions approach; students classes will change, but they will be able to remain in the club or creative program. Also, social events will be organized to help bring closure to the school year. Currently, Students and faculty gather at a restaurant to celebrate goals reached throughout the year. There will be a SGS summer session for students that want to get ahead and for struggling students that need to catch up.

Students in SGS have the opportunity to work with 1 or more adults for multiple years in caring, supportive relationships. Teachers make an effort to individually communicate with each student by name at least three times a week. This is done in passing as students enter the room, during a classroom conference, or by conversation outside instruction time. Communication is both casual and formal. In SGS students feel appreciated and part of a community. Students know their teachers; teachers know their students. Strategies to foster this type of communication are shared by teachers during SGS faculty meetings.

In SGS students have access to adult mentors and role models. All SGS teachers will have posted office hours stating when students can come get extra help outside of class. Also, the after school tutor program will be available to everyone. The various clubs and creative SGS organizations that meet after school will have designated adult mentors.

SGS students complete a written post secondary plan with guidance from teachers. SGS provides extensive assistance to the seniors as they apply to college and fill out financial aid forms. We have found that this population is easily discouraged in these processes. We help them navigate the bureaucracy and as a consequence they make it to college and with the financial aid they deserve. SGS draws upon the University Admissions, Outreach, and Financial Aid Offices to send speakers to student and parent orientations and to awards ceremonies. We work closely with these offices when we assist the seniors in filling out college applications and financial aid applications.

The goal of SGS is to increase the number of minority students that earn college degrees and pursue careers in mathematics and science based (STEM) fields. Approximately 600 students in grades 9-12 at Garfield and Lincoln High Schools participate in SGS. The SGS program is designed to prepare these students for success in college, with an emphasis on STEM majors. The objective of SGS is that 40% of those students who enroll in college will declare STEM majors.

Added scientific value from the SGS program occurs because of the emphasis on science. Students are required to take three lab sciences (biology, chemistry and physics). We note that the entrance requirement for the University of California and the California State University is two lab sciences. This emphasis and the support network created through SGS (tutoring, a dedicated counselor, parental involvement and the science faculty from CSULA) increases the importance of science at the high school and in the perception of the students. A consequence is that the number of chemistry and physics classes doubled at Lincoln High School because of SGS. A similar outcome is occurring at Garfield High School. SGS has created a shift of the high school culture toward a more academic focus.

Rigorous Standards-Based Curriculum and Assessment

A university preparatory high school curriculum requiring biology, chemistry, physics, college prep English, and college prep mathematics as the core courses will continue to be required of all SGS students. These requirements are more rigorous than those for admission to the University of California and the California State University.

The University Preparatory Program was created in 1989 by California State University, Los Angeles Physics Professors Martin Epstein and William Taylor to address the extremely low college participation rate of Hispanic students in science and mathematics based majors. SGS's mission from the beginning has been to prepare students for success in college-particularly in math and science and to increase the academic talent pool by specifically working with students to achieve to their highest potential.

In the summer before their 9th grade, SGS students are required to attend summer school to take algebra prep and English prep courses. At the beginning of 9th grade students and their parents attend a SGS orientation session at CSULA. During this session they are introduced to the SGS curriculum and requirements and parents and

students sign a contract agreeing to the SGS requirements. Our SGS counselor is committed to SGS objectives and to building the SLC environment that supports the students.

The CST and District Periodic Assessments help form the basis of academic assessments for SGS students, particularly in the Math and English. But informal assessments coordinated within and among various departments will be an ongoing and evolving part of SGS faculty practice.

After school tutoring is offered four days per week, with college students majoring in Science, Math, Engineering and English. These tutors are typically from minority groups. A peer group of SGS students, led by a peer tutor and guided by the college students, is also available, and builds a cohesiveness and a model for academic persistence. All faculty are highly qualified and experienced in working with and differentiating instruction for ELL and Spec. Ed. Students.

SGS insists that students taking an active part in the University Program must maintain at least a C average in all classes. Immediate, structured, and remedial instruction will be assigned both within class and after school for any student failing to meet the C requirement at any time during the semester. The structure of this will be determined by the teacher and student involved and will be cogently recorded in a contract witnessed and signed by the student, the student's parents, the teacher, and the SGS counselor.

Besides having access to all of the best technology available on the Lincoln Campus (the math lab, various computer labs, the lab sciences), SGS students participate in three Saturday science laboratory activities each year. They are bused to CSULA where the students do a science experiment under the direction of university faculty. The students taking biology do a biology experiment in the Department of Biological Sciences, those in chemistry do an experiment in the Department of Chemistry and Biochemistry, and those in physics do an experiment in the Department of Physics and Astronomy. This has several beneficial effects. The SGS students develop a familiarity with a university campus, they do a college level experiment which gives them some confidence that they can succeed in college, and they have a mentoring experience, in that they interact with college students who are there to assist them with the experiment.

In addition, each year there will be two field trips. These will be scientific in nature to augment their science class experiences. Examples of past trips include an educational tour of the Los Angeles zoo guided by students majoring in biology at CSULA and a trip aboard a California State University research vessel to do oceanography experiments.

Students complete at least on rigorous, standards-based activity each week per subject, based upon the obvious focus on A-G requirements and the demands of CST, CASHEE, the Lincoln Service Learning Requirement, and the requirements noted regarding SGS expectations.

Weekly teacher meetings will focus on the across-the-curriculum progress of our students, best practices, common assessments, and student work in light of standardized testing data.

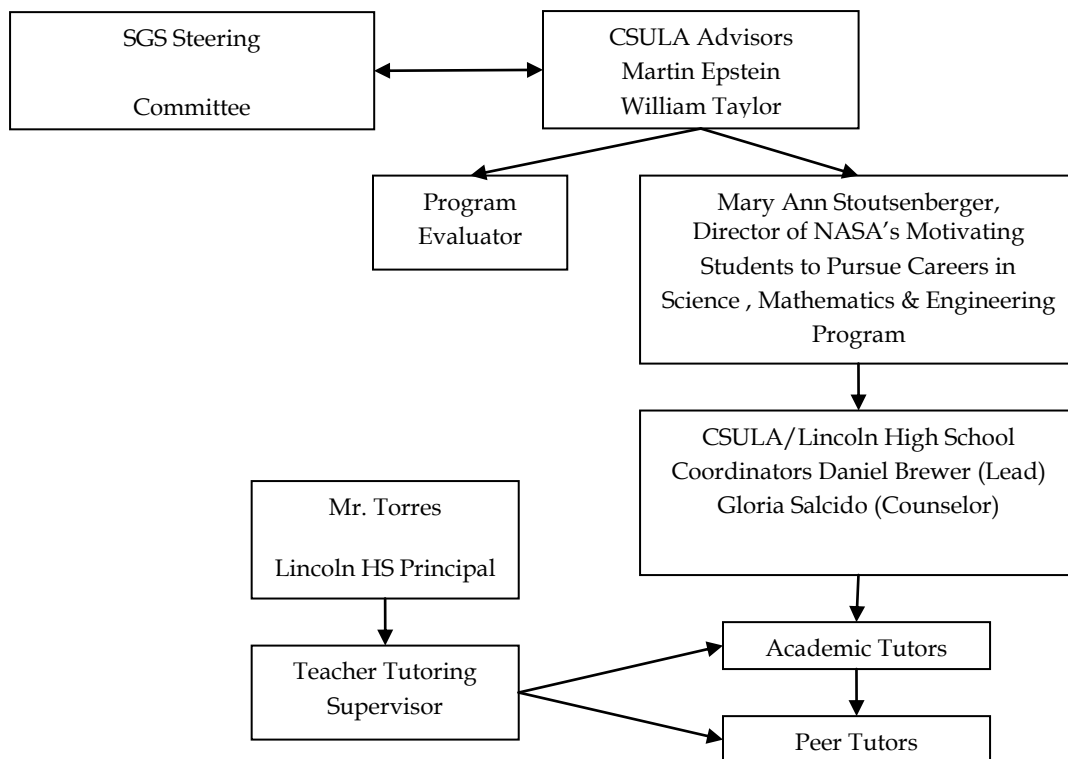
Accountability and Leadership

The University Preparatory Program was created in 1989 by California State University, Los Angeles Physics Professors Martin Epstein and William Taylor to address the extremely low college participation rate of Hispanic students in science and mathematics based majors. SGS's mission from the beginning has been to prepare students for success in college-particularly in math and science and to increase the academic talent pool by specifically working with students from the inner city who are under represented on Cal. State campuses. While the most important measure of SGS's success lies within the personal change and development of each student, SGS's success can be measured quantitatively. Such measures include a less than 5% high school drop out rate among the students served at this high school, and an average of 75 students matriculating each year to college with as many as 40% choosing math and science based majors. SGS graduates are now successful engineers at JPL, Boeing and NASA, PhD candidates at Cal Tech and UCLA, as well as practicing MD's and DDS's.

SGS focuses on changing the expectations of participating students by creating an environment that leads to the individual expecting to attain a college degree. SGS is about raising expectations, removing barriers real and imaginary, and providing a support structure for students who need it most. SGS students are required to take a tightly structured university preparatory high school curriculum with high academic standards that emphasizes mathematics, science and English. The SGS students are given strong academic support in the form of special supervised peer tutoring, close monitoring of progress to ensure that they don't fall behind and in addition are provided with an environment in which they are introduced to college life with Saturday labs at CSULA and other field trips.

SGS is based upon some fundamental concepts, including active involvement of all stake holders (teachers, counselors, administrators, parents and students), required college preparatory courses, setting high standards, and providing a support structure that builds student confidence and expectations. To facilitate these concepts we developed some innovative aspects including a peer tutoring program and parent coordinator positions, which increases the involvement of parents. It should also be noted that SGS has long had the active support of the state of California and California State University of Los Angeles.

The overall communication and organization structure from the state and university level is:



At Lincoln the lines of communication run: LAUSD > Principal < > SGS and other SLCs (Counselors, lead teachers, and faculty) < > students and parents. The vital communication between SGS and the students and parents is in the form of newsletters and bulletins regarding activities, requirements, and college financing.

Besides available academic data from the state and district, SGS faculty and counselors will be following students' development in language and mathematics via periodic informal testing and assignments, and monitoring progress across the curriculum. Regular student survey information and biographical data will also be obtained.

At beginning and end of each semester, and regularly in between, SGS will be monitor all data and progress, and ready to modify any plan in order to insure student success.

SGS has experience lead teachers and counselors adept at accessing the technical support available through the district and the state.

All decisions regarding the SGS budget,; all issues regarding master scheduling and programming; and all issues of student conduct and community safety, are in the purview of this small learning community, subject to statewide and district wide rules, regulations and parameters. SGS stakeholders all feel a responsibility in coordinating and managing these successfully. SGS is further aware that the Lincoln High School Site Council has authority over school site budgets and that school wide issues will be resolved by the building council, as described by the Impact Report.

Data will be collected and disaggregated by gender, ethnicity, and grade level on: progression rates from grade to grade; completion rates for SGS core courses (biology, chemistry, physics, college prep English, and college prep math); completion rates of SGS required curriculum by graduating seniors; high school graduation rates; number enrolling in college upon graduation; number declaring STEM majors on entering college; the percentage of students enrolled in STEM majors at the beginning of the previous school year who are still enrolled in STEM majors at the beginning of the current school year; and eventually college graduation rates.

At the site level, progress reports, attendance, standardized test scores, and semester student surveys will be analyzed to evaluate the SLC performance.

Beginning with the SGS Bridge summer school for incoming 9th graders, SGS asks students, parents, faculty, counselors, and administrators to annually commit themselves to the tenets of this SLC: college preparation, successful completion of A-G requirements, improved student motivation, and community's vigilance, support, and persistence.

Collaboration, Parent & Community Engagement

SGS is a collaborative learning community, in which parents and the community are important and necessary contributors to its program and to its subsequent success.

SGS has well established partnerships which help support its goals and objectives. The long-standing driving force behind SGS has always been our partnership and collaboration with Cal State University at Los Angeles. CSULA were essential contributors to the initial development of the scope and sequence of courses our students take throughout their four years at Lincoln, and they are always consulted and offer feedback when decisions about curriculum and course sequencing are to be made. CSULA also funds and sponsors four yearly Saturday trips to their campus in which our students participate in hands-on, course-specific science laboratories which are led by various professors from CSULA's Biology, Chemistry and Physics departments. These quarterly activities, aside from having a curricular impact on our students, perhaps more importantly, expose our students to college-level work and resources and opens their eyes as to what life at a college campus can be. The impact that these trips have in motivating our students to continue their education beyond high school cannot be understated.

SGS has always had a very positive relationship with its student's parents and community. As stated earlier, SGS was initially organized to target underperforming Latino students for our program. Entry into SGS always required a strong parental commitment. As such, parental involvement was always strong and constant. Parents were always an integral part of our selection process. With our schools reconfiguration into smaller learning communities, all Lincoln students now have access to our community. SGS has continued to approach student recruitment with the same caveat: strong parental involvement. We continue to provide program information for prospective students at Middle School articulation meetings and at all Lincoln SLC Fairs and SLC events. When a student first arrives at Lincoln, they receive information about all the available small learning communities, and they must indicate their preference. SGS requires that our student's decision also involve the student's families.

Parents and guardians must sign off, agreeing to their child's choice. In the future, SGS intends to supplement its informational materials to include academic and achievement data to help inform the decision making process for our students and their parents.

Parents of our incoming 9th grade class (and all new students to the program) are strongly encouraged to attend our annual 9th grade orientation meeting, held in October each fall, at the CSULA campus. There, the parents are introduced to our learning community; to our expectations of the success of their children within our program; and the parents are strongly encouraged to actively participate in their child's success and involvement in our learning community. For all SGS parents, quarterly parent meetings are held two times a semester, to coincide with parent conferencing for convenience. There, our parents are informed of upcoming events and resources for their children, and are given a forum to discuss concerns or ask questions of the faculty and CSULA advisors. We strongly encourage our teachers to attend these meetings and expect them to reach out actively to foster teacher-parent communication.

Inasmuch as SGS seeks to improve its partnership with our student's parents and community, SGS intends to set the following goals for this upcoming year: (i) SGS intends to form a Parent Advisory Committee, in the hopes that this will serve as a strong collaborative vehicle for providing added guidance direction to our learning community. The committee will be expected to help SGS evaluate its progress and offer advice about changes or additions to our program when SGS meets for the purpose of evaluating and modifying our action plan; (ii) Parents will be invited to participate as observers or as active participants in our staff development meetings and we will design at least one staff development meeting per year specifically to address parent and community concerns and to explore ways to increase parent and community involvement in our students' success; (iii) SGS will maintain its open-door policy for parent visitations to our classrooms. We have always encouraged our parents to spend time observing classes and monitoring student learning activities directly. SGS leadership meetings will always be open to parents and any other member of the community, and minutes will be kept for public access.

Inasmuch as SGS wishes to improve teacher collaboration within our learning community, SGS intends to set the following goals this upcoming year: (i) We will formally meet twice a semester to discuss ways to infuse and incorporate our focus on science and mathematics into our core curriculum; and to develop cross-disciplinary, science and mathematics themed projects. Understanding that these meetings are not enough, we will strongly encourage smaller groups of teachers within our community to meet informally, a couple of hours per week, to implement said projects and to review and analyze these projects based on common rubrics.

Lastly, SGS will seek to find meaningful partnerships in the business and governmental community to further support our learning community's objectives. The SGS learning community anticipates seeking partnerships with scientific organizations such as NASA's Jet Propulsion Laboratory, or business organizations such as Hewlett-Packard.

Professional Development

In order to help improve and direct our professional learning community and in order to promote the growth in our teacher's knowledge of our students and their learning throughout the year, SGS intends to plan several programs for our staff.

Technology is an important component in SGS's vision of our students and their education. For success in the fields of mathematics and the sciences, it is imperative that our students be technologically proficient. Our teacher's must be able to keep pace with, if not exceed, the technology our students will be using in their elective

courses and in the creation and production of their student projects. SGS intends to provide a series of computer and technology courses/in-services for our teachers. Building our teacher's skills in technology must be constant and ongoing. Staff development meetings that are scheduled for SLCs will frequently contain a technological component on the agenda. These components will vary from full blown technological lessons or demonstrations; to dissemination of information, such as upcoming seminars, courses or other professional development opportunities; to discussion of pedagogy articles and/or data analysis of our students work; and to give a forum for instructional experimentation and the introduction of pilot lessons and activities. We envision teachers within our community designing and implementing technologically-based and standards-based lessons and projects and sharing their ideas with other teachers in our community.

SGS believes that this type of teacher exchange and collaboration has the potential to spark and inspire more significant and thought provoking inter-disciplinary project and activity ideas. To that end, SGS intends to provide available resources and energy to encourage our teachers to attend seminars and conferences which assist teachers with techniques on collaborative team-teaching and with techniques on developing inter-disciplinary lesson plans and projects. One of the goals expected of all SLC's is that they develop and implement effective cross-curricular lessons and projects. SGS recognizes that our teachers will need a great deal of support and time to develop the expertise to create, develop, deliver and assess the success of these complex and integrated lessons.

SGS also intends to devote professional time and energy to the analysis of student assessment data, general student data, and especially to subject-specific common lessons/activities/assessments that will help bring consistency to our instructional programs. This sort of analysis is essential because it informs our community of our students' strengths and weaknesses, and guides our curriculum pacing, and changes our curriculum pacing when the data supports such a change. We envision these types of data analysis and common lesson analysis to take place as often as possible, among a small group of teachers, during common conference time.

As the Lincoln High School campus as a whole restructures more deeply to accommodate the needs of all of its' SLC's, SGS hopes and expects to find methods of scheduling that will provide weekly opportunities that will help make these types of common meetings during school day a routine part of SGS's instructional and guidance activities. Literacy strategies and common rubrics and criteria charts will be developed to help our students see the connection of the disciplines within our community and to see that the teachers in our community are all working cooperatively toward the common goal of treating our students equitably and to help our students reach their utmost potential.

A significant focus of our professional development overall is effective classroom teaching. We will explore through lesson study and other methods various pedagogical techniques that can potentially lead to higher academic achievement.

For SGS to accomplish these professional development goals, including our yearly SLC-wide self-evaluation, we will need to use at least one-half of the banked day staff development meetings provided to Lincoln High School for our SLC goals. This division of banked staff development time, providing approximately half to the SLC's and half to the school and to departments is consistent with the agreements already worked out between our school administration and the Local district.

SGS strongly encourages and anticipates that groups of stakeholders in our community will meet collaboratively at least one hour each week in some formal or informal professional development setting. This

includes banked day time, common planning period time, and informal or volunteer time at lunch or after school. SGS will always endeavor to utilize appropriate site-level resources (such as Title I funds, EL funds and others) to help compensate teachers and staff for time spent on professional development beyond the normal school day. As SGS gains more control of our portion of the SLC budget, we anticipate spending a significant portion of our resources on staff development and related activities in the hopes of building and maintaining a strong effective learning community.

Presently, our community is already working well in functioning teams, where different groups of teachers are in charge of developing and implementing strategies for areas such as instruction, parent/community involvement and student activities. Professional development meetings will serve to strengthen our skills as educators and as team leaders within our learning community.

SGS teachers have two primary goals. Make certain that all of our students pass the CAHSEE and earn a high school diploma; and strive to have all of our students qualified and eligible for admission to a four year college or university. These two objectives drive all of our professional development activities. SGS understands the value professional development brings to fostering a culture of collaboration within the staff in our community and to helping bring greater personalization to our instructional program.

Interdisciplinary/Cross-curricular Teaching

Interdisciplinary/cross-curricular teaching is utilized in SGS to increase students' motivation for learning and their level of engagement. In contrast to learning skills in isolation, when SGS students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged.

SGS Interdisciplinary/cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school

Many of the important concepts, strategies, and skills taught in the language arts are taught across the SLC. Strategies for monitoring comprehension are directed to reading material in the content areas. SGS teachers collaborate on cause-and-effect relationships that exist in literature, science, and social studies. Interdisciplinary/cross-curricular teaching supports and promotes this transfer. Critical thinking is applied across all the disciplines.

Interdisciplinary/cross-curricular teaching in SGS provides the conditions under which effective learning occurs. Students learn more when they use the language arts skills to explore what they are learning, write about what they are learning, and interact with their classmates, teachers, and members of the community.

To monitor Interdisciplinary/cross-curricular teaching in SGS, teachers have organized into committees to effectively gauge the level of cross content teaching and lessons. These committees include:

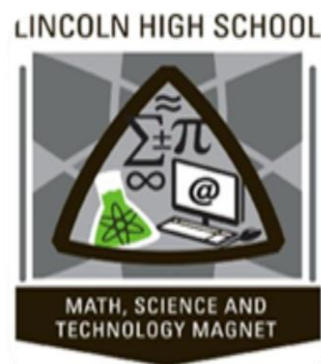
- The Collaboration Committee - math, science, English, ESL and special education teachers who lesson plan collaboratively
- The Classroom Observation Committee – set dates for classroom visitations with specific interdisciplinary/cross-curricular teaching as the focus.
- Parent committee – seeks to establish parent involvement as a part of student learning.

- Research committee – seeks to review and implement data based research to share with the SLC.

Science for Global Solutions

Our Culture of Learning

- Caring atmosphere
- Behavioral expectations
- Alignment of best practices in the classroom
- High Expectations for all students
- Logical consequences for academic/behavioral issues
- Teacher/Student involvement in extracurricular activities
- SGS emphasizes innovation and technology in the classroom
- Collaboration and interdisciplinary/thematic instruction
- Student on time/ on-task
- Cosmic and global thinking
- College and career focus
- Mutual respect
- Teacher- parent- student connection
- Early interventions for at-risk/disengaged students

Math, Science & Technology Magnet**Abraham Lincoln High School**

Focus on Excellence in Education

Math, Science & Technology

Magnet Center

Program Description

*“Working Together for Success”***Program Description****I. Overview**

The Abraham Lincoln High School Math, Science, and Technology Magnet Center is a 214-student (grade 9-12) school-within-a-school, located on the campus of Lincoln High School in Lincoln Heights, just Northeast of Downtown Los Angeles. Established in 1999, we have by now successfully graduated six senior classes.

Our population is made up of 50% Asians, 48% Hispanic and 2% Other. 92% of our students qualify for free lunch and we have a 99% attendance rate. In addition, 69% of our students are Reclassified Fluent English proficient, 9% Initial Fluent English proficient and 10% English only, with a 13% Limited English proficient.

The Magnet program offers opportunities for students of all ethnic and academic backgrounds to participate in a rigorous college-preparatory program, with a strong emphasis on science, mathematics, and computer technology. Students are expected to participate in intensive off-campus field courses, and will be expected to take four years of science or technology courses, and mathematics through Algebra 2. Students will develop their knowledge and understanding through hands-on learning, academic research, community service, and a culminating research project during their senior year. 96% of our students graduate on time and have gone on to colleges such as Cal Tech, Cornell, Georgetown University, Mount St. Mary's, UC Irvine, UC Davis, UC Santa Cruz, UCLA, USC, UC Berkley, Cal State Los Angeles, Cal State Dominguez Hills, UC San Diego, UC Santa Barbara, Cal Poly Pomona and San Luis Obispo, just to name a few. In addition, we have developed partnerships with Occidental College and California Institute of Technology, UCLA, California State University, Los Angeles and Glendale Community College for the purpose of tutoring, academic enrichment, guest lecturers, and joint research projects that will provide post secondary experience for our students while providing colleges with valuable connections to the high school environment. We have been the recipient of a grant from the Young Nak Presbyterian Church of Los Angeles,

which was used for field research to collect data of the changes happening in the Owens Valley as the Owens River basin is re-hydrated, as well as a Weingart Foundation Grant, which supports after-school Science Bowl Team activities.

II. Educational Philosophy

Vision : It is the vision of the Magnet program to provide the best possible opportunities for students of all ethnic and academic backgrounds to partake in a rigorous, college-preparatory program, with a strong emphasis on mathematics, science, and technology, to empower them to meet the challenges of the future.

Mission: Our mission is to prepare our students to become independent thinkers with the needed skills to succeed in higher education and fully participate in our modern world.

Beliefs: The fields of science and technology are the fastest changing, most exciting areas of human endeavor today, offering job opportunities and a hope for a better future for us all. Intense training in the different math, science, and technology areas, hands-on learning experiences, and interaction with industry professionals will, therefore, prepare students for the demands of our complex society and to be ready to take advantage of emerging job markets. Highly individualized learning plans are available for our students. Each student in the program will have equal access to the coursework, consistent with his/her ability and achievement level.

III. Curricular Areas

Students will have a choice of three curricular areas: Science, Mathematics, or Technology. Each area will reflect our consensus and commitment to rigorous learning, and will more than prepare students to reach their post secondary objectives. Furthermore, students will not be limited or tied to any particular area. Students may choose to complete more than one area of study. There is room for flexibility and movement as students progress, explore, and achieve greater levels of competence, mastery, maturity, self-confidence, and excellence.

TENTATIVE SCHEDULES FOR FALL 2010

***** 9th Grade: *****

1. Biology H Biology H Chemistry
2. English 9 H English 9
3. P.E. 1 JROTC Sports Cheer/Drill
4. Algebra 1 Geometry H Geometry Algebra 2
5. Spanish 1 Span 1 (Speaker) French Mandarin 1
6. Health/Life Skills AP Euro.Hist.

***** 10th Grade: *****

1. Physics H/Chemistry AP Biology Adv Biology
2. English 10 H English 10
3. P.E. 2 JROTC Sports Cheer/Drill
4. Geometry Algebra 2 H /Math Analysis Calculus AB
5. Spanish 2 Span 2 (Speakers) French 2 Mandarin 2
6. World Hist H World Hist AP Spanish Computers

***** 11th Grade: *****

1. AP/Physics AP/H/Chemistry AP Environmental Geology
2. Cont. Comp Am/Lit AP English Lang Computers
3. PE JROTC Sports Cheer/Drill
4. Algebra 2 Math Analysis Calculus AB AP Statistics
5. Spanish 3 AP Spanish Mandarin 3 AP Mandarin
6. Painting Ceramics Music Digital Imaging

***** 12th Grade: *****

1. Geo/AP Environ Chem. /Physics Senior Seminar Astronomy
2. Expos. Comp AP English Lit Modern Lit Adv Composition
3. PE JROTC Sports Cheer/Drill
4. Algebra 2 Calculus BC Math Analysis AP Stats
5. AP Government AP Economics Government Economics
6. Art/Music Service/College Classes Leadership

Subjects**IV. Differentiated Objectives of Our Program**

The Math, Science and Technology Magnet Center at Abraham Lincoln High School is designed for students who are curious, motivated, and interested in knowing more about the natural world and how it works. Our curricular choices are designed to provide preparation for entrance into four year colleges across the nation, specifically the rigorous requirements expected by four year Universities.

Our science courses make use of interdisciplinary curriculum:

We study astronomy, biology, chemistry, math, geology, social studies issues, art, and English through interdisciplinary lessons prepared for classroom and field work, prepared by teachers in each discipline. Students are required to use lab books and receive the opportunity to observe first-hand the interconnections that exist among all academic subjects. The use of computers, digital cameras, and a variety of technological aids to complete projects and laboratory experiments is embedded in all phases of our curriculum, and students will develop the comfort level and proficiency needed in today's technologically advanced society. Senior students demonstrate mathematics, science, and technology proficiency by designing, researching, and presenting a project of their own design. Participating in this Senior Seminar helps students to understand professionally accepted standards of scientific validity, methodology, structure, format, and standard English writing skills.

Science Courses Offered:

(MG = Magnet-designated course; MH = Magnet Honors level; AP = Advanced Placement)

MG/MH Biology AB – This course is assigned to all incoming 9th grade students, unless documentation or teacher recommendation is available. This course meets the one-year biological science Lab Science requirement for most colleges and universities. Required course.

MG AP/Advanced Biology – This unique two-hour block course is offered to promising 10th and 11th grade students, and meets two years of the four-year Magnet science requirement. This course is very popular with magnet students, and its block schedule provides plenty of time for laboratory work and interactive lectures. *Prerequisites:* Biology AB with grade of B or better, Algebra 1AB with grade of B or better, Geometry AB with grade of B or better, and Chemistry AB (may be taken concurrently).

MG/MH Chemistry AB – Explore the atomic and molecular structure of all earthly matter, from water and air to colloids to complex organic compounds. Meets Lab Science requirement for physical science in the Magnet, as well as most colleges and universities. *Prerequisite:* Biology AB or teacher/counselor recommendation; Geometry AB (may be taken concurrently with teacher permission). Required course.

AP Chemistry – This college level course meets one of the four years of laboratory science required by the Magnet program, and counts as one year of physical science. *Prerequisites:* (H) Chemistry AB, Biology AB. Geometry AB with B or higher grade.

Physics AB – This general physics course explores basic principles, structures, concepts, and laws of physics. This course meets the requirement for one year of physical lab Science for the Magnet program, as well as most four-year colleges and universities. *Prerequisite:* Algebra AB, Geometry AB (may be taken concurrently); some chemistry knowledge will be helpful. Required course.

AP Physics AB - This college-level course meets one of the four years of laboratory science required by the Magnet program, and counts as one year of physical science. *Prerequisites:* Algebra 2 ; some chemistry knowledge will be helpful. 9–112

AP Physics C – This college-level course meets one of the four years of laboratory science required by the Magnet program, and counts as one year of physical science. It is a calculus-based course, and focuses in depth on only two areas of physics: 1) mechanics and 2) electricity and magnetism at a level appropriate for college majors in the physical sciences and engineering. Calculus is used to develop concepts. It has both an AP exam in mechanics and an AP exam in electricity and magnetism either one of which can lead to a semester of college credit. *Prerequisites:* Pre-calculus; can take calculus concurrently.

MG Science Technology & Research A – This Senior Seminar course gives our students a chance to design, research, and run a project of their own design in the areas of math, science, or technology. The final product is then presented in a formal research paper and oral, power point presentation to the whole Magnet community at the end of term. This gives our seniors a chance to demonstrate all that they have learned during their time with us. Although this class is not required, it is recommended as the easiest way for seniors to complete their project, which is required.

MG Science Technology & Research B – Formerly called Astronomy & Space Biology, this course explores the basics of Astronomy, as well as emerging issues in this exciting field. Stargazing trips, significant use of the latest internet resources, as well as guest speakers make this course one of our most popular.

Prerequisite: none.

Mathematics courses will be integrated with the Magnet curriculum:

Students will learn to use logical reasoning, inductive/deductive procedures of inference, and computing methods to solve real world problems. Students will create interdisciplinary projects that will unify the connection between theoretical mathematics and applied mathematics, as they are related to the study of the physical and biological sciences, and other disciplines. Students will use computer modeling tools to investigate hypotheses, and will compare those results with expected outcomes that have been derived from classroom instruction and theory in various fields of study.

Courses Offered:

MG Algebra 1AB – This one-year course is assigned to all incoming 9th grade students in the Magnet program who have not received a “C” or better in middle-school algebra 1. Required course.

MG Geometry AB – This course is the second of the four years of math courses required in the Magnet program. Honors credit available. Required course. *Prerequisite:* Algebra 1AB

MG/MH Algebra 2AB – This course is the third in the required math sequence for high schools. *Prerequisite:* Geometry AB and Algebra 1AB with C or better. Required course.

MG Math Analysis – This course is the fourth of the required math courses of the Magnet program. Honors credit available. *Prerequisites:* Algebra 1AB and 2AB; Geometry AB with grades of C or better.

AP Calculus AB, BC – These college-level courses are available to outstanding math students in the Magnet program, usually in their senior year. These courses combine to count as the fourth year of mathematics for those students who have excelled throughout their high school career. *Prerequisites:* Algebra 1AB and 2AB; Geometry AB. Math Analysis AB, with grades of C or better.

AP Statistics AB – This college-level course explores data and error analysis as applications of mathematics. It is a very useful discipline for students considering the sciences, social sciences, or business as their career paths. *Prerequisites:* Algebra 2.

Computer Science

Our computer classes closely support what students learn in their other Magnet classes, and are especially geared toward helping students to perfect the skills needed to complete a high quality senior project. Those interested in focusing on Information Technology as a career path have a wide range of classes to choose from outside our program as well.

Courses Offered:

Introduction to Computers – This one-semester course, or other technology course, is required of all students in the Magnet program who need to become literate in the use of computer software. This course meets one semester of the technical arts requirement for graduation from high school. Computer programming may be taken instead of this course, with proof of competency. *Prerequisite:* None

Web Design – This one-semester course gives students the basics of computer programming as applied to today's popular web-site technologies. *Prerequisite:* none.

Computer Programming AB – Learn computer languages so you can design your own programs. Meets technical arts requirement for graduation. *Prerequisite:* Introduction to Computers, proof of competency, or teacher recommendation. *Prerequisite:* Algebra and Geometry are helpful. (We are in the process of expanding the Magnet IT curriculum, as a change in staff has recently brought new possibilities.)

Magnet English teachers take an active part in the preparation of science research papers produced by our students, such as:

Literary texts in English are thematically related to the fields of science, mathematics and technology (e.g., science fiction). Literary texts in English, such as *Inherit the Wind* and the issue of evolution, are thematically related to issues in science, mathematics and technology, as well as literature reflecting scientific, religious, and political discussion. Research projects in English will incorporate topics in science and mathematics with opportunities provided for students to use computers, including up-to-date software and accessories, and the Internet to begin to create college-level presentations.

Courses Offered:

MG/MH English 9AB – This course is assigned to every 9th grade student in the Magnet program, unless there is documentation or teacher/counselor recommendation. This is the first of the four years of required English courses. Required course. *Prerequisite:* None

MG/MH English 10AB – This is the second of the four years of required English courses and is assigned to all 10th grade students. Honors credit available.. Required course. *Prerequisite* (recommended): English 9AB

MG AP Language Arts – This one-year course is offered in place of American Literature and Composition to 11th grade Magnet students who are aspiring to a UC or other selective four-year college or university. *Prerequisites:* English 9AB and English 10AB, and teacher recommendation.

MG Contemporary Composition – This one-semester course in writing is partnered with American Literature and composition to complete the 11th grade English requirement. An Honors section may also be available. Required course. *Prerequisite:* English 9AB, English 10AB.

MG American Literature and Composition – This one-semester 11th grade English requirement is paired with one semester of Contemporary Composition. Required Course *Prerequisite:* English 9AB, English 10AB.

MG AP Literature – Substituting for the traditional 12th grade Modern Literature course, this course is offered to students who aspire to a UC or other selective four-year college or university. *Prerequisite:* English 9AB, English 10AB, American Literature/Composition or AP Language Arts and teacher recommendation.

Social Science

Our social studies courses will explore socio-political issues, which are based both in history and science. Many of our teachers collaborate with each other across disciplines, requiring students to read the same body of literature for different classes, and integrate the material in different ways for each subject.

Courses Offered:

MG/MH World History and Geography AB – You will study the stories of a variety of different cultures throughout the world, as well as the effects war and geography have had on them. This course is offered to 10th graders and meets one year of the Social Sciences requirement. *Prerequisite:* Tenth grade status or counselor recommendation. Required course.

MG U.S. History – This course is available to 11th grade students and meets one year of the Social Sciences requirement for high school graduation. *Prerequisite:* World History and Geography with a grade of B or better, or AP European History and teacher/counselor recommendation. Required course.

MG Economics – This one-semester required 12th grade course is paired with one semester of American Government. You will learn about the Stock Exchange, Gross National Product, and how money affects everything else in this country, including your own life. Advanced Placement credit is available. Required course. *Prerequisite:* World History and Geography or AP European History; American History.

AP U.S. History (APUS) – This course is available to 11th grade students and meets one year of the Social Sciences requirement for high school graduation. This course would replace regular American History. *Prerequisite:* World History and Geography with a grade of B or better, or AP European History and teacher/counselor recommendation

AP European History* – This course on the history of the European continent is being offered to promising 9th grade students who have room in their schedules and are strongly motivated to excel. This in-depth course can substitute for the traditional World History and Geography course required of most students for high school graduation. *Prerequisite:* Recommendation of teacher or counselor.

AP Economics – This college level course covers microeconomics and macroeconomics issues in great depth, and is recommended for students who are interested in understanding economics theories and principles at a sophisticated level, possibly leading to careers in business or economics. *Prerequisites:* US History with a B or better.

Other Magnet Courses:

MG Life Skills in the 21st Century – Learn about yourself, and plan for your future in this fascinating study of job, college, and career opportunities. This required one-semester course is assigned to all incoming 9th graders and is usually paired with MG Health. *Prerequisite:* None

MG Health – This required one-semester course must be completed before graduation from high school, and is assigned to most incoming 9th graders; it is usually paired with Life Skills for the 21st Century. Required course. *Prerequisite:* None

MG Drawing AB – This one-year course helps students improve their drawing and drafting skills, with special emphasis put on math & science applications, such as laboratory & human form drawing, architectural drafting, geometric perspective. *Prerequisite:* None.

V. Expectations of Student Performance

The Lincoln Math, Science & Technology Magnet provides a challenge for all students. At the same time, the staff is striving to provide the motivation and the necessary tools for every student to achieve academic excellence. The program is not exclusively for students whose academic achievement is at or above grade level. The Magnet program accepts all students regardless of their academic standing or special needs, provided services are available. It is because of this policy of inclusion that the Magnet Program offers three academic pathways. The Magnet program accommodates those students with Limited English Proficiency and at-risk students, special

education (resource) as well as gifted and talented students, as long as they are strongly motivated and able to accept the challenges offered by a strong academic curriculum. Not only do we require students to exhibit willingness to explore math, technology, and the sciences, we also require high standards of behavior at all times. The staff demands quality effort from all students, and the students in turn respond to these high expectations. The Magnet Counselor and the Coordinator monitor academic and personal progress. Students who may be experiencing academic difficulties are referred to tutoring. Furthermore, regular meetings with parents and faculty are held to review students' progress, and to work together to increase academic achievement. The culminating activity for the four-year Magnet program will be a senior research and seminar course, called Science Technology and Research. In this seminar, students will work closely with individual faculty members to propose an original solution to a problem, and/or develop an original project of their choice that will combine research and technological skills acquired during the previous three years. The student will access their academic experiences, including the accumulation of knowledge learned, scientific methods, and innovative uses of available technology, to present valid findings and conclusions reached through this exploration. Students will participate in a local science faire, as well as an oral presentation to the Magnet Community in the form of a Senior Seminar Thesis accompanied by a Thesis Defense, to the Magnet faculty members, and members of the academic community at large. In the past, students have presented their research projects to the California Institute of Technology.

VI. Multicultural Activities/Curriculum

We are committed to creating an environment in which our students, families, and staff interrelate in an atmosphere of, trust, understanding and full acceptance of the diversity of other people and cultures. Our students and their families are encouraged to participate in a variety of multicultural activities, which include: Basketball and chess tournaments, Volleyball tournaments, Magnet Volunteer community clean-up, Academic Decathlon, Science Bowl, student and parents dinner nights, and a yearly Magnet Banquet. Our students and the Magnet community are expected to be full participants in the Lincoln High School family, and we expect to invite all regular Lincoln family stakeholders to be a part of our programs wherever possible. For example, our program offers:

- A sequential series of field research mini-courses, including the three-day workshop at Mammoth Lakes, California
- A Speakers' Bureau of guest lecturers from various facets of the scientific community.

In addition, students will be exposed to classroom curriculum that addresses multicultural sensitivity issues, including:

- Highlighting the biographies of mathematicians and scientists of diverse backgrounds
- Students will be involved in classroom discussions and the writing of prompts on social justice issues
- Students will study mythology of the world
- Students will read works on multicultural issues, such as: Dynamics of Intolerance, Inherit the Wind
- We subscribe to Teaching Tolerance magazine, which features excellent classroom materials.

VII. Special Curriculum

The Lincoln Magnet has as its primary objective to present a curriculum where Mathematics, Science and Technology are emphasized. It should be noted that we believe that these areas do not necessarily exist as separate entities, but rather, that they are naturally intertwined. To this end, the Magnet program will offer students the opportunity to complete interdisciplinary projects. This will make the interconnection of the areas of emphasis a tangible reality. Thus, students will be able to utilize our newly acquired equipment, such as lap top computers, digital cameras, televisions, telescopes, and other technological aids, to complete their assigned

projects. The Magnet faculty will be in close contact with each other to coordinate segments of the curriculum in the individual classes to promote and bring to light the interaction between each of our areas of emphasis.

Part of the educational experience will also come from groundbreaking academic courses that will go well beyond the standard high school curriculum. We are currently offering geology, AP environmental science, astronomy, as well as Science Technology and Research, and are exploring offering some of the following: advanced topics in mathematics (which would include number theory, low level topology, modern algebra, graph theory, discrete structures) In addition, the three pathways (Technology, Science, and Mathematics) have been carefully constructed to offer students a variety of rigorous academic course work, as well as opportunities to select elective courses for all our student's.

We are also providing opportunities for internships with businesses and colleges, college/ university summer programs, as well as college courses taken concurrently with high school courses.

VIII. Special Enrichment Activities

Magnet teachers will strive to infuse the curriculum with enrichment activities that will illustrate how the theory-oriented classroom lessons have everyday practical applications. Some of the different enrichment activities may include Magnet field trips, monthly speakers, and summer field courses. Students may also join the Science Bowl Team, the Academic Decathlon Team, Ballet Folklorico, Marching Band, Aztec Dance and Drill Team, as well as the various athletic teams already at Lincoln High School. As our Math, Science & Technology Magnet program matures, additional activities will be added, and might include horticulture, student government, astronomy, and geology groups.

Finally, the Senior Seminar, industry and university internships, and university partnerships will give students their first real, hands-on application of mathematics and science theory, as well as work habits, ethics and human relations skills needed in the workplace, all learned during their participation in the Abraham Lincoln Math/Science/Technology/Magnet High School Program.

Our students have participated in the Wallis Annenberg Summer Scholars Program at USC, Upward Bound at Occidental College, Med-Cor, and many other summer projects. We are also working closely with the California Institute of Technology to provide special after school and summer programs for our future engineering students.

IX. Parent & Community Involvement

The role that parents play is critical in the future success of their child as well as of the program to which the child belongs. We are constantly mindful of this; and therefore, try to engage our students' parents in many different ways: we hold quadrennial parent meetings with each one focusing on specific needs of one of our subgroups (eg. senior college admissions procedures, freshman survival skills, gifted program information, etc.); parents are encouraged to get involved with our community service projects (such as our twice-yearly Campus Clean-Up Campaign); parents are encouraged to accompany us on grade-level field trips; and "Family Dinner Nights" are organized to give families a chance to interact with the program staff in an informal setting.

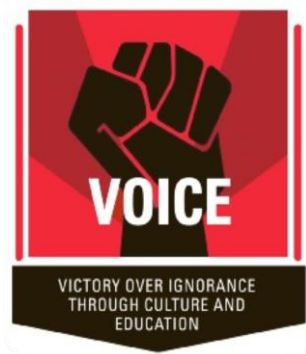
We require our students to have completed 40 hours of community service by the time they graduate from high school. To help them accomplish this, we have compiled, and are constantly reworking, a list of local organizations that are in need of volunteer services and will be willing to oversee our students in such endeavors. Beside that,

we run a number of service activities on our own campus (such as a Campus Clean-Up each semester, as well as tutoring services) which makes it easy for our students to contribute to their own community in a productive way.

Lincoln High School Magnet Center Action Plan			
Vision	Action Steps	Goals & Benchmarks	Progress to Date
Priority Area I Student Performance It is the vision of the Magnet program to provide the best possible opportunities for students of all ethnic and academic backgrounds to participate in a rigorous, college preparatory program, with a strong emphasis on mathematics, science, and technology, to empower them to meet the challenges of the future.	<ul style="list-style-type: none"> Data analysis of CST, CAHSEE, CHLEDT, and periodic assessments to track student progress. Use such data to assist in decision making for improvement in curriculum instructions. Identify students with low scores and utilize school's programs and services to refer them for assistance. Continue to develop and implement interdisciplinary units which "hook" students' interest and make them more likely to take advantage of rigorous instruction. Continue to develop a community culture which sees learning as "cool", by supporting extra-curricular activities, peer tutoring, and Magnet-wide celebrations of accomplishment. Professional development, for Math and English Class size reductions for 9th grade classes specially for Algebra 1a and Geometry 	<ul style="list-style-type: none"> Continue the rise in our CST scores (see Progress) by averaging 8% increases per year; this would get our Magnet program to 75% Prof/Adv in 2 years. Accelerate the rise in our Math CST scores (see Progress) by averaging 8% increases per year; this would get our Magnet program to 50% Prof/Adv in 2 years (and thus earn a Center of Merit status). Particular emphasis on Geometry standards which may yield greatest possible improvement (based on periodic assessments & department-wide tests). Improvement in scheduling our students into Magnet classes, to maximize our teachers' impact (esp. math), with a goal of 90% of Math & English students in Magnet-designated courses. 	<ul style="list-style-type: none"> We have risen by 24% over the last 3 years in % of students who earn Proficient/Advanced in English Lang. Arts CST (from 39% to 62%). We have risen by 14% over the last 3 years in % of students who earn Proficient/Advanced in Math CST (from 20% to 34%). We run a 4-day field course every Spring which ties together ELA, science, and social science standards, & is perceived as exciting by our students, who vie to participate. Senior Symposium is held at CalTech, allowing students to truly shine.
Priority Area II Parent Engagement Build a community of informed and empowered parents who work collaboratively with teachers and staff to support high-quality teaching and learning.	<ul style="list-style-type: none"> Continue to hold quarterly parent meetings, each with a particular focus (such as "Needs of new students", "Gifted child information", etc.), to engage parents in truly meaningful ways. Form a Parent Steering committee, which would meet once per year, to get parents' input on curriculum development, Magnet activities, and to put leadership of parent support in the hands of parents. Solicit greater individual parent support in attendance problems and curricular intervention. In order to better address the "achievement gap", use Parent Steering committee to brainstorm & develop solutions. 	<ul style="list-style-type: none"> Improvement in parent attendance at parent meetings, with a goal of 50% of parents attending at least one parent meeting per year (we will keep track of our own parent sign-ins). Greater parent participation in workshops on available resources, AP classes, IT access, extra-curricular activities, financial aid, college admissions, with a goal of 50% of parents attending at least one parent activity/workshop per year. Greater use of parent resources & expertise areas for speaker series. 	<ul style="list-style-type: none"> Parent meetings are held 4x per year. Anecdotal parent input (from Orientation meeting, parent conferences, parent meetings) suggests that our parents are happy with our efforts. Each year, our Magnet program has more & more students applying to get in (we expanded from 180 to 213 this year, and will expand to 240 next year), suggesting that what we do is seen as effective.
Priority Area III School Safety Build a school environment where students and adults are safe and secure and, as a result, learning opportunities and personal achievement is optimized.	<ul style="list-style-type: none"> Continue personalization efforts which give students and staff a sense of belonging. These include regular after-school activities, peer tutoring, student government whose efforts are integrated into what we do. Continue Magnet teacher teaming to address the needs of identified at-risk students. Maintain our exemplary attendance rates (98-99% average), by continuing to engage students' interest with a relevant and exciting curriculum, and by continued, proactive steps taken to help students with poor attendance records to improve. Continue addressing behavior problems in a timely manner, so that a sense of fairness and safety permeates our program. 	<ul style="list-style-type: none"> Our goal is to decrease the number of students getting one or more F's at semester end by 25% each year. Our goal is to continue our excellent attendance record. 	<ul style="list-style-type: none"> We have monthly extra-curricular activities, including our own sports teams in the Spring, which help form a tight community of students & teachers. We hold a yearly Awards Banquet which is very well-attended.

VOICE

LINCOLN HIGH SCHOOL



Victory Over Ignorance Through Culture and Education (VOICE) SLC

Vision, Mission and Philosophy

The Victory Over Ignorance through Culture and Education (VOICE) Small Learning Community (SLC) provides a culturally relevant, research-based education designed to increase student learning by empowering students who want to enter the fields of education and the social sciences through developing their cultural, political, and social consciousness.

In the VOICE community, our mission is to give every student access to an education that focuses on creating awareness of social and political inequalities for the purposes of self-empowerment and increasing critical thinking skills. Students and teachers work collaboratively to create change and improve their community through appreciating and embracing a multicultural perspective of the world. VOICE educators will use what our students bring as assets to build background knowledge, and to enhance student critical thinking abilities. VOICE students should be prepared to take these skills into this community, the Los Angeles community, and the world as a whole.

Teacher professional development is two-fold. First, it centers on transforming classrooms to increase student learning by teaching teachers how to effectively develop and execute project-based learning in an interdisciplinary context. VOICE students take a rigorous, interdisciplinary and college preparatory curriculum, that asks them to solve real problems integrating multiple subject areas, so they are prepared for 21st century careers in disciplines including anthropology, psychology, economics, sociology, education, counseling, statistics, gender and cultural studies. [See generally www.edutopia.org/project-based-learning-research, establishing that innovative school improvements are less effective unless also accompanied by meaningful student assignments based on deep inquiry].

Secondly, the VOICE vision is guided by the development of an equity-minded cognitive frame for all institutional actors in the SLC, leading to an attitude of student-teacher collaboration. Research suggests that “institutional actors, as a consequence of their beliefs, expectations, values and practices, create or perpetuate unequal outcomes and that the possibility for reversing inequalities depends on individual learning that holds the potential for bringing about self-change.” (Bensimon, 2005, p. 101). Our VOICE equity-based frame emphasizes developing

a sense of institutional responsibility for student outcomes through challenging and changing institutions to develop more equitable outcomes. Developing an equity-base framework will also serve to increase personalization within the classroom, a necessary component to increasing effective instruction for our students. It is established that “educators and counselors need to value [Chicano & minority students] language, have high expectations, offer challenging courses, encourage . . . parents to become involved in schools and to share a strong commitment to empower these students.” (Valencia, 2002, p. 105). These are the values at the heart of VOICE.

Our educational philosophy is reflected in our teaching practices and the fundamentals of equity that are a consistent throughout the foundations of our SLC’s vision and ideology. Different progressive educational philosophers that have promoted the fundamentals of developing meta-cognitive and critical thinking skills guide instruction and methods for teacher instruction. For example, Paulo Freire’s Pedagogy of the Oppressed, supports the concepts of creating “conscientização” and eliminates the practice of “banking education”.

This vision of an empowering, equity-minded and rigorous education will be measured by the increases in student learning that we see in our classroom. First, we seek to increase the overall high school graduation rate of VOICE students. The Harvard Civil Rights Project concluded that approximately 71% of all California students graduate on-time. Research from the California Dropout Research Project suggests that approximately 45% of Latino youth within LAUSD timely graduate. Our goal is for more than 71% of VOICE students to timely graduate, that is, our students should meet and exceed the overall statewide graduation rate. (Silvers, Saunders & Zarate, 2008). Second, we seek to have all students enrolled in a college-preparatory A-G curricula, in which all students are challenged to attempt and successfully complete 12 units of coursework that is UC/CSU transferable. Using project-based learning and interdisciplinary teaching across the VOICE curricula, we should be able to see an increase the number of students that are able to transfer their skills to standardized tests through increasing the number of VOICE students who pass the CAHSEE, are able to score proficient of state CST tests, and are able to pass the CSU EAP test in their Junior year of high school. In these categories as well, VOICE seeks to meet or exceed statewide achievements for its students.

Curriculum Map and Summary.

Our sequence of skills is based around developing student ability to successfully create a project in which they use the California-standards based skills they have developed throughout their four years VOICE. Moreover, this project will allow students to collaborate with their peers to identify the constraints on their community and work towards possible solutions to the obstacles faced every day in the student’s community.

Our scope and sequence is centered around building up the writing, research, technology and critical thinking skills in the California State Standards that will enable students to produce 12th grade service learning projects that are research-based, reflect a high level writing and critical thinking skills, and empower the students to understand and solve specific problems of interest in their community in a thoughtful, professional manner.

A. Seniors

(1) Senior level Scope and Sequence

(2) 12th grade Service Learning Project:

Students will address the following:

- (a) Choose and research a specific issue within the community

- (b) Identify the problems arising out of this issue and explore ways to overcome an area of the specific problem in their community
- (c) Write a paper of 10-15 pages double-spaced, typed, and sourced with at least 15 sources which explores the problems and its implications within their specific community, looking for ways students can synthesize the larger data to apply it to the local community, using APA style.
- (d) Give an oral presentation in which they explain their research, defend their findings and present a tangible interdisciplinary project that addresses their specific community issue.
- (e) The Tangible interdisciplinary Project is a service learning project in which students address this problem in a way which is positive and empowering.

Example: A student could research the issue of drop-out rates amongst Chicano males in the United States, and then specifically in LAUSD, followed by interviewing individuals within the Lincoln Heights community about this problem and implementing a suggested reform. For example, the high school student could give a presentation or instructional video to incoming 9th graders about how to succeed in high school.

Example: A student could research the issue of environmental problems in the United States and then in the history of Los Angeles, focusing on the Los Angeles River. For a service learning project, the student could lead a classroom in picking up trash for along the Los Angeles River. The Los Angeles River Center has a U.S. Park Service museum and resources which students could explore.

B. Juniors

- 1. English
- 2. History

11th grade: Continue with the analysis of cultural issues in America. What does it look like to be an American? How is power transmitted in America? How does this connect to specific strengths and weaknesses in American culture? In American Literature, students will analyze the different perspective Americans have on individualism and individual perspectives.

Student will choose a focus for analyzing their problem for the next year and will begin shadowing a senior project group to begin learning about the senior focus group project.

In U.S. History, students will learn to analyze different U.S. historical documents, in which they will use interpretive analysis and stance arguments. They will also analyze social trends throughout U.S. history, while analyzing major issues such as social Darwinism, the progressive movement, and so on.

C. 10th grade year: All courses will continue to follow the California State Content areas and the sequence of District instruction. Learn to develop coherent arguments in persuasive writing and to continue Expository Composition in the area of research-based writing producing a complete, type-written paper in MLA format exploring a social issue. They will receive systematic instruction in planning, writing and revising essays and will practice writing essays through a collaborative style.

In Social Studies students will learn to analyze primary source and historical documents, analyzing multiple perspectives.

In Mathematics they use the skills necessary to develop proofs and theorems to construct coherent arguments.

In Chemistry they will learn about collaboration and inquiry-based learning.

D. 9th grade year: In English and across the curriculum:

Fully internalize those portions of the California Content Standards which will enable them to write a thesis, identify multiple perspectives, write expository and persuasive essays and create academic summaries of research articles.

In Math they will learn to plot and graph data using linear regression. In Biology they will participate in lab where they will master the California Content standards and will elucidate real-world ecological issues and findings.

The Design Team will work collectively to support the SLC team leaders to meet the graduation guidelines established by the Los Angeles Unified School District, the A-G university entrance requirements, decrease dropout rates, increase student attendance, and continue to improve the AYP and API scores at Lincoln High School. As a cohesive unit, we have high expectations and a rigorous curriculum for students, because of the various culminating tasks they will have to achieve that will require them to synthesize knowledge gained within the SLC and the various content areas.

To build a cohesive sense of identity for our student in the SLC, all teachers will purposeful, make transparent, and reflect on their teaching methodologies in our classrooms. Teachers will use strategic procedures such as:

- Use transparent teaching strategies for planning, organizing, completing and reflecting on
- individual student work
- Systematically use integrated instruction, including Cornell Notes and Interactive Notebook
- Connect prior knowledge with ideas across lessons, classes and grades
- Make meaningful connections with real world
- Utilized interdisciplinary curriculum and problem based learning
- Move students beyond learning goals to deeper understanding and generation of ideas
- Create student collaborative opportunities to develop depth and complexity of
- All teachers will begin adopting five key strategies for writing across the curriculum
- Understanding
- Student lead conferencing
- Using data to inform instruction

All content areas will use higher levels of Bloom's Taxonomy to develop a higher order of critical thinking within the student population. Teachers will be innovative and create curriculum that is state content standards based, contain a multivariate approach of assessments, and augment the critical thinking and reading comprehension skills of all students within our SLC. As teachers, we will coordinate with Local District 5 to help us align our instruction with LAUSD instructional initiatives and guides, including RTI².

Items pertaining to budget, personnel, facilities and student conduct will be worked out in a meeting of the SLC advisory council and will be communicated to the other members of the SLC and Lincoln community as a whole. This SLC will work with the other SLCs located on the Lincoln High School campus to establish rapport, facilitate the needs of all students, and augment graduation rates. Our SLC administrator and lead teachers will, with the SLC

leadership meeting, leadership team, principal, school site council, building council, and other agencies, to coordinate activities of the VOICE community with other parts of the Lincoln community. VOICE leadership will be responsible for creating matrices, preliminary master schedules, and programming of students into classes. Budget decision will be executed by our budget committee as describe in the previous section.

The SLC will establish a subcommittee that will deal with student intervention. The subcommittee will consist of one administrator, one counselor, one teacher, one parent, and one student. This group will meet when students require intervention that will lead to referral to outside SLC discipline. Two teachers (on a rotation basis) and two parents will meet at least once a week to call parents communicate issues related to student behavior, positive rewards, or to disseminate information about SLC to all stakeholders.

All VOICE students will receive a program that allows them to graduate on time and will be programmed into classes that will satisfy the A-G requirements for the admission to California State university programs.

Students and parents will meet with advisor and counselor at least once a term to review and revise student's written academic plan. We plan to have a newsletter, which will be distributed to the community, and a website, which will be developed by June 2007 and will disseminate information. We will use these tools, as well as our personal contacts, to communicate our vision and goals to the parents, business partners, post-secondary institutions, and wider community.

There will be establishment of a VOICE committee to explore the potential effectiveness of International Baccalaureate as a feasible option for all of our students.

VOICE offers a variety of extracurricular and elective activities designed to foster student empowerment and address students social and emotional needs. Examples of student groups that are currently sponsored by VOICE teachers are:

- (a) United Students, a subsidiary of Inner City Struggle, which is working with us to coordinate an Education Justice Week;
- (b) MeChA;
- (c) Dance Folklorico, developing healthy student habits for life while educating students about a rich cultural tradition through movement
- (d) Ballet, fostering healthy student habits for life and developing strong ties amongst participating students
- (e) Chess Club, promoting student involvement, while developing higher-order critical thinking skills
- (f) The BIG READ, currently being offered this Spring, 2010, in partnership with The Mayor's Office, the Department of Cultural Affairs, Parks and Recreation, and the Los Angeles Library, including both the Lincoln Heights and Downtown Library Branches.

RIGOROUS, STANDARD-BASED CURRICULUM, & ASSESSMENT BENCHMARKS

Educational Philosophy

Our curriculum is driven on the foundational belief that critical thinking is essential for students in our modern world. Though traditional modes of teaching addresses critical thinking, we strongly believe that our approach combines project based learning, metacognitive strategies, and authentic experiences that are connected cultural

backgrounds are even more powerful way to enhance students' ability to think critically and analytically. As we try to help students better understand their political and social environment, we will emphasize and use tools that are designed to help them become better critical thinkers and readers. A primary goal of our VOICE community aims to empower students by giving them the tools necessary to analyze, evaluate, and synthesize information presented to them in the core curriculum, printed, and electronic media.

We will focus our integrated curriculum on projects that are especially relevant for students who would like to enter social science research or career in education. The teaching staff will use differentiated instruction and backwards based planning that will promote academic rigor using California State Content Standards, multiple assessments that will address the different multiple intelligences according to Howard Gardner (i.e., art, written, kinesthetic, and tabular), meet the different learning approaches, and will integrate cultural awareness into all aspects of the curriculum.

All teachers will ensure that the California Content Standards are addressed adequately within their subject matter, while at the same time enhancing the curriculum with explicit use of theories of education (i.e., Paulo Freire, Howard Gardner, Howard Bloom, Jean Piaget, Jerome Brunner, SIDAE Techniques, and Complex Instruction), interdisciplinary lesson design, project based learning, cultural relevant materials, and incorporating social research projects. Students will be assessed, informally (i.e., verbal questioning, Socratic seminar, etc.) and formally (culminating task assessments, the creation of meaningful work (mosaics, scrapbooks, journal writing, essays, poetry, creation of math based projects, and hands on laboratories), students interactive notebooks and portfolios, student led conferencing, content quizzes and exams, performances and simulation, writing samples of different sorts, Curriculum Bases Management (CBM), Group Reading Instruction (GRI), Reading Apprenticeship, amongst the periodic Math, Science, and English assessments, Periodic assessments, CAHSEE and CSTs), using a multivariate approach by the teachers, fellow peers, parents, and themselves.

Assessments

Through the course of a term, all students will have been exposed to multiple assessments which will include: culminating task assessments, the creation of meaningful work (mosaics, scrapbooks, journal writing, essays, poetry, creation of math based projects, and hands on laboratories), students interactive notebooks and portfolios, content quizzes and exams, performances and simulation, writing samples of different sorts, Curriculum Bases Management (CBM), Group Reading Instruction (GRI), Reading Apprenticeship, amongst the periodic Math, Science, and English assessments), that will meet the different learning methods of students (referring to Howard Gardner's 8 multiple intelligences). Assessments will be based on the different learning methods created by Howard Gardner. Some examples are: Spatial (for visual learners), Logical-Mathematical (for students who learn using different tables of information and analyzing patterns), Linguistic (for students who learn by telling stories using writing and reading), Bodily/Kinesthetic (for students who learn by using hands on strategies), Musical for students who acquire information via music), Interpersonal (for students who motivate others using peer groups, Socratic Seminars, etc.), and Intrapersonal (for students who are reflective and motivate themselves).

There are different ways to test the acquisition of instruction and the retention of information.

Some of the different methods for assessing the retention of information by students will include assessments that will address different learning modalities. Some of the assessments teachers will use to gage the retention of information will be culminating task assessments, the creation of meaningful work (mosaics, scrapbooks, journal writing, essays, poetry, creation of math based projects, and hands on laboratories), students interactive

notebooks and portfolios, content quizzes and exams, performances and simulation, writing samples of different sorts, Curriculum Bases Management (CBM), Group Reading Instruction (GRI), Reading Apprenticeship, amongst the periodic Math, Science, and English assessments. Every week, teachers will address at least on standard from their content area. English and/or Math standards will be incorporated into other subjects when possible, unless the teacher is already a math or English teacher.

Academic Interventions

According to the organizational plan of VOICE, there will be an intervention committee, made up of the SLC Counselor and volunteer teachers, which will monitor the progress of students who are both excelling and failing in all subjects. An Honor Roll, Perfect Attendance, and Improvement list will be published at the end of every grading period. Those students will be given prizes such as bumper stickers, pins, pencils, and so on for their achievements.

Intervention for students who are receiving a grade of “D” or below will require remediation.

Each case is different, but—at minimum—all students will be scheduled for the following remediation: Notification of parents and counselor, so they can intervene and assist in the improvement of grades, they will be advised to attend tutoring sessions during lunch to make up work they have failed to turn in or study for exams until their grades are above a “C” average. If grades still do not improve, they will be advised to attend lunch and after school tutoring until the desire grade is achieved. If students continue to fail, parents will be asked to have biweekly meetings with child, counselor, and teachers to discuss lack of performance in and out of school.

If needed the school resources such as psychologist, social worker, Pupil Service and Attendance, Nell Soto Parent/Teacher Involvement Program, and Healthy Start will be used until the student demonstrates improvement. Until then, the student will be placed on a contract that includes goals and benchmarks developed by the student him/herself.

Students who do not pass the CAHSEE as 10th graders will enroll in after school and/or Saturday classes that will be offered by Adult School, Reading Language Advisory (LRA), advisory, and will have to continue taking the courses until they have passed the exam. The CAHSEE classes will enhance and support skills and content material needed to pass the exam.

Academic A-G Requirements

The following scope and sequence is for all students who belong in VOICE to follow based on the preferential major with the exception of the 9th and 10th graders, because their schedule is already predetermined and differs very little from 11th and 12th graders.

9th Grade

Fall Spring

MathA Math1

English 9A English 9B

Life Skills Health

Physical Education IA Physical Education IB

Biology A Biology B

Intro to Comps/Foreign Language IA 2 Intro to

Comps/Foreign LanguageIB2

1 Students who fail 1st semester of Algebra I will be placed in Math Tutorial or an appropriate

math class that addresses their needs

2 Students not taking an extra period of English

Language to improve reading skills will be

required to take these classes

10th Grade

Fall Spring

English 10A English 10B

Foreign Language Foreign Language

Chemistry A Chemistry B

Physical Education/Folkorico Physical Education/Folkorico

World History A World History B

Math Math

Math Majors

11th Grade

Fall Spring

Math Math

American Literature Contemporary Comp
 Counseling Counseling
 U.S. History A U.S. History B
 Fine Art Fine Art
 Foreign Language IIA/IIIA Foreign Language IIB/IIIB

12th Grade

Math Math
 Government Economics
 Composition English Elective
 Physics A Physics B
 Performance Art Performance Art
 Elective Elective

Science Majors

11th Grade

Fall Spring

American Literature Contemporary Comp
 Counseling Counseling
 14

U.S. History A U.S. History B
 Fine Art Fine Art
 Geology A Geology B
 Math Math

12th Grade

Fall Spring

Composition English Elective
 Government Economics
 Performing Arts Performing Arts
 Science Elective Science Elective
 Genetics Science Elective
 Physics A Physics B

Child Development Majors

11th Grade

Fall Spring

American Literature Contemporary Comp
 Counseling Counseling
 U.S. History A U.S. History B
 Fine Art Fine Art
 Sociology Sociology
 Math Math

12th Grade

Fall Spring

Composition English Elective
 Government Economics
 Performing Arts Performing Arts
 Psychology Anthropology

ROP3 ROP3

ROP3 ROP3

Foreign Language Majors

11th Grade

Fall Spring

American Literature Contemporary Comp

Counseling Counseling

U.S. History A U.S. History B

Math Math

Fine Art Fine Art

Foreign Language IIA/IIIA Foreign Language IIB/IIIB

12th Grade

Fall Spring

Composition English Elective

15

Government Economics

Performing Arts Performing Arts

Foreign Language IVA Foreign Language IVB

ROP3 ROP3

ROP3 ROP3

Liberal Arts

11th Grade

Fall Spring

American Literature Contemporary Comp

Counseling Counseling

U.S. History A U.S. History B

Math IIIA Math IIIB

Foreign Language IIIA/IVA Foreign Language IIIA/IVA

Fine Art Fine Art

12th Grade

Fall Spring

Composition English Elective5

Government Economics

Performing Arts Performing Arts

Social Studies Elective4 Social Studies Elective4

ROP3 ROP3

ROP3 ROP3

3 Students taking ROP will participate in tutoring at
 Gates Elementary or Florence Nightingale
 Middle School

A Mathematics classes will be provided to meet the
 existing needs of the students as
 determined by student data combined with teacher
 recommendation.

Classes Offered In VOICE SLC

Social Studies

World History U.S. History
 Government Economics
 Chicano/a Studies4 Women's Studies4
 Asian Studies4 Anthropology4
 Counseling Sociology4
 Psychology4

English

English 9AB English 10AB
 Studio 9AB American Literature5
 Creative Writing5 Mexican-American Literature5
 Contemporary Composition Composition

Mathematics

16
 Algebra IAB Algebra IAB
 Math Tutorial Geometry AB
 Math Analysis AB Statistics AB
 AP Calculus AB AP Statistics AB

Sciences

Biology AB Chemistry AB
 Environmental Science AB Genetics
 Physics AB Geology AB

Elective courses named in the sequences above are descriptive, not proscriptive. The courses will be developed to fulfill the requirements of courses that are officially approved by LAUSD and already have a course number.

A.P. Biology

Foreign Language
 Spanish IAB Spanish IAB
 Spanish IIIAB AP Spanish Language
 AP Spanish Literature French I
 French II Mandarin I
 Mandarin II Mandarin III
 AP Mandarin Spanish I NS AB
 Spanish II NS AB Spanish III NS AB

Arts

Drawing Drama
 Folklorico * Graphic Arts
 Ceramics Stage Crew
 Digital Imagery AP Studio Art

Computers

Introduction to Computers Spreadsheet
 Desktop Publishing

Requirements

Health Life Skills
 Physical Education I Physical Education II
 • May be substituted as a fine art of physical education II

Cross Curriculum Planning

VOICE teachers, who have the same grade level students, will meet on a weekly basis to cross plan and track the development of their students. When teachers meet on a weekly basis, they will strategize and plan to develop cross disciplinary curriculum that will meet the needs of the students, meet specific State Content Standards, and provide the teachers with an assessment of the student's retention of information. The assessment of student work will come from the interactive notebook and project-based assessment that are applicable for both content areas. Students will analyze and reflect on work from these projects for self-development and empowerment. Teachers will use the information gathered to assess student progress and plan materials that are relevant and incorporate the LAUSD, Lincoln High School, and SLC visions. The analysis of student work will be used by these grade specific teachers to develop student progress and assessments.

Modifications for ELL, special education, special needs students

Teachers will use a variety of instructional methodologies to facilitate the learning of ELL, special education and students with special needs. Teachers will use SIDAE lesson plans, vocabulary building activities, reading strategies, and vocabulary development in content areas to insure the success of all students. Teachers will also have access and use the necessary and appropriate IEP modifications for individual students. Alternate forms of assessments, such as the quarterly math, science, English, and social studies, CAHSEE, and CST assessments will be used for individual students to meet their special needs and make any modifications necessary for students with Individual Education Programs (IEP). Resource Specialist Program (RSP) students are all mainstreamed and placed into VOICE

core classes such as English, Math, Social Studies, and Science, as well as VOICE electives. Resource specialists will be distributed among the SLC to work with teachers to develop cross cultural and interdisciplinary curriculum that will meet the needs of students with different learning modalities and IEPs. While the RSP teacher is in the classroom, they will team teach with the general education teacher to help all students master specific content areas established by the California State Content Standards, Lincoln High School, and SLC vision. RSP and general education teachers will examine the assessments given to the students and will plan curriculum that meet the learning needs of all students within the classroom.

Students in special day classes will also have specialized instruction which will meet the vision of LAUSD, Lincoln High School, and VOICE. Their field trips and instruction will be culturally relevant and will also contain some form of assessments that coincide with the standards set by the state and district. Some of their field trips will be to malls, museums, and so on, given the curriculum developed by the teacher, but will be in accordance with LAUSD, Lincoln High School and SLC vision. Students in special day classes will also be expected to interact with mainstream students on VOICE Day and other SLC activities. Gifted and Talented Education (GATE) students will also have specific curriculums which will meet their needs of advanced instruction. Because classrooms are not homogeneous, GATE students will be utilized to tutor students within their classroom and in other classes they have mastered. Their curriculum will also include Advance Placement and college level courses. Modifications to the scope and sequence will be made for GATE students to meet their individual educational needs when necessary.

ELL students involved in the ESL program will be supported in ESL classes and content classes through appropriate pedagogy, and they will gradually (but as rapidly as possible) transition from ESL into regular English classes. During their course of study at Lincoln High School, all of their instruction will contain curriculum that is consistent with the visions of LAUSD, Lincoln High School, and VOICE. They will also be included in all activities of VOICE such as VOICE Day, field trips, and so on.

Instructional Technology

The incorporation of technology in the classroom is essential for the success of all students. Students will be taught how to use technology such as PowerPoint presentations, Microsoft Publisher, Microsoft FrontPage, multimedia research, short films, digital imaging, etc. to teach lessons, demonstrate mastery of state content areas, LAUSD requirements, and SLC requirements. Each teacher will be encouraged to use different methods of instruction that incorporate technology in the classroom. Teachers of VOICE will be strongly encouraged to teach some lessons using PowerPoint or other interactive technology programs. Videos may be used, but other types of electronic media should also be used to develop the curriculum for students. VOICE will strive to create a computer lab to be accessible for all students and teachers throughout our SLC. At least one assessment will evaluate the effectiveness of students' use of technological media such as PowerPoint, Microsoft Publisher, and Microsoft FrontPage in each academic class. Math and science teachers will use scientific/graphing calculators and/or peripherals, math software to remediate and/or enrich individual student need. History teachers will use the History Alive program, images, and sound bytes to make content relevant and informational. Science teachers will use programs and computers to plan and teach lessons.

EQUITY AND ACCESS

The VOICE community welcomes and is prepared to support all students. Teachers will modify instruction when and as necessary to provide an optimum environment for students with special needs, including English learners and other students who may benefit from special approaches. Teachers will be well versed in SDAIE and will work

closely with special education resource teachers to ensure that EL students and students with IEPs are fully and properly served. In VOICE, students will be placed in heterogeneously mixed classrooms, and they will begin to explore the curriculum that VOICE offers. VOICE teachers will receive training on techniques that ensure that they take into account the cultural backgrounds of their students and that they provide instruction which is culturally sensitive and help students gain awareness of cultural issues that exist among various groups.

As students in the VOICE SLC progress through the curriculum, counselors, advisors and SLC leaders will work to ensure that every student is placed in a full program that enables them to meet the A-G requirements outlined by the California State University system. We encourage our students to enroll in Advanced Placement courses and our expectation is that all of our students will enroll in at least one Advanced Placement class before graduation. Every semester students will participate in an academic evaluation facilitated by the SLC counselor and lead teacher in which state mandated assessments and grading marks and other indicators of student progress will be discussed directly with the student and the family. Our goal is to provide the assistance the student needs to succeed before the student reaches a point where retention is a recommended option. All stakeholders will be encouraged to assist with this process of support and augmentation of student success. Teachers will use the various steps our SLC has developed to detour the disappointment of student failure. Parents will also be advised of the student's progress, so academic interventions can take place at home. We have high expectations for our students. The ultimate goal of this SLC is to prepare students for a four year university and a post-graduate degree in a field of interest.

The SLC leaders and Design Team meet frequently, at least once per week, to review student data and to consider modifications of the VOICE program and curriculum in light of that data. Students who need assistance will be referred to appropriate intervention programs, including the Required Learning Academy, tutorial assistance from college students and after school tutorial assistance from teachers within the VOICE community as well as from schoolwide resources. The VOICE leadership team and the VOICE counselor will carefully monitor these students to ensure that the intervention service they are receiving is both effective and appropriate.

PERSONALIZATION

Our goal is to build a Political and Cultural Awareness in our community of students. Students will develop as critical thinkers who can analyze their surroundings and learn to view the world through their individual lenses. Emphasis will be placed on building our community through workshops, where students and teachers can learn about each other, about their culture, Lincoln High School, and Lincoln Heights. Teachers will aim to make learning meaningful and to allow students to develop their own voice and to teach them how to express that voice in and out of the classroom. Learning will be made meaningful by giving students the opportunity to participate in VOICE Career Day, Job Shadowing, and private and public sector internships. VOICE teachers will personally review student grades at the five and fifteen grade mark and discuss student grades with each student and parent at student-led conferences. Students will set individual goals to improve their learning. At the beginning of the academic school year, students will develop short term and long term academic career goals. As the semesters progress, students will work hard at improving performance. To ensure student progress, students will circulate their five and fifteen week report cards and obtain both teacher and parent signatures to set goals and make the student's educational experience more inclusive for the family. This form of monitoring will allow students to improve their academic performance. At the end of every semester, not only will students receive grades, but teachers will develop written evaluations, with accomplishments and milestones for improvement, for every student. Students are to take the written evaluation and improve from semester-to-semester.

In the future our SLC will establish an advisory process for students. Throughout the process, students will be asked to reflect on their progress in school, make plans for their future, and see those plans realized. Beginning in

the ninth grade, students will complete a postsecondary plan within their advisory team and will reevaluate their plans every year. During their senior year, students will have a firm foundation and guide for their post secondary goals. These plans will be shared other members of the

VOICE community, to develop support and encouragement. The VOICE SLC will use standards-based curriculum in all classes while still collaborating to create lesson plans and culminating assessments for diverse learning styles and multiple intelligences of our students. As part of the SLC offerings, students will be exposed to multicultural art, music, and literature via field trips, extra curricular activities, and so on. Various courses will be offered for students at the Lincoln campus by colleges we have created partnerships with. These courses will expose students to different cultural experiences and will allow them to obtain CSU:UC transferable units.

As students progress through the SLC, they will be strongly encouraged to take courses at the local community colleges and participate in internship programs at local elementary and middle schools that will be developed by the SLC and student plan. This opportunity will be provided to the students via classroom, community based projects, and student fairs. In the 11th grade, students will be asked to recruit and mentor incoming freshmen. They will work with the feeder middle schools to attract and expose incoming freshmen to the VOICE SLC. They will also develop orientation days each semester to build a cohesive community. The mentoring program will encourage all 11th graders to work with a 9th grade student to insure acclimation and retention. This will alleviate the transitional period between middle school and high school and personalize the social experience of each student. Student-to-Student mentoring and teacher advisories will assist in the retention of students and will ultimately improve graduation rates of students at Lincoln High School.

Once the school year commences, all students of VOICE will have activities that create cohesiveness and academic progress. On a monthly basis, VOICE will have award ceremonies, where Honor Roll, Academic Improvement, and Perfect Attendance Awards will be distributed. At least twice a semester, Open House and Student-Led Conference Days will be offered, where teachers, parents, and students will have opportunities to interact and discuss student progress and performance. Our SLC will also have meet-and-greets every month, where community members, parents, teachers, counselor, and administrator will have an opportunity to interact with each other in an informal setting to establish community, network, and build rapport. Other types of extra curricular activities will include, but will not be limited to, VOICE SLC TShirt and Color (Victory Red and Black) Tuesdays, college shirt Thursdays, and Lincoln High School Spirit Fridays. Voice will also decorate hallways using SLC vision and color, as well as the Lincoln vision and colors.

At the entrance of the VOICE wing, parents and students will be able to see the organization flow chart of Lincoln High School, the SLC, and every teacher who belongs to the SLC community. The flow chart will include pictures and brief descriptions of the various duties of each person. It will also include the VOICE counselor, administrator, teachers' institution of graduation, degrees obtained, years at Lincoln, and an inspirational quote under every picture. All teachers will have access to students enrolled in their classes' records because of the Integrated Student Information System (ISIS). ISIS provides teacher with access to student contact information, behavior warnings, GATE notification, IEP records, and so on, on an updated and daily basis. If teachers would like to know more information about students, he/she can obtain information from the VOICE counseling office, where Cumulative Recorders (CUMs) will be kept.

ACCOUNTABILITY AND DISTRIBUTED LEADERSHIP

All stakeholders will be accountable for obtaining and supporting the development and the implementation of the SLC by maintaining proper documentation and evidence as stated in previous sections. Throughout their academic tenure, students will develop and maintain an academic and behavior portfolio that will demonstrate their progress of the vision and goals of the SLC. Included in the portfolio will be the culminating research projects, as

well as various culminating assessments from all the classes. Parents and partners will also keep evidence that will enhance the vision and goals of our SLC. There is a clear and articulated leadership and communication structure for the entire school and

among all the SLC's that is individualize, collective, distributive, and active. The VOICE SLC Design Team evaluates and modifies plans at regular intervals based on the internal and/or external school/student data from multiple sources to make decisions. The VOICE Design Team works with other SLC's and with District staff in obtaining support and technical assistance. The evaluation plan includes specific data to be utilized and intervals at which VOICE will be reevaluated and revised as necessary. Stakeholders commit annually to a common set of expectations for behavior and learning outcomes for our entire SLC.

The SLC Team will oversee curricular, judicial, budgetary, and visionary implementation of VOICE vision and goals. The SLC will incorporate the usage of subcommittees that will have specific roles in maintaining specific aspects of our SLC. Some of the subcommittees that will be established are: *Budget Committee*, *Disciplinary Committee*, *Academic Progress Committee*, *Community Partnership Committee*, *Design Team*, *Intervention Committee*, *Rooming Committee* and other governing identities at Lincoln High School pertaining to VOICE. The *Budget Committee* will assess and allocate funds for various SLC events and/or needs. The *Disciplinary Committee* will create a discipline manifesto that will allow students the opportunities to take ownership of their own behavior and empower the committee to enact disciplinary actions. The *Academic Progress Committee* will evaluate student academic achievement, examination results, and move students towards their academic roles. The *Community Partnership Committee* will establish a rapport between all the stakeholders and will act as a community liaison. They will work to attract parents, teachers, community members, administrators, students, and counselors to our fairs. The *Design Team* includes faculty, students, parents, community representative, and administration who will collaborate to develop and redefine VOICE's SLC proposal on an annual basis, for all attributes of an SLC. The *Intervention Team* includes faculty, students, parents, community representative, and administration that will continuously to discuss and implement various protocols for students who are "falling through the cracks" and students who are showing signs of improvements. All of these strategies will be aligned to Lincoln High School Impact Report.

Our SLC will begin school year 2007-08 under the leadership of an SLC Administrator assisted by two teachers, who are currently the co-lead teachers of our design team, and a dedicated council. Before the end of the first semester, the SLC will hold an election for lead teacher following the provisions described in Section 8 of the LAUSD-UTLA contract. The contract provides the elected lead teacher with one period per day for SLC leadership duties. At the beginning of the school year, the design team co-leads will work out a mutually satisfactory arrangement for use of this time. We hope and expect to have sufficient resources in school year 2007-08 and for several years following to provide a period of leadership time for an additional teacher beyond the time provided by the contract. At times, this SLC will need the assistance of district, school, and technical staff. We will depend on the district and Lincoln to provide us with staff development funding and time, a budget, necessary items district approved activities, and equipment that is necessary to achieve our vision and goals.

COLLABORATION, PARENT, AND COMMUNITY ENGAGEMENT

The VOICE SLC will take advantage of partnerships with community members, employees, and post-secondary institutions to support the continuous improvement of student achievement. The SLC will create partnerships with California State University Los Angeles., California State Northridge, East Los Angeles College, and Pasadena City College, and other learning institution and/or organization that will support the vision of VOICE, to allow our students to fulfill course requirements for our SLC. We will invite community partners and parents to participate in

the decision-making process, and provide them the opportunity to join various subcommittees to help oversee curricular, judicial, budgetary, and visionary implementation of VOICE. Partners and parents will be included as members of all other subcommittees, such as the *Design Team*, the *Intervention Team*, *Room Committee* and other governing identities at Lincoln High School pertaining to VOICE. An advisory subcommittee could be formed to aid any and all committee duties. For example, an advisory subcommittee would be form to advise the lead teachers on allocations of funds subject to the provisions of the SSC and the LAUSD/UTLA contract and other governing authorities at Lincoln High School pertaining to VOICE. The members of any advisory subcommittees will include but not limited to three parents, two teachers, two students, one partner, and an administrator. Every effort will be made to accommodate all VOICE parents and partners to keep them appraise of VOICE issues and resolutions.

While the prospective students are at the feeder middle schools, counselors from the SLC will present information about the SLC. VOICE will distribute pamphlets and brochures about the SLC to promote the goals, vision, outcomes, and expectations of the SLC. This information will be accessible to all students at the feeder schools. The students and parents will have a choice about which SLC they would like to participate in and will be given the proper forms to request our specific SLC. Lincoln High School will host an SLC fair annually in the spring to give parents, students, and community members an opportunity to view our campus, learn about campus-wide activities, and explore the offerings of the various SLCs.

The *Budget Committee* will assess and allocate SLC funds for various SLC events and/or needs. The *Disciplinary Committee* will create a discipline manifesto that will allow students the opportunities to take ownership of their own behavior and empower the committee to enact disciplinary actions. The *Academic Progress Committee* will evaluate student academic achievement, examination results, and move students towards their academic roles. The *Community Partnership Committee* will establish a rapport between all the stakeholders and will act as a community liaison. They will work to attract parents, teachers, community members, administrators, students, and counselors to our fairs. The *Design Team* includes faculty, students, parents, community representative, and administration who will collaborated to develop and redefine VOICE 's SLC proposal on an annual basis, for all attributes of an SLC. The *Intervention Team* includes faculty, students, parents, community representative, and administration that will continuously to discuss and implement various protocols for students who are "falling through the cracks" and students who are showing signs of improvements. All of these strategies will be aligned to Lincoln High School Impact Report.

At the end of the academic school year, students will create an educational fair for the students, parents, staff, and community members at Lincoln High School. Students will also be charged with inviting employers, businesses, and community representatives to provide educational information for students, parents, and staff. The entire educational fair will be planned and executed by the students with the support of teachers, parents, and staff. To insure on-going successful parental involvement Student-led conferences will replace the traditional Parent Conference and Back-to-School format. students and teachers will be thoroughly and properly prepared to conduct Student-led conferences. Parents will have the opportunity to participate in our SLC through various ways. The SLC will create a subcommittee that will be solely in charge of creating a Parent Newsletter every month. The Newsletter will be available to all the stakeholders in our SLC. The newsletter will provide important information that pertains to our SLC. Some possible topics for the newsletter are: upcoming events, meetings, conferences, as well as a section dedicated to showcasing the progress of the SLC.

The VOICE SLC provides frequent opportunities for partners and parents to gather easily at appropriate times and locations for instruction and collaboration. Partners and parents are included in the evaluation of the VOICE SLC. The VOICE Design Team holds regularly scheduled meetings that are open to the public and publishes minutes

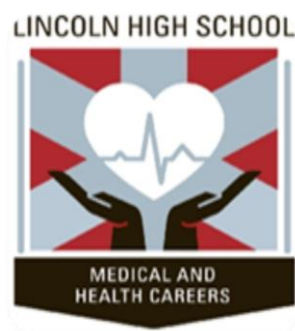
every meeting. Studies will be held, by VOICE teachers, on selected students to monitor student progress and successes. These studies will be logged and given to the *Intervention Team* to aid in intervention with low performing students and make instructional modifications for the SLC. VOICE teachers regularly meet to infuse the SLC theme/identify into their curriculum, develop cross-disciplinary, standards based thematic projects, and analyze student projects based on a common set of rubrics.

PROFESSIONAL DEVELOPMENT

VOICE teacher will be committed to reflecting and improving teaching practices throughout the school year to insure that our SLC continues to flourish and function to the best of its ability. All VOICE academic teachers will participate in professional development meetings that will foster the development of SLC objectives, develop interdisciplinary lessons, develop project based learning lessons, increase student graduations rates, and develop community building between Lincoln High School and the Lincoln Heights community. At least twice a month, teachers will have professional development meetings, as designated by the school calendar, where teachers will revisit the visions of the SLC and plan collaborative, integrated lessons. During professional development days, teachers will create lesson plans that are relevant across curriculum, projects that incorporate all subject matters, analyze student examination (CST, CAHSEE, SAT's, etc.) data, and work collaboratively to develop teaching methods, SLC objectives, and school objectives.

The teachers in our SLC recognize that all teachers cannot have the same conference period, and therefore the teachers in our SLC will be cored together so that no fewer than three teachers have a common planning period. At least twice a week, teachers will exchange information about specific student behavior, student academic achievement and goals, and data that will assist in modifying instruction. It is imperative that teachers exchange information, because students may sometimes act differently in other classes. When all stakeholders work as a community, they all reap the benefits and student achievement is increased. Some professional development days will allow for teachers, who teach the same contents, to work collaboratively and strategize the development of different methods of instruction. Our professional development might include teachers sharing lessons with each other in their particular disciplines to insure the connections between cross-curriculum assignments. During this time, VOICE teachers will also work on developing a uniform way of teaching skills like note taking, critical analysis, reading strategies, etc. Professional development time will also be used to train teachers on the use of interactive notebooks and student-led conferences. VOICE will utilize assessment results and student data to inform instruction and to make midcourse corrections in instructional practice. VOICE Professional Development includes preparation of teachers, counselors, and other staff to personalize the educational experience of students. The Professional Development is open to parents and partners, and when appropriate, students. The VOICE Design Team utilizes assessment results and student data to modify the professional development plan as needed. The VOICE Professional Development supports ongoing leadership development for both SLC lead teachers and administrators. The VOICE Professional Development supports instructional experimentation, pilot studies, and the sharing of results.

Medical and Health Careers



Small Learning Community Plan

Design Team Leaders: Vera Padilla (career advisor) and Susan Geiger (teacher)

Current Lead Teacher: Luisa Pak

Contact Information: 323-441-4600

Medical & Health Careers

Name	Role
Rosa Diaz Denny	Assistant Principal
Deanna Cardenas-Giron	Counselor
Collins Wangila	Counselor
Luisa Pak	Lead Teacher
Susan Geiger	Former Lead Teacher
Margaret Daniels	Teacher
Henry Mancia	Teacher
Maria Munoz	Parent
Maria Heras	Parent
Deyanira Meza	Student
Katherine Rossi	Student

David Galaviz	USC Community Relations
Erika Cuevas	Healthy Start Coordinator
Teachers	
Name	Subject
Mark Brow	English
Margaret Daniels	Physical Education
Isidrio Escobar	Social Science
Norma Jauregui	Special Education
Dennis Keefe	English
Jacob Lim	Science
Christina Luckey	English
Henry Mancia	Math
Steven Mesa	Physical Education
Jaime Oseguera	Physical Education
Reina Pastor	Science
Lok Yu	ESL

Introduction

The ambition of the Medical and Health Careers (MHC) Small Learning Community (SLC) is to provide students with a career focused educational program that will enable them to gain valuable knowledge and experience with the real working world before they graduate from high school. Students in this SLC will have increased opportunities to build important relationships with staff on campus and mentors outside the school from partnerships already formed with medical and health related organizations in the community.

MHC will provide each student and his or her parents with guidance and advisement that will insure the completion of the A-G requirements and as well as an accelerated program of study (for many). All stakeholders (students, staff, parents, and community partners) will be involved in the planning of rigorous and challenging academic programs. Students will participate in a variety of community health programs from which they will gain leadership and social skills and develop caring and respect for their community.

The MHC program will give every student equal access to rigorous curriculum. Students with special needs will be provided with a structured system of extra help to enable students to complete the accelerated program of study. Students who need to improve upon their literacy, language, and math skills will have access to the interventions and resources already provided by the school, as well as MHC instructors, and additional opportunities for assistance from many of the MHC partners.

This past year, MHC teachers started working together on cross-curricular lessons using the Understanding By Design and Character counts models. MHC students went on several field trips and participated in an MHC elective class: General Office/Medical Careers. This current year an advisory component (The MHC Design Team), consisting of representatives from each group of stakeholders will be formed. MHC teachers continue to work in collaboration with other SLCs, towards the common school vision of producing problem-solving, critical thinkers who are responsible citizens and assets to their community. This coming school year MHC will be focusing on the attribute of personalization through several major changes. The most obvious of those changes will be the movement towards contiguous space. Other factors of personalization will be student choice of MHC colors and logos, increased parent meetings and newsletters, and MHC specific activities outside of the normal school day. Of course, all these things will affect most of the other attributes as well.

Vision

Abraham Lincoln High School Vision

It is our vision to produce problem-solving, critical thinkers who are responsible citizens and assets to their community. Lincoln High graduates will be technologically literate and prepared to successfully function within family, job, and society in our modern world.

MHC Vision

It is our vision that students in the Medical and Health Careers Small Learning Community will be successful in the modern work environment. They will be effective written and oral communicators who are technology literate and possess problem solving and interpersonal relationship skills. The successes achieved at school and in the workplace will motivate students to continue their education and employment and become productive and responsible members of society.

We plan to see our vision become a reality by applying the attributes of small learning communities. Students will be successful in the modern work environment because of the extra opportunities extended to them to actually be part of a work place. Students will become effective communicators who are technologically literate because of the rigorous curriculum and instruction provided. Students will possess problem solving and relationship skills because of their involvement with other students, staff that know each student on a personal level and from interactions with members of the community. Student will experience success in all these areas because their individual needs will be addressed and MHC decisions will be focused on student success.

We plan to ensure academic achievement for all students through a caring personalized environment, a unique curriculum with rich electives, parental and community involvement, academic and behavioral intervention and highly trained teachers. Students will experience personalization through being involved in pure SLC classes, personalized and contiguous space, and mentor relationships. A unique curriculum will offer medical and health

themed classes and internships. Parental and community involvement will be implemented through parent and design team meetings, as well as, direct involvement with the students on campus and off campus at community partner sites. Academic and behavioral interventions will be implemented and reviewed regularly (see the MHC Student Intervention Plan on page 10). Teachers will attend workshops and seminars to expand their knowledge of content, teaching strategies, and SLC fundamentals.

Every student will have a portfolio that includes an individual student progress plan. The progress plan will include a record of classes and tests passed as well as statements from the students about their educational goals and progress. Progress plans will be reviewed and revised by the students and their teachers, counselor and parents, at least once a year.

All stakeholders are involved in the creation, maintenance and revision of the vision. The MHC Design Team will meet bi-monthly to monitor progress, discuss challenges and resolve issues. The MHC small learning community will devote at least one staff development day a year to evaluating progress and success and plan adjustments to practice. School data and student input will be part of these formative evaluations.

The ambition of MHC is to provide students with a career focused educational program that will enable students to be successful in the modern work environment, students are expected to meet all Lincoln High School and LAUSD graduation requirements; complete 100 hours of volunteer/internship work in the medical and health field; and submit an MHC portfolio (see Rigorous Standards-Based Curriculum, Instruction & Assessment).

The budget of MHC will be aligned to the vision, goals and objectives laid out in this proposal. Budget funds will be used to ensure equity and access for all students, provide academic and behavioral interventions, encourage a personalized school environment and provide professional development time for learning strategies, program and plan evaluation, and team building. Budget allocations will be the responsibility of the SLC administrators and lead teachers, consistent with the processes described in the Lincoln High School Impact Report, the LAUSD-UTLA contract, and state law and regulations. Parent input will be sought through surveys at the bi-monthly parent meetings.

Parent and community partners will be involved in all aspects of program planning, implementation and revision. The MHC Design Team, which includes parent and community partners, will oversee all major decisions made at bi-monthly meetings. Parents will be provided time to give input and feedback at bi-monthly parent meetings. Parents are already involved in the process: student/parent orientations were held at the beginning of the year, parents contributed to this proposal at a special meeting and parents have been met with at PHBAO conferences. Parents will be asked to volunteer/work on campus in a variety of roles that provide support to the students, teachers, staff and other parents (see Parent and Community Collaboration).

MHC already has an extensive list of community partners including several hospital and medical facilities as well as educational institutions including Kaiser, Keiro and White Memorial Hospitals; The East Los Angeles Skills Center, Occupational Center and Community College; and USC. For more information see "MHC Community Partners" on page 20. Community partners will provide volunteer, internship and job opportunities. Community partners will also provide mentors, guest speakers and scholarships (see Parent and Community Collaboration).

Students will be able to articulate their vision and how it affects their plans for graduation and post secondary training. MHC vision educational plans will be posted in every MHC classroom. Teachers will refer to it frequently and incorporate it into lesson plans. Mentor teachers will discuss it with their students and ensure that students are aware of and informed about their progress toward vision and educational plan goals. When advisory periods are established, MHC vision and educational plans will be a cornerstone of the curricula.

The MHC Design Team and cohort of teachers make all decisions concerning MHC based on this vision and the details presented in this proposal. However, the MHC Design team must also consider and work cooperatively with school wide systems that are already in place. Budgets are currently allocated through the process described in the School Impact Report. Space and safety decisions will be made through the Building Council described in the School Impact Report. The majority of student behavior problems will be resolved in the SLC. More serious problems will be referred to by site level interventions such as the dean's office or campus police. The site principal is ultimately responsible for student safety.

Identity

MHC is a new SLC on the Lincoln High School campus. As of January 2007, the MHC community consists of approximately 350 students, grades 9 – 12. It is a heterogeneous group of students that accurately represents the larger Lincoln High School student population, with the notable exception of having nearly three times as many females than males (see "MHC Demographics" on page 2). Next year we expect to have between 475 and 525 students in our SLC.

Curriculum is one way MHC establishes its identity as an SLC. All students in MHC are required to fulfill the A-G requirements. In addition to the A-G requirements, many advanced placement math and science classes are available to all students on campus. This year, MHC teachers will start working on interdisciplinary lessons and project based learning.

MHC creates its own master schedule with unique electives and educational opportunities but we also work together with other SLCs and administrators to provide equity and access to all classes for all students at Lincoln High School. MHC students will spend most of their day in MHC pure classes. It is the goal of MHC to ensure that students are in MHC classes for at least 2/3s of the school day. Some students who need or want classes such as advanced studies or certain electives may be placed in "global classes" that are shared with students from other SLCs, as explained in the School Impact Report.

Medical and health careers focused classes are available to all students in MHC. Students are also offered extended opportunities for instruction focused in the area of medical and health careers, as well as volunteering and internships at medical facilities. General Office/Medical Careers classes are now being taught on the Lincoln High School campus. Extended education opportunities are available at several nearby MHC community partner facilities: medical office, medical terminology and CNA classes are available for our students at the East Los Angeles Skills Center (ELASC); pharmacy and dental assisting classes are available for our students at the East Los Angeles Occupational Center (ELAOC); and USC has started a program with prospective pharmacy students.

Extracurricular activities are another way that MHC differentiates itself from other SLCs. MHC students take medical and health themed field trips, such as, visiting local clinics and hospitals. MHC students are also involved in the Lincoln Heights Health Fair, held in October each year. This year students also volunteered for the first annual

Lincoln Heights Walk-A-Thon. A health club has also been established to allow students to begin their work as agents of healthy change here and now while they are still in high school. The career center frequently provides medical and health career job opportunities and guest speakers for MHC students.

One major way that MHC plans to establish its identity in the near future is by moving to contiguous space. In the near future, all SLCs on campus will move to contiguous space. All SLCs have begun working with other SLCs on strategies to make their SLC space their own. Staff and students have begun to discuss and explore ideas that will promote safety, security and academic success in the MHC building. SLC space will ultimately include satellite administrative, clerical and counselor offices.

The achievements and challenges of MHC are shared school wide through collaboration with other SLCs. This is currently being done at the Lincoln School Redesign Committee meetings. In the future it will be done at the Building Council meetings referred to in the School Impact Report. This collaboration has already proven to be successful as many difficult decisions have been made already and ideas shared about master scheduling, contiguous space, and the possibility of advisories have begun to develop into plans.

Rigorous Standards-Based Curriculum, Instruction & Assessment

The MHC staff uses standards based instruction to meet high school current graduation requirements, A- G, as well as college entrance requirements. All stakeholders are responsible for holding students to a standard of academic excellence. A healthy learning environment is maintained by the many stakeholders, enabling each student to work toward academic excellence, career goals and personal goals. Academic and career skill excellence is expected from all students through a series of activities: tutoring, academic programs, mentoring, field trips, speakers, job shadowing, volunteering, internships, and job placement during the summer months. Establishing high expectations will empower each student to overcome negative peer pressure and the traditional barriers that stifle the learning process.

Because the ambition of MHC is to provide students with a career focused educational program that will enable students to be successful in the modern work environment, students are expected to accomplish the following things by graduation:

- Meet LAUSD A-G graduation requirements
- Pass the CAHSEE (California High School Exit Exam)
 - Meet the Lincoln High School Service Learning Requirement
 - Meet the Lincoln High School Computer Literacy Requirement
 - Meet all Lincoln High School Graduation Requirements
 - Complete 100 hours of volunteer/internship work in the medical/health field
 - Submit a MHC themed portfolio with progress plan, post-secondary plan and resume

All of these things will be included in the MHC Educational Plan, as well as, a focus for each academic year. For example, the 9th grade focus will be how to be a successful high school student. The 10th grade focus will be passing the CAHSEE. The 11th grade focus will be post secondary plans and financial aid. The 12th grade focus will be finding and keeping a job. The MHC Educational Plan will be posted in every room, and discussed often, so that students will be able to clearly articulate our vision and goals. Counselors and teachers will refer to it when

discussing future plans with the students. A copy will be kept in the student's portfolio, and it will be reviewed with parents as well.

Individual student progress plans will provide a bridge between middle school and post secondary education for all students. Progress plans will be used to discuss and make decisions about which classes and pathways incoming 9th graders will take. Students will formulate post secondary goals. All classes thereafter will be explicitly connected to the student's post secondary aspirations. Future meetings with teachers, counselors and parents will be held to review student progress in regard to the original goals made by the students. Students who are not making adequate progress toward their goals, will be referred for intervention and counseling.

MHC staff participate in Lincoln High School and district wide professional development programs. Teachers are held to high standards of teaching through peer review and sharing sessions where teaching technique and student work is discussed. This past year, MHC teachers started working together on cross-curricular lessons using the Understanding By Design and Character counts models. Teachers discuss and implement unifying curricular themes (e.g. performance enhancing drugs) and classroom practices (fairness and respect) that give students a sense of curricular cohesiveness. Continuous training in teaching methods will be provided so that we can ensure teachers are prepared to meet the individual learning needs of all students including English learners and special education students.

Computers skills are essential for success in the modern work environment, especially in medical and health related careers. Technological literacy is a key job skill that MHC students will be trained in. It will be integrated into many classes in the educational program. All students are required to take a year of technical arts and meet the computer literacy requirement. MHC students are encouraged to also take medical office courses that reinforce computer literacy skills. Because of the emphasis on technology, MHC will need a computer lab, several laptops and at least one LCD projector, to be shared amongst the staff, once financial resources become available. Professional development directed at helping teachers incorporate technology into the curriculum whenever possible will be also be provided

Student work will be assessed according to the California state standards, LAUSD curricular requirements and Lincoln High School established expectations. Data used to evaluate the effectiveness of MHC will be collected from traditional sources such as standardized test scores, writing assessments, graduation and dropout rates, student portfolios, attendance records and report cards, as well as, surveys and questionnaires that provide student feedback. Planning to address current and future needs of the students or MHC itself will be done at regular meetings. An advisory component (The MHC Design Team), consisting of representatives from each group of stakeholders (students, staff, parents, and community partners), is being formed. The Design Team will use data collected to measure current organizational goals and establish future goals.

MHC Student Intervention Plan

MHC is in the process of developing its own student intervention plan. This plan addresses how students will be identified, how staff plans to intercede with those students, how we will know if our intercession has been successful and what we will do if it is not. This plan is a work and progress and may change significantly as we begin to implement it and subsequently revisit and re-evaluate it. It should go without saying; that, the more time and money budgeted for this plan and the programs it includes, the more likely they are to be successful.

Students in need of both academic and behavioral intervention will be identified using both data and non-data sources. Data sources we intend to use to identify academic issues are: grades, attendance and English and Math assessment scores. These sources of data can easily be retrieved for our students once they are “tagged” by SLC (HS for our students) in local use fields such as ID99. Local use field ID21 can also be used to identify past behavioral issues a student may have had. Retrieving data sources on our incoming 9th graders from the middle schools may also prove to give us a valuable head start. We are currently considering giving all students the “San Diego Quick”; a reading level assessment that is quick, accurate and free. Some non-data sources we intend to use to identify issues are teacher recommendation, parent recommendation and self recommendation. Regular review of Individual Student Progress Plans will also provide insight to possible interventions needed.

At the beginning of next year, MHC will have approximately 500 students. Each teacher and administrator, including those without current classroom assignments, in the SLC will have between 20 and 25 students that they are responsible for mentoring. This will include building a personal relationship with the student and their parents, regularly reviewing academic and behavioral success and discussing post high school plans with students. A lead teacher will be assigned the task of disseminating and dispersing the data and information mentioned above for each group of mentees to their mentor teachers; as well as, coordinating time and resources for interaction and intervention. Lead teachers and administrators will be responsible for ensuring mentor teachers are getting the support they need to be successful.

Once students have been identified as needing intervention, there are several paths we can take to provide help. The first, and most obvious, is a parent meeting. We want to establish why the student is having difficulties academically, behaviorally or both. From there a plan will be devised to address the issues. It could be as simple as informing the parent that the student is not doing well and then providing regular communication with the parent about the student’s progress. This can be done through daily sign off sheets, emails or phone calls between the mentor teacher and the parent.

Resources permitting, we plan to establish a MHC Parent Center. Providing a room or office where parents know they are always welcome, will encourage our parents to come to the school, either for a scheduled meeting or just to stop by and talk. Parent volunteers would be asked to work in the parent center and coordinate parent teacher communication as well as inform parents about educational and community resources available to their families. A parents mentoring parents program is also being discussed. We believe that parents can have a profound impact on other parents.

Bi-monthly parent meetings will inform parents of efforts made and help needed. They will provide parents with an opportunity to meet with teachers and express their concerns as well as provide input and ideas for future interventions and activities. Student grades will always be available at parent meetings. Parent meetings will be held both at the school and in areas where parents traditionally have trouble getting to the school. Students who need academic help in one or more subjects will be referred to tutoring. Tutoring is available after school on campus in the library, at the Boys and Girls Club and at LA Bridges. Ideally, if funds permit, MHC teachers will also be providing tutoring after school. MHC students who are excelling in certain subjects could also be given service learning credit, volunteer hours or even be paid to tutor their peers. Academic intervention classes have also been discussed, such as: offering advanced literacy and algebra readiness to students and allowing students who are struggling in with science to take ICS in the 12th grade. MHC will also work closely with the Wilson Lincoln Adult School, located on campus, to provide students with skills enhancing classes after school.

It is our intention to establish an MHC mentoring program for those students who are not just struggling with content but may also need motivation to do better. The mentoring program will provide mentors on various levels. Peer mentoring (modeled after the Gear Up mentoring program) will eventually be available to all students. A senior mentor program is being discussed where seniors would meet with freshmen once a week during a non-academic period, with teacher permission of course. LA Bridges has also offered to work with students who may need mentoring with a behavioral focus. Corporate sponsored mentors are available from our community partners. Even offering student a job, where they are paid to work for the MHC SLC can act as a form of mentoring by providing students with a sense of importance and belonging.

Other strategies for intervention include; a guest speaker program aimed at emphasizing the “Character Counts” model, field trips that focus not only on academics but also on good citizenship and health living; and internship programs and jobs that provide service learning opportunities. Lead teacher, Vera Padilla, is currently meeting with the “Mayor’s Eastside Educational Team” to devise and implement strategies for struggling students.

Students who have difficulty responding to all of these intervention efforts will not be lost. Students who have consistently (over a long period of time) displayed challenges in the academic classroom, despite all intervention efforts, and/or who need to focus on skilled labor options, rather than university acceptance, can take classes that better address their needs with our community partners: the East Los Angeles Skills Center and the East Los Angeles Occupational Center.

Success must be measured at regular intervals. Review of data sources that indicate student improvement, or lack thereof, will be made every 6 to 8 weeks. Grades, attendance and assessment scores will be redistributed to mentor teachers for evaluation. Students will be asked to self-report on the success of certain interventions. Parents will be asked to provide input on student success. Community partners providing intervention efforts, mentoring, internship and job opportunities will be asked to evaluate the success of the program. Teachers and staff will be asked to reflect on the success of the various intervention strategies.

If we as a group or as individuals are not successful, we will re-evaluate each component of the intervention plan and its programs and determine what needs to be done differently. Measurements and guidelines will be established to indicate whether or not an intervention is successful. Teacher meetings will be held after the first, second and third grading period to ascertain what is working well and what is not. Lead teachers and administrators will meet with teachers to ensure teacher and student needs are being met. Students, parents and community partners interviews will be held to ensure that their needs are also being met.

MHC Recommended Curriculum Scope and Sequence

Semester A	Semester B
9 th GRADE	
English 9A	English 9B
Algebra	Algebra
Biology A	Biology B
Physical Education	Physical Education
Health	Life Skills

Elective: Introduction to Computers	Elective: Word Processing
10th GRADE	
English 10A	English 10B
Geometry A	Geometry B
Chemistry A	Chemistry B
World History A	World History B
Physical Education	Physical Education
Elective: Foreign Language 1A	Elective: Foreign Language 1B
11th GRADE	
American Literacy	Contemporary Comp.
Algebra II A	Algebra II B
Physics A	Physics B
U.S. History A	U.S. History B
Elective: Foreign Language 2A	Elective: Foreign Language 2B
Elective: Visual/Performing Art A	Elective: Visual/Performing Art B
12th GRADE	
Expository Comp.	Modern Literacy or other related English Elective
U.S. Government	Economics
Math Analysis A (elective)	Math Analysis B (elective)
Elective: Foreign Language 3A	Elective: Foreign Language 3B
Elective: General Office Medical Careers	Elective: Medical Terminology
Elective: Internship/ Service Learning	Elective: Internship/ Service Learning
Elective Alternate: Dental, Medical Assistant and Physical Therapist Training *	
Alternative Curriculum Notes:	
students may also start with Algebra Readiness or Geometry in 9 th	
Students who start with Geometry in 9 th may take Chemistry in 9 th and AP Biology in 10th	
students may take ROTC or an elective PE class (sports or dance)	
AP students may start with a foreign language in 9 th and complete 4 years of a foreign language	
advanced placement classes (passport) are available in all core subjects and highly encouraged	
all students are strongly encouraged to take classes outside of the normal school day on campus	
numerous medical themed classes are available at the East LA Skills Center (daily busses)	
* Classes available at the East LA Occupational Center	

Curriculum Design

Interdisciplinary Teaching and Project-based Learning

The Medical and Health Careers academic pathway provides many opportunities for interdisciplinary teaching since the medical and health field is constantly expanding, encompassing many skills and subjects. To prepare our students for this burgeoning field, interdisciplinary teaching and project-based learning is fundamental for their success.

The teachers will agree on an “essential question” that will direct their instruction. The essential question will be based on a medical and health topic that is broad enough to appeal to all subjects. All teachers in the SLC will be addressing this essential question in their classes.. The teachers will formulate and plan lessons according to their content area, ensuring standards-based instruction. The students will be exposed to all facets of the medical and health field through the different subjects, but it will be under the umbrella of the essential question. Examples of the essential question are real-life, authentic situations that are applicable to anyone’s life. Students will understand how the medical and health career focus can be learned in any context, not just in a science or health class. Vocabulary and writing in English classes, formulas and finance in math classes, history and social significance in social studies, classes and technology in computers classes will be aligned to answering this essential question.

Interdisciplinary teams can be designed by subject or grade level. Teachers will collaborate and construct lesson plans to enhance instruction. In order to have cohesion, students should have the same teachers in each grade level so teachers can provide feedback on their performance with other teachers who have that same student. In addition, teachers must have a regular schedule to plan and discuss lessons. This can be facilitated through common conferences, after or before school, and other allotted professional development times. Issues, such as grading, conferences, and materials will be addressed at these planning times.

Another component of curriculum design for the Medical and Health SLC will include Project Based learning. Project-Based learning utilizes assessments, assignments or class activities that provide students with an opportunity to demonstrate how they can use key learning and content knowledge. It challenges students to apply knowledge and skills learned in their courses to meaningful problems that adults might encounter in their professional, civic and personal life, and to defend their processes and solutions. This type of assignment values the entire assessment process (the thinking, planning, and developing of the product, the product itself, and the reflection). As with interdisciplinary instruction, Project-Based learning will go beyond the classroom walls to learn skills that will be useful in their academic and professional futures.

Project-Based learning provide students with an opportunity to demonstrate mastery of a variety of skills learned over a period of time and to apply the skills learned in a real life situation. Students will show how well they know the material in a variety of ways. The purpose of Project-Based learning is to complete a task that is connected to their experiences, cultures and/or interests. This type of assignment will integrate the use of technology, arts, and other content areas. Students also work at the higher levels of Blooms Taxonomy (Evaluation, Analysis, Synthesis, Creation), going beyond repetition and comprehension. Project-Based learning also addresses multiple

intelligences, so each student's needs will be addressed in the lesson. The process of learning is emphasized over the grading. Teachers and students can co-construct rubrics that will be rigorous and comprehensible.

Equity and Access

The Medical and Health Careers SLC will not consider ethnicity, race, gender, socioeconomic status, learning disabilities or English language ability as factors when recruiting students for the program. The only factor considered will be student and parent choice.

In the past, SLC lead teachers went to the feeder middle schools and presented information about the SLCs. This year, Lincoln High School is hosting an SLC Faire. Students will bring their parents to the campus for presentations on each SLC. After the presentations, students and parents will visit booths and talk to representatives for each SLC. It will be held on a Saturday and a shuttle bus will be provided for the middle school that provides most of Lincoln High School's 9th grade population.

The MHC program will give every student equal access to rigorous curriculum. Several current strategies are being used by MHC teachers to ensure an inclusive education for all students: multiple intelligences, SDAIE, cooperative learning, project based learning, kinesthetic learning, peer teaching, service learning, work experience and personal and relevant curriculum. Students with special needs will be provided with a structured system of extra help to enable students to complete the accelerated program of study. Students who need to improve upon their literacy and/or language skills will have access to the interventions and resources already provided by the school, the MHC instructors, and additional opportunities for assistance from many of the MHC partners (see MHC Intervention Plan on page 10).

To insure that all students meet the program's academic standards, remediation and assistance will be provided for all students by the following Lincoln High School community partners: East Los Angeles Skills Center (ELASC), East Los Angeles Occupational Center (ELAOC), Lincoln Heights Tutorial Program, Los Angeles Boys and Girls Club, Ramona Gardens Recreational Center, Rose Hills Tutoring Program, Chinatown Services Center (90012), and the Wilson-Lincoln Adult School. This is in addition to after school tutoring and remedial classes already provided by Lincoln High School.

Several programs have been implemented at Lincoln High school to help students pass the CAHSEE. After school CAHSEE intervention classes are offered every spring. A CAHSEE summer school program, that reimburses students for their time, was implemented for the first time last summer. CAHSEE awareness programs, including classroom motivational speeches, have been implemented for the past two years. Lincoln also has a full time literacy coach and math coach available for teachers that want to improve classroom instruction in those areas. CAHSEE strategies were discussed and addressed by MHC during professional development time this past year and will be re-addressed in the future.

There are many resources available to special education students at Lincoln High School. Lincoln High School has an extensive special education staff, including several resource teachers. A special education coordinator and office technician are available at all times in the Special Education Office. The District Office of Transition Services (DOTS) is also working on campus to secure working futures for our special students. Lincoln High School has several special education related professional development activities each year.

Effective research based instructional strategies, including SDAIE, will be used to provide an accessible education to English Language Learners (ELL). Most teachers in MHC have a clear credential and a CLAD. Those teachers who do not are in the process of obtaining the proper certification. Lincoln High School has several ELL related professional development activities each year. Lincoln High School also has a bilingual coordinator who monitors ELL student progress and provides assistance and materials to teachers in need. MHC is also very fortunate to have an awesome ELL teacher on staff.

Highly motivated and gifted students in MHC are not ignored. An extensive list of honors and advanced placement course is available at Lincoln High School. In the coming year, a tighter master schedule will include MHC specific honors classes, particularly in English. Many elective opportunities are also available for students who want to gain a competitive edge in the education and the job market. As mentioned earlier, many medical health career specific classes are available from MHC community partner organizations like ELASC, ELAOC, and USC. East Los Angeles Community College and Trade Tech (South Central) are also both available to provide classes at Lincoln High School. However, in the spirit of collaboration with other SLCs, most of those classes will be made available to all students.

Several support groups are available to students with other special needs. Lincoln High School is very excited to be working with GEAR UP for the next for years. GEAR UP will provide extra instructional and counseling support for the incoming 9th graders. It will then follow those 9th graders through to graduation; MHC will be working closely with GEAR UP and expects to learn many things about creating a successful cohort from them. LA Bridges, located directly across the street from Lincoln High School, has also offered much support and has been directly involved with MHC in production of the Lincoln Heights Annual Health Fair. Healthy Start, a St. John's Clinic, located directly behind the school, is also an active partner with MHC; they co-sponsor the Health Fair every year and have already been involved in several health awareness campaigns with MHC. Healthy Start will also be working with MHC in the spring to pilot various student intervention support groups.

As mentioned at the beginning of this proposal, MHC has far more female students (73.47%) than male students (26.53%). This is purely a result of student preference. However, we are going to address this demographical in balance by encouraging young men and their families to see just how many opportunities there are for males in the medical field. Not only are more men becoming nurses than ever before; but, there are other medical occupations that people may be overlooking or under considering like emergency medical technician (EMT), physical therapist, and radiologist, just to name a few. Medical and health occupations repeatedly dominate the lists of high demand jobs in California and the rest of the country. Current ideas for addressing this imbalance include professional mentors and guest speakers. In particular, we are planning to have male medical professionals at the annual SLC Orientation Faire (choice assembly) planned held in the Spring.

Personalization

Personalization is a primary goal for MHC, as it is the thing that makes school life the most enjoyable for both students and staff. This coming school year, moving to contiguous space will be the single most influential factor on personalization. Once we have moved, students and staff will begin to make that space their own. Architects for Achievement have made several recommendations as to how we can achieve a productive and colorful space that influences student achievement and a sense of belonging. This spring preparations will begin. Building and

classroom decorations, as well as t-shirts and other materials will reflect MHC student pride (as well as Lincoln High School pride). A first edition of The MHC Newsletter has already been distributed and, at some point, a link to an MHC webpage will be available on the Lincoln High School website. The MHC Design Team will provide resources and recommendations for personalization. Formal and informal surveys and student feedback will also measure the effectiveness of personalization strategies.

A MHC Student Council will be formed. Student council members will be chosen by MHC students to represent MHC students at all Design Team meetings. The student council members will be involved in all aspects of the program from curriculum to planning student activities and fundraisers to working toward the safety and well being of all students and staff in the MHC community.

When surveyed, students expressed interest in the following extra curricular activities: Field trips to the Getty Museum, Audubon Center, LA County Coroner and health themed movies (e.g. "Super Size Me" and "An Inconvenient Truth"); luncheons with mentors, college representatives and parents; extracurricular activities like dances, class breakfasts and a picnic; and awards ceremonies with academic and non academic scholarship possibilities. Extracurricular activities that MCH students have already predicated in and volunteered at include: the Lincoln Heights Health Fair, Lincoln High School Career Day, the USC Pharmacy Fair and several field trips to USC.

Students are also interested in after school jobs with MHC. Students are excellent resources because they know the school already and are willing to work for only a few hours a week. Tutoring, custodial and office work is readily available. Working for MHC can create a sense of importance and belonging in the SLC community, as well as look good on a beginning resume.

Greater personalization with teachers is also expected. Students are currently advised by the MHC counselor and have positive interaction with the cadre of teachers in MHC. A cadre of teachers who are all working with the same students is also conducive to personalization as teachers will be able to address student needs as a group. Regular attendance from MHC teachers at special social and community events will create additional opportunities for positive contact between students and teachers, as well as other stakeholders.

Parental involvement is essential to personalizing the curriculum and environment for all students. Parental input and support are needed to provide an education truly suited to the needs of every student. Parent volunteers are invaluable aides during the school day and at after school activities.

Activities on campus and within the community, with community academic/health mentors, with parents and with MHC staff will personalize each student's portfolio. Many services, activities and programs are already in place, or will be put into place, that will teach students to believe and work toward academic excellence. Students attend a special MHC orientation before the new school year begins. Students will plan a yearly health fair in the community, volunteer at local medical clinics, centers and hospitals (see table: MHC Community Partners) and take medical classes at the East Los Angeles Skills Center, East Los Angeles Occupational Center and/or East Los Angeles Community College.

Advisory periods would provide excellent daily opportunities for personalization with students. At this time, Lincoln High School does not have an advisory period. Advisory periods, schedules and curriculums are currently being discussed, reviewed and considered by the staff and leadership. Ideally, staff would keep the same cohort of

about 20 - 25 students for four consecutive years. For advisory periods to be implemented successfully, the staff will need extensive training and professional development.

Although a school wide advisory period would be more successful, a sort of makeshift advisory, focusing on teacher mentoring, is being planned for next year. Each teacher and administrator, including those without current classroom assignments, in the SLC will have between 20 and 25 students that they are responsible for mentoring. This will include building a personal relationship with the student and their parents, regularly reviewing academic and behavioral success and discussing the individual student progress reports and post high school plans with students. A lead teacher will be assigned the task of disseminating and dispersing the data and information mentioned above for each group of mentees to their mentor teachers; as well as, coordinating time and resources for interaction and intervention. Lead teachers and administrators will be responsible for ensuring mentor teachers are getting the support they need to be successful.

Accountability and Distributed Leadership

All MHC stakeholders are responsible for ensuring student success. All stakeholders must be committed to the MHC Vision: successful workers with effective written and oral communication skills who are technology literate and possess problem solving and interpersonal relationship skills and are productive and responsible members of society. All stakeholders will share leadership and decision making responsibilities.

MHC has a newly designated support staff which includes an assistant principal, counselor and office technician. This staff will work closely with MHC teacher, students, parents and community members with the primary goal of increasing student success. This staff will be housed with the MHC teachers when we move to contiguous space. Administrative responsibilities are explained in detail in the School Impact Report. Those responsibilities, as detailed in the School Impact Report, which are being implemented at this time, are currently being done by the lead teachers.

Decisions regarding MHC organizational goals and student needs will be made by all stakeholders (students, staff, parents, and community partners). An advisory component, The MHC Design Team, consisting of representatives from each group of stakeholders has been established (see table: MHC Design Team). It will be instrumental in evaluating data to improve the organization, curricula, and the management of the program. It will provide MHC with resources and recommendations to meet organizational goals and student needs. Questionnaires, surveys, student work, attendance, and discipline will be collected to provide the assessment data. The MHC Design Team will meet bi-monthly. Meetings are open and all stakeholders are invited to attend.

MHC staff meets during common professional development time to evaluate the program and plan for the future. Up to this point, many of the meetings have been focused on developing SLC function and structure. In the future, more meetings will be focused on student work and behavior and reorganizing curricula to advance student learning. Teachers will be held "accountable" to high standards of teaching through peer review and sharing sessions where teaching technique and student work will be discussed (Critical Friends).

Data used to evaluate the effectiveness of MHC will be collected from traditional sources such as standardized test scores, writing assessments, graduation and dropout rates, student portfolios, attendance records and report cards, as well as, surveys and questionnaires that provide stakeholder feedback. Conclusions derived from this

data will be used to monitor and improve MHC practice. Planning to address current and future needs of MHC will be done at regular meetings with teachers, staff, parents and students.

The MHC team must work together with other SLC teams and school personnel in order to accomplish many school wide goals. We work with other SLCs and department chairs to complete the master schedule. We work with The School Site Council and Title One on budgetary items. We will work with the Building Council (to be established in the future) on space and safety decisions. Behavior and discipline issues that cannot be resolved in the SLC will be referred to the dean's office, assistant principal in charge of discipline, and or school police.

Communication between stakeholders is vital to the success of MHC. Teacher meetings, staff meetings, parent meetings, and student meetings will all provide opportunities for communication. Communication about events and happenings in the world of MHC will be facilitated through the MHC newsletter and webpage.

Collaboration: Parent and Community Engagement

Collaboration between all stakeholders is vital to the success of the program. There will be parent meetings; staff meetings; staff meeting with students; student council meetings and MHC Design Team meetings. Bi-monthly parent meeting will be held to keep both parent and teachers informed about student progress.

MHC believes that parents are the key to making MHC a successful SLC. Parental involvement is essential to student success. Their participation is desired and appreciated by the MHC staff. Parents are encouraged to get involved in all aspects of the program. Parents will be an integral part in, not only the planning of academic and behavioral intervention strategies, but also the implementation and evaluation of any devised strategies. MHC staff will make every effort to ensure that parents are comfortable visiting the campus and classrooms at all times. Several ideas have been discussed about how to make parents more comfortable on campus: monthly morning coffee meetings with the staff, t-shirts that say parent volunteer, a recognition/award program and a place for parents to go (i.e. parent center).

Bi-monthly parent meetings will inform parents of efforts made and help needed. They will provide parents with an opportunity to meet with teachers and express their concerns as well as provide input and ideas for future interventions and activities. Student grades will always be available at parent meetings. Parent meeting will be held both at the school and in areas where parents traditionally have trouble getting to the school. Ultimately, parents will be notified of parent meetings in several ways: at the beginning the year at orientation, calls home, letters home, the school marquee (with permission from the principal) and notices posted in local businesses that parents frequent.

The primary focus of parent meetings is to exchange information. The MHC Educational Plan and the CAHSEE will be discussed at every meeting. Grades will be available. Testing schedules for the CSET, PSAT and SAT will be discussed. College and financial aid workshops will be offered. Parents will be presented with information on after school classes and extra curricular activities. Parents will also be asked for feedback about existing programs and challenges, as well as, future programs and resolutions. Parents will also be informed about volunteer opportunities and surveyed about how and when they might be of service.

It is our goal to have a MHC specific parent center where parent volunteers would be asked to work in the parent center and coordinate parent teacher communication as well as inform parents about educational and community

resources available to their families. Parent volunteers are invaluable resources. Aside from working with other parents, parent volunteers can sit in classes with students who need extra help, monitor the halls, help with campus supervision and mentor students. Parent volunteers will be recruited at the parent meetings and as teachers interact with individual parents. Resources permitting, MHC would like to hire two parent representatives; one representative that speaks English and Spanish and one representative that speaks English and Cantonese. Together, they would work a total of four nights a week from 6 – 9 pm making phone calls.

MHC community partners will provide the needed guidance, leadership training, mentoring, job placement, remedial training, internships and workshops that will insure completion of an accelerated program within the career pathway. Planning time will also be used to meet with college representatives and adult/skills/occupational staff members and mentors to work on curriculum that is current with new job market technology and demands. MHC is fortunate to have a slue of community partners interested in working with students and staff.

MHC Community Partners

Partner		Services Provided
USC		Volunteer opportunities
		Employment for 11 th /12 th graders
		Pharmacy mentor program and fair
		Field trip partner
Kaiser		Volunteer opportunities
		Summer employment
Keiro Hospital		Volunteer opportunities
		Mentor program
White Memorial Hospital		Volunteer opportunities
		Summer employment
Arroyo Vista Medical Center		Mentor program
		Summer employment
Harbor General Medical Groups		Summer internship with stipend
		Guest speakers
East Los Angeles Skill Center		General Office and Medical Terminology courses
		CNA courses
East Los Angeles Occupational Center		Pharmacy, dental assistant and physical therapist
		certificate courses
		Computer related courses
East Los Angeles Community College		Health Science Careers Courses
		Guest speakers
		Possible courses offered at

		Lincoln High School:
		Latin and Psychology
Lincoln Heights Neighborhood Council		Mentors Field trip sponsor
		Involvement in the Annual Health Fair
Lincoln Heights Chamber Of Commerce		Mentors Field trip sponsor
Lincoln Heights Healthy Start		Mentors
		Intervention Assistance

MHC believes collaboration with other Lincoln High School SLCs is central to its own success; because, students, as well as the other stakeholders, must feel a sense of acceptance and belonging and have respect for the Lincoln High School Learning Community to be successful in MHC. Currently, MHC collaborates with other SLCs on the Lincoln High School Campus on a multitude of levels. We, of course, share space and facilities. We also share some classes, we hope to have more pure MHC classes in the fall. All SLCs are represented at the weekly Lincoln School Redesign Committee meetings where SLC function and structure decisions are made.

Professional Development

MHC staff will participate in district wide professional development programs. Workshops, seminars and training sessions that develop small learning community attributes have already been and will continue to be attended by teachers and staff. Teachers will experience professional development through peer review and sharing sessions where teaching technique and student work will be discussed (Lesson Study). Teachers, staff and parents will recommend workshops they wish to attend and/or present to MHC members.

Lincoln High School has SLC specific professional development at least once a month and has hosted a whole day of professional development during the buyback days in August and on a Saturday in the month of October. The MHC staff plans to participate in student led conferencing and advisory workshops presented by GEAR UP later in the school year. As an SLC, we would like far more time allotted for SLC development in general, particularly for the personalization aspect of SLCs.

But, professional development is greatly needed in a few specific areas as well: advisory training, mentee/mentor training, community collaboration, parent involvement, post secondary planning, student engagement, incorporating technology, behavior and discipline, personalizing education, leadership, and evaluating student data.

Evaluating student data is particularly important for SLC development and growth. Student data will be an integral part of MHC professional development. We will change our practices, and focus if necessary, if the data indicates a need to do so.

Professional development effectiveness is and will be assessed by continually evaluating and readdressing the attributes of small learning communities at the MHC staff meetings and Design Team Meetings. MHC teachers and staff will need compensated time for professional development and SLC development completed outside of school

hours. Lesson Study, a key component of SLC curriculum requires additional time outside the regular school day as well.

Various teachers from MHC and other SLCs have attended many workshops in the past year. Experiences and reflection about the workshops are shared in staff meetings, at the Lincoln School Redesign Committee meetings, at the leadership meetings and through the Lincoln High School Newsletter. In the future, MHC professional development experiences will also be shared in the MHC newsletter and webpage.

**LAW, BUSINESS &
GOVERNMENT ACADEMY**



**Dedicated to
helping you prepare
for a life that
makes a difference!**

VISION: The Law, Business and Government Academy students will be college prepared and career ready, with the basic business and life skills and experiences that will qualify them for entry-level jobs in business, government or law, which can translate across all industry and business sectors. LBG students will take an interdisciplinary, college preparatory curriculum, which will prepare them for 21st century careers in law, law enforcement, probation or corrections, criminology, government service, politics or Foreign Service, and or or careers in profit and non-profit businesses. LBG is dedicated to *making a difference* in our students' lives to prepare them for a life that makes a difference.

MISSION: LBG believes that global economies, new technologies and growth in information are transforming society and require students to master 21st century literacies. Students will apply problem-solving, critical thinking and analysis skills, practice collaboration and leadership skills, master the written, oral and visual communication and technology skills and practice the work ethic, teamwork and organizational skills that 21st century employers require. Students will understand how to access, evaluate, synthesize, collaborate and contribute, and nurture insights into human behavior enabling them to successfully advocate for legal, social and economic justice for themselves and their community

GOALS

- Prepare for 21st century college and careers for a global economy
- Meet UC/CSU A – G and High School requirements for the college/university or career of your choice
- Achieve academic success
- Acquire leadership, team and collaboration skills
- Develop the habits of mind and master the basic academic, business and life skills necessary for college and career success
- Acquire oral and visual communication and technology skills
- Prepare for a career that makes a difference

METHODS

- Interdisciplinary, collaborative teaching
- Contextualized learning so students are exposed to range of opportunities and careers available
- Latest brain-researched multiple learning strategies
- Emphasis on group-based, collaborative and inquiry learning
- Integrated cross-disciplinary projects and assignments
- Career mentors and teacher advisors for all four years
- Integrated requirements enable students to earn Community Service and Service Learning Certification, necessary for high school graduation, and college acceptance
- Individualized Graduation Plans track progress to graduate on time
- Tutoring and intervention programs available for all students
- Prepare to pass the California High School Exit Exam (CAHSEE) the 1st time; SAT, AP and college entrance exams
- Become involved and active on LBG's Governance and Student Activities Council

LBG Intervention – Literacy Plan

LBGA's academic Identity is based on an educational philosophy and approach that is known and shared by students, teachers, staff, families and community partners. LGA faculty acknowledges that improving student literacy and achievement is not solely an English or Mathematics (no parenthesis) teacher's responsibility, but the responsibility of all content area and support staff in our SLC. **In English classes, for example, students are learning to write**, and demonstrate proficiency in the writing process (brainstorming, outlining, drafting, revising, editing, summarizing, publishing and presenting); writing numerous multiple paragraph essays (thesis statement, introductions and conclusions, appropriate use of transitions and integration of quotations) demonstrating mastery of formats (narrative, descriptive, expository, persuasive) and preparing formal research reports. **In core content areas, students are writing to learn**; and writing timed essays (in short timeframes) to encourage growth in organization and thoughtfulness during high-pressure situations. All teachers will continue to encourage

students to demonstrate proficient control of grammar, diction, paragraph and sentence structure and syntax in multiple paragraph essays and use academic vocabulary **in all LBG classes.**

In order to develop organizational and study skills for our students, LBGA faculty have agreed to **focus on specific essential standards, skills and strategies to improve students' achievement in high school and better prepare them with the life, study and organizational skills for college and other future endeavors.** In addition to the required content standards covered in any individual class curricula (or curriculum, do they have one curriculum or several curricula?), LBGA faculty have agreed to focus on essential skills and strategies and standardize documentation formats. The strategies are taught to students entering our LBGA in 9th grade, and reinforced and utilized in each subsequent year, so that students can focus on the content of each class, and the strategies will become transparent.

The LBGA Shared Curricular strategies clearly present instructional strategies to adopt/modify instruction for English Learners, Special Education and RSP students, and for students with other special needs, including Gifted students (Honors and AP classes). Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

To differentiate instruction is to identify and recognize students varying academic background knowledge, readiness, language, preferences in learning, interests, and to react responsively in a manner that will address those areas. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

LBGA faculty focus on teaching our students the skills which will enable them to master the elements of academic literacy, which includes competencies in reading, writing, listening and speaking, critical thinking, and the habits of mind that foster academic success across college disciplines (as adopted by the *Academic Literacy – A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Spring, 2002) as defined by the Intersegmental Committee of the Academic Senates (hereafter **ICAS**) of the California Community Colleges, the California State University, and the University of California).

LBGA's instruction will be interdisciplinary, scaffolded, and LBGA Shared Curricula Strategies and Tools will be adopted, including:

- The ability to convey their ideas clearly, to listen and respond to divergent views respectfully, orally and in writing
- Mastery of all elements of academic literacy – reading, writing, listening, speaking, critical thinking, and habits of mind that foster academic success
- Use of technology and media literacy as essential skills
- Multicultural literacy, self-knowledge and knowledge of the community
- Basic business, financial, legal and community organizing knowledge

LBGA faculty hopes to review the **Law, Business & Government Academy Resource Manual**, and approve it so it can be distributed to students in the 2008-09 academic year. These include, but are not limited to:

1. LBGA faculty will emphasize **organizational and study skills**. **Participation** grades in each class will account for a significant percentage of the class grade, and will reward students for demonstrating mastery/proficiency in maintaining LBGA organizational and study skill standards.
2. Students will maintain a **Master Agenda** for classes and assignments. Faculty will post assignments in advance for students in their rooms (and eventually online on the LBGA website).
3. Students will maintain a **Student Reading & Writing Notebook** for English; other faculty may require a notebook for their class.
4. Students will learn **Cornell Note-taking, annotation** of documents and highlighting key information and use these strategies **in all classes**;
5. Students will participate in **SSR** (teacher read-aloud with focused common writing assignments and vocabulary)
6. Learning to think. Learning to learn. These are the essential skills for student success in every curriculum area and academic pursuit. Research in both educational theory and cognitive psychology tells us that **visual learning** is among the very best methods for teaching students of all ages how to think and how to learn. Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. Visual learning helps students improve academic performance and achieve success across the curriculum.

LBGA faculty will emphasize common teaching and learning strategies:

7. Students and teachers will use "**Academic Vocabulary**" and work to improve students' vocabulary and spelling (e.g., Kate Kinsella);
8. **Complex Instruction for Collaborative Group work** will be adopted for all classes where group work is performed (a number of LBGA faculty have been trained). Complex Instruction (CI) was developed in 1979 at the Stanford University School of Education by Professor Elizabeth Cohen. According to Cohen, it is a "system of classroom management in which each student is responsible for helping to ensure the success of all members in group work."
9. Students will use LBGA adopted **reading comprehension strategies** (prediction, questioning, clarification, summarization, outlining) and **writing skills** (thesis statements, multiple paragraph essays (descriptive, narrative, expository and persuasive); analyze rhetoric using the Rhetorical Square and write a standardized Précis for argumentation; recognize common themes, evaluate and develop thesis statements and claims, and support their work with credible and accurate evidence from the text.

10. Students will be encouraged to **apply learning and reflect on the application to their lives**, using textual evidence to support their claims, statements, or positions. LGA students will be able to evaluate the philosophical, religious, political, ethical, social and legal influences of the historical experiences that shape our world and literature, and be able to write responses which demonstrate an understanding of the relationships of significant ideas and elements.
11. **Oral Language Skills, Internet, and Technology & Presentations:** Students are required to participate in and lead class discussions; participate actively in collaborative group work; recognize and find primary and secondary sources, and document, evaluate and properly cite original Internet and library research; develop clear research questions and critical research strategies; create and deliver oral presentations, including increasing more complex original research projects (9th – 12th grades).
12. **Critical Thinking Skills:** Students are expected to demonstrate the habits of mind that ensure academic success – the willingness to experiment with new ideas and to challenge their own beliefs, seek out other points of view and apply analytical and critical thinking to their own ideas, as well as to others. Students must assume responsibility for their own learning, which includes asking for help when they need it; their participation in intellectual discussions predicated upon their ability to convey their ideas clearly, and listen and respond to divergent views respectfully.
13. **LBGA is in the process of developing a comprehensive intervention plan for those students who are not able to access the core curriculum at their grade level within our SLC, in addition to those school-wide interventions.** Although the majority of LGA students have conversational proficiencies, many remain EL in terms of fundamental math and ELA skills as well as academic literacy. LGA teachers are committed to building a mutually respectful classroom and community environment, where all students have full, equal access to the core curriculum and those who are not as able, are provided with the emotional and instructional support and resources to “level the playing field.” In addition to the panoply of services that are available to all Lincoln students (Extended Learning Academy, Beyond the Bell, Saturday classes, special CAHSEE intervention classes; school Psychologist, Healthy Start; see School Wide Impact Report), **LBGA faculty and students provide additional support services.** Students can self-select intervention, requesting additional support or tutoring; they can be designated by their LGA faculty-advisor to seek support, or can be given an official referral for intervention by a classroom teacher.
14. **Oral Language skills** – including participating and leading class discussions, formal oral presentations, accompanied by presentations (poster, PowerPoint) and making warranted and reasonable assertions about the author’s arguments by using elements of the text to defend, challenge and qualify interpretations
15. **Research Skills** – recognizing and finding primary and secondary sources, developing clear research questions, developing creative and critical research strategies, and analyzing the validity and/or bias of information retrieved from the Internet or library sources; communicate research in oral presentations.
16. **Internet and Computer Skills** – Students should move beyond basic word processing and PowerPoint presentations and develop sophisticated and creative works. MLA-style Works Cited pages should be required and proper MLA citation mandatory for all citations.
17. **Critical Thinking Skills** – Analyze how diction, syntax, repetition and patterns of organization contribute to meaning and author’s style and effectiveness; Synthesize information from multiple sources; Make inferences and draw conclusions from written materials; Compare and contrast a theme or topic across multiple genres; Analyze an author’s implicit and explicit philosophical and political assumptions and beliefs about a subject and provide textual evidence to support claims; Critique the validity and persuasiveness of arguments by analyzing the appeal to reason, authority, emotion, etc.; Analyze characteristics of subgenres (e.g., satire, pastoral, parody, allegory, etc.)

18. **Work Habits and Study Skills** – Students will practice Cornell note-taking skills, will organize and keep their notebooks and journals up to date; practice annotation and other college level skills

Status Report: In addition to school-wide interventions, LBGA has already implemented several LBGA intervention programs. In addition to the individual classroom teachers who are responsible for their students, LGA's co-lead teachers monitor student grades every grading period, receiving and reviewing an SIS report by grade level for all LGA students. We communicate with the parents about the student's needs for intervention (academic or attendance) for those students who are failing multiple classes, or have serious attendance and truancy problems, and attempt to schedule meetings with all the student's teachers through Lincoln's Parent Center. In addition, LGA teachers hold joint Parent-Teacher meetings at school wide PHBAO and Parent-Teacher nights, to encourage parents to discuss their children's progress with all of their teachers at one time. Although many of LGA's parents work two jobs, parent attendance at school-wide and LGA functions has been increasing. We expect that when the SLC Parent Representative is hired, and the LGA counselor and administrator are committed to LGA full time, that these functions (consistent review of student performance over multiple classes, multiple-teacher-parent meetings, and increased parental contacts) will become more frequent and more effective.

Status Report: LGA students demonstrated an improved 1st time passage rate on the CAHSEE ELA exam; however many still need improvement on the CAHSEE Math. In addition to school-wide after school and Saturday school-wide classes, on their own time, LGA's English and Math teachers provide individual student tutoring before school, during nutrition and lunch and after school for those students who need the additional support. In addition, teachers hold an intensive CAHSEE Boot camp during English and Math classes, analyzing LGA re-taker's CAHSEE results and targeting specific areas of study prior to the examinations.

Status Report: Since 2004-05, LGA co-lead teachers have requested and received an LGA SIS report of all LGA CAHSEE scores. Upon review, prior to the exam dates, LGA students who are re-taking the CAHSEE exam, are invited and strongly encouraged, to work with designated LGA ELA and Math faculty on exam prep. In 2005-06, senior and junior CAHSEE re-takers were released from other content classes when practicable, to work with LGA ELA and Math faculty during the school day. All LGA seniors who actively participated in this intensive Boot camp passed the CAHSEE and graduated on time; two students elected not to participate, despite LGA's best efforts, did not pass the exam and did not receive diplomas. One of those students has now passed the CAHSEE and received a diploma.

LGA's goals include coordination with our feeder middle schools so we may begin intervention programs for entering 9th grade students and we hope to establish a more coordinated vertical team teaching plan from 9th – 12th grades. We hope one day intervention could become mandatory for all entering 9th grade students who have not demonstrated proficiency, or who have failed 8th grade, and be recommended for all students enrolled in grade level courses who are identified as struggling by their teachers before Norm Day. However, many of these goals will require changes to the selection and assignment procedures of the school, and are not within LGA's sole control.

For 2007-08, LGA's Scope and Sequence of Courses includes a Basic Writing Seminar (followed by Adv. Writing Seminar) as electives, which is intended as a tutorial for entering 9th grade students, who have been identified as needing additional support and intervention – or who are identified by core content teachers during the first few weeks of school (see Scope and Sequence of Classes). These Seminars have been successful in improving student achievement at Cleveland High School's Humanitas program. Finally, as part of the Department of Education Smaller Learning Community grant, funds were budgeted for student tutors, as well as Teaching Assistants, to provide academic intervention to those LGA students in need. As of this date, however, these funds have not been released to LGA.

Accommodations which have been developed by the RSP teachers for students with IEPs are also offered by LGA teachers for students who need extra support. These include: small group interactions pair students incorporating Gardiner's Multiple Intelligences (Complex Instruction collaborative group work is one of LGA's norms) and study partners are encouraged; extended time for assignments and tests; text(s) presented at independent and instructional reading level; repeat/restate directions (and post clear assignments in writing); objectives and daily agendas are posted in classes; spelling/grammar checker programs are encouraged and available, as are calculators for mathematics and science calculations; graphic organizers for reading and writing assignments are encouraged (and one of LGA's norms); lessons, class/notes and Master Journals are available for students (some students have designated note takers); informal and multiple types of assessments when available and appropriate in order to provide access to content and opportunity for students to demonstrate knowledge in the general education classrooms.

Clearly not every intervention has been successful, and despite the dedicated LGA faculty, we have failed some students. However, we have committed ourselves to never giving up – or giving in. If a student is unresponsive to one teacher, another LGA faculty member tries to make a connection. We intend to change the “school boy/girl” attitude by setting high expectations for all of our students, and backing up those expectations with emotional and academic support. We believe we have built a community of students who care about themselves and each other – and who are willing to be responsible for themselves and each other.

TECHNOLOGY STANDARD: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments

TECHNOLOGY PLAN:

The Law, Business and Government Academy (LBG) is one of five small learning communities on the Abraham Lincoln High School campus, one of the oldest high schools in northeastern Los Angeles. Lincoln is located in Lincoln Heights, a neighborhood whose residents are relatively poor, of low socio-economic status, separated from downtown Los Angeles by three major freeways, the city's primary rail system and the hills to the north. The demographic data on the greater Lincoln Heights community provides some insight into a few of the more

significant challenges that the school wrestles with on a daily basis. Sixteen percent (16%) of Lincoln students come from three major housing projects. Thirty-four percent (34%) of students' families at Lincoln are receiving CALWorks services. The immigrant background of the students' families and their educational level is significant; over fifty four percent (54.4%) of the Lincoln Heights area is foreign born (U.S. Census, 2000); forty-five percent (45%) of the parents have not graduated from high school, only eight percent (8%) have graduated from college. Currently, more than a third of the student population, 2774 are English Language Learners and nearly eighty-eight percent (87.6%) speak a language other than English at home.

In 2007-08, **forty-two percent** (42%) of Lincoln's English Learners are in LBG; only five percent (5%) were designated GATE. This presents unique challenges for LBG faculty.

LBG's vision is that all of its students will graduate on time prepared to enter college and ready to engage in 21st century careers in the private or public sectors, including careers in law, business and government. Students take a rigorous interdisciplinary college preparatory A-G curriculum, and must become proficient in communication, multimedia and technological skills, as they learn fundamental business and legal basics. LBG faculty believes that we are living in exponential times. "For students starting a four-year technical or college degree, ...this means that half of what they learn in their first year of study will be outdated by their third year of study" (Karl Fisch, Shifthappens). Therefore we teach our students to learn how to learn, and to master the leadership, analytical, technological and organizational skills necessary to enter the 21st century workforce. LBG is dedicated to making a difference in our students' lives; to prepare each for a life that makes a difference.

LBG's purview covers three CTE pathways in **Public Services**; Human Services, Legal and Government Services and Protective Services. However, it is obvious that global economies, new technologies and the growth in information are transforming society and require 21st century literacies; therefore we heavily emphasize computer and video production skills in addition to the core legal, life skills and business competencies. We prepare our students with problem-solving and collaboration skills, so they become proficient working in teams as well as composing with images, facile in desktop video editing, graphic design, digital streaming podcasts, and social networking software.

LBG's goal is to create a learning environment that provides contextualized learning by exposing students to the vast range of opportunities in these industry sectors, **while the students and the industries are shifting from page-based to screen-based media literacies**. In addition to the "achievement gap," LBG believes that our students will find it difficult to cross the "digital divide" unless we provide effective instruction in 21st century technology literacies and access to high quality access (broadband speed, multiple technologies and software packages). (NCTE 21st-Century Research Policy Brief, 2007).

In 2002, the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University and the University of California published a "guidebook" of competencies students should acquire before attending college, which LBG has adopted. The **Technology and Information competencies** includes recognizing the shift away from amassing a knowledge basis, to acquiring techniques to find, evaluate, use and communicate information in all its various formats. This includes library research, research methods and study skills and technological literacy. LBG Students are required to demonstrate they have the technology competencies, which include:

- ✓ The ability to type, knowledge of word processing software to cut, paste and format text, use of spell text, the ability to save and move files
- ✓ The ability to navigate email, compose, send and receive email and post attachments
- ✓ The ability to navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., .com, net, edu, org, gov)

- ✓ The ability to use search engines effectively
- ✓ The ability to evaluate the authenticity of the website, the credibility of the author and the validity of the material found on the web
- ✓ To know how to properly cite Internet and other sources
- ✓ To know what constitutes plagiarism and how to avoid it when using the Internet
- ✓ To contribute to discussions online
- ✓ To use visual aids or applications-based visual programs, like PowerPoint, to present original work or research, or support the content of an oral report
- ✓ To create and maintain a website

TECHNOLOGY EDUCATION PLAN: The LBG career pathways include opportunities in government, in law and legal services, and in legal related occupations in all areas of business. Each pathway provides all students with a seamless learning experience that combines a rigorous academic curriculum and integrated technology, with fundamental business and legal career skills, preparing students for high school graduation and career entry, or a post-secondary education. LBG engages students in authentic activities, where state academic and career technical education standards are applied whenever possible, given the district and state standards, within the context of the career pathway. Specifically, LBG's curriculum map is structured so that all students graduate with A-G university entrance and Career Technical Education requirements, plus an intense concentration on computer and video/filmmaking skills. Students enjoy a variety of opportunities to expand their career and college preparation within LBG, through ROP, and through dual-enrollment community college classes, early entrance courses at CSULA or USC, and Upward Bound at Occidental and CSUN. LBG is open to all students, including English Learners, RSP and Special Education students, and based on student choice.

The course sequence for the Law, Business and Government Academy includes two core technology classes: **Introduction to Computers** taught in 9th Grade and **Filmmaking 1AB** taught in 11th Grade, and **capstone or specialization classes in 12th grade**, (the class will depend on the specific Career Pathway the student selects).

Grade 9 – Introduction to Computers and Digital Media provide instruction in the basic industry standard Microsoft Office applications: Access®, Word®, WordPad®, Excel®, PowerPoint®, Publisher® and Movie Maker®. The classes introduce students to DreamWeaver®, HTML, Flash, Photoshop, Web-searching, Email and Blogging. Technology faculty coordinate with other LBG content faculty (English 9, Life Skills and Biology) to integrate interdisciplinary lessons, so that students apply the technology application while working on assignments, for example, in English or Biology. Recent examples include integration of a science based research paper with English10, and a Laboratory Report of science experiments in Biology, assisted by English faculty and published in Introduction to Computers. The **Introduction to Computer and Digital Media** classes are programmed for all 9th grade students, to teach them the fundamental programs and applications, and in each subsequent grade level, students integrate and apply technology in all core content classes and the majority of elective classes. [Specific examples of integration of technology for classes and assignments can be found in the Forums section of the Lincoln High School website under LBG faculty names.] Students who wish to pursue careers in technology can continue to take specialized classes, taught by LBG faculty, including **AP Computers**. It is LBG's goal for LBG students to create and maintain a dedicated website for Law, Business and Government.

Grade 10 – Constitutional Law AB is the CTE Introductory course for all LBG students, which introduces students to fundamental legal and business concepts, Federal and Constitutional Law, and the basics of Civil and Criminal Law, Contracts, Torts. The class is designed to be team-taught with English 10 and World History. By 10th grade, LBG students should have completed the basic Introduction to Computer classes, and therefore are applying what they've learned in the technology classes to projects for their English, Constitutional Law and/or World History classes.

In 11th Grade, LBG students take **Filmmaking 1AB**, which teaches the importance of clear and succinct expression necessary to produce visual media, a requirement of 21st century careers, and industries shift from page based to screen based literacies. LBG has 42% of the EL students at Lincoln High School, therefore, Filmmaking is a powerful tool for teaching critical literacy skills to ELs and gives them an engaging and creative arena to practice and apply them through differentiated instruction and collaborative group work strategies. This class satisfies the one year Visual and Performing Arts requirement for high school graduation and satisfies the Service Learning Certification, which is also mandatory for high school graduation. Filmmaking has been approved as an A-G requirement (elective requirement for four year California State University or University of California University requirements). It is a year long class; students earn five credits each semester. Students may also take **Filmmaking 2AB** in 12th Grade, which will satisfy the Applied Technology requirement for high school graduation.

The axiom in the United States is that “Ignorance of the law is no excuse”. However, most high school students are neither taught the laws which apply to them, nor where to find the applicable laws. They do not learn about existing laws, rights or responsibilities except on the most general level (in Government or Social Studies classes). One of the goals of the Law, Business & Government Academy is to inform students and their peers about legal issues they may not be aware of, and to educate their peers and the community at large about legal and educational policies and procedures and their legal rights and responsibilities. This information helps members of our community to become aware of their legal rights and responsibilities, enables them to take advantage of remedies they may not be aware; to protect their own rights, and to help others be more responsible and accountable for their education.

The Filmmaking class teaches students to apply technology skills they learned in Introduction to Computers, specific skills for the critical viewing of media, and emphasizes Media Literacy, the critical thinking skills necessary to analyze the messages that inform, entertain and sell to teens. The “digital arts” (which encompass film, television, and video on/over the Internet or on cell phones) are a big part of all students' lives. Filmmaking students learn that there are several languages that must be learned in the study of film, including comparing learning English grammar and learning the grammar of film. Many of our students are English Language Learners (ELL) who learned English by exposure to television and by oral practice, but they only study grammar in English classes. More than 70% speak their native languages at home. In Filmmaking, students learn to study the grammar of film, because like any language, film is a system of images and sounds, which are arranged systematically. We make the point that words, like film images, are arranged correctly in sentences according to the rules of syntax (the order of words) and choice (the selection of words).

In addition to the verbal language in film, Filmmaking students analyze the languages of color, lighting, motion, movement and action, music and sound, how the framing (the camera's field of vision, the lenses and angles used) and transitions (flashbacks, crosscuts, reaction shots) between shots affect the interpretation of setting, character, mood, ideas and action. In the same way we review conventions of literary texts in English, we look at the cinematic conventions of film (show the light in a character's eyes and warmth in her voice to show she loves someone, coupled with lingering close-ups and music swelling in the background). In short, students apply what they've learned in English, Technology, Law and Film classes by writing, filming and producing their own films.

The Filmmaking Process: LBGA students work collaboratively in production teams and create Public Service Announcements (PSA) on a subject important to them and their peers. Students research their topics, using library and Internet research so they can include accurate and useful information for their audience. All groups are required to include and explain an educational policy, procedure or legal right, statute, law or Supreme Court case holding in their film. In three years, student film topics have included students' taking personal responsibility for meeting graduation requirements ("You're In Charge"); the proceedings and requirements for sealing juvenile records ("Sealing Your Juvenile Records"); identification and consequences of harassment in high school ("What is Harassment?"); legal rights when in police custody ("Do You Know Your Rights?"); and students' right to privacy of personal information in high school ("Privacy Rights").

Students are required to read appropriate level expository text materials which contain specific information, practice summarization skills to document their research, and have many opportunities for vocabulary development, grammar and usage, reading comprehension and oral fluency. The students receive feedback from peers on how to improve their written descriptions (treatment) and focus on characterization, conflicts (character arcs) and dialogue.

After the research phase, each team develops a treatment (using Microsoft Word®), a screenplay (using industry standard Final Draft® scriptwriting software) and writes multiple revisions until they receive production approval. The students prepare a storyboard (using Microsoft PowerPoint®) and a production schedule, based on their shooting script (using Microsoft Excel®). When they receive production approval, they recruit actors and film the script (filming with Sony Digital Video Cameras). They report their progress (via a Production Report created in Microsoft Excel®) and edit the footage (using Microsoft Windows Movie Maker® and Sony Vegas® on IBM PCs, or use Final Cut Pro® on the Mac). Each production team delivers a broadcast quality film (on DVD).

In addition to determining the actors and finalizing the shooting script, the team considers other production requirements, including selecting a director to direct the action and overall shooting of each scene; a script supervisor to plan each day of shooting and check the results against the storyboard and shooting script; a cinematographer to set up and operate the camera; a set designer to create the sets or furnish props; a lighting director to illuminate each scene; a sound technician in charge of the sound track (sound effects, music and dialogue); and an editor to combine the final video. They must practice their collaboration and negotiation skills to

achieve consensus. In short, students integrate and apply what they've learned in Constitutional Law, and learn advanced and industry standard computer software programs, while producing Public Service Announcements (PSAs) to inform their peers about laws which affect them on a daily basis.

In **12th Grade**, students take the law or business **Concentration and Capstone** CTE courses, taught by LBG credentialed teachers, or dual enrollment classes taught on Lincoln's campus by ELAC or LACC (community college) instructors. These classes include: Business and Financial Law, or Criminal Justice/Policies and Procedures (Legal and Government Services) or **AP Psychology** or International Relations (Human Services). Students specializing in the **Protective Services** pathway will take their courses in Fire or Forensic Science in dual enrollment classes at the community colleges, or the First Responder or General Clerk courses in ROP. We encourage LBG students to take **AP English Language & Composition** (either in 11th Grade in the place of American Literature and Contemporary Composition or in the 12th Grade in the place of Modern Literature and Expository Composition). LBG students who wish to specialize can also take additional electives: **Filmmaking 2AB** (Applied Technology) or advanced technology classes, such as **Computer Programming, Web Design** and **AP Computers**.

Students continue to apply their computer and video production skills in English and Social Science classes, which emphasize interdisciplinary assignments, including PowerPoint® and MovieMaker® for presentations; blogging and discussion boards for continuation of classroom discussion.

We encourage our 11th and 12th grade students to participate in internships and work experience classes. These have included the Los Angeles City Council, the U.S. Senate, several City Council local offices, the Mayor's Office as well as legal and business internships in the community. For example, one of our students took an ROP course in CAD (Computer-Aided-Design) and participated in LAUSD's iSEE internship program, applying what s/he learned in a real life application in an architectural firm. That internship turned into a part-time job (work experience) in 12th grade, and changed the student's career plan.

LBG has submitted a grant application to create a **state-of-the-art interactive courtroom**, to provide the venue for the alignment of the CTE pathways. The facility would contain a soundproof broadcast studio with a control room and sound room that mirrors industry standards. The state-of-the-art broadcast studio would work in conjunction with the existing video production computer laboratory, and provide students with hands-on experiences to create and produce video, broadcast announcements and news. It would be designed with wiring capabilities for closed circuit broadcasting throughout LBG. It will be used to conduct trials (in person and online for all classes, including English, History and Law); it will be used after school for the Debate team and Academic Decathlon practice, and for meetings of the Student Court, LBG Governance Council and faculty meetings. LBG has had exploratory discussions with the Superior Court of Los Angeles about the possibility of holding Small Claims and other special Court procedures. Students will interface with other students in small learning communities to create, edit and broadcast school newscasts, bulletins, and career interest stories, thus developing the technical expertise required for 21st century careers in Law, Business and Government.

UNIQUE CONDITIONS - The Law, Business & Government Academy (LBG) is located in an area of Los Angeles isolated by culture and language. Many of its residents are undocumented and speak only Spanish, Chinese or Vietnamese. As a result, they infrequently avail themselves of government services. In many cases, they are afraid to seek justice in the courts. LBG has proposed a unique program and partnership arrangement. In conjunction

with the Los Angeles County Courts, LBG will provide its new courtroom facilities as a forum for Night Small Claims Court. LBG students, under the careful supervision of LBG teachers, who are also attorneys, assisted by law students and lawyer/professors from one of the local universities in the area, will help plaintiffs and defendants by translating and filling out actual court forms, affidavits and documents. These can include the Small Claims Court documents (where attorneys are not allowed and plaintiffs must represent themselves) as well as petitions to seal juvenile records, which require students to be 18 and have no violent felonies. Such opportunities would encourage local residents to seek redress in the courts while giving LBG students the unique opportunity to observe justice in action and apply what they have learned in their Law and Government classes in a real world setting.



***Lincoln Heights
Alliance for Healthy Families
Healthy Start Program
School Based Services***

C.O.S.T

C.O.S.T. also known as Coordination of Service Team, is a collaborative unit that meets weekly to discuss and develop an action plan for the at-risk students who have been referred to the Team by concerned parents/staff. The highly competent Team consists of: Administrators, Support Staff (PSW, PSA, DPA, DOTS), Healthy Start Coordinator, Bilingual Coordinator, School Counselor, School Nurse, Teachers, Dean, Math/Literacy Coach, Paraprofessionals, and other key members. All have joined forces to understand and provide their professional input on how to have the assigned case carrier effectively intervene. This method had been proven effective and has contributed to:

- Preventing the fragmentation of services
- Preventing duplication of services
- Ensuring coordination of services/interventions
- Identifying school wide problems and/or gap analysis

The tedious, but vital process begins when a concerned parent/staff fill out a confidential referral form (located in the main office) and turns it into the Healthy Start mailbox to alert the coordinator that there is an at-risk student. Upon receipt, the student's class schedule is then looked up and a referral form is sent out to each of the student's teachers for feedback. The completed forms are then returned to the Healthy Start Coordinator the day before the next C.O.S.T. meeting and organized into a packet with related forms. On the day of the meeting, the team is presented with the referrals and is given a wide range of the issues/concerns affecting the student. A meeting log is then filled out with notes on the student and a plan is created by the team. This is then handed over to the assigned case carrier to implement. The case carrier is responsible for informing referring staff person about the decision/action determined by C.O.S.T. with a completed Service Referral Feedback Form. The case carrier is then responsible for actions by the next follow up meeting that C.O.S.T. does every 3-4 weeks.

HEART

HEART is an acronym for Human Efforts Aimed at Relating Together. It is a proactive student meditation program that emphasizes anti-violence, peace and the practice of positive human relations. The HEART program encourages students to assume responsibilities for the provision of a safe school campus. Heart

involves young people for various social groups, both traditional and non-traditional, in a program that showcases their natural leadership set in a forum of dialogue. HEART members are taught to be on stand-by in case a crisis arises on campus or in the community. When this occurs, members are called upon to intervene and make contact with parties that may be involved in conflicts. The idea is to have natural leaders represent their respective social groups, and therefore, their influence, involvement and input in conflict management is more likely to yield a resolution. The HEART program prepares members to undertake problems on campus that reflect ethnic, social, gender, and gang origins. The group meets once a week on alternate days and class periods. The group is guided and facilitated by Mrs. Corral and Student Intern from Cal State Los Angeles.

Hollenbeck Area Youth Advisory Council

The Youth Advisory Council is an important team comprised of both youth in the L.A. area and LAPD officers that aim to strengthen the communication between both parties. The council comes together to discuss emerging issues that affect both segments, and work together to address community safe issues and implement solutions. The purpose of the council is to develop a method to distribute the information discussed at the meeting among the youth community. The goal is to advance and strengthen programs and communication efforts that build trust between youth and LAPD. The Youth Advisory Council meets on every third Thursday of the month from 4 p.m.-5p.m. Transportation is provided by LAPD, and supervision is provided by Erika Corral, Healthy Stat Coordinator.

The Violence Intervention Program

Fourteen young men and 19 young women meet in separate gender groups for 12 weekly curriculum-based sessions to help them heal from past victimization and learn skills and gain peer and adult support for creating health and equitable relations. The participants have experienced violence and are referred by Lincoln High School Staff. The curriculum addresses the most consistent factors that contribute to dating and sexual violence: direct experience with or witnessing of family violence, adherence to rigid gender roles, and expectations of abuse in relationships. Over the course of 12 weeks curriculum, the youth gain a better understanding of what constitutes an abusive relationship, they express new expectations of equity and caring in their dating relationships and gain greater empathy for the other gender. Teens demonstrate new understanding of how to help a friend who is involved in an abusive relationship.

The Immediate Needs Transportation Program (INTP)

The Immediate Needs Transportation Program provides subsidized taxi service and/or transit subsidy for Los Angeles County residents with limited resources who have a transportation need and no other resources to meet that need. The service is made available via The Lincoln High School Healthy Start Program that distributes taxi coupons and transit tokens to their clients. The Los Angeles County Metropolitan Transportation Authority (LACMTA) provides funding for this program.

Amanecer Community Counseling Services

Students are referred to Amanecer Community Counseling Services' School based program 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. Individual and group sessions are held on the campus of Lincoln High School at the Healthy Start Clinic on Thursdays and Fridays. Weekly individual sessions with referred students are schedule by appointment during school hours or after school.

Alta Med Parenting Teen Program

Through personal case management, Cal-Learn promotes personal responsibility, high school completion, and employment opportunities leading to self-sufficiency. 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. The program benefits are:

- ❖ Assistance with child care
- ❖ Assistance with transportation
- ❖ Assistance with school fees
- ❖ Special Services:
 - Cash Bonus of \$100
 - Cash Bonus of \$500
- Upon graduation
- ❖ Case managers assists teen in school
- Enrollment and completion of education
- ❖ Personal one-on-one case management
- ❖ Support groups
- ❖ Pregnancy prevention guidance

Asian Pacific Counseling & Treatment Centers

Children and Family Outpatient Services extends its services to the Lincoln High School Healthy Start Program. Mental health professionals provide psychiatric assessment and counseling services on Mondays and Wednesdays at the school based clinic. Staff works closely with school personnel to enhance the child well being, to prevent impairment, and to resume their functional level. A primary mission is to treat the at-risk and/or the severely emotional disturbed children at an early stage in order to minimize impairment and permanent dysfunction. The services include psychiatric evaluation, psychological testing, and assessment, medication treatment, crisis intervention, individual and family therapy, art therapy, play therapy, sand-tray therapy, problem solving/social skills building groups for children and probation youth, child abuse prevention, parenting class, community education, workshops and seminars to raise awareness of mental health and child development.

GEAR UP

Mission Statement: To prepare students to succeed academically in middle and high school in order to gain admittance to and successfully complete a program of higher learning in college, university or at some other institution of post-secondary education.

Project Higher learning is a comprehensive program intended to create systemic change as its participating schools.

Project Higher Learning, GEAR UP program components are:

- **College and Career Awareness** – college/career education & learning projects; college student shadowing activities; field trips to colleges & universities; summer college-road trips; mentor training camps on college campuses; college/career events at college campuses for GEAR UP students and parents.
- **Academic Achievement** – after-school/Saturday programs; Jaime Escalante math classes for enrichment and remediation; specially designed academic classes; college engineering/technology courses; early college testing in middle and high school, ACT/Explore and PSAT; SAT/ACT prep classes.
- **Counseling Services** – individualized academic counseling for students and parents; small-group counseling activities for students; special counseling and follow-up procedures for at-risk students and their parents; high school and college mentor program; classroom presentation by GEAR UP counselors.
- **Parent Programs** – parent workshops; educational options and career opportunities fairs; visit colleges and universities; ongoing networking with parents; connecting families to school and community resources.
- **Professional Development** – using technology to support writing instruction: MY Access! Interactive writing program;
- **Articulation** – smoothing the transition from middle to high school; paving the road from high school to college.

School Based Psychiatric Social Worker:

As a school purchased Psychiatric Social Worker, **Caroline Paredes, LCSW** provides learning support services at Lincoln High School, including:

Individual Counseling: for identified students, presenting mental health concerns that are impacting their learning.

Family Intervention: to engage parents/guardians in the educational process of their son/daughter, and provide mental health support for dealing with family issues such as addiction, serious mental illness, family violence, depression, and child abuse. I assist with coordinating appropriate resources and referrals to community agencies, such as the Department of Children and Family Services or Eastlake Community Mental Health Agency to respond to the needs of our students.

Crisis Response/Intervention: to evaluate situational and emotional crisis being faced by our students. Secure immediate interventions to help students and/or staff manage sudden trauma and its aftermath. Assist students and/or staff restore and maintain an optimal learning environment. Provide active consultation as a member of our school site Crisis Team. Participate as an active member of the Local District 5 Crisis Team.

Program Development: provide program support and assist with development of programs such as Positive Discipline Plans, Lincoln's Safety Collaborative; SST (Student Success Team), C.o.S.T. (Coordination of Services Team).

Staff Development and Consultation: provide mental health consultation to teacher and staff within an individual basis, or during in-service trainings on a variety of topics ranging from, crisis intervention, child abuse, crisis intervention, Threat Assessment and other social-emotional issues affecting adolescents.

Intern Field Supervisor: to provide direct clinical supervision on a weekly basis to graduate and/or undergraduate interns placed at Lincoln, thereby securing more comprehensive district resources for our students.

Special Education/ Bridge Coordinator

- Duties and responsibilities under the supervision and coordination of the site administrator would include, but not be limited to:
- Coordinating and monitoring all special education activities at the school site;
- Providing support and direction related to the integration ("bridging") of special and general education at the school site;
- Coordinating delivery of IEP mandated services.
- Preparing for district and state compliance review.
- Working with the Special Education parents to provide updated information about IEP and training.
- Facilitating implementation of instructional accommodations, modifications and behavioral plans that support student achievement in the District's general education curriculum;
- Facilitating implementation of research-based instructional practices that are proven effective for culturally and linguistically diverse students;
- Coordinating implementation and integrated operation of a school-wide team designed to address the instructional needs of individual students at risk of not meeting grade-level achievement expectations, including the implementation of prevention and intervention strategies;
- Collaborating with staff, students, and families to implement effective behavioral strategies and alternatives to suspension;
- Facilitating programming for students with disabilities that assists them in meeting graduation requirements;
- Monitoring referrals of and placement patterns for all students found eligible for special education services;
- Overseeing the accuracy of special education information in site data systems.
- Providing professional development for Special Ed department.
- Monitoring the outcomes of Modified Consent Decree and develop action plans to address the deficient outcomes.
- Supervising the assignments of Special Education TAs.
- Other Duties as Assigned.

Diploma Project Advisor:

- Identify potential dropout students based upon a review of attendance, achievement, behavior, and other risk factors.
- Responsible for the monitoring and case management of targeted students.
- Provide counseling and connect students with appropriate resources, including school, District, or community programs.
- Maintain activity logs to document interventions utilized with students.
- Hold quarterly parent meetings and student workshops.
- Establish and maintain teams at the school site to work on the potential dropout lists
- Conduct home visits as necessary.
- Attend and participate in monthly local district small group meetings.
- Coordinate and manage incentive programs for identified students.
- Develop and facilitate monthly advisory group sessions with targeted students.
- Monitor and provide support through review of report cards, attendance records, and discipline files.
- Work with school counselors of students to review Post Secondary plans with students and parents.
- Collaborate with feeder schools to assist students with positive transitions
- Collaborate with alternative educational placements, community colleges, and other educational/community resources to provide students with available educational options and supports.
- Work with Out-of-Home care students to develop appropriate classroom behavior and to improve grades in order to accrue credits for graduation.
- Work with PSA counselors and other school support staff to ensure that students are provided the necessary educational options and support services.
- Attend monthly staff development meetings with the Director and Coordinator of Dropout Prevention and Recovery.

PSA Counselor:

- Identify and provide advocacy, child welfare and attendance services to students.
- Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of school stability.
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services.
- Have knowledge of and ability to utilize effective group and individual counseling skills and techniques.
- Provide in-home and/or school-based counseling services and on-going case management to targeted students and their families.
- Participate in the development of district-wide initiatives and policy and procedure bulletins in all areas related to safety, violence prevention, and the welfare of students.
- Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, camp returnees, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf.
- Participate in the development, planning and implementation of multi-disciplinary and integrated learning support services at the school, local district, and LAUSD levels. These services include but are not limited to Student Success Team (SST), Resource Coordinating Teams (RCT), School Attendance Review Teams (SART), and Dropout Prevention and Recovery Teams.
- Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student's problems which may affect school adjustment.
- Develop and implement training for school and local district personnel on the California Codes (Education, Welfare and Institutions, Labor, Penal, etc.) as they relate to the welfare of students and to the District's policies and procedures.
- Develop and maintain school -site attendance plans and motivation and incentive programs.
- Promote the development and involvement of community partnerships such as law enforcement, Probation, and government agencies.
- Prepare cases referred to Resource Panel, Student Attendance Review Team, and the School Attendance Review Board, the City/District Attorney's Office, and Juvenile Court.
- Participate on school-based and/or local district Crisis Response Teams. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the Los Angeles County Office of Education, and are part of the class description requirements in effect at the time such duties are performed, in accordance with the District-UTLA Agreement.
- Provide leadership in facilitating group processes, including consensus building and conflict resolution.
- Able to traverse all areas of the worksite and ability to travel to other site locations.

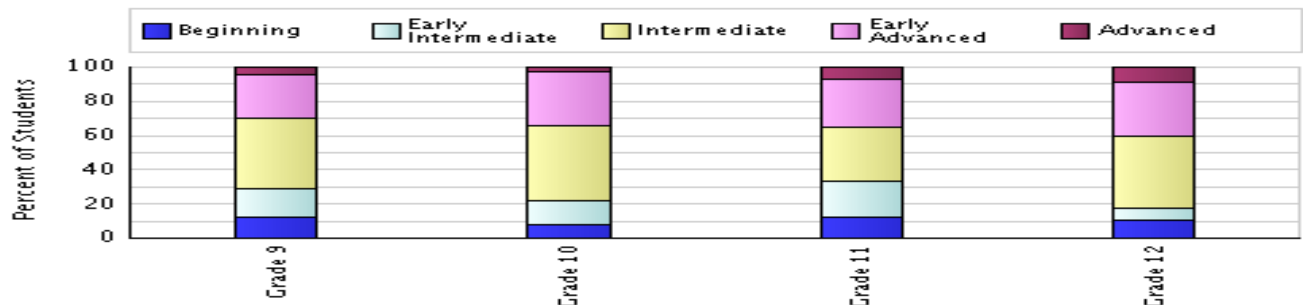
English Learners Profile

Lincoln currently (Fall Norm 2009) has 791 English Learners. The number of English Learners has slowly but steadily decreased since 2007. ELs represent in total a third of our student population. These students are part of the District's Master Plan Program for English Language Learners, and it is for this reason that they are part of the English Language Development Program. The English Language Development Program has two main branches: PRP (Preparing for Reclassification Program) and the ESL (English as a Second Language) Program. The vast majority of EL students are in the PRP program (86 %).

Recent immigrants still acquiring the language are in the ESL Program. Newly arrived students are placed in the grade level that their foreign transcripts show. This means that some of our students are automatically placed in the 10th or 11th grade even though they may need a great deal of language support. Most of these students are also placed in ESL 1A to begin their English language acquisition.

All EL students are required to take the CELDT (California English Language Development Test). This test is a test for English Language Proficiency that is required in all California public schools each year for English Learners. CELDT is aligned with English Language Development Standards. It measures each student's proficiency in different essential English usage skills: listening, speaking, reading, and writing. The table below indicated the overall progression of our English Learners as they move to the next grade level. There is an increase in the early advanced and advanced levels from the 9th to the 12th grade.

2009-10 Overall CELDT Test Results

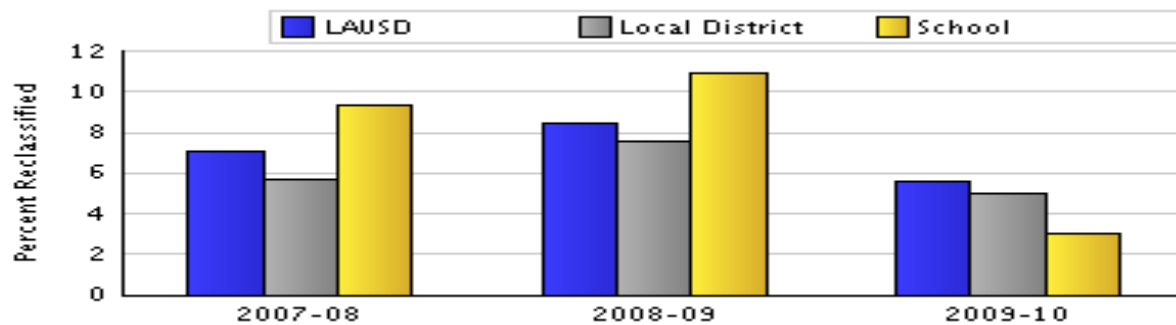


Lincoln High School's EL students at all levels are progressing towards proficiency in English in the expected time. There is a clear progression of language acquisition as students move to the next grade level. However, students have reached plateau at the intermediate level. Students become more or less fixed at this stage. The acquisition "gain" appears to stall to some extent here, even though there continues to be some gain at the higher stages. Noticing this issue, 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. For these students, ELD is provided by authorized teachers in the sheltered mainstream English courses. This class

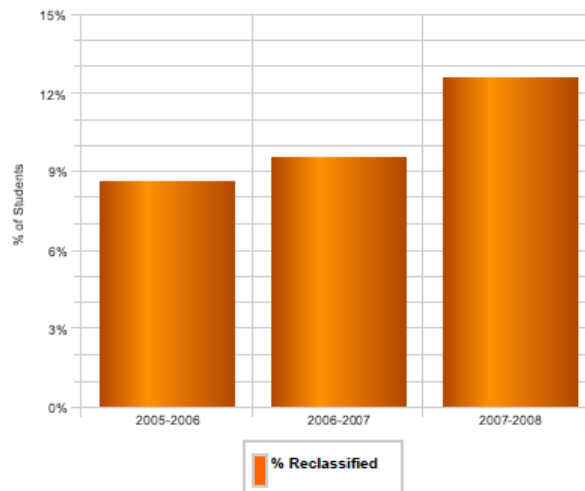
is taught by their regular English class teacher. This ELS class has the objective to increase our students' English skills and prepare them for high stakes standardized tests like the CAHSEE, CELDT, and CST tests.

Lincoln is also continuing with its full implementation of the High Point program for ESL classes. Lincoln has also added the ESL Social Studies and ESL Science curriculum for ESL 1 and 2 students. The school is taking aggressive action by requiring teachers to acquire CLAD, BCLAD, SB1969, or CTEL certification.

Reclassification and proper placement of students has been made a priority at Lincoln High. The goal of Lincoln and the English Learner program is to help EL students to reclassify as fluent English proficient (RFEP) students. The data below shows that Lincoln has a higher percentage rate than LAUSD and Local District 5 when it comes to reclassifying students. As for the year 2009-10, Lincoln is lower than LAUSD and LD 5. The data for this year is still inconclusive because we still have to wait for the final grades of the fall semester as well as the new CELDT test scores.



School Year	# EL	# Reclassified	% Reclassified
2005-2006	1,145	98	9%
2006-2007	1,148	109	10%
2007-2008	1,040	131	13%



PRE-REFERRAL CHECKLIST FOR BEGINNING ESL STUDENTS IN CONTENT CLASSES

Student's Name _____ Date _____ Time in program _____

Conditions for Intervention			
LISTENING	SPEAKING	READING	WRITING
Student is not able to understand familiar phrases and commands.	Student is not able to communicate using familiar words or phrases to describe a picture.	Student is not able to read simple text about familiar themes.	Student is not able to use the conventions of writing to create simple sentences using acquired vocabulary.
Check all strategies implemented before LAT referral:			
<p>Initial Teaching and Learning</p> <p>Concept Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide primary language instructional support daily to teach and develop new concepts. <input type="checkbox"/> Use graphic organizers to show relationships among concepts and examples. <input type="checkbox"/> Use visual aids and realia to introduce new English vocabulary in context. <input type="checkbox"/> Check for comprehension of new concepts and vocabulary and provide immediate feedback. <input type="checkbox"/> Provide opportunities for meaningful interaction using primary language for clarification. <input type="checkbox"/> Provide additional wait time to facilitate complete responses from student. <input type="checkbox"/> Provide opportunities for extended experiences with controlled vocabulary in various contexts during the period. <p>Student Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group students by ELD level for specific skill development in English. <input type="checkbox"/> Mix student ELD levels for interactive SDAIE activities and to maximize student to student interaction. <input type="checkbox"/> Change seating arrangements to increase access to language models (teacher, paraeducator and peers). <p>Differentiated instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use paraeducator as appropriate, for reinforcement activities, review of new concepts, and vocabulary practice. <input type="checkbox"/> Shorten the length of lessons and the number of new words and concepts. <input type="checkbox"/> Identify student's learning modality (strength) and provide additional activities that build upon strengths. <input type="checkbox"/> Provide one-to-one guided assistance to student. <input type="checkbox"/> Use active listening activities to reinforce content vocabulary. <input type="checkbox"/> Model and practice nonverbal and verbal responses with individual student prior to whole-group activities. <input type="checkbox"/> Use peer tutors or volunteers for reading or to practice familiar language patterns. 		<p>Extension and Independent Learning</p> <p>Reading development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide materials in student's primary language and English. <input type="checkbox"/> Provide opportunities to read and review essential content in the primary language. <input type="checkbox"/> Use daily dispatch to activate prior knowledge and prepare for new activity. <input type="checkbox"/> Provide opportunities for students to assemble a personal vocabulary list / dictionary. <input type="checkbox"/> Provide books that illustrate concepts in context with charts, graphs, pictures, etc. <input type="checkbox"/> Review patterns presenting information to focus how information is organized. <p>Student grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pair and group students for reading activities. <p>Differentiated instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use color cues to highlight customary patterns of presenting information. <input type="checkbox"/> Instruct paraeducator / volunteer to read to individual students. <input type="checkbox"/> Instruct paraeducator / volunteer to use graphic organizers to help students make connections between text and personal experience. 	
<p>Extension and Independent Learning</p> <p>Writing development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule extended experiences related to the topic e.g., dramatic representations, experiments, math explorations. <input type="checkbox"/> Use the language experience approach to record students' experiences e.g., chart simple student-generated descriptions. <input type="checkbox"/> Model writing expectations for the subject. <input type="checkbox"/> Use clear, consistent vocabulary <input type="checkbox"/> Create opportunities for practice/ exploration and reinforcement. <input type="checkbox"/> Create word lists, word walls, word banks. <input type="checkbox"/> Provide opportunities for students to write in journals. <p>Student grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pair and group students for writing activities. <p>Differentiated instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide kinesthetic activities such as underlining, tracing and highlighting. <input type="checkbox"/> Provide additional time for student to complete complex tasks. <input type="checkbox"/> Provide auditory tapes with information about topics. 		<p>Extension and Independent Learning</p> <p>Writing development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule extended experiences related to the topic e.g., dramatic representations, experiments, math explorations. <input type="checkbox"/> Use the language experience approach to record students' experiences e.g., chart simple student-generated descriptions. <input type="checkbox"/> Model writing expectations for the subject. <input type="checkbox"/> Use clear, consistent vocabulary <input type="checkbox"/> Create opportunities for practice/ exploration and reinforcement. <input type="checkbox"/> Create word lists, word walls, word banks. <input type="checkbox"/> Provide opportunities for students to write in journals. <p>Student grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pair and group students for writing activities. <p>Differentiated instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide kinesthetic activities such as underlining, tracing and highlighting. <input type="checkbox"/> Provide additional time for student to complete complex tasks. <input type="checkbox"/> Provide auditory tapes with information about topics. 	

PRE-REFERRAL CHECKLIST FOR PRP

Student's Name _____ Date _____ Time in program _____

Conditions for Intervention after 8-10 weeks of instruction

LISTENING	SPEAKING	READING	WRITING
Student is not able to respond to English delivered at average rate of speed in academic and social settings.	Student is not able to speak in English using grade-level vocabulary and syntax.	Student is not able to read a variety of materials across content areas with grade-level fluency.	Student is not able to write independently and with grade-level accuracy for a variety of purposes across the curriculum.

Check all strategies implemented before LAT referral:

Listening and Speaking Instruction

- ☐ Teach and expand new concepts and language using graphic organizers to show relationships between new and previous learning.
- ☐ Familiarize students with new language before asking them to produce it.
- ☐ Use clear and consistent academic vocabulary in context.
- ☐ Model and provide opportunities for students to create multimedia, collaborative presentations using standards-based generic guides, e.g., interviews, reports, debates and drama.
- ☐ Model and guide students in the use of questioning techniques to expand analysis and discussion skills.
- ☐ Focus on commonly misused forms of oral language.
- ☐ Provide opportunities to explore and use idioms and figurative language in context.
- ☐ Provide opportunities for meaningful language interaction and practice, such as working with peers to complete academically demanding tasks.
- ☐ Allow additional time for student responses during lessons and self-correction.
- ☐ Model predicting, planning, and interpreting skills using complex academic and real world situations.

Student grouping

- ☐ Provide opportunities for student to serve as language models, i.e., peer tutors.
- ☐ Plan authentic language tasks for peer interaction.
- ☐ Mix student ELD levels for interactive SDAIE activities.

Differentiated instruction

- ☐ Reduce the scope and length of lessons
- ☐ Strengthen student's learning modalities.
- ☐ Provide one-to-one guided assistance to student.
- ☐ Divide procedures into manageable steps, supported by print.
- ☐ Divide content into manageable chunks supported by visuals and graphic organizers.

Reading Instruction

- ☐ Read literature and content text daily.
- ☐ Guide students in reading a variety of materials across content areas with grade-level accuracy.
- ☐ Clarify academic vocabulary, idioms and figurative language.
- ☐ Focus on critical content-specific terms that convey meaning of grade-level text.
- ☐ Check for comprehension and provide immediate feedback.
- ☐ Identify grade-level academic genres and text structures to assist with comprehension.
- ☐ Guide students to use a variety of graphic organizers to process and understand literature and content.
- ☐ Provide time daily for students to read their choice of material during sustained silent reading.

Student grouping

- ☐ Pair and group students for reading activities.

Differentiated instruction

- ☐ Identify appropriate text within student's level of interest, understanding, and ability to decode.
- ☐ Use paraeducator/tutor to reinforce word-study skills.
- ☐ Support concept development with audiovisuals.
- ☐ Support independent reading with recorded grade-level texts.

Writing Instruction

- ☐ Continue to model the writing process through publishing for a variety of purposes, e.g., letters, essays, reports.
- ☐ Guide students to draft compositions of experience and learning.
- ☐ Use grade-level rubrics for self-assessment; include standard spelling / phonics and the conventions of language.
- ☐ Focus on commonly misused forms of written language.
- ☐ Provide guided note taking activities and model appropriate study skills.
- ☐ Model thinking skills and guide students in the use of complex graphic organizers.
- ☐ Provide opportunities for students to record in journals.

Student grouping

- ☐ Pair and group students for writing activities.

Differentiated instruction

- ☐ Continue using a variety of tools and media for writing, markers, pencils, computer, writing pads, chart paper, etc.
- ☐ Use writing samples to diagnose student difficulties and modify instruction.
- ☐ Provide audio-visual materials and activities that support content of instruction.
- ☐ Provide additional time for student to complete tasks.

Student Activities

(Aside from those provided by the individual SLCs, EduCare and Sound Body Sound Mind)

Leadership planned Activities include:

- USC Blood Drive
- St. John's Hospital Blood Drive
- Homecoming Dance and Parade
- Club Days and Fairs
- Power 106 Basketball Game
- Powderpuff Football
- Winter/Spring Formal
- Assisting clubs with publicity and information
- Fundraisers
- Northern League conferences with other schools within Local District 5
- Regional and National conferences
- Community Service
- Parent involvement with activities
- Alumni Association involvement
- Junior and Senior class support and fundraising
- Campus Beautification
- Noontime Spirit Activities
- "Green Campus" awareness
- Night Outs-fundraisers at local businesses (Shakey's, ice-skating, bowling, etc.)
- Picnics
- Prom
- Mentoring and Volunteering

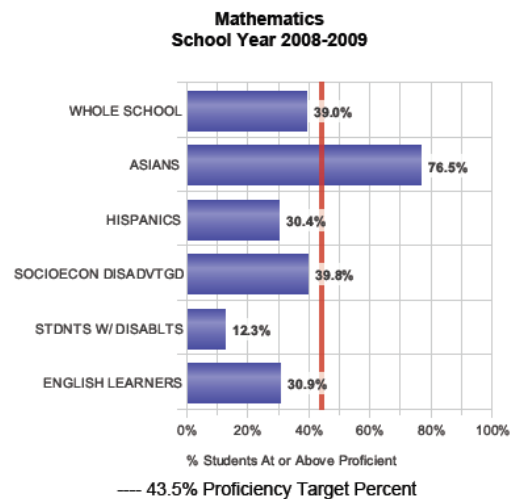
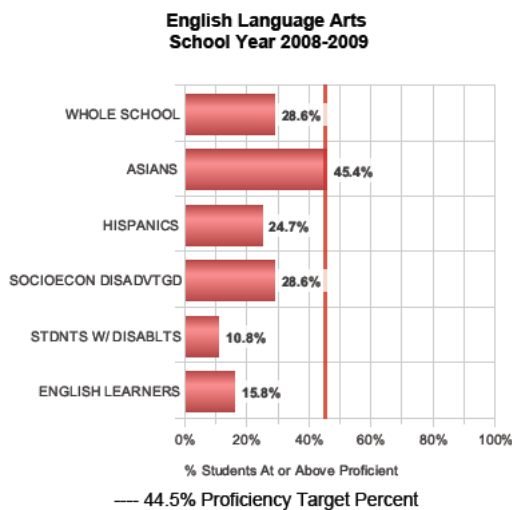
LHS Extra Curricular Activities

Club	Staff Sponsor	Day	Time
Academic Decathlon	Winnie Kwan	Everyday	After School
Agape Bible Club	Mark Brow	Wednesday	Lunch
Asian Club	Anthony Yom	Monday	Lunch
California Scholarship Federation (CSF)	Victor Lou	Thursday (alternating)	Lunch
Chess Club	Barbara Paulson	Tuesday	Lunch
Creative Writing	Dan Brewer	Thursday	Nutrition
Debate Team	Scott Petri	Monday/Wednesday	After School
Economics Team	Maury Zapata	Monday	After School
Environmental Club	Daniel Alamo	Friday	Lunch
Gay-Straight Alliance (GSA)	Ali Lauer	Wednesday	Lunch
GEAR UP Mentor Club	Mari Torres	Wednesday (alternating)	Lunch
Glee	Marisa Crabtree	Tuesday/Thursday	After School
MHC Club	Susan Geiger	Thursday	Lunch
Junior Class Club	Reina Pastor	Tuesdays	Lunch
Leadership Institute (Beyond the Bell)	Lupe Ramirez	Monday	After School
Mesa	Miriam Cardoza	Tuesday	Lunch
MECHA	Art Licon	Wednesday	Lunch
Rail-Splitter	Miles Nagaoka	Thursday	Lunch
Science Bowl	Barbara Paulson	Friday	After School
Senior Class Club	Ivy Martinez	Tuesday	Lunch
Spanish Club	Dan Brewer	Monday	Lunch
TELACU Talent Search	Yesenia Gomez	Tuesday	All Day

Club	Staff Sponsor	Day	Time
TELACU Upward Bound	Yesenia Gomez	Thursday	Period 5 & 6
United Students	Gilbert Martinez	Thursday	Lunch
Library Service/Book Club	Sylvia Mastros	Friday	After School
Folklorico	Edith Ruedas	Class p.6	
Yearbook	Maricela Viramontes	Class p.5	
LHS Leadership	Luisa Pak	Class p.5	
Marching Band and Drumline	Mark Santos	Class p.5	& After School Mon./Wed.
Drill Team	Mark Santos	Class p.6	
Dance Team	Carrie Plescia	Class p.6	
ASB	Keiko Reis	Monday – Friday	Nutrition & Lunch
Athletics Program	Mark Gordon	Everyday	
Man-Up Teen Clinic	William Alamo	Friday	8-5

Data For Analysis for Lincoln High CST Scores and API

According to our 2008-09 CA Accountability Progress Report, our major subgroups, including English Learners, Socioeconomically Disadvantaged students, and students with disabilities, all dropped in achievement, and we were unable to meet our Subgroup Growth Targets. Our school-wide data also emphasizes our call for urgency since only 28.6% of our students are proficient and above in English and only 39% of our students are proficient in Math. Additionally, there is a marked achievement gap between our Asian students and our African-American and Hispanic students. With all our hard work in retaining students and maintaining a daily attendance rate of over 90% for the 2008-09 school year, we remained unable to raise our graduation rate above 73%.



The above figures represent the urgency for interventions in English and Math. In English, only one group met the proficiency target of 44.5%, and the other subgroups have fewer than a third of their students at proficiency. In math, Only one group has outperformed the target, while the other subgroups do not met the proficiency targets. This also data exhibits the apparent achievement gap between the Hispanic students and the Asian students as well as a need for greater interventions for ELs and Students with disabilities

The measurable outcomes that we are directing our school-wide efforts include, but are not limited to the following indicators of empirical data:

- Increase in student achievement for all learners and subgroups on CSTs and other statewide
- indicators of student academic progress
- Significant increase in proficiency in Math, English, Social Science, and Science for all students and subgroups in
- Increase in student success in A-G courses
- Increase in passing both the math and English portions of the CAHSEE
- Higher daily attendance rate
- Increase in graduation rate
- Decrease in student disciplinary and behavioral issues
- Decrease in student suspensions
- Meeting our Adequate Yearly Progress and our Annual Measurable Objectives

However, the intent of RtI₂ is also focused on the individual needs of students for both instruction and intervention. As a result, the above indicators must also include measurable empirical and observation data for individual students and our targeted students. This would include indicators that will arise from more individual outcomes and goals established in SART, COST, and SST meetings for identified students as well as groups of targeted students.



Subgroup API

Sub-Group Description	API Base	API Growth	Growth Target	Actual Growth	Met Target
WHOLE SCHOOL	609	587	10	-22	No
AFRICAN AMERICANS					N/A
AMERICAN INDIANS					N/A
ASIANS	753	755	5	2	No
FILIPINOS					N/A
HISPANICS	579	550	11	-29	No
PACIFIC ISLANDERS					N/A
WHITES					N/A
SOCIOECON DISADVTGD	612	589	9	-23	No
STDNTS W/ DISABLT	403	396	20	-7	No
ENGLISH LEARNERS	568	537	12	-31	No

For the 2008-09 school year, the API of Lincoln High decreased by 22 points with only one subgroup advancing by 2. Other subgroups had significant decreases. Please see the figure below for specific data regarding subgroups. The most significant drop in API was for Hispanic Students, English Learners, Socioeconomically disadvantaged students, and Students with Disabilities. The main tenets of this proposal (interdisciplinary lessons, project based learning, block scheduling for in school interventions, and flex advisories) are aimed to improving the achievement of these groups through rigorous instruction, active engagement and academic & behavioral interventions.

Advanced Placement Data

2007-2008

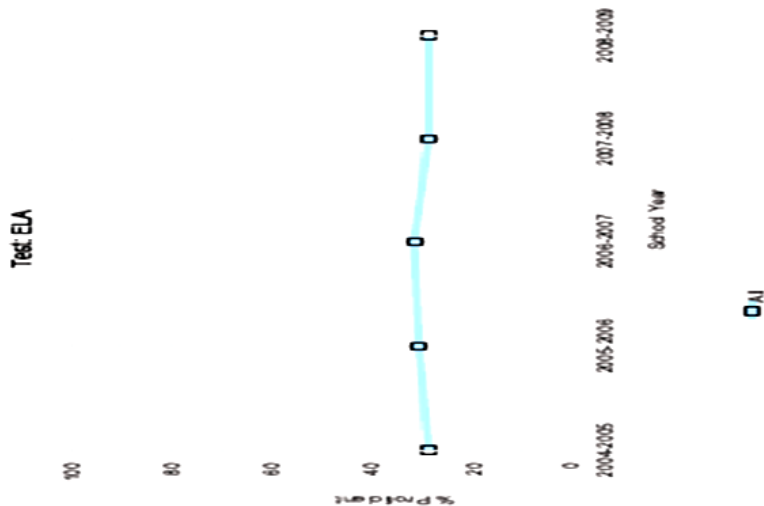
All Test Names	# Tests Given	# of 1	# of 2	# of 3	# of 4	# of 5	# AP Exams Passed
ART: STUDIO ART 2-D DESIGN	5	1	3	1	0	0	1
ART: STUDIO DRAWING	14	2	8	2	2	0	4
BIOLOGY	39	10	11	4	8	6	18
CALCULUS AB	47	12	6	7	11	11	29
CALCULUS AB SUBSCORE GRADE	14	1	1	2	7	3	12
CALCULUS BC	14	3	0	4	5	2	11
CHEMISTRY	14	0	4	5	2	3	10
COMPUTER SCIENCE A	1	1	0	0	0	0	0
ECONOMICS MACRO	18	8	5	2	2	1	5
ECONOMICS MICRO	68	27	18	13	8	2	23
ENGLISH LANG & COMP	64	19	34	10	1	0	11
ENGLISH LIT & COMP	48	6	33	7	2	0	9
ENVIRONMENTAL SCIENCE	13	5	6	2	0	0	2
EUROPEAN HISTORY	21	9	2	10	0	0	10
GOVERN & POLITICS US	63	51	7	3	2	0	5
PHYSICS C: MECHANICS	13	10	1	1	1	0	2
PSYCHOLOGY	16	7	5	1	2	1	4
SPANISH LANGUAGE	29	1	2	6	7	13	26
SPANISH LITERATURE	38	4	4	17	10	3	30
STATISTICS	26	13	7	4	1	1	6
US HISTORY	31	8	13	7	2	1	10

2008-2009

All Test Names	# Tests Given	# of 1	# of 2	# of 3	# of 4	# of 5	# AP Exams Passed
ART: STUDIO DRAWING	9	1	6	2	0	0	2
BIOLOGY	36	7	8	5	11	5	21
CALCULUS AB	66	18	11	11	10	16	37
CALCULUS AB SUBSCORE GRADE	25	0	0	1	8	16	25
CALCULUS BC	25	1	0	5	7	12	24
CHEMISTRY	14	5	5	4	0	0	4
ECONOMICS MACRO	46	17	9	6	10	4	20
ECONOMICS MICRO	64	25	13	15	5	6	26
ENGLISH LANG & COMP	78	18	39	16	4	1	21
ENGLISH LIT & COMP	71	6	46	14	5	0	19
EUROPEAN HISTORY	35	12	3	13	5	2	20
GOVERN & POLITICS US	28	18	8	2	0	0	2
PHYSICS C: MECHANICS	17	4	4	6	3	0	9
SPANISH LANGUAGE	66	6	12	16	23	9	48
SPANISH LITERATURE	29	10	6	8	3	2	13
STATISTICS	24	12	7	3	1	1	5
US HISTORY	41	8	17	6	10	0	16

Note the decrease in AP classes offered from the 2007-08 school year to the 2008-09 school year. However more exams were given in 2009: 674 compared to 596 in 2008. In 2009, 312 exams were passed. A few courses had larger enrollment figures such as Spanish Language and Calculus AB. Some courses do not have significant numbers passing the exam. The data for the Chinese Language and Culture exam is missing from the above figure, and passing rates are above 90%. To augment the college bound and career ready culture, the proposal acknowledges a need for more AP courses across SLCs, more teachers trained to teach AP courses, and more opportunities for students to receive rigorous instruction and curricular support during the school day.

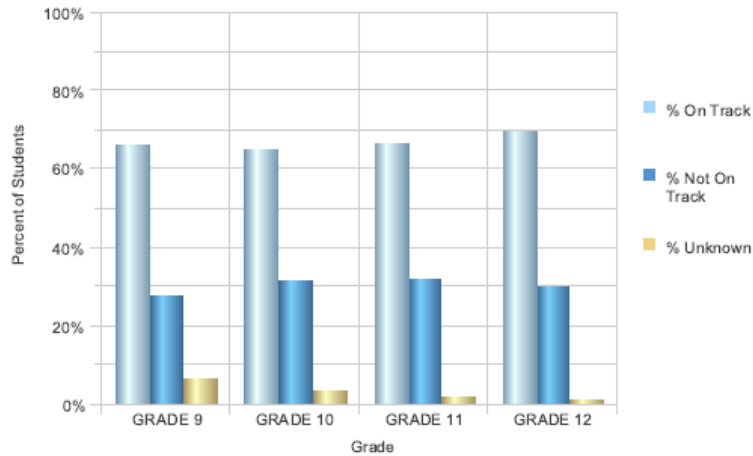
CAHSEE



School Year	ELA		MATH		Avg Scaled Score
	# Tested	% Proficient	# Tested	% Proficient	
2008-2009	682	28.3%	680	37.9%	348
2007-2008	684	28.1%	708	32.8%	340
2006-2007	605	31.2%	600	38.2%	329
2005-2006	605	30.1%	599	32.7%	337
2004-2005	720	28.1%	723	26.0%	339

The graph and chart to the left shows the static proficiency rates for tenth grade students over a 5 year period. According to the school report card, only 53% of the sophomores pass both parts of the CAHSEE on the first try. Although students have more incentive to pass the CAHSEE, there is still a significant number who need intervention and support to pass CAHSEE and attain their high school diploma. The 2009 policy change for granting students with disabilities a waiver for passing the CAHSEE may improve the graduation rate, these students still need to attempt proficiency based on the guidelines of their IFPs.

Students on Track to Graduate



Grade Level	# Enrollment	# On Track	% On Track	# Not On Track	% Not On Track	# Unknown	% Unknown
GRADE 9	906	599	66.1%	249	27.5%	58	6.4%
GRADE 10	636	415	65.3%	200	31.4%	21	3.3%
GRADE 11	657	435	66.2%	209	31.8%	13	2.0%
GRADE 12	465	323	69.5%	137	29.5%	5	1.1%
Grand Total	2664	1772	66.5%	795	29.8%	97	3.6%

According to the above data, only 66.5% of all current students are on track to graduate. Other indicators for graduation preparedness include 10th graders passing the CAHSEE, 11th graders passing the EAP college-readiness test in ELA and Math, 12th graders scoring at least 1400 out of 2400 on the SAT. The 2007-2008 school report card identifies 53% of 10th graders passing the CAHSEE. Only 8% of 11th graders pass the ELA portion of the EAP and 14% of 11th graders pass the Math portion. 47% of all seniors in the class of 2008 took the SATs and only 25% of those students scored above 1400. This urgency to prepare our students for college and career and to increase graduation rates is apparent in the above data.

Dropout and Graduation rates up to 2007-08

Year	1 Year Drop Out Rate	4 Year Derived Dropout Rate	4 Year Graduation Rate (NCLB)
2007-08	8.0	33.4	66.7
2006-07	6.5	27.6	66.7
2005-06	6.2	31	73.5
2004-05	4.8	20.5	73.6
2003-04	1.1	4.7	67.6

Teacher Retention Data

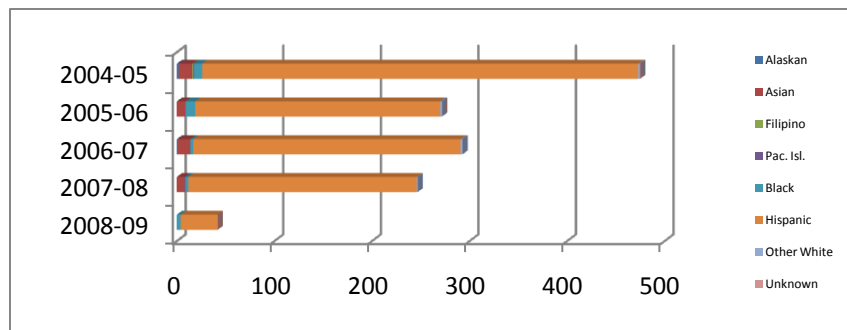
Number of Years	Assigned to Location	Teaching Experience in LAUSD
1 Year	0	20
2-5 Years	7	45
6-10 Years	51	31
11 or More Years	39	46

The above data suggests that Lincoln High School normally has a very stable faculty. Last year, as a result of the budget cuts in staffing and teacher retirements, a number of positions were lost and affected staff stability rates. The loss of new teachers was not a result of teachers leaving out of frustration or searching for different forms of employment. The new teacher retention plan in the public school proposal request more stability in teacher assignments at Lincoln High. Only 7 teachers have less than five years of experience. This also suggests that the teaching staff is experienced and qualified to support and develop the essential items of the proposal and other requirements for the 2010-11 school year such as interdisciplinary lesson planning, project based learning, block scheduling, Flex Advisories, and Response to Intervention (District initiative)

Student Discipline Data

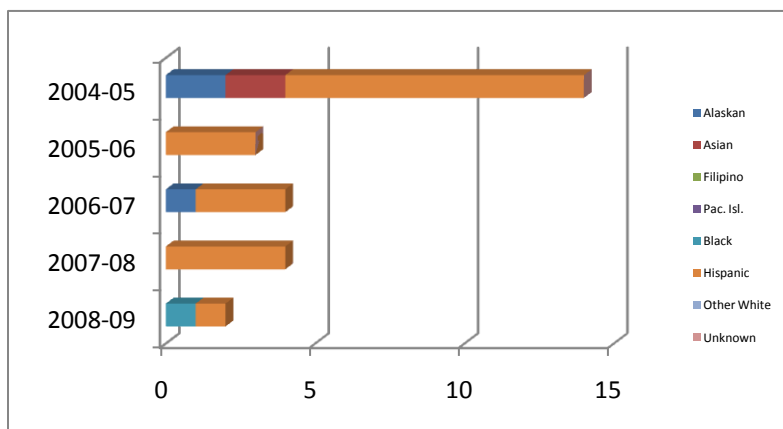
Student Suspensions Decrease

Year	Alaskan	Asian	Filipino	Pac. Isl.	Black	Hispanic	Other White	Unknown	Total	Avg #	Suspension Rate
2008-09	0	0	0	0	4	38	0	0	42	1.24	1.5
2007-08	0	8	0	1	3	234	1	0	247	1.06	8.8
2006-07	1	13	0	0	3	274	2	0	293	1.10	9.9
2005-06	0	9	0	0	10	251	2	0	272	1.21	9.1
2004-05	2	14	1	1	8	447	2	0	474	1.32	*



Expulsions

Year	Alaskan	Asian	Filipino	Pac. Isl.	Black	Hispanic	Other White	Unknown	Total	Expulsion Rate
2008-09	0	0	0	0	1	1	0	0	2	.1
2007-08	0	0	0	0	0	4	0	0	4	.1
2006-07	1	0	0	0	0	3	0	0	4	.1
2005-06	0	0	0	0	0	3	0	0	3	.1
2004-05	02	2	0	0	0	10	0	0	12	.1



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>																																															
Increase the number of schools that meet or exceed their API targets 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 assist all learners.	Professional Development X time	API: Increase the API by 25+ next year, 50+ within two years Meet growth targets schoolwide and for all subgroups.	Principal, SLC Lead Teachers, SLC Administrator Literacy Coach, EL Coordinator, Title One Coordinator, Bridge Coordinator Problem Solving Data	August 2010-June 2011																																															
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: <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 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</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>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	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) Continue the implementation of SLCs, interdisciplinary lesson planning, project-	Professional Development XTime Subs Custodial OT Clerical OT	<ul style="list-style-type: none">• Demonstrate an increase of 5% growth on API for 2009-2010.• Demonstrate a 5% increase on the English portion of the CST by Sept 2010. Writing: <ul style="list-style-type: none">• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment 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 Coordinator	August 2010 – June 2011
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																			
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Lincoln High School ELA 2008 2009 Change Grade 9 - 24% 27% +3 Grade 10 - 25% 20% -5 Grade 11 - 31% 29% -2			based learning, block scheduling, in school interventions to meet the instructional needs of 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.				
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade: <u>2008</u> <u>2009</u> <u>Change</u> District 35% 37% +2% Gen Math – 15% 17% +2% 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		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. 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	Profesional Development XTIme	Grades 9 and 10: <ul style="list-style-type: none">• Demonstrate 5% growth on the Math CST for both proficient and non-proficient students by Sept 2010• Increase the % of students scoring proficient or above on the periodic assessments Grade 11: <ul style="list-style-type: none">• Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English from 8% to 40% Grade 9-12: <ul style="list-style-type: none">• Increase the number of students on-track in terms of credits earned	SLC Leads a SLC Administrator Math Administrator, Math lead teachers, math department chair	August 2010-June 2011
% Proficient/Advanced CST Science and		All Students	Provide timely student achievement data (CST, CAHSEE, CELDT). (SAIT) (WASC #1)	Professional	<ul style="list-style-type: none">• See monitoring indicators for CST on	Science and Social Science	August 2010-

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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>
Grade 11 13% 17% + 4% U.S. History <u>2008</u> <u>2009</u> <u>Change</u> Grade 11 27% 29% +2%			based learning.				
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 33% 31% -2% MATH 42% 40% -2%	-10		Students will be tested and placed in appropriate intervention courses to improve ELA and math scores.		• See monitoring indicators for CST on page 34		
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. <u>07-08</u> <u>08-09</u> <u>Change</u> 9.3% 9.2% -1% 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. <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	• Number of state identified Gifted students Improve number of identified students from 80 to over 100 for 9th graders	GATE Coordinator Counselors	August 2010-June 2011
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities		All Subgroups	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	• See monitoring indicators for CST on page 34	Principal, SLC Lead Teachers, SLC	August 2010- June 2011

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

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Prof/Adv CST ELA Subgroups: <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 strategies in their teaching, access methodologies, and use data to inform instruction. 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%																								
Accelerate the performance of Standard English Learners (SEL)	10%	Standard English Learners	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 implement the identified effective strategies (SAIT). Continue professional development and district-mandated buyback days to include appropriate	Xtime Subs Consultant Contract Coordinator Z-time/auxiliary	<ul style="list-style-type: none">See monitoring indicators for on page 34* Demonstrate 5% growth on the English CST for both proficient and non-proficient students by Sept 2010.Demonstrate a 5% increase in the CAHSEE overall passage rate by June 2010	EL Administrator, EL Coordinator, Learning team leaders, Literacy Coach, Math Department chair	September 2009 – June 2010																				

Los Angeles Unified School District
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			instructional strategies, such as SDAIE, differentiated instruction, accommodation/modification, collaborative/cooperative learning, and technology integration for student achievement. (WASC #5)								
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	3%	English Learners 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 implement the identified effective strategies (SAIT). 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) Identify, obtain, and implement technology resources available as supplementary materials in the classroom to address multiple modalities of our EL population.	<ul style="list-style-type: none">• CELDT• ELSSA Data		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>									
54.8%	55.7%	+0.9%									
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT		English Learners	Lincoln is helping low achieving EL students by placing them in an intervention (English Language Skills) class. ELS courses are English Language Development academic	Professional Development X-time Curricular materials	<ul style="list-style-type: none">• See monitoring indicators for AMAO 1	Administrator, EL Coordinator, Learning team	August 2010-June 2011				

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% Early Adv/Adv <div><div><div><u>07-08</u></div><div>36.3%</div></div><div><div><u>08-09</u></div><div>39.3%</div></div><div><div><u>Change</u></div><div>+3%</div></div></div> 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%		support courses for Secondary ELs in the PRP program. 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.			leaders,	
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <div><div><div><u>07-08</u></div><div>24.3</div></div><div><div><u>08-09</u></div><div>27.0</div></div><div><div><u>Change</u></div><div>+2.7%</div></div></div> <div><div><u>07-08</u></div><div>34.1</div></div> <div><div><u>08-09</u></div><div>36.3</div></div> <div><div><u>Change</u></div><div>+2.1%</div></div> <div>Lincoln High School</div> <div><div><div><u>07-08</u></div><div>7.9</div></div><div><div><u>08-09</u></div><div>6.5</div></div><div><div><u>Change</u></div><div>-1.4</div></div></div> <div><div><u>07-08</u></div><div>4.4</div></div> <div><div><u>08-09</u></div><div>1.9</div></div> <div><div><u>Change</u></div><div>-2.5</div></div> <div><div><u>07-08</u></div><div>7.5</div></div> <div><div><u>08-09</u></div><div>3.2</div></div> <div><div><u>Change</u></div><div>-4.3</div></div> <div><div><u>07-08</u></div><div>4</div></div> <div><div><u>08-09</u></div><div>14.7</div></div> <div><div><u>Change</u></div><div>+10.7</div></div> <div><div><u>07-08</u></div><div>41.1</div></div> <div><div><u>08-09</u></div><div>40</div></div> <div><div><u>Change</u></div><div>-1.1</div></div>		English Learners	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)	Professional Development X-Time	<ul style="list-style-type: none">• See monitoring indicators for on page 34• * Demonstrate 5% growth on the English CST for both proficient and non-proficient students by August 2011.	Administrator, EL Coordinator, Learning team leaders, Literacy Coach, Math Department chair	August 2010-June 2011
Increase EL reclassification rates at the elementary, middle, and high school levels	5%	English Learners/ PRP	Through <i>Specially Designed Academic Instruction Instruction</i> (SDAIE), English language learners receive access to the core	Professional Development X-time	<ul style="list-style-type: none">• EL monitoring rosters, and where possible EL students not moving or reclassifying• RFEP Monitoring Rosters	Administrator Bilingual Coordinator	August 2010-June 2011

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

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	<u>07-08</u>	<u>08-09</u>	<u>Change</u>			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.				
	EL	13.5	15.8	+2.3						
	MS	22.4	20.8	+8.4						
	HS	10.3	12.4	+2.1						
	Lincoln HS	9.3	10.96	+1.6		. 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.				
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs				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"> See monitoring indicators for CST on page 34 	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>						
Graduation rate will increase <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> Lincoln High School <u>07-08</u> 45%	<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 st 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">● Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)● Decrease rate of drop-outs● Increase the percentage of 9th to 10th grade students accumulating 55 credits● 4-year longitudinal graduation rate (9th grade to graduation)	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%											
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt <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> Lincoln <u>07-08:</u> 53%	<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	CAHSEE Prep Materials	<ul style="list-style-type: none">● Increased participation in CAHSEE preparation	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>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <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 <ul style="list-style-type: none"> 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
Increase the enrollment in Advanced Placement course <u>07-08</u> <u>08-09</u> <u>Change</u> 1.8% 1.9% + .1% Increase pass rates on AP tests <u>07-08</u> <u>08-09</u> <u>Change</u> 44.1% TBD% +TBD% Lincoln High Enrollment in APs <u>-07-08</u> <u>08-09</u> <u>Change</u> 596 674 +13.1% Pass Rates <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 – <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
Increase students preparedness for College Career Readiness		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 programs, the requirements and financial aid available.	Professional Development Subs X Time Educational technology support	<ul style="list-style-type: none"> Increase enrollment in 4 year universities Increase enrollment in local 2-year colleges Increase concurrent enrollment in local colleges Increased enrollment in vocational programs and ROP programs 	Principal SLC Leads SLC Administrator College Counselor	Ongoing August 2010- June 2011

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

Personalization/College Career Ready

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			<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, 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>	Field trips to colleges and vocational schools	<ul style="list-style-type: none"> • Increase in number of 12th graders taking the SAT from 47% to 80% • Increase in students completing A-G course in 4 years from 29% to 80% over a four year period 		

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

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"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	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.</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 incentives</p>	Professional development for parents Community Reps	<ul style="list-style-type: none"> Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. 	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**

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"> Increased and improved parent partnerships and welcoming environments Increased external partnerships to support instructional incentives and parent participation support Increased clear and accurate, updated communication regarding school policy and procedures, between school and home Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 	Principal Administrators Deans Campus Aides	Ongoing
Decrease the number of suspensions <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542 75,049 TBD TBD Lincoln High School <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"> Decrease non-mandatory suspension rates at all schools by 25%. Increase the number of preventive school-wide discipline plans that are effectively implemented Team Implementation Checklist Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 	Principal SLC Lead Teachers, SLC Administrators Deans	Ongoing from August 2010 – June 2011
Increase attendance of staff and students <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 92.31 93.47 TBD Staff: 92% 92% TBD Students	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, Tardy and truancy intervention program with positive behavior support and goal	Certificates, Awards, tokens of school pride	<ul style="list-style-type: none"> Increase attendance incentives/rewards systems School-wide recognition Increase attendance incentives/rewards systems School-wide recognition 	Principal, SLC Lead Teachers, SLC Administrator PSA Counselor/ DPA	Ongoing from August 2010-2011

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

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>
			setting by each SLC. Identify students in need of behavioral interventions before SART. Maintain improved staff attendance through positive attendance incentives, recognition for perfect attendance, referrals to counseling/mentoring for chronic absenteeism				

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>
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"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	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"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	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 th grade is 20.8 to 1, 10 th grade is 22.7 to 1, 11 th 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"> ¾ implementation of Class Size Reduction target ¾ implementation of 300:1 student to counselor ratio. 	APSCS Counselors	August 2010-June 2011

Designing Advanced and Honors Courses³

LAUSD Guidelines for Standards Based Instruction

Students need opportunities to take advanced and enriched English/language arts courses in middle and high school when they demonstrate higher levels of proficiency, effort, and achievement. Research shows that coursework in advanced and honors-level classes should be differentiated, or specially designed for students whose achievement is significantly above that of their peers. In the *Reading/Language Arts Framework for California Public Schools*, these courses provide students with opportunities necessary to reach their fullest potential, “Advanced students...in the language arts often require systematically planned differentiation to ensure that curriculum and instruction are appropriately challenging” (California Department of Education, 2007). **Differentiation** in a core English/Language Arts class includes curriculum, instruction, and assessment that are enriched along four dimensions: acceleration/pacing, depth, complexity, and novelty (CDE, 1994). Differentiation in advanced and honors-level courses implies that students will be working on concepts that are more cognitively demanding than those addressed in core courses, and students will be engaged in both collaborative and independent study that exceeds grade-level standards and builds students’ independence with difficult reading, writing, listening, and speaking tasks.

- **Acceleration/Pacing** provides arrangements for students to move more rapidly through a curricular sequence. An accelerated curriculum would include challenging and appropriate opportunities above and beyond the usual grade-level content: special projects, seminars, independent study, alternate assessments, and flexible grouping.
- **Depth** allows students who demonstrate an extraordinary knowledge, skills, or interest in a topic or task to pursue it in greater detail and to a greater level of understanding. Depth refers to approaching or studying something from the concrete to the abstract, from the familiar to the unfamiliar, and from the known to the unknown. An in-depth study would often include a significant amount of outside, independent research guided by essential questions that lead to advanced insight and comprehension.
- **Complexity** involves making relationships between and among ideas, connecting other concepts, and layering—a why/how interdisciplinary approach that connects and bridges to other disciplines, always enhancing the meanings of ideas. Students working individually or together on relatively complex ideas and relationships should be particularly encouraged to examine their own thinking.
- **Novelty** differs primarily from the other forms of differentiation because it is primarily student-initiated. Differentiating the curriculum through increasing depth and complexity should always begin with the students’ response to the topics, issues, ideas, and tasks presented. Providing advanced learning opportunities through *novelty* depends entirely on the students’ perceptions and responses, their inquiry and exploration using personalized and nontraditional approaches to finding the irony, paradoxes, metaphors, and other sophisticated symbolic processes within and across content areas. Teachers should encourage students to develop original interpretations, reinterpretations, or new implications among or within disciplines.

The University of California grants special “honors” designation and extra credit in students’ grade point average computation only to those level courses (grades 11 and 12) that meet specific criteria. (See High School English Honors Level Courses)

References

California Department of Education. (1999, revised 2007) *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade 12*.

California Department of Education and California Association for the Gifted. (1994). *Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities: A Position Paper*.

³ From the 2008 Edition of the *LAUSD Guidelines for Standards Based Instruction*, English Language Arts.