



ABRAHAM LINCOLN SENIOR HIGH SCHOOL

PUBLIC SCHOOL CHOICE PROPOSAL

January 11, 2010



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

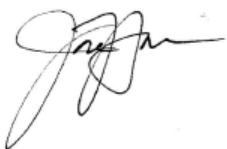
Forward

The Lincoln High School Focus Team and unified community of stakeholders proudly share the dedicated work of our students, parents, teachers, classified personnel, and administrators. We have been working through active dialogue and collaboration in order to provide the academic audit, analysis of data, and commitment to developing a school-wide, student-centered reform for the academic and behavioral success for all our students. From the beginning, this process has been transparent and open to all stakeholders wishing to be involved: students, classified personnel, parents, community members, teachers, and administrators.

Our stakeholder representatives, who have been dedicated to providing input, writing the main tenets of the proposal, and committing to the concerns of their peer group as well as the needs of students and the school community, have met several times during the week and every Saturday for three months to prepare and enhance the academic program and school-wide innovations for all our students across our Small Learning Communities.

We are dedicated to closing the achievement gap by providing quality rigorous and engaging standards-based and research-based instructional to all our students for their college and career aspirations for the 21st Century. Thank you for taking this opportunity to embrace the proposal and all the hard work and all its commitment to our students.

Sincerely,



Jose Torres
Principal, Lincoln High School



Sean Leys,
UTLA Representative

1. Executive Summary

1a. Assurances

The Abraham Lincoln High School Community is a group of stakeholders representing the comprehensive high school within the Los Angeles Unified School District, a not for profit organization. The campus is composed of five Small Learning Communities and a Magnet High School. The school's proposal writing team, composed of teachers, parents, students, classified staff members, community members and administrators, analyzed data and engaged in an academic audit to identify a positive direction for our instructional program and student achievement. The urgency for our work, time, and commitment to the school community is great. This focused representation of the school community, Lincoln High School's stakeholders, has been dedicated to the process of effective transformation based on the concerns of parents, the needs of students, the instructional commitment of the faculty, and the successful collaboration of our school community.

The following proposal was designed to serve the community of Lincoln Heights and will be reflective of its student composition. The educational program at Lincoln High School provides a rigorous, culturally relevant, motivational program for all learners—English language learners, standard English language learners, students with disabilities, foster care placement students. The administration bimonthly reviews enrollment to ensure the retention and composition of the student population. Articulation meetings with parents, feeder schools, community leaders assist in the retention and recruitment of students. The teaching, classified and administrative staff reflect the composition of the community.

As we serve our students with disabilities, we will continue to follow the terms, conditions, and requirements of the Modified Consent Decree and use the Los Angeles Unified School District's Special Education Policies and Procedures Manual, an Integrated Student Information System (ISIS), and Welligent, the District's web-based software system of online Individualized Education Plan (IEP) and tracking of related services for students in the program

1b. Population

Abraham Lincoln High School is an urban school located in the Lincoln Heights neighborhood. The community is isolated from nearby downtown Los Angeles by three major freeways, the city's primary rail system, and the hills north of the campus. Lincoln Heights, along with the surrounding neighborhoods, forms a community with significant socioeconomic barriers to overcome. The school is located in one of the city's twelve officially designated gang reduction zones. Sixteen percent of our students come from three major housing projects. The Lincoln High School Focus Team is committed to serving all students in the community. We serve a primarily Latino and Asian student population of approximately 2500 students. The school's ethnic composition is 81% Latino, 17% Asian, and 2% of other ethnic groups. More than 87% of our students speak a language other than English with more than a third designated as English Language Learners. 34% of students' families are receiving CALWorks services and 80% percent of our students qualify to receive free or reduced-price lunches. (Please see Appendix XII for School Data)

1c. Vision, Mission, and Philosophy

Lincoln High School-Wide Vision:

It is the vision of Lincoln High School to provide an instructional program and a community-based learning

environment that will prepare its graduates to be problem-solving critical thinkers who are responsible citizens in their communities.

Lincoln High School-Wide Mission:

It is the mission of Lincoln High School to ensure that students are exposed to a rigorous, standards-based, culturally relevant, interdisciplinary, project-based instructional program that will graduate students with the literacy and technology skills needed to fully participate in our modern world. Lincoln High School will provide the above through its small learning communities and the implementation of block scheduling.

Each SLC has written its own goals and objectives and accordingly, designed interdisciplinary thematic units that address their respective small learning community. The SLC's include Law , Business and Government which aims to have students 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 ;Science for Global Solutions in which students acquire the academic skills, preparation, and motivation to successfully pursue university degrees in science, technology, and engineering; VOICE (Victory Over Ignorance Through Culture) which gives 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; Math, Science and Technology Magnet which 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; Humanitas which provides an interdisciplinary approach to prepare students for careers in education, the performing arts, visual arts, media arts or immediate employment for those choosing to enter the work force after graduation and lastly; Medical and Health Careers which provides students with a career focused educational program that will enable them to gain knowledge and experience through working in the community medical and health arenas. (See Appendix IX for the vision and mission for each small learning community.)

Expected School-wide Learning Results:

Literacy: For all SLC's, the use of Interdisciplinary teaching and Project-based learning will increase literacy and learning across the content areas, and allow for larger student choice and direction. As a result, Lincoln High School students will have the literacy skills necessary for intellectual, cultural, and personal achievement.

Technology: Lincoln High School students will use various forms of technology and multimedia resources as they prepare their projects. They will be technologically literate and prepared to succeed in our modern world and any career path they select.

Philosophy:

Students learn best when they are active participants in their learning, when their learning is culturally relevant, and when they are motivated to learn in a small learning environment. Interdisciplinary teaching which is standards-based and project-based engenders a sense of responsibility and autonomy in students as they approach their learning. Students are empowered to readily apply their knowledge and abilities in real life experiences as they conduct research and prepare their projects.

A Day in My Life: Jerry Tiger

This morning I got out of bed and ran to the bus stop to catch the 45 to school. I put on my Lincoln High Uniform shirt and dark jeans. Usually, I don't eat breakfast and wait until nutrition to grab a meal because my mom hasn't come home from work yet, but this year, they changed the schedule and put lunch before first so I can eat before class. I used to be tardy all the time to my first class, but now that I'm at school for breakfast, I'm almost never late. Today, I spend some time reviewing our routine for Urban Movement for a few minutes before I get to class. We have a show in a week, and we are going in to impress. Ms. O'Reilly came by to watch the routine before the period 1 tardy sweep, and told us our moves are getting sharper.

On Mondays, I have periods 1-4. They changed it to block scheduling this year, and I thought I wouldn't like it because I have to sit in classes I didn't like for longer, but actually, it's not bad. Teachers are different this year. More fun projects that I want to do, and we're learning stuff, but in different ways all the time. I'm not as bored, even in Algebra, where I need extra help. And my teachers talk to each other more. We do things in English that are related to art, which works for me. I'm going to college to be a graphic artist, so I need to know what Mr. Mowery is teaching to get me ready for it. I used to think that to be an artist you are going to be poor and school doesn't matter, but it does. The school teamed up with the Museum of Contemporary Art, and after the field trips and art exhibitions, I found out that I need to get my diploma and go to either college to be a graphic designer, or at least to get into a training program to work with CAD. So now, I know I have to go to college to do what I want to do. I'm pretty good, too.

I'm in the Humanitas SLC. The current Humanitas unit is based on "inquiry," meaning that each lesson is about questions, and we work together to solve problems and make discoveries. So during period 1, we worked on how art shapes the identity of its maker, subject and audience. We started with a quickwrite in our interactive journals, had a lot of group discussion, and read some interesting essays on art and identity and audience. Mr. Mowrey helped us with the technical vocabulary that was too difficult and taught us ways to make it easier to understand when we read by ourselves. I'm writing an expository essay to go with my art exhibition that we're having at MOCA. My mom is really proud because she thought I was a tagger, but now I'm an artist at a gallery who's going to an art school.

Second period is algebra, which is frustrating sometimes. This year, I have an intervention class that helps me with my math in algebra, so it is better. We are using algebra to figure out how to draft a bridge. My group is pretty cool and we draw out what we wanted, and then used math to design it and put it together. I'm getting better at using my scientific calculator to solve the equations to make the bridge. I'm using the algebra to figure out how tall my group's bridge will be, what the cables and design will look like, and how much we think it will hold. I'm going to try to make this as accurate as possible because I want it in my portfolio for school. Mr. Tratar, our SLC Administrator, walked in to take pictures of what we were doing. We see him in our classes all the time.

I went to my flex advisory and practiced some of my expository essay that I'm presenting at the MOCA exhibit later in the month. Ms. Crabtree is giving us guidelines on public speaking. Sometimes, I just want her to help me figure out what I need to get into Art Center or Cal Arts, and she gives pretty good advice. My friend Jessie walks with me to lunch, and we get through pretty quickly. It used to take a long time to get lunch, but we have two lunch periods and don't need tickets this year. I have extra time to talk to Jessie, and some of us go to the free speech area to practice our routine. There is a club fair in the middle of campus, and a lot of the clubs are looking for members. I'm already in Hip Hop and the SLC Student Leadership, so I just walk by to check stuff out and talk to my friends.

After lunch, I rush to Chemistry because I don't want to be late. I didn't like Biology last year, but this year, Chemistry is fun. We do a lot of projects and work on inquiry. Mr. Lim brought in a short story about a crime scene and we use chemistry to solve it. It's a lab but with a reason to figure out the chemistry. Then, we write a group lab report like the real scientists on TV.

After Chemistry, I went to PE. It was awesome today, because we used the new fitness center from the Sound Body Sound Mind people that they put in last year. It was good, but I want to work up my arms and legs for hip hop afterschool. Before hip hop, I stopped by my algebra intervention class to get the teacher to help me on some of the algebra assignments. He explained it to me, and I went to hip hop. Sometimes I like to ask my algebra teacher, but other times, I just want to see my intervention teacher. It helps.

I grabbed the books I need out of my locker after practice and head to the bus stop. On the way home, I turned my phone back on and called my mom to tell her I was going home. It's usually off all day, but I see that there's text from Jessie about joining a new program called ACE. I told her I'd check it out tomorrow. Tonight, I just want to finish my homework with my mom and go to bed. My mom goes to classes at the school on Saturdays to help me with homework. At first, I didn't like it, but now I see her more before she goes to work, so that's good. When conference night comes this time, I'll have the bridge project to describe her and I'll explain how my grades are going up. I liked Lincoln last year, but this year, school is more interesting. It's harder, but it really makes me think about what I need to learn to do what I want to do later.

1d. Education Plan

Lincoln High School's stakeholders (teachers, classified staff, parents, students, administrators, and community members) have agreed to implement standards-based, interdisciplinary teaching and project-based learning in its small learning communities. To support an effective implementation of project-based learning, the stakeholders agreed to implement block scheduling beginning September 2010, a professional development calendar that includes using data analysis and state standards to develop interdisciplinary thematic lessons for block schedule time frame, developing and selecting appropriate assessments, use of electronic portfolios, student advisories for rigorous, individualized instruction for college and career readiness. Block-scheduling provides more time for students to engage in their projects, improved teaching quality, and allows for more classes to be offered to students.

Data analysis at SLC meetings will be the driving force behind the lessons developed for the project-based learning and the guiding force to integrate the core content subjects at each grade level and each SLC under a thematic umbrella that addresses the standards for each core subject. All SLC's have outlined their curriculum, strategies to be used, professional development, parent involvement, and assessments both formative and summative that will be used. Because of limited space, the summary will address an overview of Lincoln High School's program. Please see Appendix IX for detailed descriptions of the scope, sequence, and curriculum for each SLC.

This proposal is based upon research proven exemplary strategies that have been effective with similar student populations. A study of Humanitas-based schools, schools using standards-based interdisciplinary teaching and project-based learning, showed that students had more writing assignments, their writing was higher in quality and revealed greater conceptual understanding, and teachers had higher expectations of students. (Corcoran & Silander from: Aschbacher) Rigorous writing in all subject areas and literacy across the curriculum have been shown to improve student achievement. Students elaborate on their understanding, explanations or conclusions through expanded writing. (Newman, & Wehlag) Students will be engaged in authentic, cognitively demanding, and culturally relevant activities. The interdisciplinary approach and project-based learning allow for more freedom, creativity, and ownership of learning. Project-based learning appeals to different learning styles and multiple intelligences. Students are provided the opportunity to showcase their strengths while learning core content. Project based learning engages students in their learning. Engagement fosters focus, discipline, and mastery of academic content. Projects can be relative to their lives allowing students to learn vital work and life skills that will follow them outside of Lincoln. Project-based learning and interdisciplinary strategies both provide an environment for the application of complex concepts and basic skills, such as English language and math skills, as well as an opportunity to individualize instruction and address the needs of all learners. (Strobel, Johannes and van Barneveld, Angela (2009)

A small learning community is better equipped to meet the individual needs of all students as teachers collaborate together to provide an effective educational program for its students. Teachers are empowered to work in teams to design thematic units and projects for students that are rigorous, standards-based, and culturally relevant. Parents and the community will be involved through the school website where student assignments and projects will be made available; SLC final projects will be displayed at parent conferences; peer assessment and student parent conferences will offer the opportunity for students to share their

knowledge and abilities. (Need to cite some research on SLC's)

All students with special learning needs, including English Learners, students with disabilities, and students at-risk of dropping out, will benefit from project-based learning and interdisciplinary thematic units. Block scheduling will provide more qualitative time for teachers to assist all students with their standards-based projects. Special Education, Special Day Class students will be included in the small learning community learning. Special Education, 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. RSP students will have more student-directed projects and direct instruction. Research proven effective strategies, such as Accountable Talk, Socratic Seminars, Academic Vocabulary, word walls, learning vocabulary through context clues add to the basic skills, are a few of the strategies that teachers will structure into their interdisciplinary lessons.

Lincoln High School will maintain the variety and number of Honors and Advanced Placement classes offered to students. There is a need to include more Latinos in AP and honors classes. The identification process of gifted students will be streamlined, the referral system simplified, better parent education and student access to programs will be available. Teacher referrals will help with scheduling classes for gifted students. With the implementation of block schedule, more students can take advantage of AP and Honors classes and dual enrollment courses in partnership with East Los Angeles College.

1e. Community Impact and Involvement

Lincoln High School is committed to employing a variety of strategies, such as, but not limited to, the use of web site information, monthly newsletters, community forums, to facilitate communication between school and home and to build an authentic partnership between our parents and our school. We seek to continue to strengthen our relationship with all Lincoln High School stakeholders through a variety of services and programs, including parental contacts through advisory meetings, Parent Center and through our SLC parent representatives. Programs will focus increase parent participation in Back-to-School, Open House, PHBAO Conferences, Individual Graduation Plans (IGP), Financial Aid Night, Attendance General Assembly Meetings, and SLC meetings. Professional Development will be provided for parents in order to provide them with needed information and communication regarding the block schedule organization, interdisciplinary teaching and project-based learning, reinforcement of student learning and study skills at home, curriculum and coursework, projects students will be researching, requirements and expectations for college and career, and participation in the school community. Each SLC has links to community agencies, businesses, or institutions that provide services to the students and their families. (See Appendix IX for detailed information for each SLC)

1f. Leadership/Governance

Changes in governance will be implemented to provide greater shared decision-making among all stakeholders and to ensure that increasing student achievement through curricular reforms, i.e., standards-based interdisciplinary teaching and project-based learning, is the primary focus of all school systems and policies. Furthermore, changes in governance will be made to ensure that accountability, including evaluation and selection of teachers and administrators, occurs in such a way as to enhance the implementation of interdisciplinary instruction. This plan merges the School Based Management and the

School Site Councils into a School Governance Council that will oversee the implementation, monitoring and assessment of interdisciplinary teaching and project-based learning. All decisions regarding the educational program at Lincoln High School will be presented to the School Governance Council. (See Section 10, School Leadership and Staffing Plans for more details and Appendix V for organization chart)

1g. Fiscal Plan

The fiscal resources available to Lincoln High School, general, categorical and grant monies will be used to support our proposal. Monies will focus on providing instructional materials, technology, lab materials, multi-media resources, staff, professional development for teachers, training for parents, conference attendance for teachers, parents and students, training for student leadership groups. Each SLC will have the decision-making authority to purchase materials necessary to ensure the success of their respective collaboratively developed interdisciplinary thematic units and project-based learning lessons.

The budget will be transparent and only expenditures will be made that foster and enrich this plan.



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Principal, Lincoln High School

**LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES**

I, Jose Torres, Principal of Abraham Lincoln High School, certify the following:

1. As an internal applicant we are a not for profit entity.
2. Students will be enrolled based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy.
3. Students will be enrolled in coordination with Local District 5 and LAUSD. We will recruit the aid of the local district and LAUSD Information Technology Division to help ensure that the enrollment of students follows current demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement, etc. We will continue to monitor enrollment patterns and continue to work on ways to ensure that we have an equitable distribution of students based on the above mentioned criteria.
4. We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.
5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will also adhere to and fulfill all requirements of the Modified Consent Decree and will follow all LAUSD Special Education Policies and Procedures.

Jose Torres
Principal

Signature

January 4, 2010
Date

Local District 5 Mission

We, the Local District 5 leadership team provide meaningful and comprehensive support to school communities to ensure academic and social success for all students.

2. Curriculum and Instruction

2 a. Curriculum Map and Summary

Scope and Sequence

The stakeholders of Abraham Lincoln High School recognize the urgent need to collaborate as a learning community to provide a rigorous, culturally relevant, and motivating learning environment for all of its students. After much deliberation, readings of relevant educational research, discussion and reflection, the stakeholders unanimously agreed to further develop and strengthen the work within small learning communities. We have agreed to follow the Los Angeles Education Partnership suggested *Sequence for Professional Development in its Transition to Small Schools* as we further develop our small learning communities. (See Appendix IV) A strong emphasis on standards-based interdisciplinary, thematic units and implementing (PBL) project-based learning as the two pillars of our comprehensive curricular plan will be the focus of Lincoln High School and its stakeholders. All staff development, parent education, student advisories, every aspect of the school world, will support the small learning community interdisciplinary approach. We require flexibility with instructional guides and schedules while maintaining strict adherence to California content standards. (See Appendix II and appendix IX for the scope and sequence of Lincoln High School.)

In exchange for this flexibility, teachers will develop interdisciplinary, thematic-based teaching units that will engage students in critical thinking. With this freedom to develop and implement a teacher developed curriculum, teachers will design authentic, rigorous formative and summative assessments that lead to the development of college-level writing and literacy skills. The results will be included in digital portfolios. Performance-based assessments and projects will be published or showcased. Interdisciplinary teaching focuses on building connections between content areas that provide meaning, engagement and critical thinking activities. Project-based learning involves students in authentic assessments that require choice, analytical and conceptual thought, the use of technology and creativity and greater collaboration among students.

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

Our plan places interdisciplinary curriculum and project based learning as the overarching concept of instruction at Lincoln High School. There has been ample proof in multiple school settings interdisciplinary teaching/learning and project-based learning are theories which motivate and engage the majority of learners, increase literacy skills and provide for a rigorous, student-driven curriculum. Teachers will be

required to integrate strategies that relate to our vision and mission statements, especially the use of technology, collaboration, and student-directed learning. Project based learning gives teachers an opportunity to engage in authentic learning where the parameters of the problem are complex and require higher-order thinking skills. It enables teachers to personalize an individualize instruction. The adopted interdisciplinary approach and project based learning will increase student learning and in turn increase graduation rates. Lincoln High School will be a high-achieving school with a high percentage of graduates focused on college and career. All students are expected to reach proficiency by graduation, and ongoing benchmarks and goals will measure this improvement. Please see the Student Data for Analysis in Appendix XII and the High Academic Achievement Plan in Appendix XIII for more specific data on student achievement data.

Interdisciplinary, thematic teaching for Lincoln High School is the use of lessons within 8-12 week units that are designed around a key thematic idea that is developed among as many core and elective subjects as possible. It requires teacher collaboration and teamwork, as well as a teamwork approach to the organization and structures of the SLC's. It enhances and fosters collaboration between administrators and teachers, faculty and students, and teachers and parents.

The interdisciplinary aspect will occur within Small Learning Communities, including the planning for interdisciplinary lessons, the carrying out of lessons, and the evaluation of lessons and units. Interdisciplinary teaching provides grade-level teams an opportunity to design and implement thematic, backwards planned curriculum that is assessed with a rigorous interdisciplinary end product. We are already developing thematic units; teams of teachers cooperate to design formative and summative assessments and units that are guided by overarching themes. Not only does each SLC have the flexibility to adjust its educational plan, but also teacher teams have flexibility, due to the inherent qualities of interdisciplinary curriculum and project-based learning. Our plan makes these two pillars a school-wide, fundamental aspect of all curricula. Project-based assessments and themes integrating the core content areas will be developed to link performing, visual, and media arts studies via passport classes that are globally accessible to all students. These assessments will encourage teachers to work together with elective instructors to weave the arts into daily classroom assignments and assessments. Instructional strategies will be based on the most current research that supports the two pillars of our guiding learning principles, interdisciplinary themes and project-based learning. Teachers will be required to publish the units on the school's web site and communicate both unit plans and assessments to parents, faculty, other staff and the community. Teachers will provide syllabi of the units to parents and students to prepare them for the units. SLC administrators, the School Governance Council, and the Principal will all comprise a support system for the completion and success of these units.

Teachers, through their subject-based departments, will focus on analyzing and applying data to improve key skills and content knowledge within each subject area, thus increasing daily intervention and allowing data to directly inform instruction. The departments will function as data analysis teams and meet in small cohorts (decided by each SLC) in the larger departments (English, Math, Social Science) or as entire departments in the smaller departments to analyze sets of data such as CST, CAT, CAHSEE, etc.) written work, periodic assessments, and commons assessments designed by the department. After analyzing data, each department will select focus skills or standards and apply the skills within their respective interdisciplinary units and project prompts.

Research has shown that with similar student populations and an interdisciplinary approach to teaching, block scheduling best serves the needs of teachers as they provide interactive learning units and students as they research, write and present projects. As a result, the school will adopt a 2 by 8 block schedule. The school will be organized around a semester of 90 minute classes, thus increasing the number of courses that a student can complete in a four year period. Hackman and Waters (1998) found that with block scheduling there were fewer discipline referrals, students were able to take more classes, class attendance improved, and more students took Advanced Placement classes. Algozzine and Eaddy (1998) found that block scheduling gave teachers more time to engage students in interactive learning activities. Hottenstein (1998) found that teachers, students and parents valued block scheduling ; it had a positive impact on school climate.

Because of the change to block scheduling, there will be two more periods. There will be double English and Math classes. Intervention will be provided every day everyday through "flex" periods in which students will receive remedial training in math and English language arts. CST scores and grades of the students who are failing will be used to identify students to participate in the remedial classes. Student with proficient scores on their CST and who are passing their current courses would be able to use their "flex" periods for enrichment courses that will be determined by their SLC. "Flex" courses give the SLCs the opportunity to design shorter, half-credit courses that reflect their personality and focus and provide a challenging and engaging curricula to boost achievement in all student populations. Research-based proven effective intervention and enrichment instructional strategies that support the two pillars will be used. Every Tuesday will be a professional development Tuesday with early dismissals for students.

Currently-adopted, state-approved textbooks combined with supplemental materials that correspond to our thematic units, along with the district instructional guides will be used as needed to design and plan our curriculum. Each SLC will use these tools to develop thematic, interdisciplinary units. (Please see Appendix IX for a more specific description of the instructional strategies, instructional materials, and programs to be provided in each SLC.)

2 b. Track Record of Proposed Curriculum

The interdisciplinary approach to learning has been used successfully in many schools in urban settings. Nathan Hale High School in Seattle, Washington, International High School which serves a large population of English Language learners in New York City Auburn High School in Virginia have successfully adopted interdisciplinary curricula. The National Council of Teachers recommends that authentic and valued experiences area found to be ones where students perform thinking that is "multi-faceted" and reflects "real world" problem solving where students gather information from a variety of subject areas and disciplines to be effective problem-solvers. Humanitas, and interdisciplinary approach to teaching, has been successfully used in Los Angeles Unified District High Schools. A study of Humanitas-based schools showed that students of a population similar to Lincoln High School had more writing assignments, that their writing was higher in quality and revealed greater conceptual understanding, and that teachers had higher expectations of students. (Corcoran & Silander from: Aschbacher) Rigorous writing in all subject areas improves student achievement. Students in a community similar to Lincoln High School elaborated on their understanding, explanations or conclusions through expended writing. (Newman, & Wehlag)

Project based learning engages students in cooperative investigations that reinforce and enhance the

concepts in the California state standards. Organized around a challenge, Project Based Learning creates a need to use academic content. Project based learning develops problem solving and critical thinking. Students develop communication and collaboration skills that they will need in 21st century careers. Research following Project Based Learning in Detroit Public School showed that standards-based inquiry science curriculum can lead to gains in standardized test scores (Geier, R., Blumenfeld, P., Marx, R., Krajcik, J., Fishman, B., Soloway, E. & Clay-Chambers, J. (2004)). Parallels to increases in academic achievement can be drawn from Detroit's success due to the similar inner-city shared by Lincoln. It was also found to be superior to traditional forms of instruction when it comes to long-term retention, skill development, and satisfaction of students and teachers. (Strobel, Johannes and van Barneveld, Angela (2009). We would expect that Lincoln's experience with Project Based Learning would follow these findings.

As a WASC accredited school, Lincoln High School is providing and will continue to provide a standards-based curriculum that is interdisciplinary, project based and grounded on data analysis and research based proven effective strategies for our student population, including those with special needs. We plan to address our next WAXC-based review through the lens of the small learning communities, focusing on how student needs are being met through the personalization and individualization that can occur in the small schools of the SLCs. All of our courses-elective, intervention, and enrichment - have been approved by the University of California, Office of the President and have a College Board number.

2c. Addressing the Needs of All Students

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.

RSP students will have more student-directed projects under project-based learning and more direct instruction that builds bridges between several content areas. Teaching/learning strategies that apply to students with special needs who are overcoming barriers such as English Language Learners, Specific Learning Disabilities, Title I and other learning issues will be maintained. 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 SLC counselor community representatives and teacher advisors. Basically, all students with specialize learning needs will benefit from project-based learning and interdisciplinary learning lessons because

- Accessing background knowledge is a common strategy that is successful for RSP students.
- Ensuring that RSP students are clustered in blocks throughout the school day within Small Learning Communities means that students with learning needs will have access to individualized instruction that is rigorous.
- RSP teachers will be included in grade level teams and will be scheduled exclusively according to SLC, thus encouraging team teaching between resources specialist teachers and core content teachers.
- Read 180 and English Language Skills classes that focus on providing intervention for English language learners will be SLC-based and included in the grade level interdisciplinary and project-based learning curriculum.
- Most of the projects and assessments will be authentic in order for all students to apply what they are

learning to real situations.

- Most of the projects and assessments will be based on *authenticity*; RSP students will be able to apply what they are learning to their realities, which is a proven strategy.
- Parent involvement is increased thorough the sharing of curriculum and including parents in student's academic success.
- Common instructional strategies allow students to focus on content rather than delivery.
- Intervention opportunities during classroom time will be created through advisories (homogeneous groupings).
- Shifting to block schedule will also allow for the design and implementation of creative, thematic-based intervention and remediated classes .
- Creation of culturally-relevant, thematic units will give students critical thinking skills and practice.

We expect that following through with the above will mean a significant increase in each subgroup's achievement on CST, graduation rates, CAHSEE passing rates, and college/career preparedness. (Please see the High Achievement Matrix in Appendix XIII)

2d. Accelerated Learning

Motivation for learning in gifted/talented and accelerated students often plummets during the 9th and 10th grade years. Interdisciplinary approach and project-based learning allow for more freedom, creativity, and ownership of learning, which traditionally has meant more choices and engagement in learning for accelerated students. Our instructional plan will also appeal to different learning styles and multiple intelligences, as well as allowing for students to showcase their strengths while learning core content. The integration of technology into interdisciplinary units and projects will also stimulate engagement in gifted learners and offer new challenges to expand their skills and offer additional engaging academic challenges. Our instructional plan will also appeal to different learning styles and multiple intelligences, as well as allowing for students to showcase their strengths while learning core content. Lincoln High School has an Advanced Placement program with diverse curricular options, and we will continue to maintain and increase the variety and accessibility of Honors and Advanced Placement students and classes. (Please see Appendix XII on Advanced Placement Data and Appendix XIV on Instructional Strategies for Honors and Advanced Placement)

We will improve our process of increasing student enrollment in accelerated learning coursework, including 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. With our change to block scheduling, we can reach the goal of having more students who are able to take advantage of AP classes, paired with the partner goal of offering a wider selection of AP and Honors classes. . 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, Honors, and AP courses we can offer, which will be based on UC-approved course lists for the state of California as well as student needs and strengths. Accelerated students will also have access to more concentrated learning in their strength areas by completing a larger number of classes while still fulfilling A-G requirements. We project the following numbers for Honors classes: One Honors (at least) class per SLC per core subject per grade level, which will equal approximately 13 Honors classes per SLC and

serve about 1,625 students. We project the following numbers for AP classes: at least one section of each class per SLC (where SLCs are unable to provide single classes, then passport classes will be shared among SLCs) of AP classes in English Language and Literature; European, World, US Government, Macroeconomics, and US History; Spanish Language and Literature; Physics B and C, Biology, Chemistry; Statistics and Calculus AB; Studio Art. Also, we plan to pursue the addition of AP classes by training teachers to instruct courses in Psychology, Music Theory, Art History, Environmental Science, and Human Geography.

2e. Instructional Strategies

Thematic teaching with the exploration of essential questions and sub-questions utilizes strategies that are well suited to addressing the learning needs of Lincoln's student population. All instructional strategies used at Lincoln will be research-based and decided upon based on analysis of data by our data team, gap analysis team, and grade-level teams of teachers. Strategies will be differentiated depending upon students' learning preferences, abilities, and motivational needs. Research conducted by the Center on Instruction shows that strategies where students perform tasks requiring metacognition, there are consistent and on-going classroom-based formative assessments, students apply acquired knowledge to discussions, and students receive feedback in a non-evaluative method are most effective, especially for adolescent struggling readers. Additional research from the National Mathematics Panel proposes that instruction in mathematics should also focus on effort, task management, and self-efficacy in students. The National Mathematics Panel and the Center on Instruction, support the idea that across the content areas, computer-aided strategies are shown to be effective at providing students practice and engagement in subject area studies. Our desire to design culturally-relevant, cross-curricular interdisciplinary units is also supported by the National Center for Culturally Responsive Educational Systems. In its research on culturally-responsive schools and teachers, the Center found that students become culturally engaged when they are reflectively writing and thinking about learning, exploring family and personal histories through classroom activities, learning about the experiences and histories of diverse groups, and are being visited by teachers and other school staff.

Professional development to train teachers in best instructional practices within the framework of Interdisciplinary teaching and project-based learning will also be provided within the next two years, and on an ongoing basis as new teachers and faculty are added to our staff. All instructional strategies that are included in our professional development will be based on the latest and soundest educational research on interdisciplinary approach and project-based learning. Possible sources for support in professional development include the Center on Instruction, the Los Angeles Educational Partnership, WestEd, and other organizations that specialize in literacy skills development, interdisciplinary teaching, and project-based learning. Professional development will be provided to enable the transition to block schedules when classes are extended and will enable teachers to improve their instruction within the longer class periods as well as provide them with effective tools to increase student achievement. Some common learning strategies and access methodologies that are easily integrated into both ID and PBL that we will utilize in core instruction are listed below:)

- Using Accountable Talk in discussions and classroom conversations
- Socratic Seminars will be used to convey underlying concepts.
- Academic Vocabulary, word walls, learning vocabulary through context clues add to the basic skills.
- Cooperative learning techniques such as Think, Pair, Share are "built in" to both PBL and ID.

- Integrating the arts- music, dance, drama, and visual art into core curriculum
- Cooperative groupings done homogeneously and heterogeneously
- Self-reflection and evaluation (meta-cognition)
- Student choice and providing menus of options so students take ownership for assignments.
- Independent reading choices
- Inquiry-based research
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Rigorous writing assessments such as interdisciplinary essays, where students are required to synthesize information from a variety of sources and across disciplines.
- Use of complex Instruction
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge
- Training students on the use of web 2.0 applications, such as Google Search, Email, and Docs, Quizlet, Glogster, Blogger, and library research tools
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions

This list is only a partial list of learning strategies that correspond to interdisciplinary teaching and project-based learning, and also support our literacy and technological literacy vision and mission statements for Lincoln. Teachers will also be providing individualized support through accommodations and modifications of the above strategies, such as allowing more time to complete assessments, giving assessments with various methods, and working with RSP teachers to provide one-on-one attention for students who have learning issues, behavioral, or emotional support needs. We expect to continue to use data and the latest educational research to continue adding to this list of effective instructional strategies as needed to best serve Lincoln High School's student population.

Lincoln High School Media and Library Center

In order to support the SLCs interdisciplinary thematic units and student project-based learning and research, as well as student information literacy, the school Library Media Center will collaborate with teachers to support SLC curriculum, impact student achievement, foster a culture of reading, support 21st century information literacy and nurture lifelong learning. Information literacy is cross-curricular and is an essential element in preparing students for the 21st century. Student must learn research skills, evaluation techniques, understanding and using Lincoln's Virtual Library, LAUSD's subscription databases and other electronic information. All 9th grade students will participate in Library Orientation to learn how to seek, select, evaluate, and utilize electronic resources as needed per class and individually. The Library Media Center will support the curricular learning goals of Lincoln High school by piloting the use of Trails9 (Tools for Real-Time Assessment of Information Literacy Skills). To address the development of literacy skills outside of the classroom, the Library Media Center provides the Accelerated Reader Program with 9th grade students in selected classes, increase time spent reading independently for pleasure at school and at home. Research has shown that school libraries have the tools to inspire literacy in learners of all ages and foster a culture of reading for academic achievement and lifelong learning.

3. School Culture and Climate

3a. Description of Culture

The entire Lincoln High School community's—teachers, classified staff, administrators, students, parents and community members—recognition of the need for increased student achievement, increased graduation rates, and increased college attendance resulted in dramatic agreed upon changes for its students. Five small learning communities and one Magnet School have been established and will continue to develop and refine interdisciplinary thematic teaching units and lessons that call for student project-based learning. These standards-based culturally relevant lessons allow for more interactive student learning in an integrated core content setting, more relevant, authentic student assessment and greater parent participation in their child's learning. Each SLC will be provided the time to research proven effective strategies, collaboratively design lessons appropriate to student needs, use data analysis to create, evaluate, and remediate their lessons. All students will be included in educational program; special education teachers will meet in SLC's and participate in the thematic unit design. Every aspect of the school, instructional program, parent meetings, community meetings, student leadership groups center around the goal of raising student achievement, graduation and college attendance rates. Block scheduling will be implemented to provide quality time for teachers to involve students in relevant interactive, interdisciplinary learning units and for students to research, write and present projects.

Teachers will be directly involved in deciding curriculum and assessments to use as they collaboratively create interdisciplinary units. Student will participate in the decision-making process as well through a Student Coordinating Committee. Students will have the ability to select their projects for their classes. There will be improved student attendance, less discipline referrals, and increased student progress as measured by both formative and summative assessments. Parents will receive feedback through newsletters, the school web site, parent meetings and parent conferences. A School Governance Council composed of teacher representatives, classified representatives, administrators student representatives, parents and community members will oversee the implementation, monitor, and evaluate the success of this proposal. The governance of the school will be transparent and involve the input from all stakeholders. The school budget will provide funding for technology, instructional materials, staff training and all items needed to ensure the success of this plan.

To support the growth and development of Lincoln High Students, an articulation program for incoming 9th graders will be developed with teachers at feeder Middle Schools to develop a thread for the college going and career ready culture. Teachers at Lincoln High and teachers at the feeder schools will collaborate on access methodologies and calibrate academic and behavioral expectations for incoming students. Teachers at Lincoln High will communicate the tenets and expectations of interdisciplinary lessons and project based learning, digital portfolios, student-led conferencing, and interventions to feeder schools. Also, a summer orientation session will be scheduled to provide students with the high expectations for student learning, positive behavior expectations, guidelines and information on coursework, opportunities to meet with teachers and counselors, and prepare for the college going and career ready culture at Lincoln High School. There will be two lunch periods to allow students enough time to eat. While half of the school is eating, the other half is attending advisory. This thirty minute daily course provides intervention and enrichment for students based on needs and interests. Students learn how to apply for college, public speaking, music,

reading for pleasure and many other skills needed for success. Student activities at Lincoln continue for hours past the end of school at 3:00. There are computer classes, academic decathlon, tutoring, debate club, science bowl and many sports teams. . There are computer classes, academic decathlon, tutoring, debate club, science bowl and many sports teams. The campus provides a safe atmosphere for the community and has an adult school for those who want to pursue academics at night. An active parent center is located right near the entrance of the campus and provides outreach to families and the community of Lincoln Heights.

Students will start transitioning into uniforms during the 2010-2011 school year. Their uniforms will consist of a polo shirt or collared shirt with jeans, regular pants or skirts. Students will have casual Fridays in which they can wear appropriate clothing acceptable under the current dress code. The school will have loaner shirts available for students who do not come to school in their uniform. Seniors will also be allowed to wear school appropriate clothing as an incentive for students to incur the units needed to be on track for graduation.

3b. College and Career Readiness

Lincoln High School's mission to create a college conscious educational program is supported by the commitment of all stakeholders to provide students with an interdisciplinary thematic unit approach to their learning. 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. All students will be college and career ready for 21st century careers upon commencement from Lincoln High school through the academic, social, and behavioral expectations of our college and career ready culture. The Flex Advisory period will give teacher an enrichment program to prepare students to be college and career ready, engage them in 21st century goals and skills, and provide intervention support.

The College Corner is dedicated to providing services that will guide students toward meeting their post-high school goals. 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. The college corner is in partnership with CSUN, CSULA, Talent Search (TELACU), Upward Bound (TELACU & Occidental College) and East Los Angeles College. Representatives from these institutions are housed in the College Corner once a week providing advisement to students. Applications for PSAT, SAT and ACT exams, information regarding Advanced Placement programs, information regarding concurrent enrollment at the community colleges will be available to all students. 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.

The college counselor will work in collaboration with the SLC counselors to develop college and career goals for all students and assist in preparing digital portfolios for college and vocational applications. he

college counselor attends educational workshops throughout the year. Workshops include information on application process for University of California and California State University systems, private universities, financial aid, Advanced Placement testing, and concurrent enrollment at community colleges. The college counselor provides in-service to all guidance counselors relating to workshops attended and disseminates information and updates to all teachers on a weekly basis.

Work Experience courses are available to all juniors and seniors. With the structure of block scheduling, students who are on-track to graduate will have more available time for internships and work experience applicable to their college and career needs. 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. Students can earn ten credits per semester and up to twenty per year. The course is conducted based on LAUSD and state education code standards. Various labor issues are reviewed. Students meet once a week with the work experience teacher, return prior week's assignment, discuss current lesson and obtain current homework assignment. Work permits are issued to students based on student's academic standing. Students must be current with their credits, satisfactory attendance and behavior. Work permits are renewed each semester based on the student's academic and citizenship performance the prior semester.

3c. School Calendar/Schedule

Lincoln High School's School Calendar for the school year 2010-2011 will start on August 9, 2010 and end on May 25, 2011. The new school calendar will comply with Education Code Section 46201 and District policy regarding the requirements for daily and annual instructional minutes. Additionally the instructional time and the length of the day will be defined as mandated by the provisions of SB 81. The total number of instructional days will be 180 days. The total number of minutes per day will be no less than 377 minutes for a regular day and no less than 287 minutes for a Professional Development day.

Students will end their first semester of instruction at the start of the winter break. This will provide teachers time to administer their course finals during the last week of the fall semester. CSTs will be administered as scheduled during the third week of May 2011. CASHEE and all other mandated tests will continue to be administered as required throughout the new school year. (See Appendix III for the more detailed school calendar.)

The school will be organized in a block scheduling format to provide more instructional minutes during a day for our students. We will observe the 2 x 8 block schedule to offer additional enrichment and intervention during the school day for students. This will also provide additional time to schedule a Flex Advisory period. (Please see Section 2. Curriculum and Instruction for the impact of Block Scheduling for the Instructional Program. See Appendix III for the more detailed school calendar, the block schedule, and related instructional minutes.) There will be two lunch periods to allow students enough time to eat. While half of the school is eating, the other half is attending advisory. This thirty minute daily course provides intervention and enrichment for students based on needs and interests. Students learn how to apply for college, public speaking, music, reading for pleasure and many other skills needed for success.

3d. Athletic Programs/Extracurricular Programs

The Leadership class of Lincoln High School has a vision to unite the student body with their activities and services. Extracurricular events supported by leadership is focused on enhancing the academic and social

high school experience through their involvement with activities, clubs, and student fundraising events such as dances, blood drives, and fairs.

Lincoln High School is partnered with EduCare to coordinate after-school programs which may consist of enrichment or academic programs, physical activity, and arts/music programs. EduCare Foundation is a non-profit educational foundation dedicated to inspiring, motivating, and empowering schools, teachers and parents to better serve our youth and prepare them to lead healthy, fulfilling and successful lives. Snacks are provided to all students participating in an after-school program. At risk students will participate in Achievement & Commitment to Excellence) Program, a three-day comprehensive student success, youth empowerment, and character-building program. Students will have Conflict Resolution Managers and Peer Mediation Training to assist others in resolving conflict in cooperative, peaceful, and educational ways. Students are producing talent shows and art festivals to serve as outlets for students to express and share their talents.

In addition to the existing student leadership, a Student Coordinating Committee will be created to involve more students and to better reflect the diversity of students at Lincoln High School. Educational research on urban schools and Lincoln's own history demonstrate that positive school culture is possible when students combine a social justice critique with a demand for a better education (Solorzano and Bernal, 2001). Each SLC will have its own Student Coordinating Committee Chapter which will meet during flex period. Students will be chosen for the committee to represent the diversity of the SLC's student body with respect to ethnicity, gender, academic success, and social network. Representatives from each SLC chapter will meet weekly and the entire committee will meet biweekly or monthly. For example, a pilot project in Lincoln's Law, Business and Government Academy in the 2007-2008 and 2008-2009 school years identified a lack of respect between students and teachers as a key obstacle to student success. After researching the problem from both student and teacher perspectives, students created a plan to train a team of students to mediate between students and teachers in classes that have issues of communication and in which both parties are willing to engage in mediation. By combining historical study, a social justice critique, and student organizing campaigns that develop self accountabilities with high expectations for academic and behavioral norms, identify obstacles to success, and take concrete steps to overcome them, the consciousness of Lincoln students will change as they learn to demand more from their school and from themselves as a positive school community.

Students will be encouraged to participate in the school-wide athletics program. For students who choose not to join a school athletic team, other options are available, including a hip-hop dance team, a folklorico dance team, ballet, cheerleading, drill team. Students may also get fitness support through the on-campus fitness center and classes offered afterschool by Sound Body Sound Mind. Students who would like to play in a traditional sport but do not want to join in a team may also participate in afterschool intramural athletic competitions.

3e. Student Discipline

In order to address the ongoing needs for student discipline, Lincoln High School will adopt a more data-based and data driven system to target students in need of positive behavior support in alignment with the District Discipline Foundation Policy. Interventions for students who have chronic behavior problems will

be based on data and individual student needs. Consequences for negative behaviors will be consistent, but progressive. Concerns for individual student disciplinary issues may be addressed by SLCs as well as a referral to a COST team or SST. At the beginning of the year, grade level meetings will be held to outline expectations for behavior and social norms. Parent will have the opportunity to participate in trainings that outline progressive discipline and strategies that they can use at home to reinforce positive behaviors and expectations. An improved referral system will be developed to electronically track student discipline, provide relevant data for ongoing services and corrective actions, and differentiation between students who may need a dean referral or a counselor referral. Our goal is to decrease student suspension rates and increase student attendance and enrollment.

3f. Health Care

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 will also provide training for parents and staff on health related counseling and education. Chronically ill students, including those with Section 504 plans and IEPs, will be monitored by the school nurse, the PSA, Counselor, and the School Psychologist. The PSA counselor will make referrals for COST services, home visits, and hold parent conferences to address the needs of students who are chronically ill. SLC teachers, counselors and administrators will be provided with this information in order to respond to the needs of students individually and provide any needed services in correspondence with the 504 plans and IEPs. The psychiatric social worker will provide individual counseling to students as outlined in Appendix X.

Students will also have access through a partnership with St. John's clinic. The Alta Med Teen Parenting Program will be available to students. Through personal case management, this Cal-Learn promotes personal responsibility, high school completion, and employment opportunities leading to self-sufficiency. Cal-Learn currently 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 Psychiatric Social Worker will provide individual counseling for identified students, presenting mental health concerns that are impacting their learning.

3g. Nutritional Needs

Student nutritional needs will be addressed with the new block schedule and a double lunch. Nutrition will be served before the first class of the day at 7:30 am to ensure that all students have access to a nutritious breakfast before instruction begins. There are two lunch periods at Lincoln High School. This better serves the students because it is less crowded and feels safe. In order for every student to have ample eating and socialization time, the school will provide two lunch periods that also accommodates the Flex Advisory Period. As a schoolwide Title I School, faculty and staff have worked diligently to ensure that every student eats for free for the next 5 years without having to use meal tickets. Over the years, studies have shown that child nutrition is strongly associated with educational achievement.

4. Assessments and School Data

4a. Educational Goals and Metrics

All students at Lincoln High School will develop a core knowledge base in all subjects and demonstrate growth as follows. The quantifiable achievement goals are:

- achieving 650+ school score on API, within two years
- On CST achieve the state's average +10% for each grade level (9-11) percent proficient (ELA 42%- 9th grade, 41%-10th grade, 41%-11th grade (see appendix for math, science, and social science)
- achieve the state's goal +10% for all subgroups
- a 15% increase in graduation rate within four years
- Decrease dropout rate to -10% from state's average
- English Learners to exceed state's goals +10% (see Data on ELs in Appendix X)
- CAHSEE- increase percentage of 10th graders passing on 1st attempt to district goal +10%
- Increased enrollment in Advanced Placement courses to 10% and passage rates on AP tests
- Increased success on state college Early Preparation (EPA) tests
- Researching graduates' career and college paths to discover paths of preparation and reassess our themes and units to better prepare students.

4b. Student Assessment Plan

The student assessment plan will use an integrated assessment system that captures each student's learning in a more relevant and comprehensive manner. All assessments used (CST, CAHSEE, on-demand writing, and periodic assessments) have been proven to effectively measure the progress of students who receive a standards-based interdisciplinary project-based instructional program. It integrates the interdisciplinary units and project-based learning with Standards-based assessments that will include the Periodic Assessments in English, Math, and Science which are given every three months in the respective subject areas. All students, including English language learners and students with special instructional needs, will participate in the assessment process to ensure that progress and achievement is appropriately measured and supported.

To provide horizontal and vertical alignment, each SLC will have a Data Analysis Team to contribute information and provide data analysis training during professional development time to assist departments in planning common skills-based assessments. Student projects will be measured through a set of criteria and rubrics defined by the SLC and students.

Additional authentic formative assessments will be designed by the SLCs in grade-level teams in the spring of 2010 for the following school year and will be based upon the thematic units. Examples of formative assessments include performance indicators for projects such as, analyzing data for science projects, utilizing and interpreting various types of documents to investigate significant historical events, integrating academic vocabulary and content-specific terminology into journal entries, and written analysis.

As a part of a college-bound and career-ready culture, Lincoln High School students will develop a portfolio for their academic and extracurricular endeavors during their years of enrollment to reflect their knowledge, skills, growth, and potential to succeed in college and as a 21st century citizen. The previously mentioned authentic assessments and projects will be a part of the digital portfolios that students will be required to maintain with assistance from the faculty. Students will update their portfolios each semester to exhibit

their mastery of the coursework, as well as showcase their talents in arts, media, athletics, leadership, and technology. This will facilitate their transition to college and/or vocational programs while simultaneously imparting skills for student self-management of learning and growth.

Summative assessments will include common interdisciplinary essays, exams, or projects at the ends of units (every six-eight weeks), semester portfolios (twice per year). Assessments will be graded by grade-level teams and compiled with data from the Periodic Assessments, the CELDT, CAHSEE, and CSTs in order to give teachers a comprehensive picture of student achievement. Student assessment results will be shared with students and parents through electronic portfolios. An assessment matrix will be developed within each SLC to provide a comprehensive organizational structure for coordinating student assessment. All assessments will align with the standards-based thematic units and will be specific, measurable, attainable, and reflect our mission to provide a rigorous, culturally relevant, interdisciplinary instructional program

Student data will be reviewed regularly during SLC, professional development, and/or staff meetings. Results will be analyzed and used to identify strengths and challenges in student progress and teacher practice. Instruction will be adjusted based upon the analysis and will be cumulative and recursive (re-teaching and re-assessing). Our assessment plan will produce a spiraling curriculum, always moving up into greater complexity.

4c. Data Team and Instructional Team

The Data Team will be composed of teachers, administrators (specifically the principal and the Assistant Principal of School Counseling), the Problem Solving Data Coach, and the Literacy Coach to compile and analyze data for the whole school. The data team will also be responsible for disseminating information to students, parents, and teachers, including reports of improvement, special achievement, and areas that require additional attention and improvement. The data team shall distribute information to the counselors, especially during the spring scheduling period, thus enabling schedule planning that coincides with current data on student progress and achievement. The Data Team will also coordinate with the Response to Intervention and Instruction Team to ensure that all students who need Tier II and III interventions are appropriately identified and placed. Lincoln High School is currently a Cohort I RTI². For the 2010-2011 school year, we will enter Year Two of RTI2 implementation under the guidance and support of the District. Lincoln High School will assess all students using CST, CELDT, ELA, periodic assessments, and current progress reports to schedule intervention during the school day. Ten week Flex periods will be scheduled into students' day as needed for intervention.

Through articulation with our two main feeder middle schools, counselors will use 8th grade data to facilitate an effective transition and provide scheduling for incoming students into 9th grade classes that fit their needs. The data team will be responsible for overseeing the placement of students and coordinating with El Sereno and Nightingale Middle Schools to receive data on incoming 9th graders on a timely basis. Our goal is to have as many incoming 9th graders scheduled correctly during the spring as possible. assistance and support for the urgency and immediacy of our instructional work.

4d. Data Systems

With the implementation of the online data system *MyData*, along with relevant professional development,

teachers will gain more access to instantaneous data on students, thus enabling easier inroads to differentiated instruction and using data to influence classroom instruction. *MyData* provides comprehensive reports on individual students, class-aggregated data, and yearly data so teachers can see how their classes are progressing on a yearly basis. As part of professional development, teachers will be trained on the use of *MyData* and presented with strategies that augment the effectiveness of the program.

Data from periodic assessments, both district and Lincoln High School, along with CST and CAHSEE, will be analyzed by the Instructional Leadership Team (ILT), which includes a Problem Solving Data Team to support the analysis of data and lead the Response to Intervention and Instruction problem solving process. The SLC grade-level teams will be responsible for the thematic units and overarching questions, but the departments (under the guidance of the ILT), will be responsible for using data to select specific standards of focus for teachers within the content areas. It will also be from this body that Data Analysis Teams for each department will be created by the department-focused teams with one member from each SLC) and these teachers (one per SLC) will work together with the department administrators to conduct the specific and applicable research using the RTI² problem solving process to address the need of all learners and develop systematic Tier I interventions. Through this system, data on student academic performance will be related back to the teachers. Teachers will be able to adjust their thematic-based units and projects to better inform instruction using the RTI² process. .

4e. LAUSD School Report Card

Parents and community members will be invited to at least two meetings to review the LAUSD Report Card and discuss its significance. Parents will be informed of the assessment matrix and the periodic review of their child's progress. The report card will be used as an outline to discuss the standards-based interdisciplinary approach that will be seen in all classrooms at Lincoln High School. Professional development will also be provided to parents on how to analyze and decipher relevant data in the LAUSD Report Card.

4f. Research and Evaluation

To ensure we capture, learn, and replicate best practices, applicants must agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance. The stakeholders at Lincoln High School agree to participate in any research and evaluation projects that collect and disseminate information or results regarding student progress and achievement.

4g. Operational Goals and Metrics

Teacher retention affects the success of an educational program. Lincoln High School will provide mentor teachers, immediate training regarding interdisciplinary teaching and project-based learning, assessments. See Appendix XII for data on teacher retention.

Lincoln High School is committed to meeting the outcomes set forth in the LAUSD Consent Decree and will provide an appropriate education for all students with special needs. (See Section 2 a. Curriculum and Section 7a Serving Students with Special Needs).

5. Professional Development Program

5a. Professional Development

Lincoln faculty will need extensive professional development time to implement the two pillars of our instruction and curriculum plan. All professional development will be focused on standards-based interdisciplinary lessons/themes and project-based learning. Professional development for Project Based Learning will be provided by the Los Angeles Educational Partnership and other expert trainers we have access to through the District who specialize in interdisciplinary lesson planning, the fostering of teams of teachers, and the inclusion of student-directed projects within classrooms. Lead teachers, essential in facilitating the process of developing interdisciplinary units, as well as SLC administrators, will receive specific training in facilitating the development of interdisciplinary thematic units and rigorous, culturally relevant projects. The entire teaching staff will participate in the training on the development of interdisciplinary thematic units tied to state standards. It would involve both senior members of the faculty, some of whom have expertise in these two areas and could actually train other groups of teachers, and new teachers who are joining Lincoln staff for the first time.

A minimum of five days (30 hours) of professional development would be needed in the Spring of 2010 and before September to prepare for the 2010-2011 school year. Professional development will cover block scheduling, digital student portfolios, standards-based interdisciplinary curriculum development, and integrating project-based learning into curriculum. Professional development will not conflict with student learning and all faculty members must participate in professional development with the option to be trained on days outside of class. Because of contractual obligations, we would also need to provide substitute coverage, but would require that teachers make every effort to be trained with their team members so as to maximize training time to actually be directed towards developing units. The maximum amount of professional development time on Tuesday early dismissal days contractually allowable would be committed to bolstering interdisciplinary and project based learning training, both for new teachers and for introducing current teachers to the latest techniques. All professional development will be focused on these two pillars of Lincoln's instruction and curriculum plan. For the 2010-2011 school year, every Tuesday will be a Professional Development Tuesday according to the block schedule to facilitate the school reform measures.

Data from periodic assessments, both district and Lincoln High School, along with CST and CAHSEE, will be used to evaluate the effectiveness and direction of our professional development strategy.

The Instructional Leadership Team (ILT) will evaluate and plan the professional development, under the purview of the School Governance Council. Along with its data analysis duties, the Instructional Leadership Team will also decide the instructional strategies and goals that will be included and addressed with Professional Development time. The Instructional Leadership Team shall be made up of one representative from each department (department chairs) and SLC (such as lead teachers). This body will bridge the gap between the SLCs and the academic departments by conducting data analysis (such as gap analysis) in order to ensure that teachers are able to use data wisely to inform instruction. Thus, the SLC grade-level teams will be responsible for the thematic units and overarching questions, but the departments (under the guidance of the ILT), will be responsible for using data to select specific standards of focus for teachers

within the content areas. One representative from each SLC and one representative from each department will sit on the ILT. This body will also decide the instructional strategies and goals that will be included and addressed with Professional Development time. It will also be from this body that Data Analysis Teams for each department will be created (by the department-focused teams with one member from each SLC) and these teachers (one per SLC) will work together with the department administrators to conduct the specific and applicable research. One representative (possibly the lead teacher) from each SLC and one representative from each department (possibly the department chair) will sit on the ILT. This body will also decide the instructional strategies and goals that will be included and addressed with Professional Development time. It will also be from this body that Data Analysis Teams for each department will be created (by the department-focused teams with one member from each SLC) and these teachers (one per SLC) will work together with the department administrators to conduct the specific and applicable research.

5b. Teacher Orientation

The importance of recruiting teacher talent to Lincoln High School is obvious, what is not so obvious is the retention of new teachers. There will be a new teacher cohort that will meet regularly afterschool. New teachers at Lincoln High School should receive support to remain at the school for at least three years in order to have ample time to train and foster their growth. As part of teacher orientation, new teachers will immediately be included in grade-level teacher teams within their small learning communities to promote rapport and relationships between new teachers and more experienced teachers. New teachers will be assigned to a mentor teacher, who is a National Board Certified (NBC) teacher for support and feedback. The NBC teacher will provide input on working collaboratively within the SLC to develop thematic units, to assist students with their projects, data analysis, class management strategies, give demonstrations and observe the teacher in the classroom. The new teacher will be provided with opportunities to observe best practices and apply them in the classroom while receiving immediate and constructive feedback from the mentor. Conference attendance, workshop attendance, training on interdisciplinary teaching and project-based learning will be available as needed.

To develop mentor teachers and develop a cycle for our culture of learning, we will develop a cohort of experienced teachers geared towards National Board Certification. We also request that we may keep the staff and faculty we presently have, as changing around would negatively impact the development of interdisciplinary thematic units and the team teaching that is the core of the instructional plan. Our goal is to keep the staff as static as possible so that we may foster true planning, teaching, and evaluation of lessons that are student-centered and teacher-designed.

The induction of new and existing teachers to deliver the interdisciplinary lessons and project based learning, utilizing the instructional strategies, and differentiating instruction is mentioned in the section above and outlined in Appendix IV. .

5c. Professional Development Calendar

PD for the 2010-11 school year will begin in the winter of 2010. A minimum of 30 hours will be needed for training in interdisciplinary teaching/project-based learning and block scheduling for the 2010-11 school year. The current professional development schedule will involve block schedule training in March or early

April. Professional development during the 2010-11 will be focused solely on the development of interdisciplinary thematic units, project-based learning and block scheduling. We will continue our bi-monthly professional development days in the 2010-11 school year, using Saturdays sessions if necessary. The shortened days will continue to serve as time to refine our interdisciplinary lessons. (See Appendix IV for detailed calendar of Professional Development)

5d. Program Evaluation

The PD program will be evaluated and modified, as needed, by the Instructional Leadership Team (ILT). The ILT consists of SLC lead teachers and department chairpersons. The ILT will analyze student data that is available after student assessment of a unit occurs to see the impact of professional development on student achievement and teaching. Teachers will also reflect on their instructional practices at SLC meetings. Assessment of professional development will be a rubric, survey, or questionnaire that has interdisciplinary units and project-based learning as its overarching focus. After each professional development, an evaluation will be given to participants to complete. The ILT will review the evaluations, publish the results with suggestions for improvement and distribute it to teachers. Teachers and administrators will be assessed on their implementation of their units.

6. Professional Culture

6a. Professional Culture

The focus of the professional culture of Lincoln will be one of collaboration through interdisciplinary teaching. Interdisciplinary teaching gives the faculty a framework in which to collaborate across subjects within our SLC's. Through these collaborations, SLC's have the flexibility to develop and implement innovative curriculum. Successful innovations in individual SLC's will then be implemented across the entire school. Not only will the professional culture improve for teachers, but we hope also to be able to maximize our staff and out-of-classroom faculty as well.

The instructional team will support professional growth and development; the School Governance will support the implementation of the plan, monitor the use of interdisciplinary thematic units through classroom visitations and the collective work at each SLC and evaluate the effectiveness of the overall program. Teachers will be accountable to publish thematic units on the school web site, to design appropriate authentic assessments for the units, use data to plan their lessons and support students as they research, write and present their projects.

The professional culture of the school will focus on increasing student achievement through the creation and implementation of shared visions of academic content and delivery. Recognizing that "hierarchical decision-making has tended to reduce the effectiveness and productivity of the teachers in educating pupils," Ed. Code Section 44666(b)(1), the primary objective of all systems and policies at Lincoln High School will be to empower groups of teachers to design and implement shared standards-based interdisciplinary units. By creating teams of teachers working creatively together in grade in an SLC, per our professional development plan, teachers will create a professional culture that is collaborative and collegial (see Section 5.a.). The school leadership plan shares responsibility and decision-making for all aspects of the school and an evaluation plan of all instructional and administrative staff that is based on the student academic success as measured by the implementation of teachers' instructional plans will facilitate the collaboration of teachers and staff. Currently the annual staff attendance rate is 92%.

6b. Evaluation

To ensure that all staff are accountable primarily to the goal of increasing student achievement and to the implementation of this plan as the primary objective to help reach that goal, the process of evaluating staff must ultimately lie in the hands of those tasked with implementing our plan. Faculty and administrative staff will be evaluated based upon their implementation of the interdisciplinary curriculum. This includes yearly evaluations that are conducted by teachers' SLC administrators and are based not only on the Stull evaluation. In addition, feedback from stakeholders will include objectives from participation in a grade-level planning team, observation of teaching interdisciplinary based lessons, the evaluation and reflection on lessons and units, increasing parent involvement in the classroom by the posting of lessons via the public Lincoln website as well as through letters and communication home.

Lincoln High School will implement pathways for student and parent feedback of the units and the faculty/staff. In order to follow through with our commitment to the above learning principles, we will also hold each other accountable through our grade-level teams to follow through with the development of

interdisciplinary curriculum and project-based learning.

We strongly believe that in order for the instructional values of interdisciplinary thematic teaching and project-based learning to truly exist at Lincoln, we must tie our evaluation system to these values. To this end the School Governance Council will create a committee that will provide performance feedback to all evaluators regarding staff members' implementation of this plan. The performance feedback committee will be comprised of one individual from each of the council's stakeholder groups. This council will be tasked with developing an annual performance feedback tool to assess staff's success at implementing this plan. It will provide feedback directly to all evaluators.

The feedback that the performance committee provides will ensure the accountability for each administrator's implementation of this plan. This committee will provide feedback for each individual administrator regarding their implementation of the plan to the person directly charged with evaluating that administrator. If the performance feedback council gives overall negative feedback regarding an administrator for two consecutive years, the Local District Superintendent will meet informally with the administrator and School Governance Council to address the concerns.

Evaluations of teachers will be based on the existing Stull process, but new emphasis will be placed on areas two and three of the Instructional Personnel Final Evaluation Report: Planning and Designing Instruction, and Classroom Performance. The performance feedback committee will develop an annual performance feedback tool to assist in assessing these two areas of the Stull evaluation. These areas of evaluation will be determined primarily by the quality of each teacher's creation and implementation of their newly designed interdisciplinary curriculum. The evaluation of the published units and regular administrator observations of teachers will be used to measure teacher implementation of their respective units. Teachers who are experiencing only limited success at creating and implementing units or whose students are achieving only limited success will receive administrative and peer support. Classified employees will be evaluated in accordance with standards and evaluation tools set forth in applicable existing collective bargaining agreements.

6c. Feedback

Annually, the School Governance Council will develop, oversee and share feedback of staff implementation of this plan with all stakeholder groups. A committee of the School Leadership Council will be tasked with creating and distributing anonymous surveys, holding focus group meetings, and presenting their findings in writing to all stakeholder groups, as well as in a presentation to the School Governance Council. This data will drive evaluation and revision of the plan.

7. Serving Specialized Populations

7a. Specialized Instruction

The staff at Lincoln High School is committed to providing a rigorous, interdisciplinary thematic and project-based learning program for all of its students. We firmly believe that the instructional program outlined in Section 2 of this proposal will meet the needs of our student population. 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 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. As outlined in our professional development section, teachers will be instructed on the use of effective instructional strategies in their teaching.

7ai. Special Education

The Special Education team at Lincoln High School which consists of special education teachers, resource specialist teachers, special education assistants, a school psychologist, nurse, a school psychiatric social worker, a language and speech therapist, an occupational therapist, adapted physical education specialist, counselors and administrators will follow Los Angeles Unified School District Special Education Policies and Procedures to best serve the needs of students identified for special education services. The team will support the implementation, maintenance and compliance with the Modified Consent Decree.

7aii. Students with Disabilities

Federal mandates and procedures will be used to identify and evaluate students who may have a disability. Teachers within the SLC will be trained to identify students who need referral for assessment. Students who fail to show academic progress will follow the RTI process. Students will be referred to a student study team composed of teacher, parent, specialists, and administrator for intervention. The SST will implement and monitor specific interventions designed for the student. Student who indicate limited progress or may have a disability are referred for assessment for special education assessment.

The school psychologist and other specialists, as needed, will assess the student's academic, social and physical abilities. If the student is determined eligible for special education services, the Individualized Education Program (IEP) team will meet and develop an educational plan based on the student's identified needs. The IEP team consists of the school psychologist, any specialist who evaluated the student, an administrator, a teacher, and the student's parent or legal guardian. According federal guidelines, the IEP will be implemented, monitored and evaluated as soon as possible. Each IEP is reviewed annually to determine progress towards the IEP goals. At least once every three years the student is reevaluated to determine progress and eligibility for continued special education programming and services. Communication to parents clearly presents their rights, the program planned for the student, their involvement, thus, increasing the potential for successful implantation of the IEP.

Students in special education placement will be mainstreamed into the SLC throughout the school day. RSP students will be clustered in blocks throughout the school day within small learning communities so that students with learning needs will have access to individualized instruction that is rigorous. RSP teachers will be included in grade level teams and will be scheduled exclusively according to SLC, thus encouraging team teaching between resources specialist teachers and core content teachers.

7a.iii. Extended School Year

A 4-week Extended School Year Services (ESY) for students with disabilities who have unique needs and require special education and/or related services supplementing the school year will be provided at Lincoln High School in the summer. ESY services will be based on student need and determined by the IEP team. ESY will assist the student maintain the skills at risk of regression and/or attain critical skills or self-sufficiency goals essential to their continued progress. Services may include curriculum instruction, language and speech, occupational therapy, and adapted physical education.

7a.iv. English Language Learners and Standard English Learners

The program described in Section 2 has been proven to be effective with both English language learners and standard English learners. Student language needs are considered when the student first enrolls at Lincoln High School. Students complete a home language survey to determine if the student should be further evaluated for an ESL program placement. If the home language survey indicates that the home language is a language other than English, the student is given an English proficiency test. Students are given a language proficiency level and assigned to appropriate ESL classes. Parents are informed of the results and suggested program for their child.

Through *Specially Designed Academic Instruction in English (SDAIE)*, English language learners receive access to the core subjects and state standards. The interdisciplinary lessons and projects will provide them with authentic meaningful experiences designed to develop their understanding of and ability to read, write and speak fluently in English. Lincoln's effort to help its EL student population include a full implementation of the High Point curriculum for all ESL students and intervention (EL) classes to help EL students in the PRP program as well as other intervention programs including, CAHSEE Prep., CAHSEE boot Camp, Earn for Learn, Gear UP Program, ELA block, tutoring after school. 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.

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.)

7b. Meeting Needs of At-Risk Students

Low achieving students will be provided support and intervention using RTI² to support academic and behavioral interventions for our subgroups identified by the data (see appendix XII) The RtI² Framework and problem solving process would greatly enhance and support the efforts that we are currently developing to personalize and progress student learning and monitor student learning and behavioral outcomes for our Tier II and III interventions. Initially, the RtI² model would help us identify the observational and empirical data, set goals with valid indicators for distinguishing the areas to provide targeted and intensive intervention as well as solidify the instruction program in all of our classrooms and subject areas, and Participation in Cohort I would also assist in us in embedding an intervention and instructional program that integrates and evolves the academic and behavioral needs of our students into active decision making based on student data and measurable outcomes. The Tier I interventions

for instruction are included previously in Section 2e. Instructional Strategies and through the double block schedule to embed intervention for all students.

In order to implement a fully inclusive and successful RtI2 implementation, we are focusing on the following outcomes for these target populations that are addressed throughout the other sections of the proposal, particularly Sections 2 and 4:

- Decrease in the achievement gap between our Asian students and our African American and Hispanic students on CSTs and CAHSEE.
- Increase proficiency in Math and English of English Learners, socioeconomically disadvantaged students, and students with disabilities each year
- Increase the attendance and graduation rate of at-risk students
- Increase parent involvement of students in identified targeted populations
- Increase involvement of at-risk students and targeted populations in after-school programs
- Increase academic involvement of targeted populations in college-bound programs and services, SATs, and AP classes

Behavioral services for students are also addressed in the RTI² framework. To address Tier II and III social, emotional and behavioral needs of students in at-risk situations, including, but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues, we have onsite support services providers outlined in Appendix VII and Appendix X. Students who are exhibiting indicators of at-risk behavior or disengagement are referred to and identified by the Healthy Start Coordinator, the psychiatric social worker, the school psychologist, and the pupil services and attendance counselor who also serves as a diploma project advisor. Students are referred to the Coordination of Services Team (COST) and the Student Success Team for immediate and personalized support. Students are also referred to Heart for violence intervention and conflict resolution and Alta Med outside agency for pregnant and parenting teens. Students in need of support for sexual identity support can receive support from the PSW and the students and teachers of the Gay/Straight Alliance. The PSW also provides individual counseling, family interventions, and crisis intervention. The PSA Counselor provides counseling for students and the families of students who have chronic absences, tardies, and truanies as well as those on the Potential Dropout list. The PSA Counselor also engages in home visits and parent conferences for students who are at-risk and/or in migrant home situations and coordinates Student Success Team (SST), Resource Coordinating Teams (RCT), School Attendance Review Teams (SART), and Dropout Prevention and Recovery Teams. Aside from the support personnel, students of poverty who need support also receive funding support for school based instructional materials, tutoring, and intervention during the school day.

8. Family & Community Engagement Strategy

8a. Identification

Abraham Lincoln High School is an urban school serving primarily Latino and Asian students with a population of approximately 2500 students of diverse backgrounds. The school is located in a neighborhood whose residents are of low socioeconomic status in comparison to other neighborhoods in Los Angeles. The school's ethnic composition is 81% Latino, 17% Asian, and 2% other. Abraham. 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.

Despite not meeting our AYP target bench mark last year, Lincoln High School has had its share of success. In 2007, we received the Ethel Percy Legacy Award to maintain commitment to the resurgence of our arts program. In 2008, Lincoln was ranked as the 900th best high school in the nation by *Newsweek's* Jay Mathews' Challenge Index. As part of our reform effort to personalize instruction, all of our Small Learning Communities (SLC) will be continue to be in contiguous spaces with two (2) counselors for each Small Learning Community.

8b. Family and Community Engagement

Lincoln High School provides a welcoming, safe, clean and positive learning environment at the school and throughout the school community. Parents and students are included in the governance model. As a result of the input received from parents, students, and community members during the proposal development process, the proposal clearly reflects the unique needs of our population and aims to highlight the family and community engagement concerns of the Lincoln High School Community of Stakeholders. The campus provides a safe atmosphere for the community and has an adult school for those who want to pursue academics at night. An active parent center is located right near the entrance of the campus and provides outreach to families and the community of Lincoln Heights.

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. Teachers, administrators, and the Parent Center will provide a more personalized approach to increasing parent involvement and participation. Each SLC has structures that foster individualization and personalization and systems to foster parent involvement, engagement, and communication in the SLC community. Please see the SLC plans in Appendix IX for the specific strategies and actions.

The Lincoln High School Parent Center will coordinate and participate parent trainings in categorical fund and Title I training programs, special events, surveys, public relations, and other Parent Community Services projects. The Parent Center 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 and assist parents in all aspects of school services and student needs. 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. In collaboration with teachers, the Community Liaison and the Parent Center will Develop and maintain contacts with other local school Parent Centers to provide and exchange information regarding policies and procedures and conducts an annual needs assessment survey for parents to determine educational needs.

Currently, parents are engaged through Back-to-School, Open House, PHBAO Conferences, Individual Graduation Plans (IGP), Financial Aid Night, Tardy Intervention Program and SLC meetings. As part of our reform plan, Lincoln High School is exploring service hours for parents at every grade level in order to increase parent engagement throughout their child's high school years. Incentives for participation will include free tickets to Lincoln High School Athletic events, drama and music events, and free raffles for prizes.

8c. Key Community Partnerships

Every SLC plan submitted and approved has established community partnerships that will further the mission and vision of the school and career pathway for each SLC. In addition, the school site is aligned with partnerships that provide services throughout every SLC. The SLC Administrator and Lead Teacher will continue collaborate with current partners and inquire on new partnerships to enhance the mission and vision of the SLC and comprehensive high school.

Some of the partnerships in the community and with local colleges include: California State University, Los Angeles, East Los Angeles College, EduCare Foundation, Project Heal – USC Keck School of Medicine, I Have A Dream Foundation, Wilson-Lincoln Community Adult School, Los Angeles City College, Los Angeles Boys & Girls Club, LAartlab, Lincoln Heights, Lincoln Heights Tutorial, and In the City Community Partnerships for Transformation. More detailed descriptions identifying and outlining partnerships and partnership letters are in Appendix VIII. Each SLC has a list of partners and their collaborative relationships in the SLC plans in Appendix IX.

9. School Governance

9a. School Advisory Organizational Charts

Changes in governance will be implemented to ensure that increasing student achievement through curricular reforms is the primary focus of all school systems and policies. Specifically, changes in governance will be made to ensure that implementation, evaluation, and revision of this plan is made at the school site by those with the best knowledge of its successes and weaknesses. Furthermore, changes in governance will be made to ensure that accountability, including evaluation and selection of teachers and administrators, occurs in such a way to increase and maintain the implementation of interdisciplinary instruction. To this end, this plan merges the School Based Management and the School Site Councils into a School Governance Council and expands its authority, thereby empowering all stakeholder groups with a real and meaningful ability to impact school decisions and ensuring the Council will have diverse skills that lend themselves to strong educational / operational oversight.

The creation of a single School Governance Council will make lines of authority more clear and will take better account of our capacity for distributed leadership, to ensure equity and access across SLCs. The School Governance Council will be formed in adherence to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements, and following the Education Code regarding the formation and operation of the School Site Council, pending approval of a single governance council waiver by UTLA. Members will be elected according to Education Code regarding School Site Council. This council will have primary decision-making power at Lincoln High School. Its primary role will be to evaluate and revise the implementation of this plan and create committees to oversee all elements of running Lincoln High including creation of Single Plan for Student Achievement, budget, hiring and evaluations, curriculum and professional development, safety, discipline and code of student conduct, school activities and special schedules, consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD. (See Appendix V for governance organizational chart)

10. School Leadership & Staffing Plans

10a. Leadership Team Capacity

The Lincoln High School Focus Team is a group of stakeholders that included students, parents, community members, teachers, classified personnel and administrators to look at data and engage in an academic audit that will identify the positive direction and change for our academic community. The urgency for our work, time, and commitment to the school community was great. This focused representation of the school community was dedicated to the process of effective transformation based on the concerns of parents, the needs of students, the instructional commitment of the faculty, and the successful collaboration of our school community. As a school community, we have met with stakeholder representatives to analyze data, engage in an academic audit, review of existing programs, and collaborate for student success. These meetings have provided us with needed focus, guidance, and support to further develop intensive instruction for all our students, both academically and behaviorally. The focus for our proposal includes the usage of active observational and empirical data to address the diverse needs of our student population. We have the collective capacity to successfully transform a school because our vision and mission is student-centered, our research based curriculum is rigorous and innovative, our professional experience and work ethic is highly committed to student achievement, and our capacity is based on the perspectives and concerns of all stakeholders. We are a positive school community committed to the students and faculty of Lincoln High School. (See Appendix VI for resumes and Lincoln High Focus Team Capacity)

10b. Staffing Model

Our school staffing will support the needs of students at Lincoln High in conjunction with District Hiring Policies and Norms. The conversion to block scheduling and the addition of in-school intervention programs for students in English and Math will require the hiring of more teachers in those core subjects. We have two counselors for each SLC and one for the Magnet program. Each SLC has a community representative and an SLC clerk. Currently, our faculty and staff to serve the needs of 2500 students includes 137 classroom teachers, 5 assistant principals, 11 counselors, 3 Gear Up counselors, literacy coach, problem solving data coach, Title-I coordinator, bilingual coordinator, technology coordinator, bridge coordinator, pupil services and attendance advisor, psychologist, adaptive PE support provider, librarian, DOTs support provider, psychiatric social worker, parent liaison, and school nurse. (See Appendix VII Budget for staffing descriptions) Our instructional personnel, including counselors and support services, are 170, which is a 15 to one adult to student ratio not including our clerical staff, supervision staff and campus aides. We have a 230 to 1 counselor to student ratio. Our campus aides Gear Up aides, ed aides, library aide, and community representatives total 28. Our QEIA norms for teacher to student ratio are: 9th grade is 20.8 to 1, 10th grade is 22.7 to 1, 11th grade is 24.6 and 12 grades are 24.4 to 1. Aside from our Special Education Aides, we have 8 Education Aides.

Our school currently has 33 Special Education Aides, 13 Special Education SDC teachers, and 6 Special Education RSP teachers who support students mainstreamed in core subject courses. Translation services for IEP meetings and parent conferences are provided by bilingual education aides, as well as qualified community representatives.

10c. Compensation

Compensation will follow Los Angeles Unified School District's salary schedule for all school personnel.

10d. School Leadership

The current administrative team will remain at Lincoln High. The Principal and Assistant Principals strongly support and have participated in the writing of this proposal. Each one is dedicated and committed to the implementation and success of our proposal. Each one believes in our vision and mission and the verity that all of Lincoln High students should be provided a rigorous, culturally relevant, highly motivating learning environment. As stakeholders, they welcome the positive nature and path our proposal and anxiously await the opportunity to implement it to the fullest. (See Appendix VI)

10e. Leadership Team Beyond the Principal

The Leadership roles beyond the Principal will be filled by current Lincoln High School faculty and staff members. With their unique experience and expertise in working with our school community as well as professional backgrounds, these individuals are highly qualified to maintain in their positions. They were hired under LAUSD's strict hiring policies and are in compliance with LAUSD job descriptions and requirements.

- Alejandro Vasquez, Assistant Principal over Counseling and VOICE (Resume in Appendix VI)
- Ricardo Rosas, Assistant Principal over LBGA SLC (Resume in Appendix VI)
- Brig Tratar, Assistant Principal over Small Learning Communities, School Improvement Facilitator (Resume in Appendix VI)
- Sissi O'Reilly, Assistant Principal over Science for Global Solutions SLC, Attendance and Facilities (Resume in Appendix VI)
- Rosa Diaz-Denny Assistant principal over Special Education program and GATE program (Resume in Appendix VI)
- Eva Lara, Title I program Coordinator
- John Robinson, Literacy Coach
- Olga Flores, Problem Solving Data Coach
- Fidel Nava, Bilingual program Coordinator
- Armando Bustillo, Magnet program Coordinator
- Howard Yao, Special Education Bridge program Coordinator
- Bao Duong PSA Counselor / Manuel Banuelos, Part time PSA
- David Ayala College Counselor

10f. Recruitment of Teaching Staff

The current teaching staff will remain as stakeholders and share in the effective implementation of interdisciplinary thematic unit instruction and project-based learning. Any vacant positions will be filled in accordance with LAUSD hiring practices and, after initial screening, an interview process at the school site. Bargaining unit agreements will be followed in hiring teachers and classified staff members. A Hiring Committee will be formed by School Governance Council to assist in the hiring of new teachers.

Assurances will be made that teachers meet the required credentials for the open position, are willing to implement the strategies of our plan, are willing to attend induction training before entering the classroom and are committed to the education and well-being of students. Successful experience is a welcome trait but one who loves teaching, believes all students deserve a stimulating, culturally relevant, rigorous educational program are more desirable, regardless of experience.

11. Operations

11a. Internal Applicant

As an internal applicant, Lincoln high School will continue to use all existing LAUSD operational services that are currently provided at the school site. Lincoln High School will observe the rights of all employees, certificated and classified, and follow all respective Collective Bargaining Agreements.

11b. Master Service Agreements

Lincoln will continue to utilize the services of LAUSD maintenance & Operations units where appropriate. Lincoln High will continue to honor all Master Service Agreements entered into prior to the 2010-2011 school year until their expiration. Upon expiration, they will be re-evaluated for viability in regards to meeting Lincoln's current needs.

The School Administrative Assistant will continue to oversee the time reporting for pay for all certificated and classified employees. The Plant Manager will oversee the operations for the maintenance of the school facility, along with the Principal and an Assistant Principal. LAUSD Food Services will manage the nutritional program for students. An Assistant Principal will work with the cafeteria manager and Food Services to provide timely, appropriate food services for students. LAUSD School Police will work with the Principal and an Assistant Principal to ensure the safety of staff, students, and community members who provide services to the school. An Assistant Principal will work with LAUSD Transportation Division to provide transportation services for special education, magnet and other transportation needs of students.

11c. School Operations Experience

School operations will be coordinated by one Assistant Principal with Operations background and knowledge. The AP will work closely with the Plant Manager and Cafeteria Manager as well as act as a liaison between the school and district maintenance and operations units. The AP will also oversee any Master Service Agreements in effect and assist school governance in researching and recommending other potential Master Service Agreement partners.

11c. Operations Start-Up Plans

Lincoln High will continue to utilize the services of LAUSD Maintenance and Operations.

Operations Plan

Lincoln High leadership will work with LAUSD School Management Services to determine Best Practices in planning and implementing operations and management.

Lincoln High Governance will select and agree upon a service plan from the LAUSD Menu of services. The Lincoln High Leadership will work with LAUSD to adequately fund school operations through the LAUSD Transparent Budgeting Processes.

12. Finances

12a. Funding

General funding for Lincoln High School will continue to be based on student average daily attendance. Categorical monies will be available to use appropriately, according to federal and state guidelines.

12b. Budget Narrative

Lincoln High School's categorical budget will be based on the assessed needs of participating students as determined through a comprehensive needs assessment and as described in the Single Plan for Student Achievement (SPSA). The budget will support the school-wide mission and vision as well as augment the academic, social, and behavioral needs of all students served. Each SLC will determine the use of funds for their respective interdisciplinary project-based learning curriculum. The school's Title I Office will conduct a needs assessment during the middle of the second semester of the school year. The information obtained will be reviewed by the School Site Council whose membership includes parents, students, teachers, principal and other personnel (i.e., classified staff, non-classroom teacher or administrative staff other than the Principal). This governing body will ensure that funds will be spent to support the instructional and logistical implementation of this proposal, including but not limited to, professional development for interdisciplinary lesson design, project based learning and teaching during block periods, instructional strategies and access methodologies to support the needs of all learners, support for students in need of Tier I, II, and III interventions, a professional support provider for developing the Master Schedule for block scheduling to include flex advisories.

The school's budget will be developed with recommendations of the appropriate committees, (Compensatory Education Advisory Committee, CEAC, English Learners Advisory committee, ELAC). The effectiveness of the implementation of Lincoln High School's SPSA will be reviewed monthly to determine that all participating student groups are showing signs of academic improvement. The expenditures and the school's categorical budget will be re-evaluated if there is no improvement in the students' academic improvement.

Goods and Services that will be obtained to assure an increase in academic improvement:

- Problem Solving Data Coach
- Counselors
- Literacy Coach
- College and Career Counselor
- School Improvement Facilitator Administrator
- Instructional Coach
- Teacher Assistants
- Nurse
- Special Education Bridge Coordinator
- School Psychologist
- Psychiatric Social Worker (PSW)
- Pupil Services and Attendance Counselor (PSA)

- Parent Community Resource Liaison
- Community Representatives
- Parent Conference Attendance
- Parent workshops
- Education Aides
- Campus Aides
- Contract Bus/Curricular Trips
- Professional Development for Teachers
- Teacher Conference Attendance
- Day-to-Day Substitutes
- Supplemental Instructional Material

Lincoln High School will seek out partnerships from local business such as Bank of America, Target Corporation, Wells Fargo Bank and charitable foundations such as Donald T. Sterling Charitable Foundation, J. Paul Getty Trust, The California Endowment, and Norton Simon Foundation.

12c. Finance Controls

Lincoln High School will continue to have a Financial Manager who will ensure the fiscal soundness and legal compliance with regards to student body funds, categorical funds, general school funds and school grants and be responsible for maintaining, generating and submitting all financial reports to the appropriate District offices. The Financial Manager will meet monthly with the school Principal to monitor the school financial status.