

# LBG

**LAW, BUSINESS & GOVERNMENT ACADEMY**

**Abraham Lincoln High School  
Small Learning Community  
Proposal**



**Small Learning Community Application  
Law, Business & Government Academy  
Table of Contents**

<b>Section</b>	<b>Page</b>
Design Team	3
LBG Teachers	6
LBG Demographics	8
Vision & Identity	10
Scope and Sequence - Curriculum	15
Interventions	22
Equity and Access	24
Personalization	26
Accountability & Leadership	28
Collaboration, Parent & Community Engagement	30
Professional Development	35

### Small Learning Community Proposal

**Name of School:** Abraham Lincoln High School

**Location Code:** 8729

**Proposed SLC Name:** Law, Business & Government Academy (LBG)

**Design Team Leaders:** Ana Marie Romero (Social Studies, co-lead teacher)  
and Beth B. Kennedy (English, co-lead teacher)

**Contact Information:** 323-441-4600 (school phone number)

#### LGA Design Team

<b>Name</b>	<b>Role</b>	<b>Contact Number</b>
Janet Lew	Assistant Principal	323-441-4600
James Curtis	Counselor	323-441-4600
Rosa Parra	Clerical Staff	323-441-4600
Ana Marie Romero	Co Lead Teacher, Social Studies	323-441-4600
Beth B. Kennedy	Co-Lead Teacher, English	323-441-4600
Michael F. Kennedy	Teacher, Science	323-441-4600
Lester Manalo	Teacher, English (10 <sup>th</sup> Grade Intervention)	323-441-4600
Jane Dills	Teacher, English (9 <sup>th</sup> Grade, Intervention; Speech/Debate)	323-441-4600
Sean Leys	Teacher, English (Speech/Debate; Community Activities Sponsor)	323-441-4600
Marina Hernandez	Teacher, Mathematics (Events Sponsor)	323-441-4600
Vivian Parra	Teacher, Special Education (Parent Outreach Sponsor)	323-441-4600
Nathan Windman	Teacher, RSP (Math)	323-441-4600
Priscilla Gonzales	Student, President (Senior Class)	323-253-2455
Maria Tapia	Student, President (Junior Class)	Gutentag2912@sbcglobal.net
Samuel Tapia	Student, President (Junior Class)	323-227-1689

Xitlali Ventura	Student, VP Events (Junior Class)	323-221-5871
Brisa Isidro	Student, President (Sophomore Class)	323-395-9805
Ms. Veronica Ventura	Parent	323-221-5871
Mr. Robert Urbina	Parent	323-225-6924
Le My Lay	Parent	323-304-0611
Daniel Hernandez	Parent	323-225-2836
Marc W. Blumenreich	Lead Research Attorney, Los Angeles Superior Court	213-893-0111
Eftihia Danellis	Facing History and Ourselves (non-Profit)	310-902-4806
Omer Simeon	Countrywide Insurance (Business; for profit)	818-225-4111
Evelyn Leverhant	CEO, HTM Co. (Entrepreneur; Business Consulting)	818-222-0014
Victoria Pynchon	Attorney; Mediator (Sponsor, Constitutional Law class)	323-217-5162
Mrs. Suzanne Strojny	Attorney (Federal Government)	310-903-1002
Hon. Jacki Bacharach	Chairperson, Commission on Cost Control; Former Mayor Palos Verdes	
Robert Lind	Southwestern University School of Law	
Carol Jago	Director, California Reading & Literature Project - UCLA	310-459-8435
Dr. Marilyn Elkins	CSULA, Director Reading Institute of Academic Preparation & ERWC	213-687-8684
TBD	Sponsor/Partner Relations Representative	
TBD	Parent Representative	
Hon. Laurie Lyons	Administrative Law Judge	818-687-2221
TBD	Junior Achievement	
	Western Justice Mediation Center	
	Asian Pacific American Legal Center	

## LPGA Teachers

<b>Name</b>	<b>Subject</b>	<b>Credentials</b>
Beth Kennedy	English, Filmmaking, Speech/Debate	English, Social Studies (J.D. Law)
Jane Dills	English, Speech/Debate	English
TBD	English	English
Sean Leys	English	English
Lester Manalo	English	English
Scott Feinblatt	English	English
Flora Buenaventura	Intro to Computers, Digital Imaging	Computer Applications; Office Occupation; School Counseling
TBD	Math	Math
Marina Hernandez	Math	Math
Steve Umemoto	PE, Life Skills	Physical Education
Michael Kennedy	Biology, Constitutional Law	Biology, Social Studies (J.D. Law)
Ana Marie Romero	US History, World History, Government, AP Psychology	Social Science (Ryan);
Frank Berumen	US History, World History, Government	Social Science
Buck Wong	AP US History, AP World History, US History, World History, Math	History, Math
David Keeton	Economics, Govt, World History	Social Studies, Special Education LD
Vivian Parra	MRM Alternate Curriculum, Functional Math, Reading, Writing, Life Skills	Special Education
Michael Patton	SDC	Special Education
Nate Windman	RSP, Mathematics	Special Education

## LGA Student Demographics

Category	LBG #s Students <b>1</b>	% Total LBG <b>2</b>	LHS # Students <b>3</b>	% Total LHS <b>4</b>	LBG % of LHS <b>5</b>
<b>Student Enrollment</b>	552	100	2723	100	20.27
<b>Students by Grade Level:</b>					
9 <sup>th</sup>	227	<b>41.12</b>	1027	<b>37.72</b>	22.10
10 <sup>th</sup>	124	<b>22.46</b>	678	<b>24.90</b>	18.28
11 <sup>th</sup>	127	<b>23.00</b>	575	<b>21.12</b>	22.08
12 <sup>th</sup>	74	<b>13.00</b>	412	<b>15.13</b>	17.96
<b>Students by Gender:</b>					
Male	337	<b>61.05</b>	1396	<b>51.27</b>	24.14
Female	215	<b>38.94</b>	1327	<b>48.73</b>	16.20
<b>Students by Ethnicity:</b>					
Hispanic	445	<b>80.61</b>	2203	<b>80.90</b>	20.19
Asian	100	<b>18.11</b>	459	<b>16.86</b>	21.78
African American	5	<b>.90</b>	24	<b>0.88</b>	20.83
Other	2	<b>.36</b>	37	<b>1.36</b>	5.40
<b>Special Needs Students:</b>					
English Language Learners	255	<b>46.19</b>	996	<b>36.58</b>	25.60
Hispanic (LEP)	218	<b>39.49</b>	849	<b>31.18</b>	25.67
Asian (LEP)	37	<b>6.70</b>	143	<b>5.25</b>	25.87
ESL Levels 1-4	36	<b>6.52</b>	174	<b>6.39</b>	20.69
Special Education	56	<b>10.14</b>	294	<b>10.80</b>	19.04
SDC	14	<b>2.53</b>	133	<b>4.88</b>	10.52
RSP	39	<b>7.06</b>	144	<b>5.29</b>	27.08
Gifted	29	<b>5.25</b>	264	<b>9.70</b>	10.98
<b>Students' Parent's Language:</b>					
Spanish	380	<b>68.84</b>	1882	<b>69.11</b>	20.19
English	77	<b>13.34</b>	354	<b>13.00</b>	21.75
Cantonese	66	<b>11.96</b>	313	<b>11.50</b>	21.08
Other	20	<b>3.62</b>	143	<b>5.25</b>	13.98

\***Explanations:** 1. Column 1 contains the number of LBG students in each category.

2. Column 2 shows the percent of those student numbers in the total LBG.

3. Column 3 shows the numbers of students for Lincoln High School (LHS) in each category.

4. Column 4 shows the percent of those students in Lincoln High School (LHS) as a whole.

5. Column 5 compares the number of LBG students in each category as a percent of the LHS students in each category; LBG students are 20.27% of LHS.

## LBG Demographics

The percent of students in any given demographic for any category of student for both LBG and Lincoln High School (LHS) is listed in bold. As you can see by comparing the two bold columns (entitled LBG % and Lincoln %), in the majority of categories, LBG students are a diverse community of learners who represent the range of different student subgroups present in the school as a whole. LBG has an open and inclusive admissions policy, and students self-select the academy by choosing LBG in 8<sup>th</sup> grade. This includes students from the local and traveling communities; LBG does not "transfer" out students who are struggling, who are LEP, who are RSP or who require intervention.

However, analysis of the specific categories shows some significantly different percentages:

<u>Category</u>	<u>% LGA</u>	<u>% LHS</u>	<u>+/-</u>
Male	61.06	51.27	+9.79
Female	38.94	48.73	-9.79
English Language Learners	46.19	36.58	+9.61
Hispanic (LEP)	39.49	31.18	+8.31
Special Education - RSP	7.06	5.29	+ 1.77
Gifted	5.25	9.70	- 4.45

Strategies to address balancing the demographics by category so that they are more representative of Lincoln High School as a whole, will be addressed in the SLC Redesign or LHS Leadership meetings.

## Small Learning Community Application Law, Business & Government Academy

The Law, Business & Government Academy [LBG] is dedicated to making a difference in our students' lives and preparing each for a life that makes a difference. LBG students take an interdisciplinary college preparatory curriculum, so they are equipped for 21<sup>st</sup> century careers: as entrepreneurs, or to work in the private and public sectors, including law, government and business. All students will be placed in a program that will fulfill the A-G requirements (see Section \_\_\_) that provide eligibility for admission to a state university program (see Section \_\_\_) and satisfies state curriculum standards. LBG students will become critical thinkers who understand the "big ideas" that drive human creativity, proficient in communication, multi-media and technological skills. They will learn how to learn, be empowered to believe that their voices matter, and master the leadership skills necessary to achieve social change in their community, their city and their country.

**LBG has a unique Vision and academic Identity** based on an educational philosophy and approach that is known and shared by students, teachers, staff, families and community partners. These strategies are taught to students entering LGA in 9<sup>th</sup> grade, and reinforced in each subsequent year. **LBG's instruction will be interdisciplinary, scaffolded, and core content classes adopting LBG Shared Curricula Strategies and Tools**, including:

1. the seven reading and writing strategies in *Improving Adolescent Literacy, Strategies at Work* by Douglas Fisher and Nancy Frey;
2. the goal of students' mastering the "academic literacy goals and competencies (reading, writing, listening, speaking, critical thinking and habits of mind) that result in academic success across all college disciplines" [*Academic Literacy - A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Spring, 2002) as defined by the Intersegmental Committee of the Academic Senates (hereafter **ICAS**) of the California Community Colleges, the California State University, and the University of California].
3. The American Diploma Project (ADP) Network is a coalition of 29 states dedicated to aligning K-12 curriculum, standards, assessments and accountability policies with the demands of college and work.

LBG has a heterogeneous group of students who have self-selected LBG; it includes students in every grade, from 9<sup>th</sup> through 12<sup>th</sup> (a total of 552 identified students as of January, 2007). We expect to maintain between 100 - 150 students per grade level, for a total of between - 400 - 500 students. LBG has identified a counselor, Mr. James Curtis, and an administrator, Dr. Janet Lew, and an office administrator,

Ms. Rosa Parra. A nucleus of seven LGA faculty is currently located in the "Bungalow section" of the campus, or in nearby buildings (Science in 755 and English in 215). LBG expects to complete the process of consolidating our administrator, counselor, faculty and staff within these distinct physical boundaries (see Exhibit \_\_\_ for map) by the beginning of the 2007-08 school year.

LBG has identified an administrator (Dr. Janet Lew), counselor (Mr. James Curtis) and officer manager (Ms. Rosa Parra) and two lead teachers (Ana Marie Romero and Beth B. Kennedy) to facilitate the cohesive LBG faculty team, which includes teachers in English, History, Law, Mathematics, Science, and includes RSP and SDC Special Education teachers. LBG has also recruited community/sponsor representatives, including judges and attorneys from the Los Angeles Superior Court, post secondary schools (CSULA, UCLA, Southwestern University School of Law) and representatives, executives and entrepreneurs from business, law, government and the non-profit world to join our Governance Advisory Council. (See Section below).

The **LBG Governance Advisory Council** includes faculty members and elected student officer representatives from each grade level, as well as parents and community representatives and/or sponsors. This group will guide decisions related to curriculum, instruction, and assessment; budget, personnel and facilities; master schedule and student programming; student conduct and issues of community engagement, participation and safety. Decisions by this advisory council will be governed by LBG Bylaws, and be consistent with state law, district and school policy, the LAUSD-UTLA contract, and the relevant procedures and policies described in the School Impact Report.

**LBG has high expectations for our students and we emphasize that our students are accountable and responsible for their own education.** We expect our students will become thoughtful, reflective and critical thinkers who can skillfully interpret the texts of society, including literature, current events, historical records, film and other media. LBG students will develop the competencies in reading, writing, thinking and speaking necessary for post secondary studies and for a successful and productive life in the 21<sup>st</sup> century. These include technological and media literacy skills as well as public speaking, mediation and conflict resolution, negotiation and presentation skills. LBG students will be able to communicate original and analytical ideas powerfully, will be empowered to believe that their individual and collective voices matter and they will become knowledgeable about how to bring themselves, their school, and their community greater access to democracy, opportunities, and justice. LBG will emphasize a philosophy and a set of college preparatory skills (both academic and personal), which will prepare students to take an active role as

citizens, and to become effective leaders and assets in their community. We focus on the following skills and competencies:

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

LBG's inter-disciplinary theme-based curriculum highlights issues of diversity, equity, access and tolerance, and public service. It offers a rigorous, standards-based A-G curriculum, consistent with state curriculum standards. LBG has adopted shared instructional strategies and offers multiple, interdisciplinary assessments when students have been programmed correctly in team-taught classes. Students will learn the skills necessary for all of the professions and career paths under the umbrella of business and law, government and public service, including: attorneys, judges, peace officers, firemen, social workers, probation officers, teachers, public administrators, city managers, mayor and council officers, politicians, emergency personnel, and city, county, state, and federal government careers, as well as entrepreneurs and those business careers in the public and private sectors.

**All LBG teachers act as advisor/career mentors and we hope to establish Advisories as part of the LBG curriculum.** Students self-select their teacher advisor/career mentor in 9<sup>th</sup> or 10<sup>th</sup> grade and work with that individual throughout their high school career. In addition, each graduation class has a teacher sponsor, who coordinates with students and the LBGA counselor to ensure students' schedules are programmed correctly and their graduation requirements are satisfied.

**Extra-curricular opportunities** (such as job shadowing, internships and externships, and work study programs) introduce students to various careers, prepare them for work and allow them to make "real world" connections to their academic studies. LBG students have visited Los Angeles Superior Court; met with judges, attorneys, FBI, sheriffs, police and fire personnel; participated in a labor-union Collective Bargaining simulation; visited the Los Angeles County Museum for the King Tutankhamen exhibit and the Japanese American Museum; participated in a multi-day media literacy event at the Academy of Motion Picture Arts and Sciences; and worked as interns for the Los Angeles City Council and various City Council officers.

Every LBG student has the opportunity to participate in an enriched curriculum, and learning is provided in a heterogeneous environment, whenever possible and appropriate. LBG has **established core curricula** (see Section 2 for Scope and Sequence) **for all of our students**, including Honors and AP students, as well as for regular, sheltered (ELL), Special Education and RSP students.

- **Status Report:** Two teachers (one team of English and History) were programmed properly (with the same students) to enable interdisciplinary team-teaching in 2005-06 and 2006-07. These two teachers have "looped" with their students from 9<sup>th</sup> - 11<sup>th</sup> grades.
- LBG intends to improve student programming to enable expanded team-teaching to other English-History teams, and expects to implement Math-Science teams in 2007-08.
- LBG expects students will remain in pure LGA classes at least 2/3 of the school day from freshman - senior years.
- The curricula identify specific course offerings and a sequence of classes that align to district graduation and university admission (A - G) requirements for the UC and CSU universities (See Scope and Sequence section below). Several **career-pathway electives** have been adopted and LBG faculty identified who are highly qualified to teach these courses, whenever practicable, including:
  - **Constitutional Law** (includes Contracts, Torts, Property, Consumer Protection, Criminal and Civil Law) and Mediation/Conflict Resolution
  - **Filmmaking** (Media Literacy, Visual Art and Applied Technology requirement satisfied; produce PSAs which satisfy the Community Service requirement for graduation)
  - **International Relations, Sociology or Psychology**
  - **Multicultural Studies** (Asian studies and Latino/Mexican-American Studies)
  - **Speech/Debate**
  - **Status Report:** Constitutional Law class books (*Street Law: a Course in Practical Law* by Lena Morreale Scott, Lee P Arbetman and Edward L. O'Brien (on the State/LAUSD approved book list) were donated by over two dozen Los Angeles judges and attorneys in 2005-06. Several sponsoring attorneys visited LHS each semester to practice mediation, debate legal issues and discuss careers in law, government and law enforcement.
  - **The Filmmaking students produced a Public Service Announcement (PSA)** "Do You Know Your Rights?" in 2005-06; four PSAs are in production in 2006-07 (The topics include graduation requirements ("You're In Charge"), sealing juvenile records ("Sealing Your Juvenile Records"), harassment in high school ("What is Harassment?"), and students' right to privacy in high school ("Privacy Rights"). The groups must research their topics, using library and Internet research so they can include accurate and useful

- information for their audience. All groups are required to include an educational policy or procedure or a legal right, statute, law or Supreme Court case holding. After the research phase, each group develops a treatment (using Microsoft Word), create a screenplay (Final Draft), prepare a storyboard (PowerPoint), recruit actors, secure music rights and film the script (Sony Digital Video Camera), edit the footage (Microsoft Windows Movie Maker), and deliver a broadcast quality film (on DVD, mini DV or videotape).
- **LGA concurs with the "One Laptop Per Child" direction** announced by MIT Media Lab and *Wired* magazine founder, Nicholas Negroponte and U.N. Secretary-General Kofi Annan at the U.N. World Summit on the Information Society in February, 2007. We strongly believe that our students will not "level the playing field" with students from economically advantaged schools and communities, until they can successfully navigate the digital divide. To that end, we expect the entering 9<sup>th</sup> grade students to take their technology elective in their first year (or in 10<sup>th</sup> grade for those students who require intervention in ELA or Math). We expect that our Community Partner/Sponsor representative will make the adoption and expansion of technology a high priority for LBGA.

**In order to measure the successful attainment of our vision, LBG plans to conduct annual pre and post-interviews** to get student input and feedback about the success, direction and necessary modifications for the LBG. The students have been and will continue to be actively involved through the formation of LBG.

- **Status Report:** 95% of LBG's first graduating class of 2006 passed the CAHSEE and graduated with diplomas. 85% of LBG's junior class passed the CAHSEE on the 1<sup>st</sup> attempt; 57% of LBG's sheltered junior students passed the CAHSEE on the 1<sup>st</sup> attempt in ELA. (See Section \_\_\_ for LBGA intervention strategies.)
- 95% of LBG's first graduating class of 2006 returned from their post-secondary schools to visit prior to Christmas break, 2006 to report on their progress, and speak to LBG students.
- 100% of LBGA's teachers indicated LBG as #1, signaling their willingness to return LBGA on the 2007 Teacher Preference survey.
- All LBGA teachers were invited to participate in this proposal process and given an opportunity to create and/or review the documents.
- At the end of 2006-07, LBG intends to conduct a survey of LBG teachers and parents for suggestions and recommendations for 2007-08.

## LBG Recommended Curriculum Scope and Sequence

Semester A	Semester B
<b>9<sup>th</sup> GRADE</b>	
English 9A	English 9B
Algebra IA	Algebra IB / Algebra Readiness <sup>1</sup>
Biology A	Biology B
Physical Education 1A *	Physical Education 1B *
Health	Life Skills
<b>Elective (1):</b> Intro to Computers <sup>2</sup> Basic Writing Seminar	<b>Elective:</b> Digital Media <sup>2</sup> Adv. Writing Seminar
<b>10<sup>th</sup> GRADE</b>	
English 10A / Honors	English 10B / Honors
Algebra 2A	Algebra 2B
World History A	World History B
Physics A	Physics B
Physical Education 2A *	Physical Education 2B *
Foreign Language 1A	Foreign Language 1B
<sup>2</sup> Basic Writing Seminar	<sup>2</sup> Adv. Writing Seminar
<b>11<sup>th</sup> GRADE</b>	
American Literature /Honors or AP English Language & Composition <sup>3</sup>	Contemporary Comp./ Honors or AP English Language & Composition <sup>3</sup>
Geometry A / Pre-Calculus	Geometry B / Pre-Calculus
U.S. History A	U.S. History B
Chemistry A	Chemistry B
Foreign Language 2A	Foreign Language 2B
<b>Elective:</b> Filmmaking A	<b>Elective:</b> Filmmaking B
<b>Elective:</b> Constitutional Law A	<b>Elective:</b> Constitutional Law B
<b>Elective:</b> Business Law	<b>Elective:</b> Financial Law
<b>Elective:</b> Virtual Business A	<b>Elective:</b> Virtual Business B
<b>12<sup>th</sup> GRADE</b>	
ERWC; Expository Comp./Honors or AP English Literature <sup>3</sup>	ERWC; Modern Literature / Honors or AP English Literature <sup>3</sup>
U.S. Government <sup>3</sup>	Economics <sup>3</sup>
<b>Elective:</b> AP Psychology	<b>Elective:</b> AP Psychology
<b>Elective:</b> Math Analysis A	<b>Elective:</b> Math Analysis B
<b>Elective:</b> Foreign Language 3A	<b>Elective:</b> Foreign Language 3B

<b>Elective:</b> Constitutional Law	<b>Elective:</b> Constitutional Law
<b>Elective:</b> Business Law	<b>Elective:</b> Financial Law
<b>Elective:</b> Virtual Business A	<b>Elective:</b> Virtual Business B
<b>Scope and Sequence Alternative Curriculum Notes:</b>	
<p><sup>1</sup> <b>Math Intervention:</b> Students may start with Algebra Readiness or be moved to Algebra Readiness in Semester 2 if Math intervention is required.</p>	
<p><sup>2</sup> <b>ELA Intervention:</b> Students who require additional support in reading and writing in ELA or core subjects, or who need additional support to pass the CAHSEE, may delay taking electives and be enrolled in the Basic/Advanced Writing Seminars during the school day. LBG seniors will receive Service Credit for assisting teachers with tutoring during these Seminars, designed to support LBG students in ELA and core subjects.</p>	
<p>* <b>PE:</b> Students may take a regular PE class, sports, or ROTC</p>	
<p>** LBG's recommended <b>Science sequence</b> is: Biology (9<sup>th</sup>) Physics (with Algebra II - 10<sup>th</sup>) and Chemistry (11<sup>th</sup>)</p>	
<p><sup>3</sup> <b>Honors and Advanced Placement</b> classes are available in multiple subjects within LBGA (if sufficient numbers) or as Passport classes. LBG is piloting a <b>12<sup>th</sup> Grade Expository Reading &amp; Writing Course (ERWC)</b> and will offer a year long class in 2007-08 which has been adopted by LAUSD, CSU and UC.</p>	
<p>** All LBG juniors and seniors are strongly encouraged to take <b>Community College classes</b> outside of the normal school day, which are held on the Lincoln campus (, ELAC classes taught at Lincoln HS or Adult School)</p>	
<p>** All LBG senior students are strongly encouraged to take <b>dual enrollment college courses at the East Los Angeles Community College (ELAC) or Pasadena Community College (PCC) in Junior and Senior years</b>, in summer or after school.</p>	
<p>** All LBG senior students are strongly encouraged to take <b>Work Study and or Internships in their preferred career path</b>, and/or Community Service/Tutoring (including assisting LBG teachers in the Basic or Advanced Writing Seminar intervention classes, held during the school day).</p>	
<p>** <b>LBG RSP students</b> are mainstreamed and programmed into LBG classes in English, Math, Social Studies and Science, as well as LBG electives. (See Section ____ for further discussion)</p>	
<p>** <b>LBG Special Education students</b> (MMR or SDC) do not follow LBG's Scope and Sequence of classes, but do participate on LBG's Advisory Governance Board, have class officers, and are actively engaged in our community events (Adopt-a-Family and Christmas Parade).</p>	
<p>*** <b>LBG Life Skills classes:</b> In lieu of a one semester Life Skills class, LBG is investigating the possibility of adopting Advisories, which meet ____ day for one credit per semester. All LBG faculty, the counselor and administrator will hold Advisories during this time, so we may better serve our students individually and build LBG community.</p>	

**Note:** Electives that are described in the **LBG Recommended Curriculum Scope and Sequence** above will be designed to match existing LAUSD courses. The titles of some of these electives in the table are descriptive of content focus rather than actual course titles.

**Rigorous Standards Based Curriculum, Instruction, and Assessment Benchmark:** LBG has established a rigorous standards-based curriculum and instructional program which embodies high expectations for every student, so that they can achieve grade-level standards, use appropriate technology, districted adopted textbooks, and multiple media materials to support instruction. Students will all meet the high school graduation requirements, take specific course offerings and a sequence of classes that align to the university admissions requirements (A - G), pass the High School Exit Examination (CAHSEE) and are well prepared for the post-secondary experiences and the world of work. LGA instruction is adapted, based upon learning needs, within a rigorous culturally relevant and linguistically responsive curriculum. Student performance is measured to report on progress and accomplishments achieved over the specific grading period, the semester and the year. LBG hopes that students will be able to create an Electronic Portfolio (and Student Portfolio) which will follow them through all four years of high school and therefore, be able to inform future instructional practices.

**Inter-disciplinary and team-teachers use multiple forms of standards-based assessments,** and LBG has adopted Gardiner's Multiple Intelligences as its benchmark philosophy. District benchmarks, such as the Secondary Periodic Assessments in English, Mathematics, Science and History will assist teachers in developing instruction that is customized for the students involved. LBG will use the measures, such as attendance, dropout rates, and number of graduates, to evaluate LBG's progress as an effective SLC (See Accountability & Distributed Leadership section).

LBG has adopted an educational program, specific course offerings and a sequence of classes that align to district graduation and university admission (A - G) requirements (see Curriculum Scope and Sequence above). We emphasize high expectations for every student, based on state and district standards, and offer students a diverse spectrum of classes including Honors, AP and Sheltered classes. LBG's students include RSP students who have been mainstreamed, and Special Education MMR students who attend Special Day classes, but all LBG students participate in community events. We provide students with essential life skills, including technology and media literacy, mediation, negotiation, and conflict resolution skills. In addition, classes in law and extracurricular opportunities (such as internships, externships, and work-study programs) prepare students for the world of work and real life, while allowing them to make "real world" connections to their academic studies.

LBG's theme-based curriculum is organized around a **distinctive educational philosophy, law, business, government and public service**, and teaches basic life skills, including basic contracts, torts and criminal law, conflict resolution, negotiation and mediation skills. In addition, we expect to enhance the existing Life Skills curriculum by adding basic life survival skills (credit cards, lease information, college and career planning) and hope to implement Advisories for our students, in lieu of the one semester Life Skills class. This plan will provide faculty the necessary face-time with students on a daily basis, so we may better serve our students individually and build LBG community. The issues of diversity, multi-culturalism, equity and access, compassion and tolerance provide students the opportunity to listen to voices that have been traditionally silenced. LBG students will take Asian and Latino Studies classes as electives in the core curriculum.

- **LBG's instruction will be scaffolded, and all LBG classes have adopted Shared Curricula Strategies and tools** (adopting and modifying those seven reading and writing strategies in Douglas Fisher and Nancy Frey, *Improving Adolescent Literacy, Strategies at Work*). These strategies are taught to students entering LBG in 9<sup>th</sup> grade, and reinforced in each subsequent year. LBG expects that students will be given a Resource Manual, containing these strategies and tools, which will be referenced by all LBG teachers in all courses, so that the strategies will become transparent, used across all disciplines, so that LBG students will focus on the content, rather than continually learning another strategy.
- **Status Report:** LBG has completed the Manual electronically and secured paper for printing (Donated by Avery Products) and expects to begin distribution to students in 2007-08.] In addition to providing the requisite LAUSD Life Skills curriculum, LBG expects to enhance the curriculum by teaching students digital technology skills (Word Processing, Excel, PowerPoint) and building the students' Electronic Portfolio in their 9<sup>th</sup> grade Life Skills classes, which the students will continue contributing to throughout high school.
- **Status Report:** LBG has requested this capability from the LHS Technology Coordinator; some LBG teachers are reporting grades online as of 2006-07.] Students track their high school credits and requirements by preparing an *Individual Career/Academic Planning Folder* [ICAP] which is maintained in the students' Teacher/Advisor's files, along with copies of transcripts and Community Service documentation. [**Status Report:** LBG 12<sup>th</sup>, 11<sup>th</sup> and 10<sup>th</sup> grade students who are programmed in LBG classes with LBG teachers have implemented ICAP in 2006-07].
- Beginning in 2004-05, some LBG English, Mathematics and Social Studies faculty loop with their students from year to year. We expect when

students are programmed correctly into pure LBG classes, multiple forms and shared assessments can be used to measure student progress toward meeting, or exceeding, state content and performance standards. The LBG Shared Curricular strategies clearly present instructional strategies to adopt/modify instruction for English Learners, Special Education and RSP students, and for students with other special needs, including Gifted students (Honors and AP classes). [See section below for a discussion of LBG Intervention Strategies.]

- LBG learning environments have been expanded and are more engaging for students as they integrate multiple media, including film, video and computer technologies, and incorporate blended learning experiences, which could combine self-paced learning and assessment programs, coordinated and directed by LBG's highly qualified faculty. LBG's goal is to foster an environment of customized learning tools and technologies, where each student will be enabled to learn independently, at their own pace, include multiple modalities, and be assessed on that basis, using multiple tools, such as projects and portfolios, encouraging students to demonstrate proficiency and mastery of standards.
- When LBG students are programmed in pure LBG classes, assessments can be shared and interdisciplinary, giving students an opportunity to experience knowledge as multifaceted and interconnected, cross disciplines, but always emphasizing higher order critical thinking skills. We anticipate that student portfolios will travel with students from year to year, so they can be used by teachers to inform future instructional practice. [**Status Report:** LBG has requested modification of current Computer Lab storage and retrieval programs to expedite implementation of this program.]

In order to develop organizational and study skills for our students, LBG faculty have agreed to **focus on specific essential standards, skills and strategies to improve students' achievement in high school and better prepare them with the life, study and organizational skills for college and other future endeavors.**

- **Status Report:** LBG has adopted Stanford University's Complex Instruction collaborative group work training, and the majority of LBG's faculty has been trained. Complex Instruction (CI) was developed in 1979 at the Stanford University School of Education by Professor Elizabeth Cohen. According to Cohen, it is a "system of classroom management in which each student is responsible for helping to ensure the success of all members in group work."

- LBG has adopted the seven reading and writing strategies in *Improving Adolescent Literacy, Strategies at Work* by Douglas Fisher and Nancy Frey);
- LBG's goal is for students to master the "academic literacy goals and competencies (reading, writing, listening, speaking, critical thinking and habits of mind) that result in academic success across all college disciplines" [*Academic Literacy - A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Spring, 2002) as defined by the Intersegmental Committee of the Academic Senates (hereafter **ICAS**) of the California Community Colleges, the California State University, and the University of California].

In addition to the required content standards covered in any individual class curricula, LBG faculty have agreed to standardize essential skills and strategies. LBG expects to distribute the **Law, Business & Government Academy Resource Manual** to students in 2007-08. These include, but are not limited to:

- ❖ **LBG faculty will emphasize organizational and study skills,**
  - Students will maintain a **Master Agenda** for all classes and assignments.
  - Students will maintain a **Student Reading & Writing Notebook** for English; other faculty may require a notebook for their class.
  - Students will learn **Cornell Note-taking, annotation** of documents and highlighting key information and use these strategies in all classes;
  - Students will participate in **SSR** (teacher read-aloud with focused common writing assignments and vocabulary)
  - **Participation** grades in each class will account for a significant percentage of the class grade, and will reward students for demonstrating mastery/proficiency in maintaining LBG organizational and study skill standards. Students who are absent with acceptable reasons will have opportunities after school and during lunch to demonstrate effective participation by engaging in activities such as peer tutoring, peer evaluation of portfolio projects, and similar work.
- ❖ **LBG faculty will emphasize teaching and learning strategies:**
  - Students and teachers will use "**Academic Vocabulary**" and work to improve students' vocabulary and spelling (e.g., Kate Kinsella);
  - **Complex Instruction for Collaborative Group work** will be adopted for all classes where group work is performed (e.g. Elizabeth Cohen)
  - Students will use LBG adopted **reading comprehension strategies** (prediction, questioning, clarification, summarization, outlining) and **writing skills** (thesis statements, multiple paragraph essays

- (descriptive, narrative, expository and persuasive); analyze rhetoric using the Rhetorical Square and write a standardized Précis for argumentation; recognize common themes, evaluate and develop thesis statements and claims, and support their work with credible and accurate evidence from the text.
- Students will be encouraged to **apply learning and reflect on the application to their lives**, using textual evidence to support their claims, statements, or positions. LBG students will be able to evaluate the philosophical, religious, political, ethical, social and legal influences of the historical experiences that shape our world and literature, and be able to write responses which demonstrate an understanding of the relationships of significant ideas and elements.
  - ❖ **Writing to Learn (Core Content Classes)/Learning to Write (English)**: LBG faculty acknowledges that improving student literacy and achievement is not solely an English teacher's responsibility. **In English classes, students will learn to write**, and demonstrate proficiency in the writing process (brainstorming, outlining, drafting, revising, editing, summarizing, publishing and presenting); write numerous multiple paragraph essays (thesis statement, introductions and conclusions, appropriate use of transitions and integration of quotations) demonstrate mastery of formats (narrative, descriptive, expository, persuasive) and prepare formal research reports. **In core content areas, students will write to learn**; write timed essays (in short timeframes) to encourage growth in organization and thoughtfulness during high-pressure situations. Students will be encouraged to demonstrate proficient control of grammar, diction, paragraph and sentence structure and syntax in multiple paragraph essays in all classes.
  - ❖ **Oral Language Skills, Internet, and Technology & Presentations**: Students are required to participate in and lead class discussions; participate actively in collaborative group work; recognize and find primary and secondary sources, and document, evaluate and properly cite original Internet and library research; develop clear research questions and critical research strategies; create and deliver oral presentations, including increasing more complex original research projects (9<sup>th</sup> - 12<sup>th</sup> grades).
  - ❖ **Critical Thinking Skills**: Students are expected to demonstrate the habits of mind that ensure academic success - the willingness to experiment with new ideas and to challenge their own beliefs, seek out other points of view and apply analytical and critical thinking to their own ideas, as well as to others. Students must assume responsibility for their own learning, which includes asking for help when they need it; their participation in intellectual

discussions predicated upon their ability to convey their ideas clearly, and listen and respond to divergent views respectfully.

**LBG is in the process of developing a comprehensive intervention plan for those students who are not able to access the core curriculum at their grade level within our SLC, in addition to those school-wide interventions.** Although the majority of LBG students have conversational proficiencies, many remain ELL in terms of fundamental math and ELA skills as well as academic literacy. LBG teachers are committed to building a mutually respectful classroom and community environment, where all students have full, equal access to the core curriculum and those who are not as able, are provided with the emotional and instructional support and resources to "level the playing field." In addition to the panoply of services that are available to all Lincoln students (Extended Learning Academy, Beyond the Bell, Saturday classes, special CAHSEE intervention classes; school Psychologist, Healthy Start; see School Wide Impact Report), **LBG faculty and students provide additional support services.** Students can self-select intervention, requesting additional support or tutoring; they can be designated by their LBG faculty-advisor to seek support, or can be given an official referral for intervention by a classroom teacher.

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

**Status Report:** LBG students demonstrated an improved 1<sup>st</sup> time passage rate on the CAHSEE ELA exam; however many still need improvement on the CAHSEE Math. In addition to school-wide after school and Saturday school-wide classes, on their own time, LBG's English and Math teachers provide individual student tutoring before

school, during nutrition and lunch and after school for those students who need the additional support. In addition, teachers hold an intensive CAHSEE Boot camp during English and Math classes, analyzing LBG re-taker's CAHSEE results and targeting specific areas of study prior to the examinations.

For the most part, in 2006-07, 9<sup>th</sup> and 10<sup>th</sup> Grade LBG students were not programmed into LBG classes with LBG ELA or Math faculty. This makes any SLC-wide instruction or intervention for the CAHSEE extremely difficult. When student programming into LBGA classes improves, we expect to integrate vertical teams for English and Math, beginning in 9<sup>th</sup> grade, so that students will be prepared in regular classes, during the school day and be better able to demonstrate their proficiency on the CAHSEE, CST and district periodic examinations.

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

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

For 2007-08, LBG's Scope and Sequence of Courses includes a Basic Writing Seminar (followed by Adv. Writing Seminar) as electives, which is intended as a tutorial for entering 9th grade students, who have been identified as needing additional support and intervention - or who are identified by core content teachers during the first few weeks of school (see Scope and Sequence of Classes). These Seminars have been successful in improving student achievement at Cleveland High School's Humanitas program. Finally, as part of the Department of Education Smaller Learning Community grant, funds were budgeted for student tutors, as well as Teaching

Assistants, to provide academic intervention to those LBG students in need. As of this date, however, these funds have not been released to LBG.

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

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

**Equity and Access** - LBG students will participate in a rigorous quality curriculum that is culturally relevant, and linguistically responsive to their unique learning needs, thereby eliminating achievement gaps between groups of students.

- **LBG** supports a diverse community of learners representing the range of different subgroups present at the school. LBG students self-select this academy via an open and inclusive admissions and recruitment process in middle school. Students are introduced to all of the SLCs available at Lincoln through an assembly during 8<sup>th</sup> grade. LBG junior and seniors speak to the middle schools students about LBG, and have created a Power Point video about LBG. LBG has created a brochure for students and their parents describing our program and faculty.
- **We adhere to three overlapping principles:** (1) No student will be excluded and no student will be specially included on any other basis than student and family choice. (2) Both by standard demographic measures and by measures

- of academic performance, the students admitted to LBG closely resemble in proportion the overall population of Lincoln High School. (3) LBG will include and serve all significant demographic and academic groups present on Lincoln High School's campus, limited only by a maximum number of students. (See LBG Demographics Section).
- o LBG faculty also reflects the school community, including two Special Education teachers [Vivian Parra (Mild to Moderate), Michael Patton (Special Day) and two RSP teachers [Nate Windman, Mr. Keeton]. LBG includes provisions to accommodate student interests (curricular as well as extra curricular) and parents' consent is required on the LBG admissions brochure.
  - o LBG has endeavored to properly tag all LBG students in the SIS and ISIS computer systems, in hopes that more usable student outcome data will be available for LBG faculty to review, including disaggregated student data.
  - o LBG classes are heterogeneous and include Honors, regular students, RSP students and sheltered students within the same classes, which support our academic and developmental needs of our students. LBG faculty has been trained and is qualified to teach Advanced Placement courses by AP/College Board staff (three LBG faculty teach AP: AP English Language & Composition, AP U.S. History, AP World History, AP Physics). Honors and AP classes are, and will continue to be, open to any and all students, with parental approval and consent; the majority include Passport classes, open to any Lincoln High School student.
  - o LBG is committed to providing instruction and resources that are appropriate and valuable to all students, including EL students, and students with special needs. Students with I.E.P.s and other learning plans will be included in as many of the school's activities and classes as their specialized plans allow and support. LBG will follow the guidelines laid out in the Lincoln High School Impact Report in respect to admission and inclusion of M.M.R. and S.D.C. students, but the philosophy and the goals of our community support heterogeneous inclusion whenever and wherever possible.
  - o LBG has high expectations for all LBG students and recognizes that in order for such a program to be successful, instruction must be responsive and adaptive to the needs for all students. LBG offers students culturally relevant and linguistically responsive teaching to support all students, including Asian and Latino Studies, which are required core curriculum courses. LBG faculty has attended Complex Instruction collaborative group work training classes, which has been adopted as a Shared Curricular Strategy for all LBG students. Constitutional Law is an LBG elective; the course book, approved by LAUSD, is *Street Law: A Course in Practical Law*, which covers the fundamental legal concepts of torts, civil and criminal law, as well as constitutional law. We expect to offer additional law and business courses depending on faculty availability (Youth and Law, Administration of

- Justice; Business Organizations). LBG students also take a Filmmaking class, which includes a Media Literacy component and satisfies the Visual Arts and Applied Technology requirements, as well as the Community Service requirement for graduation.
- **LBG faculty are all “highly qualified” and many hold advanced degrees**, including three teachers who hold JD degrees, and one PhD from Harvard University; several have Master's Degrees. LBG has adopted many of the practices of the highest achieving schools (as reported by The Education Trust in “Gaining Traction, Gaining Ground,” including matching the experienced, highly qualified teachers with the students who need them most and supporting new teachers by giving them LBG standard teaching curricula, lesson plans and when scheduled, sharing common planning periods, where teachers discuss students, classes and curricula.
  - LBG faculty have been **trained in techniques of differentiated instruction, SDAIE and ELD**, as well as Stanford's Complex Instruction collaborative group work, which has been adopted as a “best practice” for LBG, in order to accommodate the varied abilities of all of our students.
  - As referenced in Section 1 (Identity) LBG has identified a unique area on campus, the Bungalow area, and hopes to move all LBG faculty to that area, which will provide a space for the learning environment which is safe, equitable and hospitable for instruction.

**LBG has and will continue to demonstrate we are committed to personalization**, tailoring the educational experience to each student as much as practicable, and that we are dedicated to establishing and sustaining a mutually respectful relationship with every LBG student. LBG's inter-disciplinary theme-based curriculum highlights issues of diversity, equity, access and tolerance. LBG has identified a counselor, Mr. James Curtis, who works in partnership with LBG's co-lead teachers, and is essential for programming and identifying students' academic needs. Our administrator, Dr. Janet Lew, will also serve as an advisor, and coordinate with the whole school, as well as provide discipline intervention.

LBG faculty identify students at risk, and all educators advise and advocate for these students, and in fact, for all LBG students. Each class (sophomore, juniors and seniors) has an **LBG faculty class sponsor**, who coordinates with the class officers and oversees class activities and community participation.

Students self-select a teacher advisor and a career mentor to work with throughout their high school career, although LBG expects to implement Advisories as part of the normal school day. LBG hopes to establish closer relationships with students' families, but has already instituted shared advisories during Parent-Teacher

conferences (which are student led) to make it easier for students' families to meet with the faculty.

**Extra-curricular opportunities** (such as job shadowing, internships and externships, and work study programs) introduce students to various careers, prepare them for work and allow them to make "real world" connections to their academic studies. LBG students have visited Los Angeles Superior Court, met with judges, attorneys, FBI, sheriffs, police and fire personnel, participated in a Collective Bargaining simulation and visited the Los Angeles County Museum for the King Tutankhamen exhibit.

- LBG faculty plans to provide students with personalized instruction which incorporates their experiences and culture. English, History and Mathematics teachers loop with their students over the four (4) years. This provides students with increased contact with faculty and an opportunity to work with one or more teachers for multiple years in a supportive relationship. LBG hopes to implement Student Advisories in Fall, 2007.
- LBG hopes to implement a block schedule and will submit a proposal to the Lincoln Site Council for approval, following the process outlined in the school impact report, abide by the relevant UTLA-LAUSD contract provisions, and coordinate with the Site Council, the Principal and the Local District Superintendent.
- LBG proposal clearly references how instruction will be based on diverse learning styles and multiple intelligences.
- LBG has proposed to teach the Summer Bridge Program for LBG students, which will orient incoming freshmen to the school and to LBG, as well as teach them standard curricular techniques (i.e., Cornell Notes, Agendas and Notebooks, Pivot, CI group work, etc).
- LBG students receive college and career planning and guidance from teachers and the LBG counselor. They begin their course requirements and credits in the 9<sup>th</sup> grade, creating **an Individual Career/Academic Planning Folder** which is retained in their class Advisor's office, but maintained by the student, who is responsible for and held accountable for their own education. LBG hopes to implement Student Electronic Portfolios, which will include preparation of a written secondary course plan and a written post-secondary career plan.
- **Status Report: Three LBG students were selected to visit UC Santa Barbara on a familiarization tour in 2006** (and one of the students, a senior decided to apply to that school as a result of that trip). The **Future Latino Leaders Law Camp** recruited senior LBG Hispanic students for the 2006 summer session, although no financial aid to pay travel expenses was available. LBG hopes to recruit sponsorship funding for the 2007 camp, should the opportunity arise.

- LBG provides ample opportunities for verbal counseling from teachers and the LBG counselor. LBG faculty is available on a daily basis (on their own time) to meet with students before and after school, at Nutrition and during Lunch in an informal setting in one of the LBG bungalows.
- LBG hopes to conduct more parent outreach and conferences based on the student's personal and multi-dimensional needs. LBG faculty meets with students at risk, and their parents, during multi-faculty, interdisciplinary conferences. Parents have an opportunity to talk to most, if not all of, the student's teachers and to review student performance in each class. Although all faculty use ISIS to take attendance, the majority of LBG faculty continues to use EZGrade Pro, which provides individual grade reports. LBG hopes to have a dedicated LBG Parent Representative hired by Fall, 2007, which was provided by the Smaller Learning Communities DOE Grant.
- LBG offers and will continue to offer multiple opportunities for learning that extend beyond the instructional day, including after-school programs, **dual enrollment college courses** (with ELAC or PCC) and/or Adult School courses. We expect to implement internships and Senior Projects, which will be the responsibility of the Community/Sponsorship Representative, which is provided for in the Smaller Learning Communities DOE Grant.
- LBG will continue to analyze student outcome data from the CAHSEE, California Standards tests, evaluate graduation rates, CSU EAP scores, PSAT and SAT scores, and find an efficient system to keep in contact with our students to evaluate post-secondary data.

**LBG's Design Team includes faculty, administration, students, parents and community representatives (see prior section), who have collaborated over several years to develop and refine LBG's Small Learning Community proposal, for all elements, including Accountability and Distributed Leadership.** LBG faculty meet at least twice a month (in addition to Professional Development SLC meetings) to discuss SLC plans. In addition, the LBG faculty who has common planning periods work together, plan their curricula together, share expertise and exercise communal leadership to ensure that improved student achievement is the intended result and goal of all decisions. The LBG faculty retains primary responsibility and is accountable for making decisions affecting the important aspects of the small learning community, although LBG, as other Lincoln SLCs, operates within the confines and dictates of the School Site Council, school administration, District and LAUSD Central Office, the UTLA-LAUSD contract, as well as adhere to the California State Standards. We are members of the School Leadership Team, and represent LBG on the School Redesign Team, and adhere to the procedures for coordination and dispute resolution described in the Lincoln School Impact Report.

Inter-disciplinary and team-teachers use multiple forms of standards-based assessments, and LBG has adopted Gardiner's Multiple Intelligences as its benchmark philosophy. District benchmarks, such as the Secondary Periodic Assessments in English, Mathematics, Science and History, will assist teachers in developing instruction that is customized for the students involved; LBG expects that better, timely and more accurate information from these assessments will assist LBG faculty to improve student performance. LBG will use the measures, such as attendance, dropout rates, and number of graduates, to evaluate LBG's progress and effectiveness.

**Status Report:** LBG has evidence of personal and collective responsibility for achieving the vision and mission of LBG and the mission for success of all students. In 2006, for example, LBG students "adopted" a family for Thanksgiving and another for Christmas, and collected food, gifts and other basic necessities for the families in need. In 2005, LBG students collected food, clothes and basic necessities for those decimated by Hurricane Katrina.

LBG has a clearly articulated leadership and governance structure, the **LBG Governance Advisory Council**, that is simultaneously individual, collective and distributive as well as active and organized, and which includes faculty, administration, counseling, student, and parent and community representatives. LBG faculty and students meet weekly; the Chair of the meeting rotates among the class officers, so that each student has the experience of leading a meeting. These meetings are held at lunch time, in the Bungalows, and are open to all LBG students and faculty. The Agenda is posted in many classrooms, and students are notified on the day of the meeting over the school PA system, and the team has expertise and utilizes internal and external school/student data for multiple sources to make decisions. The LBG plan has been modified at regular intervals, and all LBG Governance Advisory Council members' input is welcome. LBG takes our responsibilities seriously and is committed to improving student achievement, attendance, and conduct.

In 2005-06, the two co-lead teachers developed the programs for each sophomore, junior and senior students' classes, taking into account their language, math and ELA preferences. The co-leads sat with each student, reviewed their transcripts, and ensured that the course selections would satisfy their graduation and college-choice requirements. In September, 2006, the co-leads, our counselor, Mr. Curtis and several other faculty members stayed after school, on their own time, to correct the Master Program scheduling errors in students' programs. Both co-leads, as well as LBG's newly identified counselor, Mr. James Curtis, have taken the SLC Master Schedule programming training and are committed to working together to improve the timing and the accuracy of LBG students' schedules. LBG has had the support

and active engagement, involvement and support of our newly assigned administrator, Dr. Janet Lew, counselor Mr. James Curtis,, and principal, Mr. James Molina. This staff will work closely with LBG teachers, students, parents and community members with the primary goal of improving student achievement, engagement and community activities. We expect that this staff will be housed with the LBG teachers when we consolidate within our contiguous space in the Bungalow area. LBG is prepared to make decisions related to budget, facilities and issues of community safety based on our vision, when we have the responsibility and authority to do so.

Each graduating class has a faculty sponsor (seniors, juniors and sophomores); Ms. Parra and Ms. Hernandez work with student officers and LBG students to coordinate community events. LBG students held an end-of-the year banquet in June, 2006 for all sophomore students. LBG students walked in the Lincoln Heights Parade during Christmas, 2006 under an LBG banner.

LBG has communicated and shared its vision with the entire school staff in Professional Development and faculty meetings, as active members of the school Leadership Team, as active members of the SLC Redesign Team, and as co-writers of the Department of Education Smaller Learning Communities grant, which is available to all Lincoln faculty on Lincoln's website. LBG has also discussed the possibility of creating and maintaining its own website with Lincoln's Technology Coordinator, and LBG Student officers maintain the LBG Myspace site. LBG faculty believes our academy is reflective of our entire faculty's expertise and commitment. LBG participated in the annual review of the DOE Smaller Learning Communities grant implementation in 2006, and expects to continue a reflective review process during the next few years of our formation process.

**Collaboration, Parent and Community Engagement** - LBG views all members of the school community as critical allies, including students, teachers, and support staff, parents, administrators, and business and community partners. We agree that an ongoing partnership is aimed at supporting continuous improvement of student achievement on an individual and collective basis, and that authentic engagement leads to sustained participation in critical school decisions and implementation of school efforts.

- LBG will take advantage of partnerships with community members that can offer training for both teachers and students, and supplement the academic training. There are several examples of such organizations: the Asian Pacific American Legal Center, which offers a training program, "Leadership Development in Interethnic Relations," and Lincoln's Alumni Lawyers and Public Service alumni, who have returned to the school to offer career advice to our students. LBG has established relationships or partnerships

- with Southwestern University School of Law, Los Angeles Superior Court, the Western Justice Mediation Center, and more than two dozen individual attorneys and judges. **Status Report:** The individual attorneys and judges donated nearly 30 copies of *Street Law: a Course in Practical Law* so the Constitutional Law elective could begin in 2005-06 school year. LGA students have attended familiarization trips at Los Angeles Superior Court, USC, UC Santa Barbara and CSULA.
- LBG will be involved with businesses and community organizations by offering students experience in the "real world" through internships, externships and work-study programs, as well as increasing diverse career familiarization tours. LBG expects to establish a Junior Achievement organization at Lincoln to provide students with the necessary fundamentals of business and entrepreneurship, and hopes to expand a relationship with USC's School of Business.
  - The DOE SLC grant budgeted a position which would be responsible for securing additional partnerships and sponsorships.
  - **LBG's Governance Advisory Board** includes parents and community representatives, as well as students, faculty and administrators as equal stakeholders in the collaborative development and management of the LBG Vision, governance, and communications of the SLC.
  - LBG expects to continue to schedule common conference periods (particularly for team teachers) to provide opportunities for partners and parents to gather easily at appropriate times and locations during the school day. Core subject teachers have met with parents together for individual student conferences, and have held joint parent conferences, which are scheduled for the individual parent's convenience.
  - A dedicated Parent Representative was budgeted in the DOE SLC grant, and we anticipate expanding our parent contacts as soon as the representative is on board. Although all LBG classrooms are open to all parents at any time, we expect to begin "invitationals" to parents in 2007-08 for Law Week or other special LBG events, or for interdisciplinary assessment presentations. The Lincoln High School Parent Center has been very accommodating and has translated the majority of LBG materials in Spanish and Chinese; they also offer trilingual support for meetings and handle parent contacts on LBG's behalf. Although faculty publish their phone numbers and email addresses, LBG has requested an independent website from the Technology Coordinator for LBG, comparable to the Magnet website where we can publish our information, update classroom assignments, and celebrate our shared humanity.
  - LBG student officers (elected by grade level in open elections) secured donations of food and merchandise and sponsored two families during the Holiday season in 2006 (Thanksgiving and Christmas). They also participated

in the 2006 Christmas Parade in Lincoln Heights, marching together under a consolidated LBG banner.



**LBG Community Partners**

<b>Partner</b>	<b>Contact Person</b>	<b>Contact Number</b>
CSULA	Dr. Marilyn Elkins, Director Reading Institute of Academic Preparation & ERWC	213-687-8684
Southwestern University School of Law	Robert Lind, Copyright, Museum and Entertainment Law	
Superior Court of Los Angeles	Marc Blumenreich	213- 893-0111
Facing History and Ourselves (non profit)	Eftihia Danellis	310-902-4806
Omer Simeon	Countrywide Insurance (Business; for profit)	818-225-4111
Evelyn Leverhant	CEO, HTM Co. (Entrepreneur; Business Consulting)	818-222-0014
East Los Angeles Skill Center (ELASC)		
East Los Angeles Occupational Center (ELAOC)		
East Los Angeles Community College (ELACC) Pasadena Community College (PCC)	J. Stirrat, Student Services Outreach & Recruitment  TBD	323-265-8642
Lincoln Heights Neighborhood Council		
Lincoln Heights Chamber Of Commerce		
Lincoln Heights Healthy Start	Erika Cuevas	323-227-1794
Lincoln High Alumni Association		
Victoria Pynchon	Attorney; Mediator (Settle It Now! Dispute Resolution)	323-217-5162
Mrs. Suzanne Strojny	Attorney (Federal Government)	310-903-1002

Hon. Laurie Lyons	Administrative Law Judge	818-687-2221
Hon. Robert Zakon	Los Angeles Superior Court, Retired	
Los Angeles City Hall	Hon. Wendy Greuel, Hon Tom LaBonge	
Hon. Jacki Bacharach	Chairperson, State Commission on Cost Control; Former Mayor Palos Verdes	
California State Senators	Honorable Barbara Boxer Honorable Diane Feinstein	
Carol Jago	Director, California Reading & Literature Project - UCLA	310-459-8435
Junior Achievement		
Western Justice Mediation Center		
Asian Pacific American Legal Center		
<i>The Daily Journal</i>		
<i>The Los Angeles Times</i>		
<i>The Los Angeles Business Journal</i>		
Avery Label Company	Sponsor: LBG Student Resource Guide	
Southern Poverty Law Center	Teaching Tolerance 400 Washington Ave. Montgomery, AL	
No Name Calling Week Coalition	Katie Moeller, Educational Resources Associate	
UTLA-LAUSD Collective Bargaining Day	Linda Tubach, UTLA	
Constitutional Law Class Sponsor (Attorneys, Mediators)	Max Factor, III, Attorney- Mediator Anthony Gingess (Boeing) Stephen Goldberg, Attorney (Heller & Ehrman)	

	<p>Glenn Gottlieb, Attorney - Mediator  Ms. Laurel Kaufer, Attorney-Mediator  Anne LaBorde (Kaiser Permanente)  David Lash, Attorney (O'Melveny &amp; Myers)  Nicole Marcey (Farmer's Insurance In House Counsel)  Deborah Rothman, Attorney-Mediator, Arbitrator  John Shaffer, Attorney-Mediator  Jim Stott, Asst. Director, Straus Institute for Dispute Resolution, Pepperdine Law School</p> <p>Les Weinstein, Attorney-Mediator</p>	
<p>Constitutional Law  Class Sponsor  Judge</p>	<p>Hon. William Barry (Los Angeles Superior Court Judge)  Hon. Cynthia Loo (Los Angeles Superior Court Juvenile Court Referee)  Hon. Charles G. Rubin (Los Angeles Superior Court Judge)</p>	

**LBG teachers will continue to actively participate in Professional Development and professional growth activities that increase our proficiency in the areas of interdisciplinary instruction, differentiated instruction, and literacy instruction, as well as Small Learning Community and leadership professional development to increase our efficiency and efficacy.**

LBG teachers are committed to continued professional development that improves and increases their individual subject area knowledge, as well as our understanding of related subject areas (e.g., technology, Complex Instruction, sociology and psychology). We are committed to exploring professional collaboration which is supported by research, which indicates that when classrooms move from being teacher-centered toward student-centered, student achievement dramatically improves. LBG teachers are thoughtful about connecting curriculum, assessments, and instruction, and believe that we can affect student achievement as an ongoing challenge. We believe our teachers have higher expectations for student learning, which, in turn, leads to greater student achievement. LBG teachers who share a common planning period, and teach LBG students in their classes, hold regularly scheduled meetings to discuss particular students and their work, and to plan and implement interdisciplinary lessons and activities. We expect to expand this practice when more students are programmed correctly into pure LBG classes, and taught by LBG teachers, who share planning periods.

**Status Report:** All core LBG teachers have been trained in **Complex Instruction, Understanding By Design (UBD) and Differentiated Instruction, SDAIE and ELD;** many teachers have been trained in **Critical Friends methodology** and a few have received training in **Thinking Maps**.

We evaluate the effectiveness of professional development by incorporating new ideas, strategies and material into our planning, and then, after we have executed them in the classroom, we evaluate the results of our efforts and decide to keep, modify or scrap the new material. We will use student test data and teacher evaluation of students' progress as well to evaluate the effectiveness of our professional development activities. As LBG grows to include a larger faculty base, and our student population is programmed into pure LBG classes, taught by LBG teachers, we intend to incorporate Critical Friends discussion protocols as an integral planning and professional accountability tool. Although several of LBG's teachers have received professional development on establishing and maintaining CFG, we expect to budget professional development funds to expand this methodology.

- Critical Friendships, an essential ingredient for learning communities, is best achieved through providing deliberate time and structures to promote adult growth that is directly linked to student learning. Facilitative Leadership

skills are needed to engage school communities in this practice, and are valuable for all leaders — school leaders, classroom teachers and administrators. A Critical Friends Group (CFG) CFG works best as a professional learning community, consisting of approximately 8-12 educators, who come together voluntarily at least once a month for about two hours. Group members are committed to improving their practice through collaborative learning. In 1994, the Annenberg Institute for School Reform designed a different approach to professional development, one that would be focused on the practitioner and on defining what will improve student learning. Since the summer of 2000, Critical Friends Groups training is coordinated by the National School Reform Faculty (NSRF) at the Harmony Education Center in Bloomington, Indiana. The precepts include:

- Make teaching practice explicit and public by "talking about teaching"
- Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino)
- Establish a foundation for sustained professional development based on a spirit of inquiry (Silva)
- Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning
- Help educators help each other turn theories into practice and standards into actual student learning
- Improve teaching and learning

LBG believes that professional learning communities are strong when teachers demonstrate shared norms and values, collaboration, reflective dialogue, a collective focus on student learning and a spirit of shared responsibility for the learning of all LBG students. When there is physical proximity and time to meet, LBG's professional learning community is enhanced by our existing trust and respect of each other and our students, a foundation in the knowledge and skills of teaching and a lifelong commitment to learning new skills and practices.

The purpose of the training is to train/prepare coaches/facilitators to coordinate honest and productive conversations with colleagues focused on improving student learning and improving teacher practices. Some of the skills the coaches practice are:

- Setting norms for working together
- Active listening
- Understanding guidelines for dialogue
- Understanding the dynamics of offering and receiving warm (supportive) or cool feedback

- Formulating clarifying and probing questions
- Using protocols for examining student and teacher work, for solving problems, setting goals, observing peers, and building teams

LBG supports instructional training and experimentation, and has participated in several pilot studies for new courses (RIAP, ERWC and 12<sup>th</sup> Grade Expository Reading and Writing Course), as well as sharing results with our colleagues.

We will take advantage of opportunities offered by the following institutions (and others as they become known to us):

- Facing History and Ourselves
- Shakespeare L.A.
- The Los Angeles County Museum of Art
- Stanford University (Complex Instruction/Collaborative Group work)
- Professional Subject Organizations,
  - **Status Report:** 2004-07 LBG English Teachers attended the California Association of Teachers of English (CATE) meetings; AP College Board Summer Seminar and various AP Workshops; the Reading Institute for Academic Preparation (RIAP) and Expository Reading and Writing Conference (ERWC) at CSULA
  - In 2005-06 LBG Science Teacher attended the Greater Los Angeles Teachers of Science Association Mid-year Conference
  - The majority of LBG's faculty has been trained in Complex Instruction (CI), developed in 1979 at the Stanford University School of Education by Professor Elizabeth Cohen. According to Cohen, it is a "system of classroom management in which each student is responsible for helping to ensure the success of all members in group work," which incorporates Gardiner's Theory of Multiple Intelligences and equalizes status between students who have been historically disadvantaged by devaluation of their proficiencies in non-text intelligences.