

# U.P.P.

**“University Preparatory Program”  
Small Learning Community**

**Abraham Lincoln High School  
Los Angeles, California**

## ***SLC ACTION PLAN***

**Prepared by:**

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**Dr. Marty Epstein**

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**Edgar Villarreal and Allen Cox (2007/2008)**

**Head Counselor:**

**Gloria Salcido**

**Administrator:**

**Jean Mueller**

# U.P.P. – Abraham Lincoln High School

## Faculty Members as of February 20, 2007

DePauw, Dennis	English	
Eberhardt, Paul	English	
Ermstrom-Fernandez, Jennifer	English	
Fletcher, Cindy	English	
Martinez, Ramon	English	
VanDyck, Ramona	English	
Cardoza, Miriam	Math	
Martinez, Ernesto	Math	
Munoz, Frank	Math	
Ocampo, Jorge	Math	
Villareal, Edgar	Math	Lead Teacher (2006/2007)
Cox, Allen	Science	Lead Teacher (2007/2008)
Gonzalez, Patricia	Science	
Ramirez, Edgardo	Science	
Sork, Eeve	Science	
Taylor, Shonte	Science	
Yui, Lisa	Science	
Morataya, Joel	Social Science	
Verdon, Steve	Social Science	
Zapata, Maury	Social Science	
Ramos, Fidel	Spanish	
Valenzuela, Salvador	Spanish	
Alexander, John	Special Education	
Lou, Victor	ESL	
Pelzer, Marylou	ESL	
Salcido, Gloria	Counselor	
Taylor, Dr. William	CSULA: Professor Physics	
Epstein, Dr. Marty	CSULA: Professor Physics	

UNIVERSITY PREPARATORY PROGRAM: Science, Technology, Engineering and Math

**Los Angeles Unified School District**

*Abraham Lincoln Senior High School*

Recommended Curriculum Scope and Sequence

<b>Semester A</b>	<b>Semester B</b>
<b>9<sup>th</sup> Grade</b>	
English 9A	English 9B
Algebra 1A	Algebra 1B
Biology A	Biology B
Physical Education	Physical Education
Health/Life Skills	Health/Life Skills
Foreign Language 1A	Foreign Language 1B
<b>10<sup>th</sup> Grade</b>	
English 10A	English 10B
Geometry A	Geometry B
Chemistry A	Chemistry B
World History A	World History B
Physical Education	Physical Education
Foreign Language 2A	Foreign Language 2B
<b>11<sup>th</sup> Grade</b>	
American Literature	Contemporary Composition
Algebra 2A	Algebra 2B
Physics A	Physics B
U.S. History A	U.S. History B
Foreign Language 3A	Foreign Language 3B
Elective: Intro to Computers	Elective: Data Processing
<b>12<sup>th</sup> Grade</b>	
Advanced Composition	English Elective
Principles of American Democracy	Economics
Math Analysis A (Elective)	Math Analysis B (Elective)
Art/Music	Art/Music
AP Science (Biology/Chemistry/Physics)	AP Science (Biology/Chemistry/Physics)
Leadership/Yearbook	Leadership/Yearbook

## *Vision & Identity*

The University Preparatory Program is an eighteen-year-old small learning community. Our stakeholders firmly believe that to maintain the high degree of achievement in Science, in the United States and particularly California, we must prepare our students in Mathematics, Science, and Engineering. In our learning community our students acquire the academic skills, preparation, and motivation to successfully pursue university degrees in science, technology, and engineering. The importance of UPP in creating high expectations towards achieving these career goals cannot be underestimated. A report published by the California Council on Science and Technology and funded by the William and Flora Hewlett Foundation states California's educational system is simply not producing the mathematics, science and engineering graduates needed to meet industry's growing requirements. This small learning community has been working against this tide since 1989, and will continue to educate our students to aim toward goals not easily achieved without our program's support.

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

prepared and continues to prepare all of our students for success in university, particularly in math and science related curriculums.

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

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

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

coordinated package of components that are critical to helping underprivileged, under-performing, and under-represented students to reach their full academic potential.

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

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

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

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

campus three times per year, and the use of UPP students who are now in college to interact with and mentor high school students.

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

Upon completion of the UPP curriculum our students are qualified for admission to CSULA or any other California state university. Since our school is in a low income area their eligibility for financial aid is practically guaranteed. Our parents are usually not aware of this opportunity. Making our students and parents aware of this opportunity often works as a strong incentive for academic success. UPP has a steering committee that includes representatives from all stakeholders: UPP faculty, administrator, counselor, parents, and students. The steering committee provides advice for community members and makes decisions about student conduct, student progress, and master scheduling. In

the future Lincoln may be divided into designated areas housing each SLC, the UPP steering committee will then direct decisions regarding facilities, potential budgets, and issues of school safety.

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

The Saturday Labs are Science lessons conducted on the CSULA campus by college faculty. Provided funds are available, students are bused to CSULA where each discipline, depending on which course of study the student is then taking, perform scientific experiments. Chemistry students take part in the Department of Chemistry and Biochemistry. Biology experiments are conducted in the Department of Biological Sciences, and students taking Physics do an experiment in the Department of Physics and Astronomy. These labs have several benefits. UPP students become familiar with the university campus. Finishing a college level experiment gives them confidence that they can succeed in college. This mentoring experience fosters interacting with college students who are there to assist them. Field trips are conducted each semester. Scientific in nature, these trips may include a guided educational tour of the Los Angeles Zoo or research on the California State University research vessel for oceanography experiments.

UPP parents are strongly encouraged to participate in the UPP partnership. Parent meetings are held at least twice a year. Parents are invited to UPP activities and are considered an integral aspect of the support system for

students' success. We have found the involvement of parents increases when we have more direct contact with them through one of their peers. In addition, we communicate our successes and accomplishments with parents, other members of our community, and to the Lincoln community at large through a variety of means including our Lincoln website, newsletters, mailings, and conferences. Using funding from the Cal State Grant, we hire a parent to serve as liaison between UPP and the parents and to encourage parents to motivate and support their students in their UPP endeavors.

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

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

All proposed new SLCs including UPP will have 475 to 525 students in the Fall 2007 semester. Future adjustments to contiguous space will allow a safer

more cohesive atmosphere at Lincoln generally. Changes in schedule have not been adopted at Lincoln as of the upcoming 2007-2008 year. Future adjustments to the Master Schedule will include Honors Geography and an Honors Geographical Information Systems class. The Master Schedule will allow our students at least 2/3 of their day to be taught by teachers in UPP.

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

### *Equity and Access and Personalization*

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

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

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

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

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

There is an open and inclusive admissions policy to UPP that includes students from local and traveling communities. UPP admits any student that wants to join. If students have not been given the opportunity in middle school to join an SLC, a SLC selection process will begin during freshman orientation. During this time all students will be given information about UPP. If they like this information and are attracted to what the program offers, they can sign up

regardless of grades, academic background, history, or middle school location. Ideally, in the summer before their 9<sup>th</sup> grade UPP students would be required to attend summer school to take algebra prep and English prep courses. At the beginning of 9<sup>th</sup> grade, students and their parents attend a UPP orientation session at CSULA. During this session they are introduced to the UPP curriculum and requirements and parents and students sign a contract agreeing to the UPP requirements. UPP is a collegial partnership involving science university faculty from California State University, Los Angeles (CSULA) with Lincoln and Garfield High Schools.

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

UPP and the parents and to encourage the parents to motivate and support their students in their UPP academic endeavors.

UPP completes frequent analysis and review of disaggregated student outcome data and modifies plans as appropriate. All information is accessible to teachers, counselors, parents and students. Data will be analyzed, studied, discussed by all parties concerned. Necessary changes in the students schedule will be made based on this analysis. The program evaluator will track student progress and performance. The information will be made available to teachers and parents. This will assist the UPP counselor in advisement of students. This information will also be used by the Steering Committee and our CSULA Advisors for program modifications. Data will be collected and disaggregated by gender, ethnicity, and grade level on: progression rates from grade to grade; completion rates for UPP core courses (biology, chemistry, physics, college prep English, and college prep math); completion rates of UPP required curriculum by graduating seniors; high school graduation rates; number enrolling in college upon graduation; number declaring STEM majors on entering college; the percentage of students enrolled in STEM majors at the beginning of the previous school year who are still enrolled in STEM majors at the beginning of the current school year; and eventually college graduation rates. Evaluation will be ongoing and used to modify the UPP model.

UPP employs heterogeneous groupings of students to support academic and personal development. Before a class is formed all information about the

students' academic history will be analyzed in an effort to form classes that are truly diverse. All students will have access to honors and AP classes.

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

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

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

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

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

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

the year. There will be a UPP summer session for students that want to get ahead and for struggling students that need to catch up.

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

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

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

ceremonies. We work closely with these offices when we assist the seniors in filling out college applications and financial aid applications.

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

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

## *Rigorous Standards-Based Curriculum and Assessment*

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

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

In the summer before their 9<sup>th</sup> grade, UPP students are required to attend summer school to take algebra prep and English prep courses. At the beginning of 9<sup>th</sup> grade students and their parents attend a UPP orientation session at CSULA. During this session they are introduced to the UPP curriculum and requirements and parents and students sign a contract agreeing to the UPP requirements. Our UPP counselor is committed to UPP objectives and to building the SLC environment that supports the students.

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

After school tutoring is offered four days per week, with college students majoring in Science, Math, Engineering and English. These tutors are typically from minority groups. A peer group of UPP students, led by a peer tutor and guided by the college students, is also available, and builds a cohesiveness and a

model for academic persistence. All faculty are highly qualified and experienced in working with and differentiating instruction for ELL and Spec. Ed. Students.

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

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

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

Students complete at least one rigorous, standards-based activity each week per subject, based upon the obvious focus on A-G requirements and the

demands of CST, CASHEE, the Lincoln Service Learning Requirement, and the requirements noted regarding UPP expectations.

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

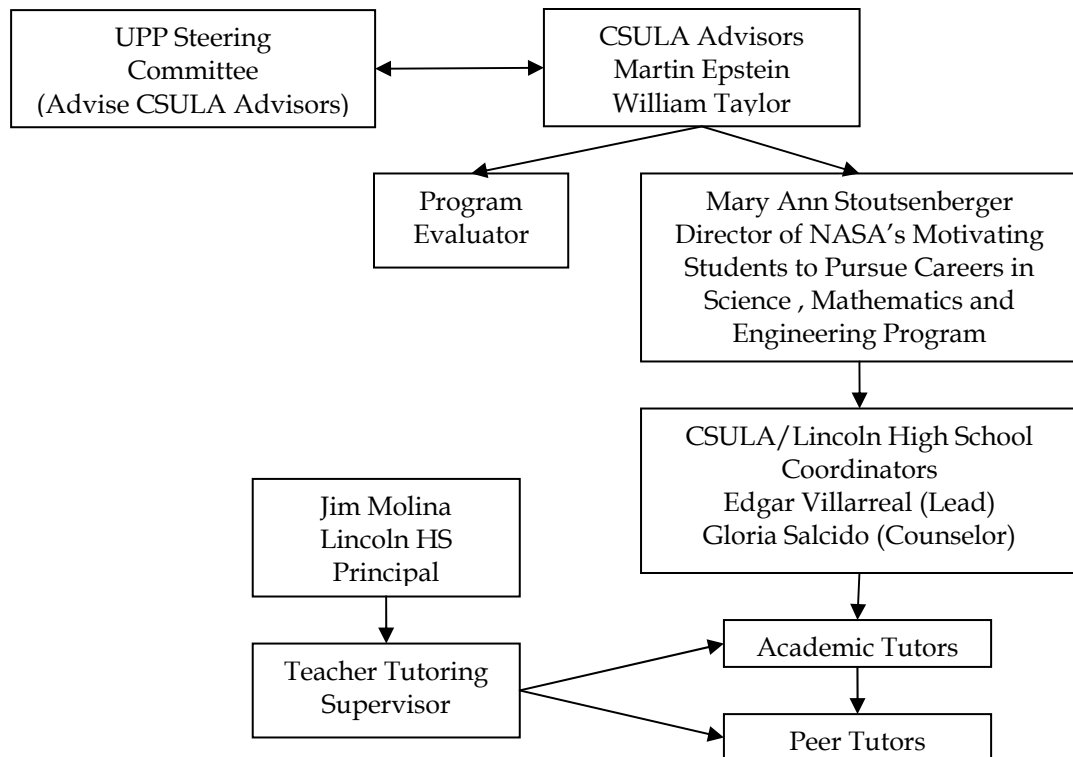
## *Accountability and Leadership*

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

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

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

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



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

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

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

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

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

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

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

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

## *Collaboration, Parent & Community Engagement*

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

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

UPP has always had a very positive relationship with its student's parents and community. As stated earlier, UPP was initially organized to target under performing Latino students for our program. Entry into UPP always required a strong parental commitment. As such, parental involvement was always strong and constant. Parents were always an integral part of our selection process. With our schools reconfiguration into smaller learning communities, all Lincoln students now have access to our community. UPP has continued to approach student recruitment with the same caveat: strong parental involvement. We continue to provide program information for prospective students at Middle

School articulation meetings and at all Lincoln SLC Fairs and SLC events. When a student first arrives at Lincoln, they receive information about all the available small learning communities, and they must indicate their preference. UPP requires that our student's decision also involve the student's families. Parents and guardians must sign off, agreeing to their child's choice. In the future, UPP intends to supplement its informational materials to include academic and achievement data to help inform the decision making process for our student's and their parents.

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

Inasmuch as UPP seeks to improve its partnership with our student's parents and community, UPP intends to set the following goals for this upcoming year: (i) UPP intends to form a Parent Advisory Committee, in the hopes that this will serve as a strong collaborative vehicle for providing added guidance direction to our learning community. The committee will be expected to help UPP evaluate its progress and offer advice about changes or additions to our program when UPP meets for the purpose of evaluating and modifying our action plan; (ii) Parents will be invited to participate as observers or as active participants in our staff development meetings and we will design at least one

staff development meeting per year specifically to address parent and community concerns and to explore ways to increase parent and community involvement in our students' success; (iii) UPP will maintain its open-door policy for parent visitations to our classrooms. We have always encouraged our parents to spend time observing classes and monitoring student learning activities directly. UPP leadership meetings will always be open to parents and any other member of the community, and minutes will be kept for public access.

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

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

## Professional Development

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

Technology is an important component in UPP's vision of our students and their education. For success in the fields of mathematics and the sciences, it is imperative that our students be technologically proficient. Our teacher's must be able to keep pace with, if not exceed, the technology our students will be using in their elective courses and in the creation and production of their student projects. UPP intends to provide a series of computer and technology courses/in-services for our teachers. Building our teacher's skills in technology must be constant and ongoing. Staff development meetings that are scheduled for SLCs will frequently contain a technological component on the agenda. These components will vary from full blown technological lessons or demonstrations; to dissemination of information, such as upcoming seminars, courses or other professional development opportunities; to discussion of pedagogy articles and/or data analysis of our students work; and to give a forum for instructional experimentation and the introduction of pilot lessons and activities. We envision teachers within our community designing and implementing technologically-based and standards-based lessons and projects and sharing their ideas with other teachers in our community.

UPP believes that this type of teacher exchange and collaboration has the potential to spark and inspire more significant and thought provoking inter-disciplinary project and activity ideas. To that end, UPP intends to provide available resources and energy to encourage our teachers to attend seminars and conferences which assist teachers with techniques on collaborative team-teaching and with techniques on developing inter-disciplinary lesson plans and projects.

One of the goals expected of all SLC's is that they develop and implement effective cross-curricular lessons and projects. UPP recognizes that our teachers will need a great deal of support and time to develop the expertise to create, develop, deliver and assess the success of these complex and integrated lessons.

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

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

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

For UPP to accomplish these professional development goals, including our yearly SLC-wide self-evaluation, we will need to use at least one-half of the banked day staff development meetings provided to Lincoln High School for our

SLC goals. This division of banked staff development time, providing approximately half to the SLC's and half to the school and to departments is consistent with the agreements already worked out between our school administration and the Local district.

UPP strongly encourages and anticipates that groups of stakeholders in our community will meet collaboratively at least one hour each week in some formal or informal professional development setting. This includes banked day time, common planning period time, and informal or volunteer time at lunch or after school. UPP will always endeavor to utilize appropriate site-level resources (such as Title I funds, EL funds and others) to help compensate teachers and staff for time spent on professional development beyond the normal school day. As UPP gains more control of our portion of the SLC budget, we anticipate spending a significant portion of our resources on staff development and related activities in the hopes of building and maintaining a strong effective learning community.

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

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

