

MHC

MEDICAL AND HEALTH CAREERS

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

Small Learning Community Proposal

Name of School: Abraham Lincoln High School

Location Code: 8729

Proposed SLC Name: Medical and Health Careers (MHC)

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

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

MHC Design Team

Name	Role	Contact Number
Angeles De La Rosa	Assistant Principal	323-441-4600
Henry Aviles	Counselor	323-441-4600
Lupe Ramirez	Office Technician	323-441-4600
Susan Geiger	Lead Teacher	323-441-4600
Vera Padilla	Lead Teacher	323-441-4600
Margaret Daniels	Teacher	323-441-4600
Henry Mancia	Teacher	323-441-4600
Maria Munoz	Parent	323-259-1506
Maria Heras	Parent	323-379-0029
Deyanira Meza	Student	323-388-7096
Katherine Rossi	Student	323-337-3228
David Galaviz	USC Community Relations	323-227-5499
Erika Cuevas	Healthy Start Coordinator	323-227-1794

MHC Teachers 2006-2007

Name	Subject	Credentials
Mark Brow	English	English
Margaret Daniels	Physical Education	Physical Education
Isidrio Escobar	Social Science	Social Science
Norma Jauregui	Special Education	Special Education (multi-subject)
Dennis Keefe	English	English
Jacob Lim	Science	Biology and Chemistry
Christina Luckey	English	English
Henry Mancia	Math	Math
Steven Mesa	Physical Education	Physical Education
Jaime Oseguera	Physical Education	Physical Education
Reina Pastor	Science	Biology
Lok Yu	ESL	English, Social Studies

MHC Demographics

Category	MHC #s	MHC %	Lincoln #s	Lincoln %	MHC % of Lincoln
Enrollment	343		2723		12.60
Grade Level:					
9 th	129	37.61	1027	37.72	12.57
10 th	84	24.50	678	24.90	12.40
11 th	75	21.87	575	21.12	13.04
12 th	55	16.03	412	15.13	13.34
Gender:					
Male	91	26.53	1396	51.27	6.52
Female	252	73.47	1327	48.73	19.0
Ethnicity:					
Hispanic	276	80.47	2203	80.90	12.50
Asian	63	18.37	459	16.86	13.73
African American	2	0.59	24	0.88	8.33
Other	2	0.59	37	1.36	5.41
Special Needs:					
English Language Learners	126	36.73	996	36.58	12.65
Hispanic	112	32.65	849	31.18	13.20
Asian	14	4.08	143	5.25	9.80
ESL Levels 1-4	22	6.41	174	6.39	12.64
Special Education	36	10.50	294	10.80	12.24
SDC	15	4.37	133	4.88	11.28
RSP	18	5.25	144	5.29	12.50
Gifted	29	8.45	264	9.70	11.00
Parent Language:					
Spanish	220	64.14	1882	69.11	11.69
English	99	28.87	354	13.00	28.00
Cantonese	18	5.25	313	11.50	5.75
Other	6	1.75	143	5.25	4.20

The percent of students in any given demographic for both MHC and Lincoln High School is listed in bold. As you can see by comparing the two bold columns (entitled MHC % and Lincoln %), the only substantially different percentages are for gender and parent language. Strategies to address balancing these two demographics, so that they are more representative of Lincoln High School as a whole, will be addressed under Equity and Access.

Introduction

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

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

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

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

Vision

Abraham Lincoln High School Vision

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

MHC Vision

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

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

We plan to ensure academic achievement for all students through a caring personalized environment, a unique curriculum with rich electives, parental and community involvement, academic and behavioral intervention and highly trained teachers. Students will experience personalization through being involved in pure SLC classes, personalized and contiguous space, and mentor relationships. A unique curriculum will offer medical and health themed classes and internships. Parental and community involvement will be implemented through parent and design team meetings, as well as, direct involvement with the students on campus and off campus at community partner sites. Academic and behavioral interventions will be implemented and reviewed regularly (see the MHC Student Intervention Plan on page 10). Teachers will attend workshops and seminars to expand their knowledge of content, teaching strategies, and SLC fundamentals.

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

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

The ambition of MHC is to provide students with a career focused educational program that will enable students to be successful in the modern work environment, students are expected to meet all Lincoln High School and LAUSD graduation requirements; complete 100 hours of

volunteer/internship work in the medical and health field; and submit an MHC portfolio (see Rigorous Standards-Based Curriculum, Instruction & Assessment).

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

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

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

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

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

Identity

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

Curriculum is one way MHC establishes its identity as an SLC. All students in MHC are required to fulfill the A-G requirements. In addition to the A-G requirements, many advanced placement math and science classes are available to all students on campus. This past year, MHC teachers started working together on cross-curricular lessons using the Understanding By Design and Character counts models.

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

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

Extracurricular activities are another way that MHC differentiates itself from other SLCs. MHC students take medical and health themed field trips, such as, visiting local clinics and hospitals. MHC students are also involved in the Lincoln Heights Health Fair, held in October each year. This year students also volunteered for the first annual Lincoln Heights Walk-A-Thon. A health club has also been established to allow students to begin their work as agents of healthy change here and now while they are still in high school. The career center frequently provides medical and health career job opportunities and guest speakers for MHC students.

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

administrative, clerical and counselor offices. We currently have two lead teachers, an administrator and a counselor assigned to our SLC. In the 2007-2008 school year, we will hold an election to formally select a lead teacher.

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

Rigorous Standards-Based Curriculum, Instruction & Assessment

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

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

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

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

Individual student progress plans will provide a bridge between middle school and post secondary education for all students. Progress plans will be used to discuss and make decisions

about which classes and pathways incoming 9th graders will take. Students will formulate post secondary goals. All classes thereafter will be explicitly connected to the student's post secondary aspirations. Future meetings with teachers, counselors and parents will be held to review student progress in regard to the original goals made by the students. Students who are not making adequate progress toward their goals, will be referred for intervention and counseling.

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

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

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

At this time, Lincoln High School will continue to have a two semester, 6 period day. The four by four and other various block schedules are currently being discussed, reviewed and considered by the staff and leadership. If a four by four block schedule is adopted, there would be room for additional courses such as Algebra Readiness, English Literacy and College Preparedness.

Please note: the MHC teaching staff includes 14 teachers at this time (January 2007). With projected SLC student numbers increasing to around 550 because of the change from 8 to 5 SLCS, around 20 teachers will be needed in each SLC: 4 in English, 3 in math, 2 in history, 2 in

science, 1 in physical education and several shared teachers: art, computer technology, health/life skills, foreign language, and special education. School wide efforts are currently being made to re-balance teachers, from 8 to 5 SLCs, so that each SLC has the correct amount of teachers needed per subject area.

MHC Student Intervention Plan

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

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

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

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

Resources permitting, we plan to establish a MHC Parent Center. Providing a room or office where parents know they are always welcome, will encourage our parents to come to the school,

either for a scheduled meeting or just to stop by and talk. Parent volunteers would be asked to work in the parent center and coordinate parent teacher communication as well as inform parents about educational and community resources available to their families. A parents mentoring program is also being discussed. We believe that parents can have a profound impact on other parents.

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

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

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

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

Success must be measured at regular intervals. Review of data sources that indicate student improvement, or lack thereof, will be made every 6 to 8 weeks. Grades, attendance and

assessment scores will be redistributed to mentor teachers for evaluation. Students will be asked to self-report on the success of certain interventions. Parents will be asked to provide input on student success. Community partners providing intervention efforts, mentoring, internship and job opportunities will be asked to evaluate the success of the program. Teachers and staff will be asked to reflect on the success of the various intervention strategies.

If we as a group or as individuals are not successful, we will re-evaluate each component of the intervention plan and its programs and determine what needs to be done differently.

Measurements and guidelines will be established to indicate whether or not an intervention is successful. Teacher meetings will be held after the first, second and third grading period to ascertain what is working well and what is not. Lead teachers and administrators will meet with teachers to ensure teacher and student needs are being met. Students, parents and community partners interviews will be held to ensure that their needs are also being met. And, of course, if we don't succeed, we will try, try again.

MHC Recommended Curriculum Scope and Sequence

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

Equity and Access

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

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

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

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

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

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

special education teacher. We will need at least one more special education teacher when we move to contiguous space for fall 2007-2008. We plan to have two resource teachers as well.

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

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

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

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

Personalization

Personalization is a primary goal for MHC, as it is the thing that makes school life the most enjoyable for both students and staff. This coming school year, moving to contiguous space will be the single most influential factor on personalization. Once we have moved, students and staff will begin to make that space their own. Architects for Achievement have made several recommendations as to how we can achieve a productive and colorful space that influences student achievement and a sense of belonging. This spring preparations will begin. Building and classroom decorations, as well as t-shirts and other materials will reflect MHC student pride (as well as Lincoln High School pride). A first edition of The MHC Newsletter has already been distributed and, at some point, a link to an MHC webpage will be available on the Lincoln High School website. The MHC Design Team will provide resources and recommendations for personalization. Formal and informal surveys and student feedback will also measure the effectiveness of personalization strategies.

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

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

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

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

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

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

Advisory periods would provide excellent daily opportunities for personalization with students. At this time, Lincoln High School does not have an advisory period. Advisory periods, schedules and curriculums are currently being discussed, reviewed and considered by the staff and leadership. Ideally, staff would keep the same cohort of about 20 - 25 students for four consecutive years. For advisory periods to be implemented successfully, the staff will need extensive training and professional development.

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

5. Accountability and Distributed Leadership

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

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

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

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

Data used to evaluate the effectiveness of MHC will be collected from traditional sources such as standardized test scores, writing assessments, graduation and dropout rates, student portfolios, attendance records and report cards, as well as, surveys and questionnaires that provide stakeholder feedback. Conclusions derived from this data will be used to monitor and improve MHC practice. Planning to address current and future needs of MHC will be done at regular meetings with teachers, staff, parents and students.

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

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

6. Collaboration, Parent and Community Engagement

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

Decisions regarding MHC organizational goals and student needs will be made by all stakeholders (students, staff, parents, and community partners). The MHC design team will meet

bi-monthly. At this time it consists of an administrator, a counselor, an office technician, two lead teachers, two non-lead teachers, two parents, two students and two community partners. Anyone involved with MHC is welcome to attend the meetings, which will be announced ahead of time. The Design Team will play an integral role in maintaining a strong collaboration between students, staff, parents, mentors, and business and health career professionals through bi-monthly meetings, newsletters and workshops.

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

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

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

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

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

MHC Community Partners

Partner	Services Provided
USC	Volunteer opportunities Employment for 11 th /12 th graders Pharmacy mentor program and fair Field trip partner
Kaiser	Volunteer opportunities Summer employment
Keiro Hospital	Volunteer opportunities Mentor program
White Memorial Hospital	Volunteer opportunities Summer employment
Arroyo Vista Medical Center	Mentor program Summer employment
Harbor General Medical Groups	Summer internship with stipend Guest speakers
East Los Angeles Skill Center	General Office and Medical Terminology courses CNA courses
East Los Angeles Occupational Center	Pharmacy, dental assistant and physical therapist certificate courses Computer related courses
East Los Angeles Community College	Health Science Careers Courses Guest speakers Possible courses offered at Lincoln High School: Latin and Psychology
Lincoln Heights Neighborhood Council	Mentors Field trip sponsor Involvement in the Annual Health Fair
Lincoln Heights Chamber Of Commerce	Mentors Field trip sponsor
Lincoln Heights Healthy Start	Mentors Intervention Assistance

MHC believes collaboration with other Lincoln High School SLCs is central to its own success; because, students, as well as the other stakeholders, must feel a sense of acceptance and belonging and have respect for the Lincoln High School Learning Community to be successful in MHC. Currently, MHC collaborates with other SLCs on the Lincoln High School Campus on a multitude of levels. We, of course, share space and facilities. We also share some classes;

although, we hope to have more pure MHC classes in the fall. All SLCS are represented at the weekly Lincoln School Redesign Committee meetings where SLC function and structure decisions are made.

Professional Development

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

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

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

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

Professional development effectiveness is and will be assessed by continually evaluating and readdressing the attributes of small learning communities at the MHC staff meetings and Design Team Meetings. MHC teachers and staff will need compensated time for professional development and SLC development completed outside of school hours. Lesson Study, a key component of SLC curriculum requires additional time outside the regular school day as well.

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