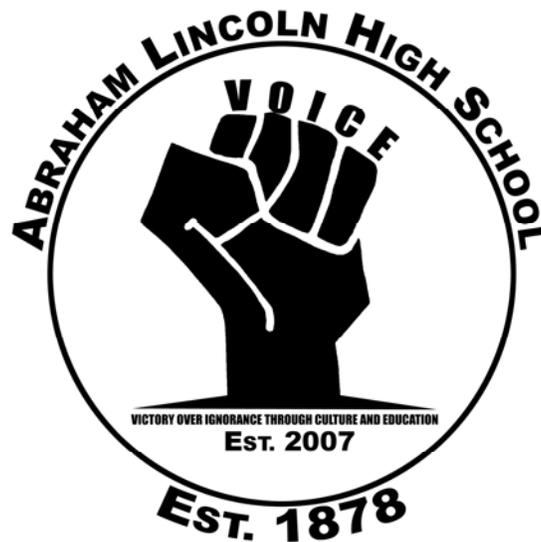


# Victory Over Ignorance *through* Culture *and* Education

“The mediocre tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.”  
- William A. Ward

“Parents send their children to college either because they went to college or because they didn't”  
- L.L Henderson



# VISION

The Victory Over Ignorance through Culture and Education (VOICE) Small Learning Community (SLC) provides an alternative focus for students who would like to enter the field of education and the social sciences, while incorporating cultural, political, and social consciousness. Teachers will make pedagogical methodologies transparent to all students to enhance their metacognitive skills and create self-empowerment. VOICE students will take an interdisciplinary, college preparatory curriculum, so they are prepared for 21<sup>st</sup> Century careers such as anthropology, psychology, economics, sociology, education, counseling, statistics, gender studies, and cultural studies.

As a community we will give every student access to an education that focuses on creating awareness of social and political inequalities for the sole purpose of self-empowerment. Students will not only appreciate and embrace a multicultural perspective of the world, but will use this to create change and improve their community. Our ultimate goal is to teach students to overcome stereotypical obstacles and barriers faced in the Lincoln Heights community and to create leaders amongst our students. The VOICE community is dedicated to producing critical thinkers and active members of society. We will work with students to help them create their own unique identity and voice. Students will be empowered to use their passions to not accept things at face value, but instead to question everything and everyone with a critical view. This will be accomplished by ensuring that all students in academic courses within the SLC use the same analytical methods to evaluate and critique information presented to them. For example, all teachers will be trained to systematically use Cornell Notes and Interactive Notebooks effectively in the classroom. Students from the VOICE SLC will be able to communicate and disseminate culturally relevant information that is gathered from research using technological and printed media for the purpose of entering fields within education and research. VOICE will give students active practice and set up opportunities in our community to use videos, PowerPoint, and etc., to express their individual voices on Voice Day and our Education Fair.

Students will be academically equipped to compete in our fast changing world and through the use of interactive notebooks and student-led conferences will be able to demonstrate competency in academic proficiencies and other essential facets that pertain to VOICE curriculum. All VOICE students will receive a program that allows them to graduate on time and will be programmed into classes that will satisfy the A-G requirements for the admission to California State university programs. We will also work to have all of our students obtain at least 12 units in classes that are UC:CSU transferable. Our vision, goals, and objectives combined with those of LAUSD are aligned with Lincoln High School's vision to create problem-solving, critical thinkers who are responsible citizens and assets to their community. VOICE students along with Lincoln High graduates will be technologically literate and prepared to successfully function within family, job, and society in our modern world.

The design team includes students, parents, teachers, administrators, community representatives, and educational institutions which will work together to create a cohesive, rigorous, educational environment that augments student achievement through the use of critical perspective to create self-awareness, identity, and empowerment in each student. Implementation of the vision and goals will be assessed and evaluated yearly through SLC staff development meetings. Every year an evaluation will take place during the month of June. Data related to our goals and student progress will be presented by the design team. Needed modifications will be made by and require the majority of members present. Disputes will be resolved by a majority vote consistent with the School Impact Report and UTLA/LAUSD contract. The VOICE design team will make adjustments and changes to our vision based on student needs, to insure that the vision continues to support student academic performance.

Parent involvement will be a priority in the implementation of this small learning community; therefore, student-led conferences with parental input will be instrumental in charting student progress.

Our SLC budget committee will consist of a parent, administrator and a design team teacher who will advise lead teachers regarding the allocation of funds based on the on-going rules of SSC, LAUSD, UTLA contract, and other guiding authorities at Lincoln High School. Initially our

small learning community's budget derives from two sources: the School Site Council's (SSC) monies and the SLC grant. The SSC monies will continue to be allocated to each SLC by the School Site Council (SSC) at Lincoln High School. Ultimately, all monetary allocations and decisions will be made by our SLC budget committee. Any additional funding sources will come from the following sources: educational institutions, education grants, multilingual teacher grants, and grants that are accessible through the Department of Education. Upon receiving the allocated SLC funds and including any additional funds, our SLC's budget committee will decide allocation of money based on student needs. The SLC budget will use funds to provide an enriched, rigorous, learning experience for students. Funds will be used specifically to buy computers, LCDs projectors, primary source kits, supplemental materials, teacher training conferences, field trips, etc.

We began preliminary enrollment in our SLC in fall of 2006 when approximately 200 9<sup>th</sup> students were enrolled in core classes taught by VOICE faculty. Beginning in school year 2007-2008, VOICE will enroll students in grades 9<sup>th</sup> through 12<sup>th</sup>. All students at Lincoln will have chosen SLCs, and our administrator, counselor, and lead teachers (informed by other members of our community) will begin to build classes, matrices, and master schedules for VOICE students. Full scale implementation will take place by fall of 2009, where all students will be participating in the SLC and the pioneers will be ready to graduate. Every student will have a plan that will be reviewed periodically by advisory teacher, counselor, parent, and student. Plan will describe course expectation and their connection post-secondary goals and aspirations.

## **IDENTITY**

VOICE was formed in 2005-2006 as a prototype small learning community on the Lincoln High School campus. We are currently an SLC of approximately 500 students. The VOICE student body includes students from all significant, demographic, and proficiency groups on the Lincoln campus. This includes EL students, GATE students, Special Education, as well as all general education students. VOICE community is based on a distinct educational focus that is well understood by students, staff, parents, and community.

All instruction will be driven through state content standards, while being exposed to a unique academic experience and curriculum. Teachers will facilitate and enhance student learning by creating culminating tasks that incorporate 2 or more content areas, so students do not feel that their education is fragmented and disconnected but instead interwoven and comprehensive. VOICE is designed to attract students from the feeder middle schools who are interested in pursuing careers in education and social sciences. All students will be integrated into heterogeneous classes where all students will have rigorous academic instruction in classes where the teachers are trained and focused on the different learning modalities (i.e., Gardner's theory of learning modalities and Bloom's Taxonomy) and ways of expressing intelligences of individual students. Our professional development is going to focus on empowering our teachers to provide differentiated and personalized instruction that meets the individual needs of particular students. Furthermore, through conscious use of metacognitive strategies, we will help our students understand the power of different approaches to teaching and learning. The VOICE academic identity will include student inquiry project based learning, interactive notebook (a form of ongoing portfolio assessment), and student-led conferences.

Teachers will play an instrumental role of providing students with the classroom experiences necessary for them to be able to enter the fields of education and/or social sciences at the university of their choice.

Students will have a unique experience as a member of VOICE, because they will participate in various activities such as the Freshman/Junior peer buddy program, tutoring at Gates Elementary School, Math and Science Day, Leadership Workshops and Conferences, Student-led Conferences, work with United Students organization, and participate in the annual VOICE Day.

At the end of the academic school year, students who are within the VOICE SLC will create an educational fair for all students at Lincoln High School. During this educational fair, students will be asked to present workshops for their peers that focus on the fields of anthropology, psychology, economics, sociology, education, counseling, statistics, gender studies, and cultural studies.

As part of their Service Learning requirement, seniors will conduct a field study at a local elementary, middle, or high school and create a senior class project, using the research skills they have learned, to demonstrate the need for incorporation of multiculturalism and teaching methods in an educational program involving a diverse population.

Beginning in September 2007, all SLCs at Lincoln High School will move to locations that allow them to provide instruction in classrooms that are contiguous or nearly so. With a few exceptions (e.g., physical education & science labs), the VOICE community will occupy a clearly identified physical space in the east wing of the main building. Following procedures described in the school impact report, essential support services, including administrative and counseling offices for VOICE will be established within the VOICE area as soon as feasible. Certain areas at the Lincoln High School campus will be designated as shared spaces such as the library, the gym, student cafeteria, auditorium, free-speech area, college center, career center, parent center, nurse's office, etc. The locations of the classrooms will be determined upon the following factors:

- (1) Proximity
- (2) Subject Matter Needs
- (3) Availability

Beginning in September 2007 our SLC will develop matrices and preliminary master scheduled for our students. All of our core courses, electives, and physical education classes will be contained within our SLC and we will put great effort to insure that our students will be in our classes for a minimum of two-thirds of their school day.

In addition to our extra curricular activities, the VOICE community reinforces our distinct identity through course offerings as detailed in the Curriculum, Instruction, and Assessment section. Our core classes are identified in the master schedule and engage topics of education and social awareness using rigorous standards based curriculum. Beginning September 2007, we plan to incorporate electives into our curriculum that support our vision, including psychology, anthropology, and sociology.

Our SLC will be lead by an administrator whose responsibility is to provide instructional support and guidance to the teachers, support the SLC by providing intervention, counseling to students who may have discipline issues, will be responsible for insuring that a safe and rich learning environment is provided and maintained for students and staff. The SLC will have a counselor who is dedicated to provide students with counseling support services and programming. On a day to day basis, VOICE will be led by a lead teacher who is chosen by the provisions of the LAUSD/UTLA contract. A co-lead teacher will support the lead teacher in all SLC responsibilities. Lincoln High School has indicated that it will make every reasonable attempt to provide support the co-lead teacher to have a free-period to conduct community work.

The Design Team will contain two chair people, who will share the responsibilities of attending weekly staff meetings, leading professional development meetings, take leadership roles in the SLC, and handle any other administrative duties that are necessary for the SLC to function.

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

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

- Use transparent teaching strategies for planning, organizing, completing and reflecting on individual student work
- Systematically use integrated instruction, including Cornell Notes and Interactive Notebook
- Connect prior knowledge with ideas across lessons, classes and grades
- Make meaningful connections with real world

- Move students beyond learning goals to deeper understanding and generation of ideas
- Create student collaborative opportunities to develop depth and complexity of understanding

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

Items pertaining to budget, personnel, facilities and student conduct will be worked out in a meeting of the SLC advisory council and will be communicated to the other members of the SLC and Lincoln community as a whole.

This SLC will work with the other SLCs located on the Lincoln High School campus to establish rapport, facilitate the needs of all students, and augment graduation rates. Our SLC administrator and lead teachers will, with the SLC leadership meeting, leadership team, principal, school site council, building council, and other agencies, to coordinate activities of the VOICE community with other parts of the Lincoln community

VOICE leadership will be responsible for creating matrices, preliminary master schedules, and programming of students into classes. Budget decision will be executed by our budget committee as describe in the previous section.

The SLC will establish a subcommittee that will deal with student intervention. The subcommittee will consist of one administrator, one counselor, one teacher, one parent, and one student. This group will meet when students require intervention that will lead to referral to outside SLC discipline. Two teachers (on a rotation basis) and two parents will meet at least once

a week to call parents communicate issues related to student behavior, positive rewards, or to disseminate information about SLC to all stakeholders.

All VOICE students will receive a program that allows them to graduate on time and will be programmed into classes that will satisfy the A-G requirements for the admission to California State university programs. We will also work to have all of our students to obtain at least 12 units in classes that are UC:CSU transferable.

Students and parents will meet with advisor and counselor at least once a term to review and revise student's written academic plan. We plan to have a newsletter, which will be distributed to the community, and a website, which will be developed by June 2007 and will disseminate information. We will use these tools, as well as our personal contacts, to communicate our vision and goals to the parents, business partners, post-secondary institutions, and wider community. Currently we have a connection with United Students, a subsidiary of Inner City Struggle, which help us coordinate Education Justice week (where students will attend workshops relate to education), college fairs, student leadership conferences, and VOICE Day

## **RIGOROUS, STANDARD-BASED CURRICULUM, & ASSESSMENT BENCHMARKS**

### *Educational Philosophy*

Our curriculum is driven on the foundational belief that critical thinking is essential for students in our modern world. Though traditional modes of teaching addresses critical thinking, we strongly believe that our approach combines project based learning, metacognitive strategies, and authentic experiences that are connected cultural backgrounds are even more powerful way to enhance students' ability to think critically and analytically. As we try to help students better

understand their political and social environment, we will emphasize and use tools that are designed to help them become better critical thinkers and readers. A primary goal of our VOICE community aims to empower students by giving them the tools necessary to analyze, evaluate, and synthesize information presented to them in the core curriculum, printed, and electronic media.

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

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

### *Assessments*

Through the course of a term, all students will have been exposed to multiple assessments which will include: culminating task assessments, the creation of meaningful work (mosaics,

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

There are different ways to test the acquisition of instruction and the retention of information. Some of the different methods for assessing the retention of information by students will include assessments that will address different learning modalities. Some of the assessments teachers will use to gage the retention of information will be culminating task assessments, the creation of meaningful work (mosaics, scrapbooks, journal writing, essays, poetry, creation of math based projects, and hands on laboratories), students interactive notebooks and portfolios, content quizzes and exams, performances and simulation, writing samples of different sorts, Curriculum Bases Management (CBM), Group Reading Instruction (GRI), Reading Apprenticeship, amongst the periodic Math, Science, and English assessments. Every week, teachers will address at least one standard from their content area. English and/or Math standards will be incorporated into other subjects when possible, unless the teacher is already a math or English teacher.

During the students' senior year, they will be enrolled in a senior seminar, where they will conduct ethnographic research that will focus on cultural issues in education or in their neighborhood using the multiple learning strategies developed by Howard Gardner, Jean Piaget, Paulo Freire, and so on..

### *Academic Interventions*

According to the organizational plan of VOICE, there will be an intervention committee, made up of the SLC Counselor and volunteer teachers, which will monitor the progress of students who are both excelling and failing in all subjects. An Honor Roll, Perfect Attendance, and Improvement list will be published at the end of every grading period. Those students will be given prizes such as bumper stickers, pins, pencils, and so on for their achievements. Intervention for students who are receiving a grade of “D” or below will require remediation. Each case is different, but—at minimum—all students will be scheduled for the following remediation: Notification of parents and counselor, so they can intervene and assist in the improvement of grades, they will be advised to attend tutoring sessions during lunch to make up work they have failed to turn in or study for exams until their grades are above a “C” average. If grades still do not improve, they will be advised to attend lunch and after school tutoring until the desired grade is achieved. If students continue to fail, parents will be asked to have biweekly meetings with child, counselor, and teachers to discuss lack of performance in and out of school. If needed the school resources such as psychologist, social worker, Pupil Service and Attendance, Nell Soto Parent/Teacher Involvement Program, and Healthy Start will be used until the student demonstrates improvement. Until then, the student will be placed on a contract that includes goals and benchmarks developed by the student him/herself.

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

### *Academic A-G Requirements*

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

## **9<sup>th</sup> Grade**

*Fall*

Math<sup>A</sup>  
English 9A  
Life Skills  
Physical Education IA  
Biology A  
Intro to Comps/Foreign Language IA<sup>2</sup>

*Spring*

Math<sup>1</sup>  
English 9B  
Health  
Physical Education IB  
Biology B  
Intro to Comps/Foreign LanguageIB<sup>2</sup>

<sup>1</sup> Students who fail 1<sup>st</sup> semester of Algebra I will be placed in Math Tutorial or an appropriate math class that addresses their needs

<sup>2</sup> Students not taking an extra period of English Language to improve reading skills will be required to take these classes

## **10<sup>th</sup> Grade**

*Fall*

English 10A  
Foreign Language  
Chemistry A  
Physical Education/Folkorico  
World History A  
Math

*Spring*

English 10B  
Foreign Language  
Chemistry B  
Physical Education/Folkorico  
World History B  
Math

### *Math Majors*

## **11<sup>th</sup> Grade**

*Fall*

Math  
American Literature  
Counseling  
U.S. History A  
Fine Art  
Foreign Language IIA/IIIA

*Spring*

Math  
Contemporary Comp  
Counseling  
U.S. History B  
Fine Art  
Foreign Language IIB/IIIB

## **12<sup>th</sup> Grade**

Math

Government  
Composition  
Physics A  
Performance Art  
Elective

Math

Economics  
English Elective  
Physics B  
Performance Art  
Elective

### *Science Majors*

## **11<sup>th</sup> Grade**

*Fall*

American Literature  
Counseling

*Spring*

Contemporary Comp  
Counseling

U.S. History A  
Fine Art  
Geology A  
Math

U.S. History B  
Fine Art  
Geology B  
Math

**12<sup>th</sup> Grade**

*Fall*

Composition  
Government  
Performing Arts  
Science Elective  
Genetics  
Physics A

*Spring*

English Elective  
Economics  
Performing Arts  
Science Elective  
Science Elective  
Physics B

*Child Development Majors*

**11<sup>th</sup> Grade**

*Fall*

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

*Spring*

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

**12<sup>th</sup> Grade**

*Fall*

Composition  
Government  
Performing Arts  
Psychology  
ROP<sup>3</sup>  
ROP<sup>3</sup>

*Spring*

English Elective  
Economics  
Performing Arts  
Anthropology  
ROP<sup>3</sup>  
ROP<sup>3</sup>

*Foreign Language Majors*

**11<sup>th</sup> Grade**

*Fall*

American Literature  
Counseling  
U.S. History A  
Math  
Fine Art  
Foreign Language IIA/IIIA

*Spring*

Contemporary Comp  
Counseling  
U.S. History B  
Math  
Fine Art  
Foreign Language IIB/IIIB

**12<sup>th</sup> Grade**

*Fall*

Composition

*Spring*

English Elective

Government  
Performing Arts  
Foreign Language IVA  
ROP<sup>3</sup>  
ROP<sup>3</sup>

Economics  
Performing Arts  
Foreign Language IVB  
ROP<sup>3</sup>  
ROP<sup>3</sup>

*Liberal Arts*

**11<sup>th</sup> Grade**

*Fall*

American Literature  
Counseling  
U.S. History A  
Math IIIA  
Foreign Language IIIA/IVA  
Fine Art

*Spring*

Contemporary Comp  
Counseling  
U.S. History B  
Math IIIB  
Foreign Language IIIA/IVA  
Fine Art

**12<sup>th</sup> Grade**

*Fall*

Composition  
Government  
Performing Arts  
Social Studies Elective<sup>4</sup>  
ROP<sup>3</sup>  
ROP<sup>3</sup>

*Spring*

English Elective<sup>5</sup>  
Economics  
Performing Arts  
Social Studies Elective<sup>4</sup>  
ROP<sup>3</sup>  
ROP<sup>3</sup>

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

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

**Classes Offered In VOICE SLC**

*Social Studies*

World History  
Government  
Chicano/a Studies<sup>4</sup>  
Asian Studies<sup>4</sup>  
Counseling  
Psychology<sup>4</sup>

U.S. History  
Economics  
Women's Studies<sup>4</sup>  
Anthropology<sup>4</sup>  
Sociology<sup>4</sup>

*English*

English 9AB  
Studio 9AB  
Creative Writing<sup>5</sup>  
Contemporary Composition

English 10AB  
American Literature<sup>5</sup>  
Mexican-American Literature<sup>5</sup>  
Composition

*Mathematics*

Algebra IAB  
Math Tutorial  
Math Analysis AB  
AP Calculus AB

Algebra IIAB  
Geometry AB  
Statistics AB  
AP Statistics AB

*Sciences*

Biology AB  
Environmental Science AB  
Physics AB  
A.P. Biology

Chemistry AB  
Genetics  
Geology AB

*Foreign Language*

Spanish IAB  
Spanish IIIAB  
AP Spanish Literature  
French II  
Mandarin II  
AP Mandarin  
Spanish II NS AB

Spanish IIAB  
AP Spanish Language  
French I  
Mandarin I  
Mandarin III  
Spanish I NS AB  
Spanish III NS AB

*Arts*

Drawing  
Folklorico \*  
Ceramics  
Digital Imagery

Drama  
Graphic Arts  
Stage Crew  
AP Studio Art

*Computers*

Introduction to Computers  
Desktop Publishing

Spreadsheet

*Requirements*

Health  
Physical Education I

Life Skills  
Physical Education II

- May be substituted as a fine art of physical education II

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

*Cross Curriculum Planning*

VOICE teachers, who have the same grade level students, will meet on a weekly basis to cross plan and track the development of their students. When teachers meet on a weekly basis, they

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

*Modifications for ELL, special education, special needs students*

Teachers will use a variety of instructional methodologies to facilitate the learning of ELL, special education and students with special needs. Teachers will use SIDAE lesson plans, vocabulary building activities, reading strategies, and vocabulary development in content areas to insure the success of all students. Teachers will also have access and use the necessary and appropriate IEP modifications for individual students. Alternate forms of assessments, such as the quarterly math, science, English, and social studies, CAHSEE, and CST assessments will be used for individual students to meet their special needs and make any modifications necessary for students with Individual Education Programs (IEP). Resource Specialist Program (RSP) students are all mainstreamed and placed into VOICE core classes such as English, Math, Social Studies, and Science, as well as VOICE electives. Resource specialists will be distributed among the SLC to work with teachers to develop cross cultural and interdisciplinary curriculum that will meet the needs of students with different learning modalities and IEPs. While the RSP teacher is in the classroom, they will team teach with the general education teacher to help all students master specific content areas established by the California State Content Standards, Lincoln High School, and SLC vision. RSP and general education teachers will examine the assessments given to the students and will plan curriculum that meet the learning needs of all students within the classroom.

Students in special day classes will also have specialized instruction which will meet the vision of LAUSD, Lincoln High School, and VOICE. Their field trips and instruction will be culturally relevant and will also contain some form of assessments that coincide with the standards set by the state and district. Some of their field trips will be to malls, museums, and so on, given the curriculum developed by the teacher, but will be in accordance with LAUSD, Lincoln High School and SLC vision. Students in special day classes will also be expected to interact with mainstream students on VOICE Day and other SLC activities.

Gifted and Talented Education (GATE) students will also have specific curriculums which will meet their needs of advanced instruction. Because classrooms are not homogeneous, GATE students will be utilized to tutor students within their classroom and in other classes they have mastered. Their curriculum will also include Advance Placement and college level courses. Modifications to the scope and sequence will be made for GATE students to meet their individual educational needs when necessary.

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

### *Instructional Technology*

The incorporation of technology in the classroom is essential for the success of all students. Students will be taught how to use technology such as PowerPoint presentations, Microsoft Publisher, Microsoft FrontPage, multimedia research, short films, digital imaging, etc. to teach lessons, demonstrate mastery of state content areas, LAUSD requirements, and SLC requirements. Each teacher will be encouraged to use different methods of instruction that incorporate technology in the classroom. Teachers of VOICE will be strongly encouraged to teach some lessons using PowerPoint or other interactive technology programs. Videos may be

used, but other types of electronic media should also be used to develop the curriculum for students. VOICE will strive to create a computer lab to be accessible for all students and teachers throughout our SLC. At least one assessment will evaluate the effectiveness of students' use of technological media such as PowerPoint, Microsoft Publisher, and Microsoft FrontPage in each academic class. Math and science teachers will use scientific/graphing calculators and/or peripherals, math software to remediate and/or enrich individual student need. History teachers will use the History Alive program, images, and sound bytes to make content relevant and informational. Science teachers will use programs and computers to plan and teach lessons.

## **EQUITY AND ACCESS**

All students within the Lincoln High School community will be able to participate in this SLC. We will support a diverse community that will be inclusive of all students, regardless of previous academic performance, language, socioeconomic status, gender, race, or sexuality. VOICE admits students following a process in which students express their preference for joining our SLC. No student will be excluded from nor especially included in the VOICE community on any other basis than student and family choice.

While the prospective students are at the feeder middle schools, counselors from the SLC will present information about the SLC. VOICE will distribute pamphlets and brochures about the SLC to promote the goals, vision, outcomes, and expectations of the SLC. This information will be accessible to all students at the feeder schools. The students and parents will have a choice about which SLC they would like to participate in and will be given the proper forms to request our specific SLC.

Lincoln High School will host a SLC fair annually in the spring to give parents, students, and community members an opportunity to view our campus, learn about campus-wide activities, and explore the offerings of the various SLCs.

The VOICE community welcomes and is prepared to support all students. Teachers will modify instruction when and as necessary to provide an optimum environment for students with special

needs, including English learners and other students who may benefit from special approaches. Teachers will be well versed in SDAIE and will work closely with special education resource teachers to ensure that EL students and students with IEPs are fully and properly served.

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

As students in the VOICE SLC progress through the curriculum, counselors, advisors and SLC leaders will work to ensure that every student is placed in a full program that enables them to meet the A-G requirements outlined by the California State University system. We encourage our students to enroll in Advanced Placement courses and our expectation is that all of our students will enroll in at least one Advanced Placement class before graduation.

Every semester students will participate in an academic evaluation facilitated by the SLC counselor and lead teacher in which state mandated assessments and grading marks and other indicators of student progress will be discussed directly with the student and the family. Our goal is to provide the assistance the student needs to succeed before the student reaches a point where retention is a recommended option. All stakeholders will be encouraged to assist with this process of support and augmentation of student success. Teachers will use the various steps our SLC has developed to detour the disappointment of student failure. Parents will also be advised of the student's progress, so academic interventions can take place at home.

We have high expectations for our students. The ultimate goal of this SLC is to prepare students for a four year university and a post-graduate degree in a field of interest.

The SLC leaders and Design Team meet frequently, at least once per week, to review student data and to consider modifications of the VOICE program and curriculum in light of that data. Students who need assistance will be referred to appropriate intervention programs, including the

Required Learning Academy, tutorial assistance from college students and after school tutorial assistance from teachers within the VOICE community as well as from schoolwide resources. The VOICE leadership team and the VOICE counselor will carefully monitor these students to ensure that the intervention service they are receiving is both effective and appropriate.

## **PERSONALIZATION**

Our goal is to build a Political and Cultural Awareness in our community of students. Students will develop as critical thinkers who can analyze their surroundings and learn to view the world through their individual lenses. Emphasis will be placed on building our community through workshops, where students and teachers can learn about each other, about their culture, Lincoln High School, and Lincoln Heights. Teachers will aim to make learning meaningful and to allow students to develop their own voice and to teach them how to express that voice in and out of the classroom. Learning will be made meaningful by giving students the opportunity to participate in VOICE Career Day, Job Shadowing, and private and public sector internships.

VOICE teachers will personally review student grades at the five and fifteen grade mark and discuss student grades with each student and parent at student-led conferences. Students will set individual goals to improve their learning. At the beginning of the academic school year, students will develop short term and long term academic career goals. As the semesters progress, students will work hard at improving performance. To ensure student progress, students will circulate their five and fifteen week report cards and obtain both teacher and parent signatures to set goals and make the student's educational experience more inclusive for the family. This form of monitoring will allow students to improve their academic performance. At the end of every semester, not only will students receive grades, but teachers will develop written evaluations, with accomplishments and milestones for improvement, for every student. Students are to take the written evaluation and improve from semester-to-semester.

In the future our SLC will establish an advisory process for students. Advisories will take place at the beginning of the day. Advisory teams will consist of 10-20 students and one adult. Faculty and staff will be sufficiently trained so they are adequately equipped to facilitate the

advisory process. These advisory teams will be shared in the 10<sup>th</sup> grade and will continue throughout their stay in high school. Throughout the process, students will be asked to reflect on their progress in school, make plans for their future, and see those plans realized. Beginning in the ninth grade, students will complete a postsecondary plan within their advisory team and will reevaluate their plans every year. During their senior year, students will have a firm foundation and guide for their post secondary goals. These plans will be shared other members of the VOICE community, to develop support and encouragement.

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

As students progress through the SLC, they will be strongly encouraged to take courses at the local community colleges and participate in internship programs at local elementary and middle schools that will be developed by the SLC and student plan. This opportunity will be provided to the students via classroom, community based projects, and student fairs.

In the 11<sup>th</sup> grade, students will be asked to recruit and mentor incoming freshmen. They will work with the feeder middle schools to attract and expose incoming freshmen to the VOICE SLC. They will also develop orientation days each semester to build a cohesive community. The mentoring program will encourage all 11<sup>th</sup> graders to work with a 9<sup>th</sup> grade student to insure acclimation and retention. This will alleviate the transitional period between middle school and high school and personalize the social experience of each student. Student-to-Student mentoring and teacher advisories will assist in the retention of students and will ultimately improve graduation rates of students at Lincoln High School.

To insure the opportunity for teachers to work with students for multiple years, they will be assigned to the same homeroom all four years of the program, where each teacher will serve as a mentor and guide for each student. This teacher will be expected to constantly reiterate the importance of school and a wider education. Every five weeks, the mentor teacher will monitor the grades of students, set goals, and establish a curriculum that will assist the students in improving grades, developing study habits, enhancing the high school and educational experience, and entering a four year university or two year college, with the aspirations of attending a four year university. It is also the duty of advisor to help disseminate information about different colleges, remind students of deadlines, and to help students fill out college applications and financial aid forms well before they are due.

The teaching staff will use differentiated instruction and backwards based planning that will promote academic rigor using California State Content Standards, multiple assessments that will address the different multiple intelligences according to Howard Gardner (i.e., art, written, kinesthetic, and tabular), and the approaches and theories of Jean Piaget, Howard Bloom, and Paulo Freire, meet the different learning approaches, and will integrate cultural awareness into all aspects of the curriculum.

All teachers will ensure that the California Content Standards are addressed adequately within their subject matter, while at the same time enhancing the curriculum with explicit use of theories of education (i.e., Paulo Freire, Howard Gardner, Howard Bloom, Jean Piaget, Jerome Brunner, SIDA E Techniques, and Complex Instruction), cultural relevant materials, and incorporating social research projects. Students will be assessed, informally (i.e., verbal questioning, Socratic seminar, etc.) and formally, including such assessment techniques as culminating task assessments, the creation of meaningful work (mosaics, scrapbooks, journal writing, essays, poetry, creation of math based projects, and hands on laboratories), students interactive notebooks and portfolios, content quizzes and exams, performances and simulation, writing samples of different sorts, Curriculum Based Management (CBM), Group Reading Instruction (GRI), Reading Apprenticeship. Other assessments, including the periodic Math, Science, and English assessments, Periodic assessments, CAHSEE and CSTs, will be used as essential data sources for making formative decisions about the curriculum and teaching methods

that will be used in the program. Thus, our teachers will use a multivariate approach to assessment, involving the teachers, parents, and the students themselves.

Students who participate in VOICE will participate in multiple SLC extracurricular opportunities provided by Lincoln High School and VOICE. Some of the extracurricular activities Lincoln High School offers are sports, clubs, cheerleading, drill team, and so on. Some of the extracurricular activities of VOICE will be VOICE Day, organizing a college fair, Annual Barbecue and Award Ceremony, Annual VOICE Graduation, and VOICE Sal Castro Scholarship Festival. Students will also take biannual field trips to the park for Math Day and team building activities. Teachers, counselors, our administrator, and students will participate in Bowling Nights, which will be held at least twice throughout academic school year. VOICE will also have guest speakers, politicians, and motivational speakers to discuss possible careers. Every teacher will be scheduled to accompany students on at least one field trip or engage in at least one extended learning activity that involves authentic experience, each academic year to further support their content matter and enhance student learning.

Lincoln High School will host an SLC fair annually in the spring semester to give parents, students, and community members opportunity to view our campus, learn about campus-wide activities, and explore the offerings of the various SLCs. The SLC fair will be a means of introduction for all parents and students. Once the school year commences, all students of VOICE will have activities that create cohesiveness and academic progress. On a monthly basis, VOICE will have award ceremonies, where Honor Roll, Academic Improvement, and Perfect Attendance Awards will be distributed. At least twice a semester, Open House and Student-Led Conference Days will be offered, where teachers, parents, and students will have opportunities to interact and discuss student progress and performance. Our SLC will also have meet-and-greets every month, where community members, parents, teachers, counselor, and administrator will have an opportunity to interact with each other in an informal setting to establish community, network, and build rapport.

Other types of extra curricular activities will include, but will not be limited to, VOICE SLC T-Shirt and Color (Victory Red and Black) Tuesdays, college shirt Thursdays, and Lincoln High

School Spirit Fridays. Voice will also decorate hallways using SLC vision and color, as well as the Lincoln vision and colors.

At the entrance of the VOICE wing, parents and students will be able to see the organization flow chart of Lincoln High School, the SLC, and every teacher who belongs to the SLC community. The flow chart will include pictures and brief descriptions of the various duties of each person. It will also include the VOICE counselor, administrator, teachers' institution of graduation, degrees obtained, years at Lincoln, and an inspirational quote under every picture.

All teachers will have access to students enrolled in their classes' records because of the Integrated Student Information System (ISIS). ISIS provides teacher with access to student contact information, behavior warnings, GATE notification, IEP records, and so on, on an updated and daily basis. If teachers would like to know more information about students, he/she can obtain information from the VOICE counseling office, where Cumulative Recorders (CUMs) will be kept.

## **ACCOUNTABILITY AND DISTRIBUTED LEADERSHIP**

All stakeholders will be accountable for obtaining and supporting the development and the implementation of the SLC by maintaining proper documentation and evidence as stated in previous sections. Throughout their academic tenure, students will develop and maintain an academic and behavior portfolio that will demonstrate their progress of the vision and goals of the SLC. Included in the portfolio will be the culminating research projects, as well as various culminating assessments from all the classes. Parents and partners will also keep evidence that will enhance the vision and goals of our SLC.

There is a clear and articulated leadership and communication structure for the entire school and among all the SLC's that is individualize, collective, distributive, and active. The VOICE SLC Design Team evaluates and modifies plans at regular intervals based on the internal and/or external school/student data from multiple sources to make decisions. The VOICE Design Team works with other SLC's and with District staff in obtaining support and technical assistance. The

evaluation plan includes specific data to be utilized and intervals at which VOICE will be reevaluated and revised as necessary. Stakeholders commit annually to a common set of expectations for behavior and learning outcomes for our entire SLC.

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

Our SLC will begin school year 2007-08 under the leadership of an SLC Administrator assisted by two teachers, who are currently the co-lead teachers of our design team, and a dedicated council. Before the end of the first semester, the SLC will hold an election for lead teacher following the provisions described in Section 8 of the LAUSD-UTLA contract. The contract provides the elected lead teacher with one period per day for SLC leadership duties. At the beginning of the school year, the design team co-leads will work out a mutually satisfactory

arrangement for use of this time. We hope and expect to have sufficient resources in school year 2007-08 and for several years following to provide a period of leadership time for an additional teacher beyond the time provided by the contract.

At times, this SLC will need the assistance of district, school, and technical staff. We will depend on the district and Lincoln to provide us with staff development funding and time, a budget, necessary items district approved activities, and equipment that is necessary to achieve our vision and goals.

## **COLLABORATION, PARENT, AND COMMUNITY ENGAGEMENT**

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

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

administrator. Every effort will be made to accommodate all VOICE parents and partners to keep them apprised of VOICE issues and resolutions.

While the prospective students are at the feeder middle schools, counselors from the SLC will present information about the SLC. VOICE will distribute pamphlets and brochures about the SLC to promote the goals, vision, outcomes, and expectations of the SLC. This information will be accessible to all students at the feeder schools. The students and parents will have a choice about which SLC they would like to participate in and will be given the proper forms to request our specific SLC.

Lincoln High School will host an SLC fair annually in the spring to give parents, students, and community members an opportunity to view our campus, learn about campus-wide activities, and explore the offerings of the various SLCs.

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

At the end of the academic school year, students will create an educational fair for the students, parents, staff, and community members at Lincoln High School. Students will also be charged

with inviting employers, businesses, and community representatives to provide educational information for students, parents, and staff. The entire educational fair will be planned and executed by the students with the support of teachers, parents, and staff.

To insure on-going successful parental involvement Student-led conferences will replace the traditional Parent Conference and Back-to-School format. Students and teachers will be thoroughly and properly prepared to conduct Student-led conferences.

Parents will have the opportunity to participate in our SLC through various ways. The SLC will create a subcommittee that will be solely in charge of creating a Parent Newsletter every month. The Newsletter will be available to all the stakeholders in our SLC. The newsletter will provide important information that pertains to our SLC. Some possible topics for the newsletter are: upcoming events, meetings, conferences, as well as a section dedicated to showcasing the progress of the SLC.

The VOICE SLC provides frequent opportunities for partners and parents to gather easily at appropriate times and locations for instruction and collaboration. Partners and parents are included in the evaluation of the VOICE SLC. The VOICE Design Team holds regularly scheduled meetings that are open to the public and publishes minutes every meeting. Studies will be held, by VOICE teachers, on selected students to monitor student progress and successes. These studies will be logged and given to the *Intervention Team* to aid in intervention with low-performing students and make instructional modifications for the SLC. VOICE teachers regularly meet to infuse the SLC theme/identify into their curriculum, develop cross-disciplinary, standards based thematic projects, and analyze student projects based on a common set of rubrics.

## **PROFESSIONAL DEVELOPMENT**

VOICE teacher will be committed to reflecting and improving teaching practices throughout the school year to insure that our SLC continues to flourish and function to the best of its ability. All

VOICE academic teachers will participate in professional development meetings that will foster the development of SLC objectives, increase student graduations rates, and develop community building between Lincoln High School and the Lincoln Heights community. At least twice a month, teachers will have professional development meetings, as designated by the school calendar, where teachers will revisit the visions of the SLC and plan collaborative, integrated lessons. During professional development days, teachers will create lesson plans that are relevant across curriculum, projects that incorporate all subject matters, analyze student examination (CST, CAHSEE, SAT's, etc.) data, and work collaboratively to develop teaching methods, SLC objectives, and school objectives.

The teachers in our SLC recognize that all teachers cannot have the same conference period, and therefore the teachers in our SLC will be cored together so that no fewer than three teachers have a common planning period.

At least twice a week, teachers will exchange information about specific student behavior, student academic achievement and goals, and data that will assist in modifying instruction. It is imperative that teachers exchange information, because students may sometimes act differently in other classes. When all stakeholders work as a community, they all reap the benefits and student achievement is increased.

Some professional development days will allow for teachers, who teach the same contents, to work collaboratively and strategize the development of different methods of instruction. Our professional development might include teachers sharing lessons with each other in their particular disciplines to insure the connections between cross-curriculum assignments. During this time, VOICE teachers will also work on developing a uniform way of teaching skills like note taking, critical analysis, reading strategies, etc. Professional development time will also be used to train teachers on the use of interactive notebooks and student-led conferences.

VOICE will utilize assessment results and student data to inform instruction and to make mid-course corrections in instructional practice. VOICE Professional Development includes preparation of teachers, counselors, and other staff to personalize the educational experience of

students. The Professional Development is open to parents and partners, and when appropriate, students. The VOICE Design Team utilizes assessment results and student data to modify the professional development plan as needed. The VOICE Professional Development supports ongoing leadership development for both SLC lead teachers and administrators. The VOICE Professional Development supports instructional experimentation, pilot studies, and the sharing of results.