

# LAUSD Small Learning Communities (SLC) Site Implementation Checklist

Year 1 for Cohort 6, 2006-07  
Year 2 for Cohort 5, 2006-07  
Year 3 for Cohort 4, 2006-07  
Year 4 for Cohort 3, 2006-07

**Research Questions/Focus of Evaluation:**

- β Modification of the delivery of curriculum and instruction.
- β Benefits to students resulting from personalization of instruction.
- β Improvements in school safety.
- β Engagement and involvement of parents, business and community members.
- β Technical assistance and/or support needs for effective implementation in large, urban high schools.
- β Improved student achievement.
- β Increased student eligibility and preparation for postsecondary education and careers.

**Rubric Areas:**

- β Unifying Vision
- β SLC Identity
- β Rigorous Standards-Based Curriculum, Instruction & Assessment
- β Equity & Access
- β Personalization
- β Accountability & Distributed Leadership
- β Collaboration, Parent and Community Engagement
- β Professional Development

**Rating Scale**

*Using rubric of effectiveness of implementation and coverage of school community*

1. **No Evidence of Implementation.** Strategies have not been developed; few or no school community members involved and/or impacted; planning to take place in the future.
2. **Planning for Implementation.** Strategies are in the planning stages; some or a few school community members are involved in planning; few or no school community members impacted.
3. **Early Implementation.** Strategies are moving beyond planning to implementation; school community members are being recruited for implementation and participation; some school community members impacted.
4. **Developmental Implementation.** Strategies have moved into implementation; implementation at the early developmental stages; impact on school community is growing.
5. **Solid Implementation.** Strategies are in solid implementation stage; impact on participants is evident but continues to be fine-tuned.
6. **Full Implementation.** Strategies are fully implemented; 100% of target school community is participating and impact is positive.

*School community includes students, teachers, staff, administrators, parents and community partners as appropriate to the particular strategy.*

Site:

Team: MR MB VV

SP MS VH

**LAUSD SLC Site Implementation Checklist**

**Site Visit Description:**

Dates Visited:

Please attach site visit agenda and who was interviewed.

Description of school and overall SLC implementation strategies:

Names of SLCs/Grade level configurations:

Best strategies/accomplishments:

Need to improve/in need of help:

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**Unified Vision Benchmark**

*A shared vision created by a group of educators, support staff, students, parents, and community who comprise the school learning community who assume responsibility for the learning of every student through a distinctive and focused standards-based curriculum.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) The vision related to implementing SLCs incorporates: <ul style="list-style-type: none"> <li>q Academic achievement of all students at high levels;</li> <li>q Supportive rapport &amp; positive relationships;</li> <li>q A focus on instruction &amp; youth development;</li> <li>q Teacher leadership &amp; initiative;</li> <li>q Family &amp; community engagement.</li> </ul>		
(2) Stakeholders are aware and involved in planning, implementing and problem solving related to the execution of the school's vision for SLCs.		
(3) There is an inclusive and transparent decision-making process for implementing SLCs with a focus on limited, agreed-upon goals.		
(4) Stakeholders are aware of the vision for converting to SLCs and how each SLC is related to one another.		
(5) The vision for SLCs is periodically revisited and reevaluated based on school community input and implementation experience.		
(6) The overall school budget reflects school-wide improvement goals including the implementation of SLCs.		
(7) School encourages partnerships with employers, postsecondary institutions and others necessary to implement SLCs.		
(8) Stakeholders work together with the same beliefs and values with evidence of trust/respect/decency.		

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(9) Architectural design and uses of space support the school's SLC vision and mission.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

3) What technical assistance needs have been identified?

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**SLC Identity Benchmark**

*Each fully implemented SLC has an educational philosophy and approach that is known and shared by students, staff, families and community partners. SLCs have a unique academic identity, distinct and heterogeneous groups of students, distinct physical boundaries and an administrator or teacher leader that leads a cohesive faculty team. SLC teams make decisions related to: curriculum, instruction and assessment; budget, personnel and facilities; master schedule and student programming; and student conduct and issues of community safety. SLCs range in size from 100 to 500 students.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) SLCs have an educational philosophy and approach that is known and shared by students, staff, families and community partners.		
(2) Each SLC has a unique academic identity.		
(3) Each SLC includes a distinct, heterogeneous group of students.		
(4) Each SLC, to the extent possible, has distinct physical boundaries.		
(5) Each SLC has an administrator or teacher-director that leads a cohesive faculty team.		
(6) SLC teams make decisions related to curriculum, instruction, and assessment.		
(7) SLC teams make decisions related to budget, personnel and facilities.		
(8) SLC teams make decisions related to the master schedule and student programming.		
(9) SLC teams make decisions related to student conduct and issues of community safety.		

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(10) Size of SLCs are appropriate to the vision and mission and range from 300-500 students (500 maximum).		
AVERAGE RATING:		

1) What is working really well at this site in this area?

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**Rigorous Standards Based Curriculum, Instruction, and Assessment Benchmark**

*A standards-based educational program embodies high expectations for every student so that they achieve grade-level standards, use appropriate technology, district adopted textbooks, and materials to support instruction, meet high school graduation requirements, college entrance requirements and are prepared for post-secondary experiences and the world of work.*

*Instruction is adapted based upon learning needs within a rigorous culturally relevant and linguistically responsive curriculum; student performance is measured to report on progress and accomplishments and to inform future instructional practices. Multiple forms of standards-based assessments are used to including some benchmarks by the district. Additionally, school indicators are used as measures of school progress including, for example attendance, dropout rates, number of high school graduates, etc.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) SLC course offerings align to district graduation and university admission requirements.		
(2) SLCs share clear expectations that align with state content and performance standards.		
(3) Curriculum and instruction is organized according to individual SLC educational philosophy and may involve thematic, interdisciplinary units.		
(4) Curriculum and instruction is organized so that all students are expected to learn and perform at high levels.		
(5) Multiple forms of assessment reflect personalized learning and offer students opportunities to demonstrate learning.		
(6) Curriculum and instruction is articulated (up to post-secondary and down to middle schools) to provide a coherent educational experience resulting in students moving toward graduation.		
(7) Teachers adapt instruction based on the needs of individual students and attend to all learners including English language learners, standard English language learners, and students with special needs.		

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(8) High quality, credentialed teachers teach in all SLCs.		
(9) Structured intervention is designed to meet individual student needs.		
(10) There is an adequate supply of basic classroom supplies, supplemental resources and Board adopted textbooks that are standards aligned.		
(11) Student assessment is used to measure student progress toward meeting or exceeding standards.		
(12) Technology enhances teaching and learning.		
AVERAGE RATING:		

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**Equity and Access Benchmark**

*Every student will participate in a rigorous quality curriculum that is culturally relevant and linguistically responsive to their unique learning needs, thereby eliminating achievement gaps between groups for students.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) SLCs have an open and inclusive admissions policy that includes students from the local community and recognizes student and parent interest and commitment to the vision and mission.		
(2) SLCs support heterogeneous groupings of students to support academic and personal development. (No tracking)  <i>(Note: ELD 1=3 and Language! May be tracked by district mandate)</i>		
(3) SLCs support a diverse community of learners who are accessible, responsive and caring.		
(4) Students have equal opportunities to participate in SLCs with choices for students.		
(5) SLCs support high expectations for all students with culturally relevant and linguistically responsive teaching to support all students.		
(6) Alternative scheduling models work to address intervention needs, AP classwork, and the staff norm chart (i.e., balancing class size to student achievement level).		
(7) There is adequate space for learning environment that is safe and equitable for instruction.		
AVERAGE RATING:		

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**Personalization Benchmark**

*A demonstration of sustained and mutually respectful personal relationships where every student is well known by a group of educators who advise/advocate for them and work closely with them and their families over time. The size of the Small School Learning Community is appropriate to its vision and mission, generally ranging from 300-500 students.*

INDICATOR	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) Students are known and valued by their peers and staff and have access to adult mentors/advisors and role models.		
(2) Students experience personalized instruction that incorporates student experiences and cultures. Instruction is based on diverse learning styles and multiple intelligences.		
(3) SLC serves a population of 300-500 students with increased teacher-adult contact and community responsibility.		
(4) Students prepare a written secondary course plan and postsecondary plan with teachers and/or counselors.		
(5) Verbal counseling from teachers and/or counselors is a regular part of student educational programming.		
(6) Students receive college and career planning and guidance in the form of career inventories and assessments; job shadowing opportunities; field trips; and career fairs.		
(7) Staff have available, timely, and comprehensible student data for advisory and course planning.		
(8) Students have opportunities to work with one or more teachers for multiple years in caring, supportive relationships (differing models of advisory, mentoring, dropout prevention)		

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(9) Staff conduct parent outreach and conferences on student’s personal needs to support students.		
(10) Students have opportunities for learning that extend beyond the instructional day including after-school programs, college courses, internships, etc.		
(11) Students have access to and participate in academic intervention and support services as needed.		
(12) Specific strategies are present to transition freshmen into the school that support them academically, personally and socially.		
<b>AVERAGE RATING:</b>		

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**Accountability and Distributed Leadership Benchmark**

*Members of the Small School Learning Community work together, share expertise, and exercise leadership to ensure that student achievement is the intended result of all decisions. They retain primary responsibility, appropriate autonomy, and are accountable for making decisions affecting the important aspects of the small learning community.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) Stakeholders display personal and collective responsibility for achieving the vision and mission for SLC vision and mission of success for all students.		
(2) Leadership for the SLC initiative is individual, collective, distributive and active.		
(3) The principal and administrators demonstrate strong, engaged and positive leadership for the SLC initiative.		
(4) The results of major school decisions are communicated to all staff.		
(5) Internal and external school data from multiple sources are used to make decisions and are available to the school and each SLC.		
(6) Process is in place for determining allocation of staff (including new hires) funds, staff time, facilities & articulated partnerships to support the mission & vision of the school.		
(7) Decision-making and reporting processes incorporate the use of technology (i.e., electronic records for monitoring SLCs).		
(8) Student data is accessible by SLC and published broadly.		

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(9) District provides the support and technical assistance needed to implement small learning communities.  <i>Note: Explore the support provided by both local and central district offices.</i>		
AVERAGE RATING:		

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**Collaboration, Parent and Community Engagement Benchmark**

*All members of the Small School Learning Community are viewed as critical allies and are significantly included in the school community (i.e., students, teachers, support staff, parents, administrators, business, and community partners). An ongoing partnership is aimed at supporting continuous improvement of student achievement. Authentic engagement leads to sustained participation in critical school decisions and implementation of school efforts.*

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) School encourages partnerships with community members, employers, postsecondary institutions and others necessary to implement SLCs.		
(2) Community partners, employers and businesses are involved in the development of curriculum, activities and other components to support SLCs.		
(3) Parents are considered key collaborators and contributing members to the school community.		
(4) Opportunities are provided for partners and parents to gather easily at appropriate times and locations.		
(5) Parents are involved in decision-making for their students including SLC choice, curriculum planning, student activities and future plans.		
<b>AVERAGE RATING:</b>		

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**Professional Development Benchmark**

*Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practices and performance as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth knowledge of their content standards to work on lesson design review student work and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.*

**INDICATORS**

INDICATORS	Rating (1-6)	Description of School's Strategies and Status of Implementation
(1) There is flexibility in scheduling that allows SLC teams to plan instruction and develop curriculum to implement SLCs.		
(2) SLC teams have regular, ongoing meetings to discuss students, their work and to plan and implement SLC activities.		
(3) Teachers are part of a “professional community of practice” that is collaborative and public.		
(4) Professional development for the SLC initiative is designed by teachers and supports site-specific goals.		
(5) Professional development supports the use of student data and assessment results to inform instruction and to make mid-course corrections in instructional practice.		
(6) Professional development prepares teachers, counselors and other school staff to personalize the educational experience of students through the SLC initiative.		
(7) Professional development supports alignment of instruction with academic standards and accountability requirements.		
(8) Leadership development is included for SLC leads and administrators.		
<b>AVERAGE RATING:</b>		

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