Small Learning Community

Implementation Rubrics

Los Angeles Unified School District

Local District __

Small size is a strategy to achieve a better educational program for students… better working conditions for teachers and administrators and to understand and use the power of the interdependence of these two forces.

National Commission on Teaching and America's Future, 2001

School_____ Date_____

Small Learning Community_____

Completed by_____

Rubric Details

6: Full	100% of SLC Team is implementing the vision; impact is positive
5: Solid	Majority of SLC has implemented; all members are actively participating; some revision may be needed
4: Developing	SLC Team is actively working to implement a well-articulated vision; impact on the SLC is growing and measurable
3: Early	A majority of plan to implement vision has been accomplished; impact on SLC may not be measurable
2: Emerging	SLC Team has begun implementing the plan with some of the described strategies
1: Planning	SLC Team is writing a plan to establish the Vision attributes

SLC Vision Rubric

Vision Benchmarks	**Implementation Score**					
School: **SLC:** SLC Team: Students, Parents, Teachers, Support Staff, Administrators, Community Members	**6: Full** 100% of SLC Team is implementing the vision; impact is positive	**5: Solid** Majority of SLC has implemented; all members are actively participating; some revision may be needed	**4: Developing** SLC Team is actively working to implement a well articulated vision; impact on the SLC is growing and measurable	**3: Early** A majority of plan to implement vision has been accomplished; impact on SLC may not be measurable	**2: Emerging** SLC Team has begun implementing the plan with some of the described strategies	**1: Planning** SLC Team is writing a plan to establish the Vision Attributes
A. The vision clearly articulates the SLC Team's educational beliefs and values and incorporates a plan for ensuring academic achievement of ALL students at high levels.						
B. There is clear evidence of collaboration of all stakeholder groups in the development and monitoring of the vision.						
C. Clearly articulated, meaningful and realistic goals, expected learning results and objectives align with the vision.						
D. The vision, goals and objectives align to LAUSD initiatives and fit into the overall school.						
E. The SLC budget is aligned with the vision, goals and objectives.						
F. The vision includes partnerships with parents, employers, and postsecondary institutions.						
G. Students are able to articulate the vision and how it affects their plans for graduation and post secondary training or the university.						
H. The SLC Team makes decisions related to budget, student conduct, facilities, master schedule, student programming, student behavior, and issues of community safety based on the vision.						
I. Individual SLC Vision Attribute:						

SLC Identity Rubric

Identity Benchmarks	Implementation Score					
SCHOOL: **SLC:** SLC Team: Students, Parents, Teachers, Support Staff, Administrators, Community Members	**6: Full** 100% of SLC Team is participating; impact is positive	**5: Solid** Majority of SLC has implemented; all members are actively participating; some revision may be needed	**4: Developing** SLC Team is actively working to implement a well articulated plan; impact on the SLC is growing and measurable	**3: Early** SLC Team has implemented a majority of the plan; impact on the SLC may not yet be measurable	**2: Emerging** SLC Team has begun implementing the plan with some of the described strategies	**1: Planning** SLC Team is writing a plan to establish the Identity Attributes
A. There is a unique academic identity based on a common instructional focus and educational approach that is shared by students, staff, families, and community.						
B. The SLC includes a distinct, heterogeneous group of 120-500 students.						
C. Specific SLC courses have been integrated into the master schedule.						
D. The SLC has a clearly identified physical space that is contiguous whenever possible.						
E. There is a SLC teacher leader or administrator.						
F. The SLC has clear evidence of rigorous, standards-based curriculum, instruction, and assessment that is aligned with the LAUSD Instructional Guides and SLC Themes.						
G. The SLC Team makes decisions related to budget, student conduct, facilities, master schedule, student programming, student behavior, and issues of community safety.						
H. Students are able to clearly articulate the vision and goals of the SLC and the impact on their own educational plan.						
I. Students are in the SLC for at least 2/3 of their school day.						
J. Parents and community partners are able to clearly articulate the vision and goals of the SLC and the educational impact on students.						
K. The achievements and challenges of the SLC are shared school-wide in order to support the entire professional community of learners.						

SLC Equity and Access Rubric

Equity and Access Benchmarks	**Implementation Score**					
SCHOOL: **SLC:** SLC Team: Students, Parents, Teachers, Support Staff, Administrators, Community Members	**6: Full** 100% of SLC Team is participating; impact is positive	**5: Solid** Majority of SLC has implemented; all members are actively participating; some revision may be needed	**4: Developing** SLC Team is actively working to implement a well articulated plan; impact on the SLC is growing and measurable	**3: Early** SLC Team has implemented a majority of the plan; impact on the SLC may not yet be measurable	**2: Emerging** SLC Team has begun implementing the plan with some of the described strategies	**1: Planning** SLC Team is writing a plan to establish the Equity and Access Attributes
A. The SLC has developed a variety of strategies to support a diverse community of learners who represent the range of different student subgroups present at the school.						
B. There is an open and inclusive admissions policy to the SLC that includes students from the local and traveling communities.						
C. The SLC accommodates student interests and parental desires in admissions and course programming.						
D. The SLC Team completes frequent analysis and review of disaggregated student outcome data and modifies plans as appropriate.						
E. The SLC employs heterogeneous groupings of students to support academic and personal development.						
F. The SLC actively encourages and supports students to participate in Advanced Placement and/or honors course work.						
G. The SLC holds high expectations (common core) for all students with culturally relevant and linguistically responsive teaching in support of all students.						
H. The SLC utilizes a well-articulated academic intervention plan for those students in need.						
I. The SLC is located in a space that is clearly identified and provides a safe learning environment that is equitable for instruction.						
J. There is an equitable distribution of qualified & experienced teaching staff in every SLC on the						

same school site.						

SLC Personalization Rubric

Personalization Benchmarks	**Implementation Score**					
SCHOOL: **SLC:** SLC Team: Students, Parents, Teachers, Support Staff, Administrators, Community Members	**6: Full** 100% of SLC Team is participating; impact is positive	**5: Solid** Majority of SLC has implemented; all members actively participate; some revision may be needed	**4: Developing** SLC Team is actively working to implement a well articulated plan; impact on the SLC is growing and measurable	**3: Early** SLC Team has implemented a majority of the plan; impact on the SLC may not yet be measurable	**2: Emerging** SLC Team has begun implementing the plan with some of the described strategies	**1: Planning** SLC Team is writing a plan to establish the Personalization Attributes
A. Students receive personalized instruction that incorporates their experiences and cultures and makes connections to the real world.						
B. Instruction is based on diverse learning styles and multiple intelligences.						
C. The SLC Team utilizes specific strategies that help to transition students from grade to grade, build upon skills, and support them academically, personally, and socially.						
D. The SLC serves a population of 120-500 students who are known well by the adults.						
E. Students have the opportunity to work with one or more adults for multiple years in caring, supportive relationships (advisory, mentor, dropout prevention, intervention, internships)						
F. Students have access to adult mentors and role models.						
G. Students complete a written postsecondary plan with guidance from teachers and counselors.						
H. The SLC Team conducts monthly outreach activities to parents and bi-annual conferences on students' personal needs.						
I. The SLC program includes multiple opportunities for learning that extend beyond the regular day.						
J. Students and parents are able to clearly articulate the names of adults they go to when they have a question, concern or special need.						
K. Staff has ready access to accurate and timely academic and behavioral data for each student						

SLC Standards-Based Curriculum, Instruction and Assessment Rubric

Standards-Based Benchmarks	**Implementation Score**					
SCHOOL: **SLC:** SLC Team: Students, Parents, Teachers, Support Staff, Administrators, Community Members	**6: Full** 100% of SLC Team is participating; impact is positive	**5: Solid** Majority of SLC has implemented; all members are actively participating; some revision may be needed	**4: Developing** SLC Team is actively working to implement a well articulated plan; impact on the SLC is growing and measurable	**3: Early** SLC Team has implemented a majority of the plan; impact on the SLC may not yet be measurable	**2: Emerging** SLC Team has begun implementing the plan with some of the described strategies	**1: Planning** SLC Team is writing a plan to establish the Standards-Based Curriculum and Assessment Attributes
A. The SLC course offerings/sequence of classes align to district graduation and university admission (A-G) requirements and state content and performance standards, and ESLRs.						
B. Curriculum and instruction is organized around a distinctive SLC educational philosophy, theme, or interdisciplinary focus.						
C. The SLC curriculum and instruction is articulated (to post-secondary and middle schools) to provide a coherent educational experience resulting in students moving toward graduation and college entrance.						
D. The SLC utilizes multiple forms of student assessment to measure student progress toward meeting or exceeding state content and performance standards.						
E. Instruction in the SLC is adapted and/or modified to meet the individual learning needs of all students. (i.e. ELL and Sp. Ed.)						
F. The SLC includes embedded, structured academic interventions to meet student needs.						
G. Teaching and learning is enhanced through adequate and appropriate instructional technology.						
H. Students complete a minimum of one rigorous, standards-based activity each week per subject.						
I. Weekly teacher meetings, held during common conference periods, focus on instruction and student learning through the use of curriculum maps, common assessments, and analysis of						

student work and data results.						

SLC Accountability and Distributed Leadership Rubric

Accountability & Leadership Benchmarks	**Implementation Score**					
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A. The SLC Team clearly demonstrates personal and collective responsibility for achieving the vision and goals of the SLC and for the success of all students.						
B. There is a clearly articulated leadership plan that is individual, collective, distributive and active.						
C. The SLC has the support and engagement of the principal, other administrators and pupil services/support staff.						
D. There is a communication structure for the entire school and among all the SLCs.						
E. The SLC Team has expertise and utilizes internal and external school/student data from multiple sources to make decisions.						
F. The SLC Team evaluates and modifies plans at regular intervals based on the above data.						
G. The SLC Team works with other SLCs and with District staff in obtaining support and technical assistance.						
H. The Team takes responsibility for decisions related to budget, student conduct, facilities, master schedule, student programming, student behavior, and issues of community safety based on the vision.						
I. The evaluation plan includes specific data to be utilized and intervals at which the SLC will be re-evaluated and revised as necessary.						
J. Students, parents and staff commit annually to common set of expectations for behavior and						

learning outcomes.						

SLC Collaboration, Parent & Community Engagement Rubric

Collaboration, Parent & Community Engagement Benchmarks	**Implementation Score**					
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A. The SLC has established partnerships with community members, employers, postsecondary institutions and others necessary to support the SLC						
B. Partners are involved in the development of curriculum, activities, and other components to support the SLC.						
C. Parents are included as participants in SLC decisions and action teams.						
D. The SLC provides frequent opportunities for partners and parents to gather easily at appropriate times and locations for instruction and collaboration.						
E. Students and parents are given thorough information about all SLCs when making an SLC choice for placement.						
F. Partners and parents are included in the evaluation of the SLC.						
G. The SLC Advisory Committee holds regularly scheduled meetings that are open to the public and publishes minutes of the meeting.						
H. The SLC Team meets to review student work and progress (lesson study).						
I. SLC teachers regularly meet to infuse the SLC theme/identity into the common core curriculum, develop cross-disciplinary, standards-based thematic projects, and analyze student projects based on a common set of rubrics. (Target at least 2 hours per week.)						

SLC Professional Development Rubric

Professional Development Benchmark	**Implementation Score**					
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A. There are regularly scheduled meetings to discuss students and their work and to plan and implement SLC lessons and activities.						
B. The SLC Team clearly demonstrates that it is a "professional community of practice" that is collaborative and public.						
C. The SLC PD supports alignment of instruction with academic standards and accountability requirements and other site-specific school improvement goals.						
D. The SLC Team utilizes assessment results and student data to inform instruction and to make mid-course corrections in instructional practice.						
E. The SLC PD includes preparation of teachers, counselors and other staff to personalize the educational experience of students.						
F. The SLC PD is open to parents and partners and, when appropriate, students.						
G. All PD is aligned with central, district, and site-specific school improvement goals.						
H.The SLC Team utilizes assessment results and student data to modify the professional development plan as needed.						
I. PD supports ongoing leadership development for both SLC lead teachers and administrators.						
J. PD supports instructional experimentation, pilot studies, and the sharing of results.						

Notes: