



**Smaller Learning Communities
School SLC Impact Report**

II. COVER SHEET

Name of School: Arleta High School

Location Code: 8609

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IV. AREAS OF SCHOOL IMPACT

1. School-Wide Summary of SLC Design Proposals

Arleta High School is a newly constructed high school that opened in October 2006. Although initially designed as a comprehensive high school, in response to LAUSD's small learning communities initiative, the school was organized into three smaller learning communities prior to its opening. In consideration of community interest, special programs at feeder middle schools, and the existing partnership with the New Technology Foundation, three small learning communities were developed: Social Justice, Visual and Performing Arts, and Arleta High School of Science Math and Related Technologies (formerly Arleta New Technology High School.)

Arleta High School opened in October 2006 serving approximately 1250 students in the 9th and 10th grades. During its inaugural year, the Arleta High School community and its three small learning communities worked tirelessly to establish the operating procedures and structures necessary for a safe, secure and instructionally sound campus. A great deal of effort was expended to build a school-wide culture of involvement and excellence. In the first year, Arleta High School built complete athletic and extracurricular programs, implemented its own Advisory program, developed leadership structures (CEAC, ELAC, and School Site Councils), and began the process of building a sense of SLC identity among the faculties and student bodies of the three SLCs.

The following chart summarizes all smaller learning communities as described in each SLC Design Proposal for the school and the timeline for implementation. The campus of Arleta High School and the larger school community is shared by both Arleta High School (location code 8609) and Arleta High School of Science Math and Related Technology (location code 8772), formerly known as Arleta New Technology High School. Location Code 8772 is addressed in a separate plan attached.

Summary of Smaller Learning Communities		
SLC Name	Description	Timeline
<p>Social Justice:</p> <p>Global Communities</p> <p>Domestic Concerns</p>	<p>The School for Social Justice will provide a standards based instructional program, provide a rigorous course of study encompassing the A-G requirements and engage students in the study of local, national and global communities.</p> <p>As the school grows, the Social Justice SLC will divide into two smaller communities in order to maintain a maximum enrollment of 450 students per SLC. The two new SLCs will be:</p> <p>Social Justice: Global Communities Social Justice: Domestic Concerns</p>	<p>Initiated October 2006</p> <p>Fully Developed by October 2007</p> <p>7/08 7/08</p>
<p>Visual And Performing Arts (VAPA)</p> <p>School for the Visual Arts</p> <p>School for the Performing Arts</p>	<p>The Visual and Performing Arts SLC will provide a standards based instructional program, provide a rigorous course of study encompassing the A-G requirements and engage students in opportunities to develop and showcase their visual and performing art talents.</p> <p>As the school grows, the Visual and Performing Arts SLC will divide into two smaller communities in order to maintain a maximum enrollment of 450 students per SLC. The two new SLCs will be:</p> <p>School for the Visual Arts School for the Performing Arts</p>	<p>Initiated October 2006</p> <p>7/08 7/08</p>
<p>Science Math and Related Technologies (SMART) (Formerly Arleta New Technology High School:Location code 8772)</p>	<p>The school will provide a standards based instructional program, provide a rigorous course of study encompassing the A-G requirements and engage students in enriched math, science and technology offerings while integrating high levels of technology in the student's educational experience per the New Technology model.</p>	<p>Initiated October 2006</p>

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2. Planning and Organization

Design Teams: Because Arleta High School is a new school and planning and design of the school was a multi-year process, the design team composition for the SLCs has been fluid. As the staffing and opening of the new school progressed, new stakeholders were involved in the evolving design and implementation of the SLCs. Although the entire staff and AHS community continues to be involved in the ongoing development of the SLCs the individuals listed below have primary roles.

Smaller Learning Community Name	Design Team Members	
	Name	Title/Position
Social Justice	Sandra Gephart	Assistant Principal
	Alex Revel	Counselor
	Wanda Bello	Teacher
	Cynthia Villafana	Teacher
Visual and Performing Arts	Gary Gray	Assistant Principal
	Carrie Peres	Counselor
	Jane Abbott	Teacher/Coach
	Debbie Logsdon	Teacher

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2. Planning and Organization

Dispute Resolution Process

Possible areas of disagreement among staff or small learning communities/small schools are to be brought to the Small Learning Communities Administrator as a first step in mediating possible problems.

The Small Learning Communities Administrator will consult with and involve the appropriate individuals involved in the dispute. Appropriate individuals may include teachers, staff, lead teachers, other SLC administrators, and the Principal.

Conflict within a small learning community is resolved in one or more of the following ways:

1. Resolution facilitated between parties by lead teacher or SLC Administrator
2. Resolution by team discussion and decision by consensus
3. Resolution facilitated by administrator/ principal
4. Resolution facilitated by UTLA representative

If the issues are not resolved using the above procedures, the next step will involve convening the School Site Council. Those involved in dispute will formally present the issues at a meeting of the School Site Council arranged for this purpose. Each side in the dispute will submit to the School site Council, in writing, recommendations for resolution/solution. They shall have the power to examine all relevant documents and authority to investigate and decide the claim.

Arleta High School will follow all aspects of the LAUSD/UTLA Contract including Article VIII Small Learning Communities.

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3. Space

Though originally planned as a comprehensive high school, Arleta High School opened in October 2006 organized into smaller learning communities. The 58 classrooms on the campus, to the extent possible, were divided by cluster by the three SLCs on campus.

- The School of Visual and Performing Arts occupies the third floor of the 'B' building, as well as the rooms adjacent to the 750-seat theatre.
- The School of Social Justice occupies the first and second floors of the east wing of the B Building.
- Location Code 8772 occupies the first and second floors of the west wing of the B Building.

In Addition to the classrooms, the school has a theatre, a practice field, softball field, two tennis courts, outside basketball courts, a main gymnasium, an auxiliary gymnasium, a fitness room, a dance room, an art gallery, a library, in indoor student dining area, and an outdoor covered lunch structure.

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4. Time

- A. Class/Bell Schedule Sample class/bell schedules and a discussion of block scheduling can be found on the website at www.lausd.net/slc_schools. Below are the schedules in use at Arleta High School.

REGULAR BELL SCHEDULE

Advisory	8:30 – 9:02
Period 1	9:07 – 10:29
Period 2	10:34 – 11:56
Period 3	12:31 – 1:53
Period 4	1:58 – 3:20

**PROFESSIONAL DEVELOPMENT
TUESDAY BELL SCHEDULE****

Advisory	10:00 – 10:10
Period 1	10:15 – 11:20
Period 2	11:25 – 12:30
Lunch	12:30 – 1:00
Period 3	1:05 – 2:10
Period 4	2:15 – 3:20

The school meets on the Professional Development Tuesday schedule each week to support professional development activities. There will be few exceptions to this schedule.



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4. Time

B. Collaboration/PD Schedule School-wide collaboration and professional development for teachers, administrators, and other stakeholders using the two stated goals are listed below. These activities will prepare stakeholders in implementing and institutionalizing the school's smaller learning communities. For each type of training and collaboration, the school will document the stakeholders involved, the duration and frequency of each training or collaboration, the expected schedule for the proposed activity, and the expected outcome.

School and Local District Level Professional Development and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration and Frequency	Expected Schedule (Month/Year)	Expected Outcome
1. To advance the understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement.				
Structured, Collaborative Small and Large Group in Content Groups	Teachers, Counselors, Administrators	90 Minutes Monthly (Banked Time)	Monthly 9/06-6/07 9/07-6/08 9/08-6/09	Teachers and staff will have greater knowledge and expertise in developing and implementing research-based, standards-based, content specific instructional strategies.
Workshops	Parents and Community	45 Minutes Quarterly	Quarterly 9/06-6/07 9/07-6/08 9/08-6/09	Parents will have greater knowledge and understanding of research-based, standards-based instructional strategies.
Structured, Collaborative Small and Large Group in SLC Groupings	Teachers, Counselors, Administrators	90 Minutes Twice Monthly (Banked Time)	Monthly 9/06-6/07 9/07-6/08 9/08-6/09	Teachers and staff will have greater knowledge and expertise in developing and implementing research-based, standards-based, instructional strategies
Workshops/PBL Collaborative Consultation and Support	Teachers, Counselors, Administrators	Full Day	Quarterly 9/06-6/07 9/07-6/08 9/08-6/09	Teachers and staff will have greater knowledge and expertise in developing and implementing Project Based Learning.
Content Cadre Participation and Content Retreats	Teachers, Administrators, Literacy and Math Coaches	Half Day	8 times per year	Teachers and staff will have greater knowledge and expertise in developing and implementing research-based, standards-based, content specific instructional strategies for use in the 4X4 instructional block.



2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion and implementation of SLCs.				
Structured, Collaborative Small and Large Group in SLC groups	Teachers, Counselors, Administrators	90 Minutes Twice Monthly (Banked Time)	Monthly 9/06-6/07 9/07-6/08 9/08-6/09	Teachers and staff will have a greater knowledge and expertise in developing and implementing research based, small learning strategies and programs including advisory, improving personalization, identity building, working with community partners, curriculum alignment, service learning, portfolio development.
Collaborative Small Group facilitated by consultant support	Teachers Counselors Administrators	Full day Quarterly	Quarterly 9/06-6/07 9/07-6/08 9/08-6/09	Teachers and staff will collaboratively develop Advisory curriculum that targets research based skill building, identity building, and personalization activities.
Workshops	Parents and Community	45 Minutes Quarterly	Quarterly 9/06-6/07 9/07-6/08 9/08-6/09	Parents and community members will have a greater understanding of research based, small learning strategies and programs including advisory, improving personalization, identity building, working with community partners, curriculum alignment, service learning, portfolio development.

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5. Staffing

Name	SLC	SJ	VAPA	8772
Teachers				
Arredondo, J	8772			100%
Arredondo, M	8772	20%	20%	60%
Ballard	8772	30%	30%	40%
Ceballos	8772			100%
Calderon	8772			100%
Drapkin	8772			100%
Dawson	8772			100%
Holzopfel	8772			100%
Laurel	8772			100%
Tomerlin	8772	10%	10%	80%
Wilkin	8772			100%
Barrett	SJ	85%	10%	5%
Bello	SJ	100%		
Dan-Calin	SJ	75%	25%	
Duenas	SJ	60%	40%	
Fernandez	SJ	70%	30%	
Hahn	SJ	70%	30%	
Hahm	SJ	100%		
McGillen	SJ	100%		
Noble	SJ	70%	30%	
Richard	SJ	100%		
Revel	SJ	100%		
Saucedo	SJ	100%		
Villafana	SJ	100%		
Berg	VAPA	10%	85%	5%
Dowell	VAPA		100%	
Canas	VAPA		100%	
Collins	VAPA		100%	
Feathers	VAPA		100%	
Galdamez	VAPA	40%	60%	
Grimes	VAPA	30%	70%	
Kim	VAPA		100%	
Klank	VAPA	15%	85%	
Klewitz	VAPA	15%	80%	5%
Logsdon	VAPA	40%	50%	10%

Name	SLC	SJ	VAPA	8772
Teachers				
Morey	VAPA	10%	90%	
Peres	VAPA		100%	
Pomeroy	VAPA		100%	
Sollars	VAPA	10%	85%	5%
Alvarado	VAPA	40%	60%	
Andrews	SJ	60%	40%	
Brown	VAPA	40%	60%	
Chawannakul	SJ	60%	40%	
Duckworth	8772	30%		70%
Engilman	SJ	40%	40%	20%
Fernandez, J	VAPA	40%	40%	20%
Gonzalez	SJ	50%	30%	20%
Hill	VAPA	25%	75%	
King	SJ	75%	25%	
Magee		40%	40%	20%
Maldonado	VAPA	45%	55%	
Najar		33.3%	33.3%	33.3%
Orozco	SJ	75%	25%	
Runnels	SJ	50%	30%	20%
Administrators				
Calvo		33.3%	33.3%	33.3%
Gephart	SJ	80%	20%	
Gray	VAPA	40%	60%	
Nafeh		33.3%	33.3%	33.3%
Rickman	8772			100%
Instructional Support, Support and Clerical Staff				
Alcanzar		33.3%	33.3%	33.3%
Catalan		33.3%	33.3%	33.3%
Mendoza		33.3%	33.3%	33.3%
Palacios		33.3%	33.3%	33.3%
Quezada		33.3%	33.3%	33.3%
Raisen		33.3%	33.3%	33.3%
Rivas		33.3%	33.3%	33.3%
Rivas		33.3%	33.3%	33.3%
Staines		33.3%	33.3%	33.3%
Kelley		33.3%	33.3%	33.3%
Kurlander		33.3%	33.3%	33.3%
Perez		33.3%	33.3%	33.3%
Vasquez		33.3%	33.3%	33.3%
Abbott		40%	60%	
Winters		50%	50%	
Ahal		33.3%	33.3%	33.3%

Name	SLC	SJ	VAPA	8772
Instructional Support, Support and Clerical Staff				
Gutierrez		33.3%	33.3%	33.3%
Hancock		33.3%	33.3%	33.3%
Cervin	VAPA	10%	90%	
Elias	8772			100%
Gutierrez	8772			100%
Pineda	SJ	90%	10%	
Richard, R.		33.3%	33.3%	33.3%
Toledo		33.3%	33.3%	33.3%



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6. School-Wide Programs and Activities

A. The school outlines the various school-wide programs available on campus by each SLC and grade level. As AHS is a new school that opened with only 9th and 10th grade students, the full range of programs are not yet fully developed. The programs identified below are either in progress or planned.

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
VAPA				
AP Classes			Yes	Yes
Early College Classes	Yes	Yes	Yes	Yes
Music	Yes	Yes	Yes	Yes
Athletics	Yes	Yes	Yes	Yes
Adult School	No. Age restricted.			
ROP				
Community – based Organizations	As available per individual organizations.			
ESL	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
SJ				
AP Classes			Yes	Yes
Early College Classes	Yes	Yes	Yes	Yes
Music	Yes	Yes	Yes	Yes
Athletics	Yes	Yes	Yes	Yes
Adult School	No. Age restricted.			
ROP				
Community – based Organizations	As available per individual organizations.			
ESL	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes



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6. School-Wide Programs and Activities

B. Interventions: Below are the interventions that have been available in the first year at Arleta High School.

Targeted Students	Accelerated Learning Strategies for Reading/Language Arts	Required by the District (Yes/No)
9 th /10 th Grade FBB, BB, B	CAHSEE Prep	
All	Tutoring	No
All	Summer School / ESY	No
All Retained Students	Credit Recovery: Pacoima Skills Center	No

Targeted Students	Accelerated Learning Strategies for Mathematics	Required by the District (Yes/No)
9 th /10 th Grade FBB, BB, B	CAHSEE Prep	
All	Tutoring	No
All	Summer School / ESY	No
All Retained Students	Credit Recovery: Pacoima Skills Center	No

Targeted Students	General Interventions and Counseling	Required by the District (Yes/No)
All	Advisory Program	No
All	Heart Program	No

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7. Student Choice

During the Spring Semester all incoming students and their parents are invited to attend an SLC orientation event at AHS where they are introduced to the SLC offerings at the school. Following the orientation event, campus representatives visit feeder middle schools where all incoming students are asked to select their first, second and third choices of SLCs. Every effort is made to give students their first choice; however, a limited number of students may be assigned to their second choice based on space availability.

After a full year in an SLC, consideration will be given to reassign students based on space available, the master schedule, and programming requirements.

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8. Community Resources/Partnerships

A. Existing Community Resources/Partnerships: As AHS is a new school, the school is beginning to develop partnership relationships between its SLCs and the community. Existing partners or supportive community members are identified below.

Existing Community Partners	Role	Expected Timeframe
School-Wide Partners		
LA Mission College	Provide technical assistance and staffing assistance for Early College Program.	11/06 – ongoing
Valley Educational Collaborative	Provide resource coordination and access to community partnerships.	10/06 – Ongoing
Unite LA	Provide resource coordination and access to community partnerships.	6/06 - Ongoing
Arleta Neighborhood Council	Provide community liaison and consultation.	6/06 - Ongoing
Arleta Looky Loos	Provide community liaison and consultation.	6/06 - Ongoing
Social Justice		
City Council Member Richard Alarcon	Guest lecturing, sponsor of curricular trips.	6/06 – Ongoing
Tony Cardenas	Support of student leadership opportunities.	5/07 - Ongoing
Visual and Performing Arts		
Getty Museum	Support for curricular trips, curricular support.	



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8. Community Resources/Partnerships

B. Potential Community Resources/Partnerships: As AHS is a new school, the school is beginning to develop partnership relationships between its SLCs and the community. As additional resources are available, and SLC Lead teachers are in place, the development of community partnerships will be a primary focus of development. Listed below are potential partnerships.

Potential Community Partners	Role	Expected Timeframe
School-Wide Partners		
Economic Alliance	Provide resource coordination and access to community partnerships.	
Social Justice		
Facing History and Ourselves	Training and curricular support.	
American Bar Association	Technical Assistance and job shadowing.	
Volunteer Center of America	Service Learning support.	
Beachy Street Elementary School	Service Learning partnerships.	
Model United Nations Summit and Leadership Conference	Curricular support and leadership opportunities.	
Visual and Performing Arts		
Cal Arts		
Skirball Cultural Center		
Pasadena Play House		
FIDM		

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9. Alterations to Facilities Proposed

Arleta High School is a brand new facility that opened in October, 2006. Although the school facilities were not built with SLCs in mind, few alterations to the existing facilities are necessary.

One area of need that has been identified, however, is the conversion/furnishing of identified classroom space into the proposed courtroom. This conversion would support the Social Justice SLC's curricular and extracurricular Teen Court and Model United Nations programs.

Arleta High School has identified the Quality Zone Assessment Bond (QZAB) Grant as a potential funding source for this conversion and hopes to pursue this potential avenue for funding.



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V. SCHOOL TECHNICAL ASSISTANCE CHECKLIST

Professional development and technical support would be appreciated in the following areas:

Foreseeable Challenges	Check All That Apply
Attribute analysis	
Vision creation/identity	
Student outcomes	
Matrix	
School to work transition	X
Academic requirements: A-G	
Content integration	
Assessments/evaluation	
Alterations to facilities	X
Resilience building	X
Youth development strategies	
Advisories	
Leadership roles	
Bell schedules	
Contract issues/waivers	
Best practices	X
Articulation	
Budgets	
Sustainability	
Community partnerships	X
Parent outreach and involvement	
School staff outreach and involvement	
Union (UTLA) agreements	
Working with the Local District	
Other:	

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VI. ACKNOWLEDGEMENTS

Arleta High School would like to thank the many people who have helped to build the school, its community and the smaller learning communities within.

Thank you to the Central District administration and staff and Local District 2 administration and staff who have worked tirelessly to make AHS a reality. Thank you also to the Arleta community and community organizations which have embraced our school and continue to engage AHS as a part of the community.

Thank you to the faculty and staff of Arleta who have all stepped into this new place and made it a safe and engaging place of rigor, relevance and relationships. Finally, thank you to the students of AHS, who are stepping into new roles, accepting new challenges and helping to build the legacy of AHS and its small learning communities.