

34 118 Performing Arts Academy
Roosevelt High School



Request For Proposal

December 5, 2006

December 1, 2005

To Roosevelt High School Site Council,

The following document is our request for proposal for the 34 118 Performing Arts Academy. 34 118 is an academy devoted to nurturing students dreams, teaching them how an education in the arts can lead to a career, and assisting students in developing a well rounded education that will lead to a student pursuing either a university education or learning a skill that will lead them on a vocational path.

As an academy we are working on a very unique portfolio, called The Learning Record. Through this portfolio, we have made a commitment to address skills on the CAHSEE and State Standards in order to help students and teachers have a uniform method of assessment so students can truly understand what is required of them. Through the support of our teachers, administration and parents, working along with students, we believe we can have high standards for students that they will be able to meet.

Our teachers have worked very hard to achieve these goals. We have already dedicated all our banked days to these portfolios, and have attended a retreat to enrich our understanding of them. In terms of the arts, this year we began a video production class, Mr. Moreau recently received a \$150,000 grant to begin a class in Animation and Mr. Montes will be teaching an after school class in Music Production.

We are an Academy united to cultivating the education and growth of our students.

All members of our small learning community have come to see they have a role in achieving our goals. We have had several meetings with parents and students to assist us on all decisions and goals.

34 118 is an academy devoted to the whole student. We look forward to becoming an academy that starts students on a path to a successful and meaningful life. We look forward to discussing our academy with you.

Sincerely,

Ron Baer
34 118 Fine Art Academy Lead

34 114 Performing Art Academy School Year 2006–2007

English

Carlos Martinez
±Ron Baer
±Marie Berteau

Math

Jorgena Cano
Ron Davis

Science

Esperanza Rubalcava

Social Studies

Francisco Ceja
± Martha Guerrero

Art

±Robert Moreau—Animation
Oscar Flores—Drafting
Jorgena Cano—Painting

Special Education

± Joasia Lujan
Robert Mata
± Carlos Montes
Maribel Grajales

Health

Greta Cobar

Music

Adolpho Martinez

Computer Science

David Garrett
Cynthia Valenzuela

Parent Advisor

±Rocio Gomez

Student Advisors

± Natalie Aparacio
± Alejandra Panteoja

± = 34 114 SLC Design Team members

Roosevelt High School

Vision Statement

All Roosevelt Students will graduate having met the state standards and having prepared for a highly skilled career and/or four year college/university.

34 118 Performing Arts Academy

Mission Statement

Our mission is to provide an academic and performance-based curriculum to prepare students for success in their post-secondary studies and for exploration of careers in the creative arts.

34 118 Performing Arts Academy at Roosevelt High School

Vision/Identity

The 34 118 Performing Arts Academy is a small learning community that was organized on the Roosevelt High School Campus to serve students who have an interest in the arts.

34 188 has been functioning as a small learning community at Roosevelt since school year 2003–2004, offering classes and academic support to students in grades 9 through 12. Our SLC serves 400 to 450 students. All significant demographic and academic groups existing on the Roosevelt High School campus are included in our SLC, including special education students, EL students, GATE students, and others. Our population, demographically, reasonably mirrors the population of Roosevelt High School as a whole.

Currently, the majority of our students are in grades 9 through 11. This reflects two things: the general demographics at Roosevelt High School at the current time and the fact that we've organized our school only recently. It does not reflect our long term intent as a small learning community. Our intent and our determined goal is to offer classes to a set of about 125 students who choose to join our academy in grade 9 and then to support these same students, one cohort after another, through four years of high school, providing all the means necessary to ensure that all of the students graduate on time and that they all graduate with skills necessary to build successful, productive, and interesting lives. Our goal is to provide an SLC that is relatively well balanced in terms of numbers throughout the four years, with about 100 to 125 students per grade.

We are making measured progress, year by year, towards realizing this goal. Since our inception we have seen more of our students stay in school and graduate on time. So far this has been a relatively small number, but next year, in school year 2007–2008, we will reach our fourth year of implementation, and at that time we expect this progress, which is our main reason for existence, to accelerate. We look forward to the day when every student who enters our SLC in the 9th grade graduates successfully from our SLC and from Roosevelt High School within four years. All of our work is directed at making that happen. When that day comes—we believe it will, and we are determined to make sure it does—we will account ourselves successful.

34 118 is named after the longitude and latitude of Roosevelt High School. Our logo hopes to show East Los Angeles inside a globe. We would like our students to know that by learning about the arts, by studying hard, and by participating actively in educational and artistic activities in the local community, they are—at the same time— becoming a part of an integrated global society.

34 118 seeks to offer students the courses they need to become successful in the world they will encounter after high school. All 34 118 students are placed in a program that is individually considered and that is carefully tailored to meet the students' particular needs. Programming and matrix building are the responsibility of the SLC's lead teacher and the counselor, who work closely with knowledgeable administrators and with the lead teachers of other SLCs in a coordinated effort to ensure that all students at Roosevelt High School, not only the students in the 34 118 SLC, have access to a rich, standards-based, appropriately varied curriculum.

We expect that all 34 118 students will matriculate from Roosevelt High School on time, after four years, having successfully completed the A–H course requirements that make them eligible for admission to the University of California and other colleges and universities in the United States. We keep this goal always before us. Reaching this goal won't come through planning and hoping alone. It requires concentrated, hard work. It requires developing and maintaining good relationships over long periods of time with a diverse group of students and adults. It requires excellent communication among community members and close attention to detail. It requires creativity, passion, compassion, patience, and smart work. It requires a great deal of ongoing learning on the part of both students and adults. This is our expectation, and we will work hard to ensure that our small learning community is prepared to help every student in our community meet it or exceed it.

In addition to the A–H classes, students in the 34 118 Performing Arts Academy will have opportunity to explore the world of fine arts and to begin a journey towards a possible career in the arts through special activities and electives related to the arts, but our performing arts focus is not limited to our elective offerings. As an essential part of our focus on the arts, our small learning community will employ an interdisciplinary, project-based approach to learning in all classes in order to demonstrate that learning can be exciting and rewarding, as well as challenging. Students will be involved in collaborative projects in the classroom and out. They will publish and produce work individually and in collaborative groups. Work created and produced by members of our learning community, including its adults as well as

its students, will be displayed in various venues including film festivals, art galleries, and theatrical productions of various types. 34 188 teachers will arrange field trips and will work to create bonds with members of artistic communities within our local community: with other students and teachers on the Roosevelt campus and with individuals involved in the arts in greater East Los Angeles. We will also seek to form interesting and productive relationships with artistic communities that lay outside our local area, including—through the use of the Internet and other available technology—communities in the world at large. Finally, we will form close relationships with the middle schools and elementary schools that provide early education for most of our students and with performing arts programs at colleges and other postsecondary institutions that our students might attend following graduation from Roosevelt High School. Each year we plan to provide art shows and performances on our campus designed for local middle school and elementary school students, and each year we plan to bring our 34 188 students, through field trips and other activities, to college campuses to view performances and art-related activities that the colleges have produced and also simply to become better acquainted with the opportunities for learning, social growth, and career preparation that colleges and universities provide in our competitive society.

In our classrooms, students in 34 118 will gain understanding about how art has played an integral part and how it still plays a leading role in history, literature, science, language studies, mathematics, physical education and in many other aspects of the world we live in. Students will come to understand that rigorous academic study includes an appreciation for the role of art in our lives. The 34 118 community is dedicated to ensuring that its students develop a deep sense of a world imbued with art, imbued with sensibilities and symbols that transcend borders, politics, and race.

A major aspect of 34 118 Roosevelt High School Fine Arts Academy vision will be the use of arts education integrated with the core curriculum. The members of the 34 118 Performing Arts Academy believe that learning comes alive when students integrate core curriculum with the richness of cinema, music, art, drama, and dance. With the help of our parents and the community, our vision is to see classroom and school-wide productions, galleries, and portfolios as a central part of the educational experience. High standards set by teachers will be evident throughout the academy. In our SLC classrooms, it will be obvious that students are focused on learning. Creative energy and excitement will be generated as students prepare portfolios and productions. Research indicates clearly that students engaged in the arts are more likely to be successful and engaged learners. Our approach to curriculum

is grounded in this research and it facilitates integration of all subjects: thematic delivery, active engaged learning, a critical thinking curriculum, and performance-based, authentic assessment. All of our disciplines are designed to contribute to the total intellectual and social development of the child. The 34 118 Roosevelt High School Fine Arts Academy will not only be a place to learn skills and concepts, but also a community in which students can begin to experience and explore the complexities and wonders of a global society.

Parents are essential to the success 34 188. Our high expectations for students' success extend necessarily to partnerships with parents and guardians of our students. Parents must be made aware of our expectations. They must help us set our goals and be closely involved in evaluating our progress towards realizing them. Parents and teachers must learn to work together productively to help students stay the course, accomplish difficult tasks, and reach the goals we have jointly set. Students also need to have a voice in the process of discovering, defining, and evaluating those goals. That is why we involved parents and students in the discussions that led to the building of our school and its vision, and that is why we work hard to make sure that parents and students continue to have a voice in our work through informational and evaluative surveys and through open discussion at yearly small learning community meetings or retreats. Currently, a leadership committee comprised of students, teachers and parents meets weekly to consider and decide on critical issues within our academy.

Parents and students provided us with much insight and advice when we began the process of planning a small learning community at Roosevelt High School several years ago. We continue to have conversations with parents and students about our ongoing plans, our progress, our vision, and our goals. At least one professional development meeting each year is devoted to reflective and evaluative analysis of the progress of the 34 118 Performing Arts Academy. Parents and student representatives are invited to contribute to this meeting. Of course, parents are also invited to visit and observe our classrooms, meet with our teachers and our counselor, assist with field trips and SLC-wide activities, and attend exhibitions and performances put on by our faculty and students, particularly exhibitions that display and celebrate student work. Additionally, parents of all students are invited twice yearly to attend one-on-one conferences after school with teachers of their children to discuss in detail each student's academic and social progress.

34 188 Performing Arts Academy, like all other SLCs on the Roosevelt campus, is not fully autonomous. We are linked to the larger Roosevelt community in many ways, and we

coordinate our community's activities closely with site administrators and school governance councils as well as with leadership teams of the ten other Roosevelt SLCs and the campus Magnet school. The lead teachers of the Roosevelt SLCs meet approximately once per month to share information, coordinate budgets, and plan activities. Roosevelt's Principal, the School Improvement Facilitator, the Magnet School Coordinator and other site level leaders generally participate in these meetings as well.

Our lack of full autonomy provides limitations, but it also offers opportunities and synergies. For example, we are able to enroll our students in classes offered by other small learning communities or by school-wide departments that meet particular needs that our SLC, because of its size or because of staff limitations, may not be able to fulfill. The best examples are Advanced Placement and foreign language classes. We strongly encourage students to take A.P. classes and study foreign languages, but we simply cannot put up an A.P. class in every subject that our students may benefit from or a foreign language class in every language that our students may want to study. However, other SLCs at Roosevelt may be able to (and often do) provide such classes because they can gain sufficient enrollment by admitting students from other Roosevelt SLCs into those classes. We, in turn, open our own A.P. classes and, when seats are available, our elective classes to students of other SLCs when we have room and capability.

Students in our academy who are eligible for ESL classes are handled in a similar way. They are treated by us as full members of our SLC, and they receive all the attention and services that we offer all of our students, but the ESL-eligible students often actually take their ESL classes in a mixed programming environment that includes students from 34 118 and significant numbers of students from other SLCs in the same classrooms. Balancing the advantages of building relationships and maintaining better longitudinal and latitudinal communication about our students' progress by keeping them together in cohorts and classes with our SLC's teachers over an extended period of time, on the one hand, against the advantages of using synergetic opportunities of the extended offerings and specialized support that a large high school like Roosevelt provides, on the other hand, is one of the most important responsibilities of our staff when class matrices and student programs are put together each year. We strive to develop programming purity, especially in our core subject classes (and we have been improving in this endeavor year by year since our inception), but we also are alive to the advantages our students receive from maintaining flexibility and cooperation in programming across all the SLCs on the Roosevelt campus.

Discipline, school safety issues, use of shared school facilities, special schedules, and budgets are handled in a similar way, balancing needs and capabilities of our SLC with advantages and amenities offered campus-wide by the Roosevelt site staff. In all cases, we follow the guidance and procedures detailed in the Roosevelt School Impact Report.

The lead teacher of 34 118 and the administrator assigned to assist and guide 32 118 work cooperatively to ensure appropriate student behavior both in and outside the classroom. Most discipline issues in our SLC are handled internally, by the lead teacher, the SLC administrator, other teachers, and by our SLC counselor, all of whom contact parents, council students on behavior and academic needs, provide referrals to the Impact program, or take other appropriate interventions. More serious discipline issues are referred to the Roosevelt campus dean of student discipline or to site administrators for appropriate counseling and intervention.

At Roosevelt, most funds are still coordinated and controlled at the site level under the authority and guidance of the Principal, the School Site Council, and/or special program councils and coordinators. However, significant funds are often distributed to 34 118 (as well as to the other Roosevelt SLCs) for use in staff development, acquisition of supplies, field trips, acquisition of supplementary curricular material, and other educationally relevant purposes. As time passes and as we become increasingly successful in improving student achievement generally and, particularly, as we progress toward improving the graduation rate among our students, we anticipate that we will likely receive increased budgetary autonomy. With that in mind, we plan to establish an advisory group, consisting of parents, teachers, and students, to advise us in responsibly constructing budgets and making long-term and short-term planning decisions related to resources. Currently, the lead teacher of 34 118 and the site administrator assigned to assist 34 118 work together cooperatively to manage and distribute funds allocated specifically to our SLC. Current management of SLC-specific budgets are ultimately their responsibility. When significant funds are involved, discussions of budget priorities are conducted in meetings of SLC teachers and staff. Consensus of the community is sought prior to allocation.

With a few exceptions 34 118's classrooms are located near each other in the same general area of the Roosevelt High School campus. Many are contiguous. Roosevelt High School operates on a modified concept 6, year round, three track schedule, so it is truly impossible to ensure that all of our SLC's classrooms are contiguous on a consistent basis since teachers from three different tracks and at least eleven different SLCs rotate in and out of the

Roosevelt campus classrooms every eight to sixteen weeks. We look forward to the day when a more traditional, single-track schedule allows us to occupy the same set of classrooms without interruption over multiple school years. We also hope to receive resources and assistance from LAUSD in the near future to help establish administrative, clerical, and counseling services in space contiguous with our core classrooms. We partner with an SLC on another track, sharing space with them, which helps make the classroom rotations more consistent, term to term. We also working with them to provide students from both SLCs the opportunity to attend classes across tracks, which allows us to provide extra class time in core subjects to some students who need it.

Rigorous, Standards-Based Curriculum & Assessment

The curriculum of 34 118 is built upon district graduation and university-level A–G requirements, while offering its students unique opportunities to enhance a rigorous academic preparation with an immersion in cultural learning that highlights the fine arts. In so doing, it is the expectation of the 34 118 faculty that students will pass the CAHSEE on their first attempt and will meet their A–G requirements during their four years in the SLC. We have high academic expectation, but we also realize that in the real world that we live in not every student will succeed at every task every time. Some students will need more help, and some students will need very specialized, carefully targeted help. So, in addition to our rich and rigorous curricular program, we are developing a detailed intervention program to identify needs when they exist and to ensure that we try to meet them. In this section, we will first describe our overall approach to curriculum and assessment then we will describe our plans for intervention.

All 34 118 courses, both required and elective, are based on State Content and Performance Standards. 34 118 teachers prepare lessons based on standards and deliver instruction that is engaging, highly challenging, and also effective and appropriate to students' levels of proficiency as determined by a cross-section of data. A major goal for the 2007-2008 school year is to have students facilitate their own learning through the expanded use of teaching and grading rubrics and continued development of student portfolios. These practices are already underway in our SLC, but we are working to refine and expand them.

Our teachers are expected to develop curricula that bring the fine arts into focus in every subject area. Teachers are also encouraged to help students to create works of art as one part of their expressive and intellectual response to the curriculum.

Teachers meet on a monthly basis to discuss the progress of students they share. During this time, teachers make recommendations for students who are struggling academically or personally.

Each student in 34 118 creates a Learning Record, a portfolio that stays with the student through all four years of the students' participation in 34 118. The Learning Record contains

self-selected samples of student work from each 34 118 class and key learning activities. It also contains records of interdisciplinary, cross-curricular projects the student has engaged in, records of work experience and internships, students' creative and expressive projects, and a record of student academic, social, and lifelong study goals as well as evidence of progress towards meeting those goals. All 34 118 students develop Learning Records to document and showcase their learning, their ambitions, their successes, and their talents. Parents are asked to assist students with creating and maintaining these portfolios, and—as a result—the Learning Records often become centerpieces in teacher-parent as well as in teacher-student conferences. (More detail on the nature and use of Learning Records can be found in the section below on Personalization.)

Classroom assessments include a variety of assessment strategies, items for all topics included in instruction and a balance of questions at different difficulty levels. The teachers' role is key in determining the purpose of assessing since assessments profoundly influence what students study. Assessments require students to apply principles and theories, to analyze, synthesize and make judgments and they will learn to use higher-level thinking and creative arts skills. Student projects, presentations and portfolios are available to all members of the SLC.

Since its inception on the Roosevelt campus, 34 118 has progressively developed a philosophy of education that is grounded in the importance of traditional, comprehensive academic preparation but that embraces the importance of cultural and social development. The curriculum is based upon the learning community's common goal of ensuring the graduation of every student in our SLC. To that end, instruction at every stage, from freshman in-take to senior-year completion, is designed to be as accessible as it is challenging for all students.

An important component of our plan deals with middle school articulation. It is the goal of 34 118 to seek the input of the local feeder middle schools. Specifically, we maximize the opportunity for teachers to interface with middle school teachers in two ways: a) by having the high school level teachers understand the current level of performance of incoming students through examination of specific data and b) by communicating to middle school teachers the content and level of mastery we expect their students to possess upon entering 34 118 and the Roosevelt community as a whole.

Multiple means of assessment, in accordance with all appropriate State Standards, are used to measure and insure the academic progress of all 34 118 students. This includes traditional forms of standardized testing and writing assessments, district periodic assessments in math English, and science, and a the Learning Record portfolio. Through this portfolio, each 34 118 student will demonstrate mastery in at least one fine art or cultural activity.

The 34 118 instructional plan incorporates all adaptations and modifications necessary to teach all students effectively, including English Learners, Special Education students, GATE identified students, and others with special needs. All special education students who are members of the 34 118 community partake of mainstream activities, especially in the arts with appropriate modifications when necessary to allow them to work in the least restrictive environment. EL students derive the same cognitive benefits as their English proficient peers in fine arts classes and in cross-curricular projects. Otherwise, ELs will strictly follow the ESL 1-4 sequence and students with IEPs will receive instruction in accordance with their IEPs. Students who accelerate will have the opportunity to gain concurrent enrollment at local colleges fulfilling both high school and college credit and will be able to enroll in any Advanced Placement and Honors classes that are not available in 34 188 by passporting to classes in other SLCs on the Roosevelt campus or by enrolling in Global A.P. and elective classes (such as Band) that are available to all students campus-wide. We are also in the beginning stages of making use of the District's LAVA program for online learning and expect soon to have significant numbers of students enrolled in A.P. curriculum through LAVA and, also, in online classes such as Algebra 1 that provide students who need more time and more resources an opportunity to enrich their knowledge and catch up to their peers.

34 118 integrates its core classes by grade level around general themes in order to help structure cross-curricular activities and to make more coherent and meaningful the curriculum in each subject area. Currently, these are the themes we focus on in each grade level:

- 9th Grade: Awareness of the world of arts around us
- 10th Grade: Benefits of the arts to our own development
- 11th Grade: Becoming a member of the art community in the academy
- 12th Grade: Becoming a member of the art community in the world we live

As an emphasis-based academy, teachers in different disciplines work to connect their classes thematically at certain points. Our emphasis on the arts is reflected in our course

syllabi that shows threads from other courses that teachers plan to weave into their curriculum. All of our core courses develop shared rubrics reflecting our high expectations for student success. Our thematic approach helps knit together activities and field trips that include multiple classes and disciplines, including visits to museums, theatrical productions, author readings, musical events, the Los Angeles river (to examine the murals and street art), movie studios, and other places. All 9th graders are taken to a four year university and spend time learning about the requirements for admission and the types of support available to them to help them gain admission to colleges. This information and their reaction to it becomes an important part of their Learning Records, so that the goals that they set for themselves, especially goals related to preparation for success in postsecondary schools, is always near at hand, an essential part of their learning. The Learning Records link the students' ongoing experience in 34 118 to their postsecondary goals, and they also include reflection related to the students' educational accomplishments in middle school and elementary school or other educational experiences the student may have had prior to enrollment in the 34 118 SLC.

We also are preparing a space on campus where we can showcase our students' artistic expressions to the Roosevelt community and to anyone who visits the Roosevelt campus.

Many of our classes provide vehicles for students to bridge the world of art to come to an understand of careers that are available in the arts. For example, in our animation class, every semester speakers visit to talk to students about possible careers in the field. Brent Blair, head of USC's acting program and President of Theatre of The Oppressed, assists our drama teacher to create a unique presentation for our school.

In the classroom, student will share their views of the world by reacting, recording and producing works of their own, such as videos, portfolios and paintings.

Students come together to support their fellow students in their artistic endeavors. This is achieved by such means as the filmmakers club, which started in October 2006 and in our weekly after school Poetry Slam.

34 188 teachers and other community members maintain contact with outside art organizations and colleges to support student internships. For example, we are currently cultivating a relationship with Art Share LA and expect students to begin internships with them in August of 2007.

Both instruction and learning in every classroom are enhanced by the use of interactive instructional technology. Every classroom is equipped with at least one computer, and our students use these computers often and extensively to gain supplemental information and to provide graphic enhancements to projects. The use of technology often varies widely depending on the content area and the local teacher's strategy, but all of our teachers are committed to the enhancement of the educational process through the use of computers, the Internet, and other various other instructional technologies. To promote meaningful learning for all students, we strongly believe that technology must be used in real-world applications that support research, design, analysis, composition, and communication. Maintaining access to technology throughout the student's school career, integrating technology so that it is available for all kinds of learning, and deploying uses of technology that move away from traditional teaching and learning methods are necessary components of a successful technology strategy for educating students. Technology is also employed by students and teachers to help make the Learning Record process more effective and easier to maintain and document.

Every 34 118 course is taught by qualified, credentialed teachers. Many teachers bring to the classroom years of experience outside of the field of education, in addition to their professional training as teachers.

34 118 is developing and beginning to implement a comprehensive student intervention plan. We base our plan on the following elements:

- First, we must develop means of identifying student who need intervention and of understanding what type of intervention will likely be most appropriate and successful.
- Second, we must either provide the extra help the student needs or refer the student to a place where he or she can gain that help.
- Third, we must have a way of measuring or judging when and whether the intervention has accomplished what was needed in the case of the individual student or students involved.
- Fourth, we must have a plan for providing alternate (or, sometimes, repeated) interventions for students who have not succeeded even with the extra help provided through intervention
- Finally, we must have a way of evaluating the success of our intervention strategies as a whole, of deciding whether particular intervention strategies and referrals we have been using are truly meeting the needs of the students and the high expectations of the community.

At this point, our plan is a work in progress, and it may very well change significantly as we begin to implement it in detail and evaluate it. It should go without saying that resources matter in plans like this one: the more time and money we can find to implement and refine the plan, the more likely it will succeed in addressing the very real and often pressing needs of significant numbers of our students in significant ways.

We will use both data and non-data sources to identify students who need intervention, both academic and social/behavioral. The data we will examine for this purpose will include grades, attendance data, and standardized English and math assessments. These data can be retrieved easily from our schools SIS or ISIS systems once the school has provided a code that associates the student with our SLC. Using these systems and the Districts DSS database, we can also examine data longitudinally, identifying, for example, past behavioral issues a student may have had. Retrieving data sources on our incoming 9th graders from the middle schools will also prove to give us a valuable head start. We are also currently considering giving all of our incoming students a common reading level assessment, which could provide an important additional source of data. Among the non-data (or anecdotal) sources we expect to use to identify issues are teacher and staff recommendations, parent recommendations, and self recommendations.

An important part of our intervention program, both for step one and for steps two and three, will be our mentoring program. At full capacity, our SLC will have approximately 450 students. Each teacher and administrator associated with 34 188, including those without fulltime classroom assignments, will be assigned 20 to 25 students that they are expected to help mentor. This will involve building a personal relationship with the student and their parents over time, regularly reviewing academic and behavioral success, and discussing post high school and postsecondary plans with students and parents. Our SLCs lead teacher, assisted by the counselor, will be responsible for disseminating and dispersing the data and information mentioned above for each group of mentees to the mentor teachers; as well as, coordinating time and resources for interaction and intervention. The lead teacher and the SLC administrator will be responsible for ensuring mentor teachers are getting the support they need to be successful.

Once students have been identified for intervention, there are several paths we can take to provide help. The first, and most obvious, is a parent meeting. We want to establish why the student is having difficulties academically, behaviorally, or both. The meeting will develop a preliminary intervention plan. This could be as simple as informing the parent that the

student is not doing well and then providing regular communication with the parent about the student's progress, or it could involve formal contracts, or referrals to tutoring programs or other forms of academic remediation or to behaviorally-oriented programs like Impact might be determined to be appropriate. Daily sign off sheets, emails or phone calls between the mentor teacher and the parent, and similar monitoring and compliance devices will also normally be a part of the attempted solution.

Resources permitting, we plan to establish a 34 118 Parent Center and provide a room or office where parents know they are always welcome. This will encourage our parents to come to the school, either for scheduled meetings or just to stop by and observe and talk. Parent volunteers would be asked to work in the parent center and coordinate parent teacher communication as well as inform parents about educational and community resources available to their families. We are also currently discussing launching a parents-mentoring-parents program. This is in very preliminary exploratory planning, but we believe that a program of this sort can help. Parents can have a profound impact on other parents.

Bi-monthly parent meetings will inform parents of efforts made and help needed. They will provide parents with an opportunity to meet with teachers and express their concerns as well as provide input and ideas for future interventions and activities. Student grades will always be available at parent meetings. Parents who miss more than two meetings in a row will be contacted personally by phone, and sometimes by home visit, by 34 118 teachers or parent volunteers.

Students who need academic help in one or more subjects will be referred to tutoring. Tutoring will, in all likelihood, be the most frequently used intervention strategy for improving specific academic needs. Tutoring is available after school at Roosevelt in the library and in other offices. To the extent resources permit, 34 118 teachers will also provide tutoring after school for students who need it. 34 118 students who are excelling in certain subjects will also be offered service learning credit and, if resources permit, pay to tutor peers.

There are many other referral options for our students currently. Among the most frequently utilized now are referrals to Healthy Start, Impact, the Roosevelt Extended Learning Academy, including its Saturday school, the Roosevelt Community adult school, our campus psychologist, and resource specialists. There are many others, and we are always looking to expand our options in this area to meet specific student's needs.

Prior to testing, students will be taught skills to assist them in taking the CAHSEE and other standardized tests. Some of this will be done in class, by adapting the Lifeskills curriculum, for example. Students who need additional help or additional time to sharpen their test-taking skills will be invited to work with teachers after school. As of January 2007, 34 188 teachers have begun to take employ Kaplan testing preparation materials, which Roosevelt High School now provides, to assist them in these activities.

We are also discussing provision of academic intervention classes after school if we can locate resources to provide these classes. These would include offerings such as advanced literacy and algebra readiness, and it would provide students who are struggling in with science to take ICS in the 12th grade. 34 118 also works closely with the Roosevelt Community Adult School, located on campus, to provide students with placement in after-school classes that address needed skills, including reading and English language development.

Other strategies for intervention include exposure to guest speakers and participation in field trips that focus not only on academics but also on good citizenship and healthy living. Placement in internship programs and jobs that provide service learning opportunities can also serve some intervention needs.

Students will be taught skills to assist them on the CAHSEE through working with teachers in class and after school. Beginning in January 2007, classroom teachers and after school tutors are using Kaplan testing preparation, when useful and appropriate, to assist in this process.

Students who have difficulty responding to all of these intervention efforts will not be lost. Students who have consistently over a long period of time had difficulty in the academic setting, despite all intervention efforts, and students who strongly want to focus on skilled labor options, rather than university acceptance, can take additional classes that better address their needs with our community partners, the East Los Angeles Skills Center and the East Los Angeles Occupational Center.

Success must be measured at regular intervals. Review of data sources that indicate student improvement, or lack thereof, will be made every 6 to 8 weeks. Grades, attendance and assessment scores will be redistributed to mentor teachers for evaluation. Students will be asked to self-report on the success of certain interventions. Parents will be asked to provide

input on student success. Community partners providing intervention efforts, mentoring, internship and job opportunities will be asked to evaluate the success of the program. Teachers and staff will be asked to reflect on the success of the various intervention strategies.

If we as a group or as individuals are not successful, we will re-evaluate each component of the intervention plan and its programs and determine what needs to be done differently. Measurements and guidelines will be established to indicate whether or not an intervention is successful. Teacher meetings will be held at least once per academic term to address intervention strategies and to ascertain and discuss successes and challenges. Common conference meetings will be held in which individual student needs will be highlighted and discussed. Lead teachers and administrators will meet frequently, daily if needed, with teachers to ensure teacher and student needs are being met. Students, parents and community partners interviews will be held to ensure that the needs of these stakeholders are also being met. And, of course, if we don't succeed, we will try, try again.

Equity & Access

34 118 participates in Roosevelt High School's a semiannual informational fair. At this campus-wide activity all of the Roosevelt campus SLCs hand out pamphlets and discuss their offerings with potential students and their families. At the end of this day, the incoming students fill out a form stating their preference for an SLC at admission. They are asked to provide their top three choices.

Students in our SLC come mainly from the local community though a few students from out of our area are accommodated after transfers, such as opportunity transfers, from other LAUSD schools.

Admission to 34 118 is based solely on student choice, which is documented on these forms. No student is excluded from our community nor is any student specially included on any other basis than the expressed choice of the student and his/her family.

Students who request transfer into our SLC from another Roosevelt SLC or, conversely, students from our SLC who want to leave us and join another SLC on the Roosevelt campus will be accommodated whenever space permits following the procedures described in the Roosevelt High School Impact Report. Such transfers will require student and parent permission plus permission of the lead teacher or administrators of both SLCs involved in the transfer. In some cases, students will be asked to provide written rationale before the transfer request will be evaluated and action taken to accommodate it.

Students who want to enroll in classes in other SLCs, particularly in special elective classes or A.P. and similar classes with special curriculum, will be accommodated whenever possible and whenever schedules permit. When students from other SLCs similarly request admission to classes offered by 34 118 and we have space to accommodate them, we will gladly do so. Our goal is to provide coherency and a strong sense of community, but we want to put individual student needs for access to curriculum first. We are planning to begin using LAUSD's LAVA program, which provides online learning and access to many classes, including A.P. classes, to any of our students who want or need more flexibility in their schedules or who want or need classes that are not frequently offered through our SLC or even the other SLCs on the Roosevelt campus.

34 118 welcomes all interested students to join and participate in its community. We gladly and appropriately accommodate special education students of all types, EL students, GATE students, students of all ethnic and demographically identified groups, and students who have demonstrated various academic proficiencies.

Our program is designed to work cooperatively with campus wide services to ensure that the needs of all students are well met once they associate themselves with 34 118. Students with moderate to severe learning disabilities and students who are not yet proficient in English face a challenging curriculum. They will often struggle to find meaning. These students will find it challenging to immerse themselves in creative arts, interdisciplinary curriculum without proper support. Mainstreaming in electives will allow such students a chance to draw on established strengths and build new areas of competence, while receiving core instruction in their Language learning classrooms or in special education settings. Mainstreaming in the creative arts creates opportunities for teachers to examine their teaching strategies more closely and helps guide professional development so that teachers learn new skills and institute new practices that make the creative arts curriculum and instruction more easily accessed by all students.

Many students who have moderate to severe language learning disabilities can be best serviced by Special Education teachers and paraprofessionals who provide them individual support and who may co-teach alongside teachers from each discipline in heterogeneously mixed classrooms. These practices ensure that these students will not have a different curriculum from their grade level counterparts who do not require such services. The students in the English language learner and special education programs with language concerns are fully included in 34 188 homerooms/advisorics, in physical education classes, and in some electives (consistent with IEPs). We strongly encourage inclusion in these classes and also heterogeneous grouping of students whenever possible in core classes because transition of these students into the mainstream population will prove easier and be more successful when they have developed relationships with their peers. The students' schedules are aligned with the other grade level students so there will be no scheduling barriers when a full transition into the mainstream population becomes possible. Community building is integral to 34 118's culture. One of our essential goals is to make sure that our students feel connected to each other and develop positive, mutually supporting relationships within our learning community.

34 118 uses evaluation of disaggregated student outcome data to guide our practice in providing individual student interventions. We also use this data to help inform our curricular offerings and classroom practices and to make adjustments to our plans and our practices when our analysis suggests such adjustments will benefit our students. We also use data and evaluations derived from portfolio presentations and other performance-type assessments to inform and modify our practice. Analysis of data is very often the key or linchpin activity of our staff development meetings and our common conference period meetings and even less formal get-togethers. Among other things, we look at grades, attendance data, and standardized English and math assessments from various tests the students take, including the CAHSEE and the District's periodic assessments. These data can usually be retrieved easily from our schools SIS or ISIS systems. We also examine data longitudinally, identifying, for example, past behavioral issues a student may have had using the District's DSS database. Retrieving data sources on our incoming 9th graders from the middle schools helps give us a valuable information that we can use to inform and adjust our practice. We are also currently considering giving all of our incoming students a common reading level assessment, which could provide an important additional source of data.

All of the current 34 188 classrooms are easily accessible to students with physical handicaps or other special needs. We are working closely with our site leadership and with the leads of the other SLCs on the Roosevelt High School campus to begin the process of moving all of our SLCs, including 34 118, into areas that will allow them to occupy coherent, well-marked, contiguous space, and we expect this process to further enhance both our accessibility and our visibility on the Roosevelt campus.

Our SLC is committed to providing every 34 188 student with:

- Equity and access to a rigorous curriculum in every classroom and subject area, recognizing that to be treated equitably some people may need more or differently structured supports
- An opportunity to succeed and excel through recognition and cultivation of different learning modalities and different ways of expressing intelligence and proficiency (e.g., an attention to Gardner's idea of multiple intelligences and measures that adhere to and highlight each of them)
- Gender equity including an understanding and appreciation of diversity in and among genders
- A schedule that ensures them full access to classes that fulfill the University of California's A–G requirements for admission

- Procedures and norms that build respect for diversity through culturally proficient creative arts activities that provide scope for all students to participate, enjoy, and succeed
- A positive view of and a compassionate, active understanding of ethnic, cultural, and individual diversity among all students and adults in our community, in the city of Los Angeles and its environs, in the nation, and throughout the world
- A personal connection to the act of learning within our community and a personal connection to the teachers and staff and peers in our community who facilitate that learning
- Participation in a school culture that models equity in all practices

34 118 also supports the notion of culturally relevant pedagogy for all of its students and in all of its classes. Professional development within the SLC maintains a focus on providing teachers the information and tools they need to ensure that the learning community provides curricular and social experiences that are culturally sensitive and that tap into and advantage learning and experiences embedded in the cultures of the students and their families.

Parents and the community will be given open access to student teachers and classrooms. An open door policy will be maintained in our SLC offices for parents and community members at all times. Correspondence will be available in English and Spanish, and translators from our student body and our staff will be made available to assist parents who need translation in conferences and at SLC gatherings. Our newsletter will be published at least twice per year, and it will be distributed to students and parents through homeroom/advisory periods. The SLC proposal and plan will be on file at the school. Parents will be provided a copy on request and will be invited to at least one meeting per year in which our plan is reviewed for additions and changes. We also host a 9th grade orientation each year for incoming students with the sole purpose of familiarizing students and their families with the school and their SLC.

Personalization

34 118 is a small learning community of about 400 to 450 students. In order for us to function as a successful learning community, it is essential that each and every one of our students become known personally by the teachers and staff of our SLC. Our relatively small size and the fact that our students take the large majority of their classes with teachers of 34 118 help this happen, but there are many other factors that contribute to developing and maintaining the personal relationships within the 34 188 community. All of these factors help bind us together and, ultimately, make academic learning more powerful and help our students become more connected to their learning and more successful generally.

One goal of the SLC is simple, yet essential: all teachers in the SLC will know every student in 34 118 by name.

An essential ingredient in our work to personalize the educational experience of our students and staff is found in our leadership structure.

Our lead teacher works hard to bind the community together by coordinating the community's resources and its budgets, by assisting with construction of matrices and master schedules, by programming students into classes they need, by coordinating communications among our staff and students, by leading the effort to reach out to our parents and bring them into closer association with our SLC, and by coordinating communications with parents, businesses, schools, and agencies who are able and willing to assist our students. The lead teacher also works to design and facilitate our staff development program that, among other things, focuses on developing strategies that can further enhance the degree and effectiveness of personalization among our community members. One of our professional development goals is to coalesce into a true professional learning community, a community focused on helping our teachers as well as our students advance in their learning, a community that develops deepening relationships among its professionals, and a community that works to improve relationships with the community at large but especially with students and parents of 34 118.

Our SLC administrator provides overall coordination and guidance to our staff and is responsible for ensuring that students and teachers have a safe, welcoming environment in which to study and teach. The administrator provides instructional leadership and helps support teachers who need assistance and training to improve their practice. By school year 2008–2009, assuming sufficient resources have been provided, the SLC administrator will be located in an office conjoint with our SLC’s classrooms in contiguous space. There the administrator will provide discipline and counseling support for our students. Referrals and conferences related to discipline in 34 118 will be managed and facilitated primarily by this administrator. Day-to-day coordination of SLC activities, including overseeing enrollment, scheduling and programming of students, will also be this administrator’s responsibility. In effect, this SLC administrator will become very much like a small school principal, providing vision and leadership to our community to ensure that 34 118 functions effectively and that our SLC makes reasonable progress towards achieving our primary goal of on time graduation for all of its students.

The counselor of 34 118 plays a central role. The counselor assists with development of the master schedule and programming of students. The counselor monitors student data, recommends interventions, and helps teachers and other community members focus on and interpret data related to student progress, including such things as grades, grade point averages, standardized test results, and attendance data. The counselor helps the lead teacher evaluate student data prior to placement. Evaluation and monitoring of data, such as test scores, grades, and student needs is essential when placing students in classes. The counselor will also play a role in assisting the SLC administrator with school discipline and school safety and will provide liaison to on- and off-campus counseling services, including college and career advisement.

The curriculum of 34 118 enables teachers to deliver instruction that is based on understanding of students’ diverse learning styles and multiple modes and expressions of intelligence.

To help students see more clearly the relationship between the work they do at school and their clear progress over time, 34 118 employs a portfolio process called The Learning Record which is adopted from The Center for Language in Learning in San Diego, California. The Learning Record provides an architecture and process for documenting student progress and achievement, based on interviews, observations over time, samples of

students' naturally-occurring work, and well-supported interpretations of learning across five dimensions. The five dimensions are:

- confidence and independence
- skills and strategies
- knowledge and understanding
- use of prior and emerging experience
- reflection.

The Learning Record resembles a standard portfolio in some ways but it also integrates systematic assessment data and tracks student goals. It is a highly personalized document designed to help students understand their own learning while, at the same time, helping teachers, parents, and counselors learn about specific student needs and skills. Each student's Learning Record becomes a guide to teachers, parents, and counselors to help them coordinate instruction and, most importantly, to help teachers provide differentiated instruction in classrooms that is targeted most directly to each individual student's needs and abilities.

The following is taken from the University of Texas's website:

The Learning Record provides a way of accounting for learning that is richer and more meaningful than standardized testing, yet offers much more consistency and comparability across student populations than conventional portfolio assessment...The Learning Record seamlessly integrates student evaluation, research, program assessment, professional development, and teaching and learning practices. This is accomplished through the naturally-occurring activities and artifacts of the course, rather than artificial tasks, templates, "frameworks," and research protocols. Teachers and students work together to develop and interpret evidence of student learning, based on criteria and standards established by the teacher and reflecting the collective understanding of what disciplines, fields of study, and departments believe students should know and know how to do. In this way we can discover whether and how students develop the habits of mind, practices, knowledge, and skills we hope to cultivate, and how our teaching can better serve this development.

For more information, including sample forms and research documenting and supporting the effectiveness of the Learning Record, see <http://www.cwrl.utexas.edu/~Syverson/olr/contents.html>.

We believe that the most successful students are those who have informed and supportive families. To that end, the teachers, the counselor, the lead teacher, and the SLC administrator frequently contact families by telephone, through special targeted mailings, and through face-to-face conferences that involve the student, the student's teachers, and the

student's family. These contacts begins during the admissions process. Students, teachers, and parents also participate in an orientation night at the beginning of the school year, a quarterly recognition, and an end of the year awards assembly.

Twice yearly, students, teachers, and parents join in an exhibitions of students work. At this time many teachers take the opportunity to discuss and showcase work in student portfolios, including student Learning Records. These exhibitions have already begun. In addition to portfolios, teachers display student art work, films and performance art at these meetings. The meetings provide opportunity for individual conferences, and they also provide additional opportunities to celebrate and highlight our students' successes, helping build students' "academic" self-esteem and providing a stronger bond between students, parents, and the 34 188 professional learning community. In addition, these exhibitions help our teachers and staff learn more from parents and students about students' home experiences and outside interests, which further helps build positive, personal relationships among members of the 34 118 community.

All incoming 9th grade 38 118 students attend an orientation assembly for students and their families. At this assembly, we communicate our SLC's core values and expectations. We also go over rules and behavioral expectations of the Roosevelt campus community as a whole. We provide detailed introductions and contact information to help our parents and students know how to reach us to express concerns and solve problems. If they are interested, we provide them with information on how they can volunteer to provide service to our SLC during field trips and activities as well as during the regular school day.

Currently, Roosevelt High School provides short, daily homeroom time for students. The school has not yet taken the additional step of organizing advisory classes. However, the school community is committed to adding advisory classes to the schedule in the near future, perhaps as soon as next year, school year 2007–2008. 34 118 supports this move and plans to take full advantage of the opportunities that advisory period classes provide to enhance the personalization of our educational program. Currently, some of our students and teachers use homeroom time to collaborate on a regular basis with each other to construct, review, and reflect on their Learning Records. When advisory classes are fully implemented at Roosevelt High School, we will use these classes to embed this activity into our program as a regular weekly event for all of our students. Advisories will also serve as coordination points for cross-curricular and integrated student projects in which students share their views

of the world by reacting, recording, and producing works of their own, such as videos, portfolios and paintings.

We strongly encourage our students to come together to support fellow students in their artistic endeavors. This is achieved by promoting creativity in classroom projects and also by developing extracurricular programs that students can get excited about and become involved in. These include our filmmakers club, which started in October 2006, and our weekly after-school Poetry Slam.

To the extent possible, given available resources and scheduling constraints, we plan to facilitate monthly meetings for our teachers, meetings that will focus on evaluation of the progress of students they share. Staff members will also use this time to discuss common rubrics and means of assessment and to investigate data related to student achievement. During this time, teachers will communicate with each other about their individual students and will make specific recommendations for students who are struggling academically or personally. (See the previous sections on *Rigorous, Standards-Based Curriculum & Assessment* and on *Equity and Access* for a more detailed discussion of our intervention strategies.)

These meetings will also incorporate lesson study activities. We are currently exploring the possibility of incorporating the Critical Friends approach to lesson study (or similar, specific protocols, particularly the Annenberg model) into our staff development meetings to facilitate communications and to make the results more powerful, more personal, and more effective. Training and time needed for development of Critical Friends lesson (or similar) study groups will require resources that have not yet been identified, but our SLC leadership team will continue to work to try to locate the additional resources we need for this and other critical activities that enhance the personalization of our program in order to help our students achieve the high goals that we and they mutually hold.

Our faculty and students work in a fairly coherent area of the Roosevelt campus, and many of our classrooms are contiguous or nearly so. This allows us to meet more easily and provides opportunity for informal, unscheduled sharing of information critical to addressing our students' daily successes and challenges. We are planning to incorporate leadership and counseling office space in this area as soon as resources allow, and we will work cooperatively with the school site principal and the school leadership council to facilitate

this process. We also have plans to develop and support a centralized meeting place for students, where students can get together and

Finally, our mentoring program, which was discussed in the earlier section on Rigorous, Standards-Based Curriculum and Instruction, is an important part of our personalization efforts. Each teacher and administrator associated with 34 188, including those without fulltime classroom assignments, will be assigned 20 to 25 students that they are expected to help mentor. This will involve building a personal relationship with the student and their parents over time, regularly reviewing academic and behavioral success, and discussing post high school and postsecondary plans with students and parents. We are also considering developing a refinement of this program in which each teacher will use school data and the Learning Records to identify three to five of their mentees who appear most at risk of dropping out of school or who may most benefit from additional academic or social intervention. Providing we can find resources to support this effort, we anticipate providing off-track meetings and activities with these specially identified, facilitated by their mentors, so that they can become more closely connected to our community and so that their individual need can be more directly addressed on a year-round basis.

Accountability & Distributed Leadership

The leadership plan and structure of 34 118 and the general duties and commitments of those who take responsibility for providing day-to-day leadership within our SLC was described in some detail in the previous section, *Personalization*. Leadership is an important ingredient in achieving success. It cannot be neglected, and it is essential that individuals step forward and take on the mantle and the responsibility of leadership within our community, but it is also essential to note that we work hard within 34 118 to cultivate a culture in which leadership is not so much a formalized role but a situational event. We hope and expect that all members of 34 118 are willing and able to express themselves as leaders when the time comes for leadership. This includes students, parents, and classified workers as well as teachers, counselors, administrators. We are all in this effort together, doing hard work in a very good cause, and we all have things to teach each other.

34 118 is already a functioning SLC on the Roosevelt High School campus. We are nearing the end of our third full year of implementation in which we have taken responsibility for preparing our own schedules and programming our students into classes. The Roosevelt campus principal, the site level staff, and the leadership councils at Roosevelt fully support our effort to provide a personalized, creative, inviting educational environment for the students who choose to participate in 34 118. They have all provided much encouragement and support as we launched our program and moved forward, and we work closely with them to ensure that our SLC's activities are consistent with the policies of LAUSD, District Five, and the Roosevelt campus as a whole and that they further the goals we have all set of making sure that every student receives a powerful and enabling education that prepares him/her for long-term success in life both at Roosevelt and in the years after. As much a cliché as it has become and as enveloped in politics as it now is, we still hold firmly to the simple but powerful call to action that the phrase "no child left behind" so starkly and compassionately puts before us every day.

Students are an important part of our leadership. Students report on events for school, parents, and community. Students set the tone of the academy by telling all other shareholders what their needs really are and by providing suggestions for improving the way our SLC functions to help them reach their goals. Students also take a very active and direct

leadership role by serving on our SLC steering committee. In addition, students help disseminate information about 34 118 to the Roosevelt community, to parents, and to siblings and peers at Roosevelt and at other schools. We plan to expand our student involvement in leadership activities and hope to use the coming advisory program to help us do that. After advisory classes are established, we plan to have students democratically elect student representatives and leaders who will attend important academy meetings as well as help in the organization of fundraisers, field trips, special events and grants. Through their elected leaders, students will also gain an opportunity to provide input during curriculum planning and assist in evaluating the overall direction of the academy. In school year 2206–2007, for example, students, teachers and parents met to discuss what they expect from a drama program and to provide some ideas about the type of drama program they would like to have 34 118 build.

34 188 shares information with the other SLCs and with Roosevelt site administrators, school level staff, school leadership councils, and others in a number of ways. We have already mentioned our website and our newsletter, both of which provide regular communication to the community about our goals and activities. The website affords people opportunity to comment on our program, ask questions, provide suggestions, or just set up a dialogue with 34 188 leaders, parents, and teachers. All the lead teachers and other representatives of the Roosevelt campus SLCs also meet on a regular basis, at least twice per term, to share and coordinate activities and discuss concerns and plans face-to-face. These meetings are facilitated by the Roosevelt site principal and the school improvement facilitator who is assigned to the Roosevelt campus. In the event that disputes or conflicts arise among SLCs, the Roosevelt School Impact Report provides a dispute resolution process designed to address and resolve issues in a more formal way. So far, there have been no disputes between or among SLCs that have risen to this level, but the process is available if needed to facilitate communication and decision making should serious disputes or conflicts arise.

Data and accountability are closely linked. Accountability, in some respects, depends on data simply because quantifiable data is the most reliable way of providing a basis for judging whether and to what extent success has been achieved and goals have been met and for communicating the conclusions drawn from such judgments. The situational validity of data in making judgments about effectiveness in a context as complex and as human as individual education presents a more difficult question than simple reliability of quantitative data can meaningfully address, but it is clear that it is important to select and evaluate data

to inform decisions that fall under the conceptual umbrella of educational accountability. As discussed in detail in earlier sections of this plan, 34 118 leaders and teachers use a variety of data (and use it frequently and in a variety of contexts) to provide formative judgments about teaching and programming of students, including specific interventions that might be needed. These data include, among others, the portfolios (and particularly the Learning Records, which are designed to provide more methodological rigor to assessment than normal portfolio processes generally avail), letter grades, standardized test scores (including CAHSEE scores, CELT evaluations, and results of LAUSD periodic assessments, among many others), attendance data (including graduation and retention rates), and classroom observations. Several teachers within the 34 118 community are particularly adept at staging and interpreting data, and we plan to use the expertise of these community members to help every member of our SLCs, including students and parents, focus more closely on data as a means of informing educational decisions. However, our goal is not to rely on a few internal data “experts” any more than we intend to rely on just one mode of measuring student progress. Instead, we will work in our staff development program to increase the capacity of all members of the SLC, and particularly all of 34 118’s teachers, to become better, more sophisticated users and interpreters of data prior to making critical educational decisions that affect the lives of their students.

We believe reflection is essential in all pedagogy. Hence, every year we pass out surveys to all stakeholders asking them to evaluate our gains in comparison to our goals. The results of these surveys help inform our year-end staff development meeting, a meeting in which we spotlight our successes and challenges and focus on evaluating and revising as necessary our SLC vision and plan.

Evaluation of our SLC vision and our SLC plan must also take place in the light of the ongoing data we are gathering about our students’ performance. Partly this is done as an informal, ongoing process as we work to develop a school culture and day-to-day school practices that truly advance our students towards the high goals that we and they have mutually set. Also, at least once a year we will visit our vision and our plans of action in a focused staff development meeting that is more formally staged and facilitated. In this meeting we will call both on data (described more specifically in the paragraph above) and on reflection about our practice and lessons learned. At the end of the meeting we will define a process for modifying our plan and for adjusting our practices or adding new elements when necessary and possible in order to help push everyone closer to realization of the student achievement goals that form the *raison d’etre* of our SLC.

We are fortunate to have the excellent resources and expertise of the Roosevelt campus, District 5, and LAUSD Central available to us to help us develop our SLC and more effectively educate our students. We make frequent use of these resources, calling on compliance and curricular experts to help inform our practice in departments and in the SLC as a whole. These experts provide valuable professional development for our community. Smallness offers many advantages in education, but educational laws and systems have become so complex that it is no longer reasonable to expect a relatively small group of teachers to fully master all of the nuances and details that are involved in making sure that each and every child receives the best education possible and in the most appropriate environment for his/her needs and that data on individuals and on the community is properly aggregated, disaggregated, and collated in useful forms, and that technological tools are readily available and kept in working order. We rely on District staff and resources to help us with all of these critical issues and with many others.

Teachers from other schools and academies will be brought in to help assess student work, so we can ensure student work is being assessed on the same rigorous standards across our small learning community.

Control and management of budgets related to our SLC is an ongoing and evolving process. Most funds at Roosevelt are currently managed through site level and District level offices. Some however fall under the purview of the school's leadership council and, increasingly, funds are allocated directly to SLCs for activities, material purchases, staff development, and other educational uses. We expect our budgetary responsibility to increase as our autonomy increases, but we fully realize and appreciate that this is an evolving process that will come, if it comes, one step at a time. Our leadership team's steering committee (the SLC administrator and lead teacher along with two other teachers, a student representative, and a parent) currently make allocations of funds that are specifically allocated to our SLC. Informal consultations with other affected SLC members, particularly our teachers, are a very important part of this process, and these consultations provide transparency that is necessary for fair and ethical decisions related to use of such funds.

We have been constructing matrices and preliminary master schedules and have been programming our own 34 118 students for several years now. This job is mainly done by the lead teacher and the SLC counselor. Our SLC administrator will also assist in this process. We have made considerable progress over the last several years in making this process a smooth and effective part of our educational program in 34 118.

Collaboration, Parent & Community Engagement

Family and community involvement in 34 118 activities is expected and will be cultivated. We know that student achievement is highly correlated with positive parental involvement in school life. Parents and teachers are essential collaborators in our SLC.

We work to provide all parents with information about happenings related to our SLC, and we make sure that information is translated and put into forms that are easy for them to use and understand. Special notices to parents take the form of letters that we send home with students or that we mail. Regular parent contact also comes in the way of an academy newsletter that is published two to four times a year, phone calls discussing individual problems and opportunities, and integrated class assignments where students may interact with parents. Parents will be informed very early on about the Learning Record and how their collaboration is essential to make this possible. Discussions of individual student progress, academic and social, is mainly facilitated through individual parent-teacher conferences that are held at least twice per term. Parents also receive syllabi of their students' classes, and individual teachers keep parents informed of classroom assignments, projects, and activities. In addition, we are beginning to make extensive use of the Internet to help us send and receive information from parents. Our teachers have already begun to post lesson plans, classroom events, and curriculum on our school website for parents to read. Our newsletter informs parents, students, and the Roosevelt community as a whole of our SLC's longer term plans and our successes. Teachers are encouraged to make frequent phone contact with parents of students who need extra help or who are having difficulties. Our SLC counselor also stays in phone contact and maintains close communication with many parents.

Each of our students has a Learning Record, which both documents and guides their progress in our SLC. Parents are strongly urged to participate in setting up these portfolios and in helping students maintain them. The Learning Record is often the centerpiece around which teacher-parent conferences are facilitated, in the same way that it is an important element of teacher-student conferences.

Students, teachers and parents will meet two times a year for exhibitions of students' Learning Records. These exhibitions have already begun. Along with the exhibit of the portfolios, students display special projects they have been working on, including art work, films, and performance art.

Parents play an essential role in our academy's leadership and activities. Parents help lead groups on trips to colleges. Currently we are working with parents to plan the field trips for the coming school year.

Parent representatives are present at meetings where major decisions are made, and they make recommendations on academy issues. They are given voice in all decisions that significantly affect their students.

Resources permitting, we plan to establish a 34 118 Parent Center and provide a room or office where parents know they are always welcome. This will encourage our parents to come to the school, either for scheduled meetings or just to stop by and observe and talk. Parent volunteers would be asked to work in the parent center and coordinate parent teacher communication as well as inform parents about educational and community resources available to their families. We are also currently discussing launching a parents-mentoring-parents program. This is in very preliminary exploratory planning, but we believe that a program of this sort can help. Parents can have a profound impact on other parents.

Bi-monthly parent meetings will inform parents of efforts made and help needed. They will provide parents with an opportunity to meet with teachers and express their concerns as well as provide input and ideas for future interventions and activities. Student grades will always be available at parent meetings. Parents who miss more than two meetings in a row will be contacted personally by phone, and sometimes by home visit, by 34 118 teachers or parent volunteers.

The community will also be invited to offer advice on support so 34 118 can become an important resource for cultural activity in East Los Angeles. For example, 34 118 is working with a local graffiti artist whose work has been displayed throughout America and Europe. With the help of our parents and community leaders, we have been working to cultivate relationships with local art organizations that can offer our students support and internships. We have already developed relationships with Art Share, Los Angeles County Museum of Art and Sparc Murals, and all of these agencies have agreed to support our students by allowing them to participate in internships. This process is well underway. For example, 34 118 students will begin internships with Art Share in August 2007.

Through innovative work/study programs, internships and other programs, the 34 118 SLC seeks to partner with additional community, educational and professional organizations to

offer its students access to opportunities outside of the traditional school curriculum. The 34 118 SLC is working to create a student employment program that is specifically tailored to help students successfully enter the work force after high school. The program focuses on career building strategies that cover everything from the application process, to networking, to the successful resume and the letter of acceptance. We are looking forward to the establishment of advisory classes, and plan to cover these topics in detail in our advisory classes.

We also cooperate with other SLCs at Roosevelt and with postsecondary institutions in our local area and nationwide. Teachers from other SLCs are sometimes invited into our meetings to help us assess student work, so we can ensure that our students' work is being judged by the same rigorous standards that the other Roosevelt SLCs are using. Our relationships with postsecondary schools, including East LA College, East Los Angeles Skills Center, and East Los Angeles Occupational Center, our campus adult school, Cal St Los Angeles, USC, and UCLA, include field trips, counseling visits, and college application support services. Our students attend college fairs and recruitment talks as an academy. We strongly encourage our students to take the PSAT in their first or second year in our SLC, and we work to support students studying for the SAT. We plan to investigate extending our relationships with some of these postsecondary schools in ways that allow us to offer concurrent high school and college credit for some of our SLC classes

Professional Development

34 118 has regularly scheduled meetings at which we devote our time to the discussion of students and their work. These meetings tend to be smaller, involving selected groups of teachers rather than the whole 34 118 community, but we also have whole community meetings, including exhibitions and portfolio demonstrations, that focus directly on student work. In addition, we spend some meetings, both in small groups and in a whole community context, evaluating student data. These meetings have been mentioned and described in earlier sections of the plan.

In the recent past our staff development meetings that focused more directly on development and use of the Learning Record have been facilitated by Dr. Sally Johnson, a leading researcher in the field of language and learning. Resources permitting, we expect Dr. Johnson to continue to help train our teachers in the use of this portfolio tool which is one of the unique features of our academic and personalization program in 34 118. We also bring in teachers from Lincoln High School in Pasadena who have experience with the Learning Record to help provide our teachers information about practical day-to-day work with individual Learning Records.

34 188 also holds regular staff development meetings to plan and implement SLC lessons and activities. These meetings and their various purposes have also been described in some detail in earlier sections.

Though the majority of our professional development meetings are planned and organized for our teachers and other professional staff, all of our meetings are open to parents and interested community members. We use our newsletter and our website to keep parents apprised of the dates and times and expected subjects of these meetings. Students too, when it is appropriate to do so, are welcomed to join our meetings, and student reflection on our school's progress towards meeting their needs and expectations is actively solicited through surveys, through question-and-answer sessions with student leaders, through our website, and through informal conversation in homerooms (soon to be converted to advisory periods), Life Skills classes, and all other classes in our 34 118 community.

Data is an important, in fact an essential, ingredient in our staff development process. In earlier sections of this plan, we have described how we use various types of data to inform our community and adjust our goals and practices, including how the Learning Records are

becoming a central focus of our self-assessment, so we'll not repeat it here. We see ourselves as a professional community of practice, and we know that in order to keep a close eye on our practice, we must keep a close eye on the data that derives from our program.

All of our classrooms provide curriculum that is anchored in the California State content standards. In those classes (electives, for example) where content standards are not specifically available, our teachers meet and use student work and professional consensus to establish a clear set of learning outcomes. We also try, whenever possible, to coordinate our approach to standards-based education across curricular areas. This, we believe, provides for a richer, more engaging experience and it help support project-based learning and assessment, which is consistent with our use of the Learning Records as a means of portfolio assessment and goal-keeping. We also administer periodic assessments, standardized tests, and follow all other district initiatives designed to measure and ultimately further improve instruction at our school. For example, all of our students are programmed into classes that allow them to complete the A–G requirements that qualify them for admission to the California State University system upon graduation from high school. We provide appropriate and carefully targeted assistance to English language learners, students with IEPs and other students with special requirements and needs. Our Learning Records comply with the District's initiative on Ensuring Systems of Accountability by including individual graduation plans and goals for ensuring success on CAHSEE and other standardized tests required by the District and the State of California.

Much of our professional development is geared towards providing personalization strategies that ultimately help teachers more effectively differentiate their instruction and that contribute to a higher level of interest and engagement among both students and teachers. For example, we currently plan to conduct lesson studies on a regular basis, once each month, based on research from the Annenberg model. During these meetings teachers will follow a specific protocol. Through a range of collegial activities, lesson studies will provide a format for teachers to create effective classroom sessions, constructively critique each other's classroom methods and collaboratively work toward growing a stronger SLC culture.

Our professional development plan also includes programs designed to bring out leadership capabilities in our SLC members and to further inform the leadership skills of our lead teacher, counselor, SLC administrator, and others directly involved in our school's day-to-day leadership.

We share our data and our insights with the Roosevelt High School community and with the community at large through our website and our newsletter. Regular meetings that involve the lead teachers and other leaders from all the Roosevelt SLCs also help us share information and learn about the successes and challenges of other SLCs. We also send SLC leaders, teachers, parents, and sometimes even students to outside staff development workshops and activities to further develop their potential and to have them share information from our SLC with others and gather information about new developments in education that we might want to consider exploring. For example, English Academy members will attend the annual meeting of California Teachers of English; where they will help our SLC establish a relationship with The California Writing Project and the National Council of Teachers of English. The staff of Facing History and Ourselves will provide training for all of our teachers in at least one staff development meeting.

All of us share with each other what we individually and as a group need to work on to enhance our capacity for success. Our leaders read and share research that may benefit our students and extend or refine our vision for 34 118's ultimate success. For example, in the last several terms we have actively worked to develop relationships with and learn from such organizations as Facing History and Ourselves, the USC Theatre Department, and The Arts Center in Pasadena. We have provided honorariums to guest speakers and to artists who demonstrate their techniques to our community, and—resources permitting—we will continue to do so. We plan to form a cadre of teachers soon who will travel to Sacramento to view examples of The Learning Record at schools there.

In order to organize and implement these various professional development activities, we use a combination of banked time, common conference period scheduling, substitute time, and after-school meeting time consistent with the terms of the LAUSD-UTLA contract.

Members of 34 118 also currently plan a retreat once a year to facilitate our professional development program. At this retreat, one of the major subjects is planning professional development for the coming year. Providing resources remain available for this activity, we will continue our retreats that lay the groundwork for the year ahead.