

**SAN LORENZO
UNIFIED SCHOOL DISTRICT
BOARD POLICY**

Instruction

BP 6040 (a)

RESTRUCTURED SECONDARY LEARNING COMMUNITIES

Restructured learning communities are academically rigorous environments and structures, aligned with the California State Standards. These learning communities are designed to provide students with a continuous series of powerful learning experiences through which they will demonstrate mastery of content standards. These learning communities will provide greater success for all students.

Research has identified the following themes, strategies and concepts as critical in improving the education of all students:

- Project Based and Experiential Learning
- Small Learning Communities/Personalization
- Support for Student Personal and Academic Needs
- Choice and Empowerment for Students and Staff
- Professional Development/Collaboration
- Significant Connections among Students, Teachers and Parents

The Board and Superintendent shall initiate the design, implementation and evaluation of restructured learning communities.

Board adopted: June 1, 2004

SAN LORENZO UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATIONS

Instruction

AR 6040 (a)

RESTRUCTURED SECONDARY LEARNING COMMUNITIES

Core Principle of Restructured Learning Communities

Restructured learning communities must address content and performance standards and identify measurable student outcomes. The measurable student outcomes must address access and equity, as well as student achievement.

Leadership and District Support

The Superintendent will designate an administrator to oversee the development, implementation and evaluation of the restructured learning communities.

The District will provide a stipend for design teams working on a pre-proposal. Upon approval of the pre-proposal, design teams may qualify for additional funding to complete the final proposal.

District Personnel will support design teams throughout the proposal, implementation and evaluation process.

Design Process for Restructured Learning Communities

Teams of educators, students and parents interested in designing a restructured learning community must complete the following six-step process.

1. Submit for review and authorization the pre-proposal Notice of Intent
2. Develop a draft of the full proposal
3. Review the draft proposal with the district's designated support team
4. Revise and submit a final proposal to the Superintendent
5. Implement the proposal upon Board approval
6. Conduct an annual program evaluation for district review

Evaluation of Restructured Learning Communities Proposals

The superintendent will evaluate the proposals based on how well they address the following:

- Needs Assessment
- Rationale
- Program Vision and Description
- Culture, Access and Equity
- Governance Structure
- Detailed Program Design
- Student Assessment Plan
- Professional Development
- Budget/Finance
- Support Needs
- Program Evaluation
- Sample of Project-Based Learning Units

Collective Bargaining

The restructuring process and the resulting learning communities will be subject to all collective bargaining contracts.

Evaluation of Restructured Learning Community

Annually, each learning community will submit its Program Evaluation.

Triennially, each learning community will provide the Superintendent with an evaluation portfolio that includes:

- Quantitative Data (Standardized Testing, CHSEE, API Score, AYP, attendance, discipline, drop-out rate, post-secondary placements and locally administered assessments)
- Qualitative Data (surveys of parents, students, community, staff; student portfolios/projects/products)
- Fiscal Management
- Student Enrollment and Demographic Changes

Learning communities that have not achieved their stated goals based on their triennial evaluation will be required to develop and implement an improvement plan approved by the Superintendent. If improvement goals are not met at the conclusion of the fourth year, the Superintendent may recommend that the Board close the learning community.

Board adopted: June 1, 2004