FAME
Fine Arts, Multimedia, and Entertainment Academy

Small Learning Community Proposal
ALAIN LEROY LOCKE HIGH SCHOOL
Los Angeles Unified School District: Local District 7
Dear Ms. Truscott:

Over the past few years, Alain Leroy Locke High School has embarked upon a path toward smaller focused learning communities, which have shown that high school students will benefit from a personalized learning environment. Consequently, teachers within each community are encouraged to collaborate and integrate instruction, allowing students to receive a combination of academic and specialty curriculum. Such a small focused learning community is supported by Los Angeles Unified School District (LAUSD)’s guidelines for the establishment of Small Learning Communities (SLCs) in high schools and/or secondary education. The variety of SLC choice will help to direct student interest and enhance the relevance of high educational standards with real life goals.

In accordance with the above findings, a coalition of administrators, teachers, students, support staff, parents, and community members came together to find ways to make positive radical changes to Locke High School’s Visual and Performing Arts (VAPA) instructional program. This coalition of stakeholders realized that in order to fully develop the arts department to its potential a separation in focus was needed. As a result the design team successfully split the department changing VAPA from its traditional educational practices into two schools, one with a visual art focus and another with a performing arts focus. Since VAPA and its programs are among the most requested and popular with Locke students, the aforementioned coalition of stakeholders are committed to accommodate student interest while maintaining high academic and artistic achievement.

We honor our commitment and propose a new Small Learning Community called the Fine Arts, Multimedia, and Entertainment Academy (FAME). Our vision is for a visual fine arts academy that fosters an intensity of focus and depth in all visual arts mediums, as well as expands the program to explore theatre/drama, design, video/film production and new technologies in the world of computer graphics and animation. We believe FAME will enrich the lives of our students and that of the community by transcending beyond the school and creating inroads into the world of art and Entertainment not just as spectator, but also as participants. The Academy will offer students an appreciation of the fine arts within a four-year program in Visual Literacy, Studio Arts, Graphic Arts, Theater and Stage Production, Fashion Design, Film Production, Animation, Web Design, and future digital imagery technology for the Arts along
with curriculum integration with the core subjects of English, Math, History, and Science. Our academy will focus on providing a high standard visual and performing arts curriculum with historically and culturally diverse perspectives, which will be part of the core educational program for all students. Its rigor will fully equip our students with the artistic portfolios and technical skills needed for college admission and entry into the professional job market. Our graduating students will also complete the A-G Requirements that make them eligible for admission into the University of California and the California State University systems.

It is our intention to evaluate our program at the end of each year by examining student and teacher performance and find ways to improve upon it. We will use many instruments or assessments to ensure that our school is not only functioning properly, but also continually improving. For example, we will examine graduation rates, CAHSEE results and other standardized scores, to ensure the overall success of the learning community. Individually, we will examine each student’s progress through mentorship/advising, especially focusing on those students that are in the Far Below and Below Basic on the state standards test to ensure that our students are not overlooked and receive the individual special attention ensuring each student reaches his or her potential.

Therefore, by graduation, an FAME student will be able to: (1) plan and create works of art that reflect complex ideas, visual elements and principles, and expressive content both real and virtual at a high level of artistic prowess with 85% accuracy as demonstrated by gallery presentations, critiques, and portfolio evaluation; and, (2) demonstrate acting skills using script analysis, character research, reflection and revision at a high level of refinement/professionalism with 85% accuracy as demonstrated by stage presentations evaluation; (3) plan and create commercial designs reflecting conceptual ideas, visual elements and principles, marketing theory, and production designs using both manual and computer graphic or animation skills with 85% accuracy as demonstrated by digital portfolios and product prototypes (4) work collaboratively as designer, producer, and technical engineer to meet film directorial goals in music, dance, theatre and/or visual arts at a high level of professionalism with 85% accuracy as demonstrated by production projects evaluation; (5) plan and create patterns that reflect diversity in body forms, understand visual elements and principles of fashion, the weight and flow of fabric and materials, and expressive content and construction of fashion styles at a high level of artistic prowess with 85% accuracy as demonstrated by fashion show presentations, storyboard designs, and portfolio evaluation (6) master the California state standards for Math, using the CAHSEE test as the primary indicator, with 85% accuracy on testing including the departmental common assessments as well as the district quarterly assessments; and (7) demonstrate literacy skills with 85% mastery on CAHSEE, common departmental assessments, and district quarterly assessments. To reap the benefits of a shared outcome, which is the successful graduation of our students at the end of the program, all stakeholders will be held accountable and share collective responsibility. The sustainability of any establishment lies in its creativity while complacency ultimately leads to failure. To sustain the academy we will ensure the continuous offering of high quality programs and individualized instruction.

The FAME Academy decision-making entities will be comprised of an educational committee, an advisory committee, a student council, a parent group, and community representatives. Competency and expertise of key players are of the utmost importance. The Academy will ensure that only the most qualified and experienced individuals are actively involved in leadership roles to secure its optimal operation and sustenance. The Academy’s leadership will be representative of all stakeholders. It is the intent of the Academy that all stakeholders work cohesively together. The Academy will hold everyone collectively accountable and responsible for the shared outcome which is the graduation of successful Academy students. To achieve this goal the following accountability measures will be
implemented periodically: 1) program counseling assessment to ensure continuous offer of high quality instructional material; 2) instructional strategies assessment; 3) student assessment; 4) staff performance assessment.

While keeping our promise as educators and professionals to continually find ways to improve upon academic performance and student achievement, we hope you will look favorably upon our proposal and see fit to approve it so that we can move our student into the next wave of instruction and learning at the high school.

Sincerely,

The Design Team
Fine Arts, Multimedia, and Entertainment Academy
Steven James, Coordinator Portia Stroud, Coordinator
musikman_sj@yahoo.com pns2721@lausd.k12.ca.us
Small Learning Community Proposal

MISSION STATEMENT

Creative activity is a source of joy and wonderment that bids one to embrace and experience the world. As we provide a personalized learning environment and set the highest of expectations, we ask our students daily to engage in the activity of learning, which requires use of higher-order thinking, analysis, synthesis, and evaluation. By providing opportunities for all students to participate in creative artistic experiences, we convey a knowledge and meaning not always gained through the study of academic subjects alone. We strive to create an Artist who represents a way of knowing based in human imagination, awareness, and not judgment. Arts education then, is first and foremost an activity of the mind, heart, and soul.
Letter of Intent Attachments

A: Fine Arts, Multimedia, and Entertainment Academy (FAME) Members

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<tr>
<th>Name</th>
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<tr>
<td>Rita Ray</td>
<td>FAME Administrator/Asst. Principal, Locke High School</td>
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<tr>
<td>Portia Stroud</td>
<td>FAME Coordinator, LHS</td>
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<td>Joslyn Smith</td>
<td>Counselor, LHS</td>
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<td>Davenport</td>
<td>Counselor, LHS</td>
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<td>Music Instructor/ LHS</td>
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Contact persons:  Stephen James; Email: musikman_sj@yahoo.com; Phone number: (323) 757-9381
Portia Stroud; Email: pns2721@lausd.k12.ca.us

B: SMALL LEARNING COMMUNITY PROPOSAL
PROFESSIONAL DEVELOPMENT CHECKLIST

What are the greatest challenges that you can foresee at this time to completing your work? What assistance do you need? Please check all items that apply and attach to your letter of intent.

- Attribute analysis
- Vision creation/identity
- X_Student outcomes
- X_Community outreach
- Matrix
- School-to-work transition
- Academic requirements: A-G
- Content integration
- X_Assessments/evaluation
- X_Alterations to facilities
- _Resilience building
- _X_Youth development strategies
- _X_Advisories
- _Leadership roles
- _X_Bell schedules
- _Contract issues/waivers
- _X_Best practices
- _Articulation
- _X_Budgets
Contributors

Dr. Rita Ray – Administrator
Stephen James – ALLSAAT Coordinator/Teacher
Portia Stroud - Teacher

– Teacher
– Parent and Community Liaison
– Parent
– Student
– Student
Our Home School and Proposed SLC Name

Our home school name is Alain Leroy Locke High School, named after a man who believed in the need for all people to free themselves from the fictions of the past and rediscover themselves. With a culturally diverse student population of about 3500, it is located on 325 E. 111th Street in Los Angeles with Location Code 8733. The philosophy of Locke is deeply rooted in the general education philosophy that “all students can achieve”. Although facing many unique, embedded challenges such as a high degree of poverty in the community, increasing violence, and demographic changes, Locke High School strives to provide meaningful educational opportunities for all students that are reflective of hope. Paths consisting of chosen goals that are intrinsic, optimistic and constructive dominate us. It is on this premise that we are also basing our proposed Small Learning Community (SLC), fashioning our mission and unique vision after that of our home school, believing that all students have a creative spirit, which needs to be expressed. Therefore our proposed SLC name Fine Arts, Multimedia, and Entertainment Academy highlights the key sources of visual expression. Our design team leader is Portia Stroud. The contact address is Locke High School, 325 E. 111th Street, Los Angeles, CA 90061, and their contact telephone number is (323) 757 9381.

Where We Are Now

Currently the Visual and Performing Arts (VAPA) Department at our school is functioning as a shared service. All University of California and California State University A-G course requirements in the area of fine arts are provided by the music, drama, and visual art classes offered as open enrollment to the entire student population. This does not allow for pure classes or higher-level retention for visual and/or performing art students. This heterogeneous mixture of students places a restriction upon the intervention level, depth, and pace of arts
instruction within each discipline. VAPA is also deficient in the area of drama/theatre with an inadequate production stage and vacancy in instruction.

Present facilities are not conducive to a comprehensive arts program as well. Classroom locations are presently scattered throughout the home school with core classes located in the main building. Instrumental music, band, and music theory classes are conducted in the music building. Our dance courses take place in the gymnasium, as there is no dance studio or modified classroom on the campus. Leaving chorus, visual art, and technology classes in the desperate need to be remodeled shop classrooms. As a result our ability to offer contemporary computer graphics and film production courses directly relates to student access to a space for technology.

**Where We Want To Be**

Instructionally, in the future, it is FAME’s desire to maintain purity of class populations within the academy arts courses as well as reserve class sections that will satisfy the aforementioned fine art A-G requirements. This will allow for our servicing other SLCs concurrently, without compromising the instructional level of the visual and multimedia arts classes offered by the academy to its internal students. Through matriculation to their fourth year, students within the academy will be able to produce competent level original or representational visual art portfolios for career presentations or collegiate applications. Our desire is to have all academy classes in close proximity to each other in order to encourage consistent attendance and discourage gaps in security. In addition, we would like to establish a block schedule or double periods to allow for increased studio time and instruction. When all the elements work together as one cohesive unit, they never fail to promote a community identity and a positive school culture.
Executive Summary

The Fine Arts, Multimedia, and Entertainment Academy at Alain Leroy Locke High School will create and maintain a small learning community, which through arts education will integrate and expand learning across areas of study. Since the arts have been proven to be a powerful means of communication among individuals, generations, and diverse cultures, the academy, with its safe positive learning environment, high expectations, and standards-based curriculum, will promote students greater understanding of themselves and the world in which they live. The academy will support the learning of about 550 ninth, tenth, eleventh, and twelfth graders with interests in visual and multimedia. We will enable ELL and Special Education students through inclusion and mainstreaming to develop concurrently with General Education students into aesthetically aware and artistically discriminating citizens.

Our students’ diverse learning styles and multicultural foundations will be celebrated through the creation of a multi-modal learning environment, which will not only focus on visual and auditory educational theories, but also on real-world everyday application aspects. Since many cultures offer a rich mix of art, music, literature, and dance, FAME will tap into this wealth of knowledge our student population possesses and create dynamic theatrical musical performances, exhibitions, and academic program. FAME will not only be a place to learn, but a place to stimulate the senses, share experiences, create new ones, and be part of something truly spectacular.

We will recruit and maintain a student body comprised of socially responsible, academically minded, and genuinely respectful young men and women who will be united in tackling FAME’s rigorous, standards based curriculum. Howard Gardner’s theory of multiple intelligences shows that students come with various natural gifts. Recognizing each student will come to us with unique strengths and talents, modifications and remediation will be offered to those students identified with specific needs to accommodate each individual need and tailor it
towards success. Curriculum scaffolding will encourage all students to build up and gain high-level techniques, analysis, and dialogue. Therefore, it is the desire of the Academy to redesign curriculum and instruction to accommodate different multiple intelligences and learning modalities. We will harness inherent talents and use the drive toward excellence of effort as the cornerstone of our academy.

It is our intention to evaluate our program at the end of each year by examining student and teacher performance and find ways to improve upon it. We will use many instruments of assessment and benchmarks to ensure that our school is not only functioning properly, but also continually improving. For example, we can set goals to participate in visual art competitions/exhibitions at Locke, and within the surrounding community, thus forging access and exposure into the Los Angeles Arts scene. We can achieve this in conjunction with collecting data on graduation rates, CAHSEE results, and other standardized scores, to ensure our overall SLC success. The academy will also focus highly on family and community involvement. This will cultivate the psychosocial development of each student, focusing first on the individual student’s place within the academy, and then on the academy’s place within the home school and community.

However in pursuit of personalization, we will examine each student’s progress, paying special attention to those students that scored Far Below and Below Basic on the state standardized tests to ensure that they are not overlooked get the help they need in order to reach his or her potential. Students will also take periodic academic assessments, create visual portfolios, and participate in analytical critiques, performances, and exhibitions all in efforts to gage student performance, retention, and material application. Therefore, by graduation, an Fine Arts, Multimedia, and Entertainment Academy student will be able to: (1) plan and create works of art that reflect complex ideas, visual elements and principles, and expressive content both real and virtual at a high level of artistic prowess with 85% accuracy as demonstrated by gallery
presentations, critiques, and portfolio evaluation; and, (2) demonstrate acting skills using script analysis, character research, reflection and revision at a high level of refinement/professionalism with 85% accuracy as demonstrated by stage presentations evaluation; (3) plan and create commercial designs reflecting conceptual ideas, visual elements and principles, marketing theory, and production designs using both manual and computer graphic or animation skills with 85% accuracy as demonstrated by digital portfolios and product prototypes (4) work collaboratively as designer, producer, and technical engineer to meet film directorial goals in music, dance, theatre and/or visual arts at a high level of professionalism with 85% accuracy as demonstrated by production projects evaluation; (5) plan and create patterns that reflect diversity in body forms, understand visual elements and principles of fashion, the weight and flow of fabric and materials, and expressive content and construction of fashion styles at a high level of artistic prowess with 85% accuracy as demonstrated by fashion show presentations, storyboard designs, and portfolio evaluation (6) master the California state standards for Math, using the CAHSEE test as the primary indicator, with 85% accuracy on testing including the departmental common assessments as well as the district quarterly assessments; and (7) demonstrate literacy skills with 85% mastery on CAHSEE, common departmental assessments, and district quarterly assessments. To reap the benefits of a shared outcome, which is the successful graduation of our students at the end of the program, all stakeholders will be held accountable and share collective responsibility.

The daily experience of our students will have a vocational emphasis that connects the academy to the community and the world of work. The plethora of socio-cultural experiences within the community [the local Watts community as well as that of greater Los Angeles] will allow us to connect classroom instruction and academy activities to real-world professions. Stage and set production, computer animation, off-set printing, graphic design, museum curator, fashion designer/buyer, pottery/stoneware artisan, and exhibiting artist/teacher are just a few
careers that the hands-on experiences we provide our students will connect our curriculum to their everyday world. Mentoring programs will be invaluable to this end and for each student’s development as a proactive, lifelong learner. Each teacher will receive an equitable grouping of students to advise and guide through their academy program. Keeping track of student grades, attendance, potential schedules, and parental communication will increase academy community building and student personalization. Within this framework, mentors can positively channel student behavior, with the realization that there are consequences to all actions, toward positive outcomes. Consequently, FAME becomes an intrinsic motivator that will not only benefit student academic performance, but also broaden their goals and future aspirations.

The programs implemented and actions taken by the FAME will also focus on the community by encouraging community involvement. We will not only focus on multicultural learning, but will bring the community into the classroom whenever possible. Voluntary parental and community participation will be sought and fostered to emphasize our students place and importance in our community. This interconnected relationship of academia and the community will be advanced by a grass-roots approach. We will enact community and alumni based programs such as ADOPT-A-KID or CATCH A FALLING STAR that will expose individual students to community action groups, local business leaders, and politicians. Access to public figures and successful citizens that either attended Locke High School or grew up in similar environments will shine like a beacon of hope to our students that hard work and determination can get you further than easy and a handout. We hope the Academy and the community will act as guardrails, providing students with enough guidance and expertise to enable each one attain success.
Fine Arts, Multimedia, and Entertainment School Proposal
FINE ARTS, MULTIMEDIA, AND ENTERTAINMENT

ACADEMY

FAME staff members are excited and highly energized about the fruits that this small school will bare. With each and every one of our students placed at the center of their academic existence, given enough support to achieve mastery of the content standards, and developing psycho-socially to become life-long and proactive learners, there will be no limit to the extent of their success.

1. Unifying Vision/Identity

Several stakeholder meetings were held to discuss/brainstorm ideas on our proposed SLC over the course of spring semester 2006, in which our parent, teacher, support staff, school administration, and community representatives were present. The above SLC name was unanimously accepted, and our mission, focus, purpose, and unique vision of this creative SLC were constructed.

Focus: Our focus will be to provide a quality visual and multimedia arts curriculum that encompasses process, technique, analysis, production, criticism, aesthetics, historically and culturally diverse perspectives as evident in various artistic mediums, movements, and artist. This curriculum will be an essential part of the core educational program for all students through its integration within all academic subjects as well as studio courses.

Purpose: Our purpose in setting up this SLC is to redefine and restructure the Visual and Performing Arts (VAPA) instructional program as it presently exists at Locke, with the aim of preparing Locke students for a professional career in the field of visual arts and multimedia entertainment. We hope, through the Fine Arts, Multimedia, and Entertainment Academy, to stimulate the creativity of our students and challenge them to use their full potential in every endeavor. We want the community to draw from our academy and be able to experience presentations and screening of artwork reflecting the highest professional quality. Through this
community partnership, we hope to help our students make inroads into the museum, gallery, craftsmanship, or commercial arts industries by securing internships and other career opportunities.

**Unique Vision:** Our unique vision is to create a standards-based visual and multimedia arts academy that transforms the content standards into vehicles for career pathways and community enrichment.

FAME planning meetings also centered on the validity of our common identity as an academy, deciding the level of shared decision making, as well as developing a small school culture and climate. We created a common identity through the selection of an academy name, colors, logo, slogan, unified location, and distinct subject matter. Our instructional focus, like previously stated, will center on providing instruction in Visual Arts, Theater, Film Production, and Technology for the Arts. The atmosphere of our academy will be supportive, safe, respectful, empowering, and student-centered. Activities will be designed around our curriculum that will heighten awareness and engrain positive virtues and character into our academic climate. All students, staff, parents, and community members will be actively involved our shared decision-making process. Everyone connected with the Academy will feel personal accountability in making it a powerful learning and unified community. Our students will be involved in creating a clear discipline model intended to teach and improve student behaviors. This discipline model will include a motivational academy pledge that will be fashioned around unity, respect, integrity, friendliness, kindness, perseverance, responsibility, patience, tolerance, honesty, self-discipline, confidence, generosity, trustworthiness, compassion, consideration, enthusiasm, and thankfulness. It will build resilience and result in a common vocabulary that becomes part of our daily conversations and helps in problem solving when teasing and/or disrespectful incidents occur. It will motivate students to bring out the best in themselves and others by building caring and trusting relationships and being part of a culture of virtues and joyous learning.
Expected Community Learning Results (ECLR): Our ECLRs were determined using a combination of the content standards, past precedence of student, parental and community expectations, current educational research, the “No Child Left Behind” mandate, and our Locke High School philosophy that all students can achieve. Our student performance expectations are set very high with a level of difficulty at “5” on a scale of 1-6 as provided in the California Content Standards Frameworks. We expect our students to graduate prepared for college and/or the world of work.

2. **Rigorous Standards-Based Curriculum, Instruction & Assessment**

   Our commitment to high expectations will be reflected in rigorous programming that will incorporate the A-G requirements as well as provide for elective choices that will enhance a student’s area of talent and focus. Content standards will be the basis of all curriculum implemented by the Academy. Interdisciplinary, common planning will ensure that the academy delivers an integrated curriculum. We will plan cross-curricular, common motifs that not only directly address the schoolwide ESLRs, but also ensure that all the classes are aligned with common messages or themes such as universal vocabulary, graphic organizers, or exposition requirements. We will meet semi-weekly to ensure that all courses are aligned in sequencing and scope while troubleshooting problem areas and academy concerns. The use of professional development, common conference periods, and some after-school time will be utilized to continue to plan, implement, and assess our SLC data or instruction. In the classrooms, lessons will be planned and implemented to challenge and motivate our students. The core academics collaborating with the performing and visual arts courses will become invaluable resources to each other and foundational support. Input from institutions of higher learning and the
Entertainment industry will also be sought in an effort to further develop curriculum that will have rigor while staying meaningful and currently relevant. Supplemental resources such as current research findings, pilot studies, professional development, instructional seminars, and other best practices published in professional educational journals will provide us with relevant information needed for instructional enhancement. We will use technological equipment in the classroom such as transparency projectors, instructional videos, slides, graphic arts software, and LCD projectors to enhance instruction. Access to and relationships with major centers of art and artisan centers are essential to the historical relevance and the interpersonal nature of our fine arts curriculum. Therefore field trips, guest artist, and partnership craft industry centers must not be an afterthought but integral component to our curriculum. It remains evident that FAME’s academy standards and course requirements dictate that students and teacher efforts exemplify our high expectations.

The Academic Support Programs (Interventions) that will be available for our low achieving students to bridge academic gaps and bring them up to par are:

**Compensatory Education:** The CEP (Compensatory Education Program) addresses the needs of educationally deprived children, children in institutions for neglected or delinquent minors, and some physically handicapped students. The goal is to raise the academic achievement level in both basic and advanced skills. Additional support can be offered through staff development and health and guidance services. Parents are encouraged to participate in programs like conferences and back-to-school nights scheduled at the various grading intervals.

**English Language Development:** The purpose of the ELD Program is to provide eligible students opportunities to acquire English skills necessary for successful completion of English only instruction. Students make the transition into English Only (EO) classes as they become proficient in English as determined by CELDT (California English Language Development Testing).
**Title One:** Title One is primarily a federal program that assists teachers in raising the academic achievement level of students. This program is directed towards low performing students and schools that have a large number of students qualifying for free or reduced lunch. The Title One Program provides tutoring on Saturdays from 9:00 a.m. – 1:00 p.m. It also provides Teacher Assistants, educational materials to support the academic program and other supplemental services for teachers, staff, and students.

**Student Support Services:** Locke High School has a psychologist on staff. We are funded through TUPE (Tobacco Use Prevention Education) for our Impact Program, which offers both peer and one-on-one referrals for counseling. Impact also funds awareness programs with “drug free”, anti-violence and anti-smoking emphasis.

A holistic approach to assessments within each core academic subject and artistic discipline coupled with district-wide and standardized state test results, like the CAHSEE and the CST, will also be used in making decisions regarding our instructional program. Our student’s cultural and linguistic needs will be determined through an academic needs assessment survey. We will address our findings using Specifically Designed Academic Instruction in English (SDAIE) strategies along with current instructional practices. To accelerate opportunities for our high achieving students we will challenge them with individual and group projects that require higher order thinking skills.

**Honors and Advanced Placement Support:** In support of higher achieving students, there will be Honors and Advanced Placement [AP] both in the core and artistic subjects. In addition, the Master schedule allows for more flexibility for students to take Honors and AP classes offered in other small schools.

**Literacy and Mathematic Support:** FAME, in coordination with the school as a whole, has implemented intervention courses in Algebra and English, with the focus of CAHSEE
mastery as their foundation. There are currently Math Tutoring Lab courses offered, as well as Intervention English Language Arts Tutoring Labs. To offer further assistance, the school also offers Saturday courses to enhance basic Math and English mastery, with the direct focus on those students scoring Far Below and Below Basic during testing.

3. **Equity & Access**

   To ensure equity, all students admitted into our academy will be given an academic needs assessment survey to determine adequate program placement. At that time, counselors will program classes accordingly. An individualized program will then be established for each student. It will take into consideration student diversities and the needs of SEL, English Learner (EL), Pull-out Resource Program (PRP), Special Education (SE), and Gifted And Talented Education (GATE) students and provide interventions. These services are “wall to wall” shared intervention courses and are not necessarily exclusive to each academy. However, students who are in these programs are given additional support by assigning resource personnel who are “in class” assistants or travel from class to class with their assigned student.

   Meeting A through G requirements is the number one priority for Locke High School. Therefore, the responsibility of fulfilling the school mission must be a priority, and it is. Students, who are identified as candidates for AP classes, are enrolled in those courses within other academies as a shared service course if the courses are not offered in FAME.

   Special Educations students have always been a part of and have contributed greatly to performance mediums and visual and performing arts courses. They have access to all of our elective course offerings and presented with every opportunity to be successful through tutoring, mentoring, and of course teacher assisted involvement. The Master Schedule generated by the counseling office determines class scheduling. Any additional or specialized attention to scheduling will be adjusted in accordance with master scheduling. Teachers will receive staff
development as necessary, to implement strategies for rigor within the curriculum in an on going effort to heighten the level of student engagement. The other academic courses are provided through the Special Education Department with pullout and resource assistance to further ensure success.

**Recruitment:** FAME recruits its students by making presentations to the 9th Grade House students. The prospective students then list their preferences for small school assignment. The students must explain why they pick one school over another [to avoid such an important decision as this being based upon lunch with friends, etc.]. After selection and assignment into the academy, the students always have the opportunity to change small schools if appropriate [reasoning, parental support, etc.].

**Counseling:** The academy provides a rigorous academic curriculum designed to meet and surpass the California State Standards and to fulfill the A-G requirements. Students are provided with a current listing of potential courses to assist in the scheduling of their classes. In addition to working with trained, credentialed counselors, students will be provided with guidance and personalized advising from trained teachers on a regular basis regarding graduation requirements, the A-G requirements for colleges and universities, and career or personal needs. Working with counselors, advisors, parents, and the clear understanding of the graduation and A-G requirements, each student will take an active role in outlining his or her schedule to meet individual learning goals.

**Tutorials:** FAME teachers volunteer their time before and after school to assist students with homework assignments, key concepts, or questions they may have. In addition, there are specific intervention courses for students who are at risk, especially for basic Math and English with CAHSEE mastery as a focus. Programs, such as Beyond the Bell and our Saturday CAHSEE Intervention courses, give students additional support and guidance to meet his or her learning goals. The goal is to teach state mandated standards as well as mastery in all subject
areas. As a result, unit lesson plans are required for review by coordinator and/or the academy administrator to validate rigorous instructional activity, assessment, and systematic scaffolding approaches to reach mastery.

**English Language Development:** The purpose of the ELD Program is to provide eligible students opportunities to acquire English skills necessary for successful completion of English only instruction. Students make the transition into English Only (EO) classes as they become proficient in English as determined by CELDT (California English Language Development Testing).

**Literacy and Mathematic Support:** FAME, in coordination with the school as a whole, has implemented intervention courses in Algebra and English, with the focus of CAHSEE mastery as the foundation of the courses. There are currently Math Tutoring Lab courses offered, as well as Intervention English Language Arts Tutoring Labs. To offer further assistance, the school also offers Saturday courses to enhance basic Math and English mastery, again with the direct focus of CAHSEE preparation. Current school-wide effort is for every student to be successful in passing both academic focuses of the CSHSEE and the California Standards Test.

4. **Personalization**

The Fine Arts, Multimedia, and Entertainment Academy aims to personalize an educational plan for each student that will meet or exceed standards by considering individual learning styles, interests, post-secondary goals and aspirations. Simply put, we as an academy will show how each member will succeed as demonstrated by matriculation into college or visual arts industry. To make our students proactive in their education and our academy, student representation will be elected and involved in the decision making process for SLC activities,
community building, and the development of a student performance assessment rubric, which will evaluate if the academy is meeting student needs.

Teachers and leadership staff within the academy will be assigned an equitable number of students to advise. As advocates teachers will help students track their high school credits, A-G requirements for graduation, college entrance procedures, student progress, personal learning strategies, and parental support involvement. Our desire is to promote mutual trust, respect, learning, and personal development through teacher familiarity with student and parent. The *Fine Arts, Multimedia, and Entertainment Academy Booster Club*, with core members being Academy students and parents, will be established to encourage involvement and include the community through fundraising and the generation of ongoing opportunities for arts projects. Creating an academy newsletter supported by local business advertisements will also encourage community outreach. Our newsletter can raise additional financial support and keep the community informed of FAME activities and outstanding achievements.

5. **Accountability & Distributed Leadership**

The Fine Arts, Multimedia, and Entertainment Academy decision-making entities will be comprised of an educational committee, an advisory committee, a student council, a parent group, and community representatives. Competency and expertise of key players are of the utmost importance. The Academy will ensure that only the most qualified and experienced individuals are actively involved in leadership roles to secure its optimal operation and sustenance. The Academy’s leadership will be representative of all stakeholders.

FAME’s distributed leadership, policies, duties, and qualifications will be as follows:

**Academy Administrator**: *A school administrator assigned by the school principal*

- *oversee* and *advise* academy regarding school, district, and state compliance issues
- *serve* as liaison between the Academy and the school principal

**Lead Coordinator**: *An elected academy member of the teaching staff*
serve as liaison between the Academy administrator and the community
preside over Academy meetings
oversee and advise Academy staff on operational matters
coordinate general school activities with Academy staff, student population, parents and community members
work with teachers to develop strong relationships with parents, community members, and other external partners
facilitate conflict resolution between teachers and students
keep abreast of innovative instructional techniques and coordinate staff development presentations.

Lead Counselor: A school counselor assigned to the Academy

oversee academic programming for Academy students
liaise with coordinators on Academy student needs/requirement

Lead Teacher: An Academy teacher (on a voluntary/rotational basis)

serve as subject matter expert
act as parent/student advisor on academic issues
represent Academy teachers in all matters concerning the Academy
serve as home-school liaison

Academy Student Body President: A student elected by other Academy students

preside over FAME student council
act as liaison between students and Academy staff

Lead Parent: A parent elected by parent group

preside over parent group
liaise between parents and Academy staff

Community Advisor: A volunteer from the community

liaise between Academy and community

It is the intent of the Academy that all stakeholders work cohesively together. The Academy will hold everyone collectively accountable and responsible for the shared outcome which is the graduation of successful Academy students. To achieve this goal the following accountability measures will be implemented periodically:
program assessment to ensure continuous offer of high quality instructional material
instructional strategies assessment
student assessment
staff performance assessment
Accordingly, by graduation, a Fine Arts, Multimedia, and Entertainment Academy student will be able to: (1) plan and create works of art that reflect complex ideas, visual elements and principles, and expressive content both real and virtual at a high level of artistic prowess with 85% accuracy as demonstrated by gallery presentations, critiques, and portfolio evaluation; and, (2) demonstrate acting skills using script analysis, character research, reflection and revision at a high level of refinement/professionalism with 85% accuracy as demonstrated by stage presentations evaluation; (3) plan and create commercial designs reflecting conceptual ideas, visual elements and principles, marketing theory, and production designs using both manual and computer graphic or animation skills with 85% accuracy as demonstrated by digital portfolios and product prototypes (4) work collaboratively as designer, producer, and technical engineer to meet film directorial goals in music, dance, theatre and/or visual arts at a high level of professionalism with 85% accuracy as demonstrated by production projects evaluation; (5) plan and create patterns that reflect diversity in body forms, understand visual elements and principles of fashion, the weight and flow of fabric and materials, and expressive content and construction of fashion styles at a high level of artistic prowess with 85% accuracy as demonstrated by fashion show presentations, storyboard designs, and portfolio evaluation (6) master the California state standards for Math, using the CAHSEE test as the primary indicator, with 85% accuracy on testing including the departmental common assessments as well as the district quarterly assessments; and (7) demonstrate literacy skills with 85% mastery on CAHSEE, common departmental assessments, and district quarterly assessments. To reap the benefits of a shared outcome, which is the successful graduation of our students at the end of the program, all stakeholders will be held accountable and share collective responsibility.

6. **Collaboration/Parent & Community Engagement**
The Fine Arts, Multimedia, and Entertainment Academy will implement an extensive outreach program that will include:

The school community

- by creating opportunities for becoming actively involved
- by soliciting suggestions or expertise in project areas
- by allowing for shared staff and student participation in other SLC’s within the Locke High School community.

The parents

- by seeking parent volunteers to assist with Academy performance projects
- by letting them play active roles in project development
- by offering them more formal roles as active, knowledgeable participants to help improve outcomes for all students

Local businesses

- by creating partnerships that foster positive relationships between students and business owners
- by seeking sponsorships of Academy projects
- by offering support for local business projects

Partnerships with the Academy are a key component of its desired success. The FAME seeks to have students move into internships and/or career opportunities upon graduation. Collaboration with the arts community is necessary and essential for the ensured success of the program. Access to and relationships with major centers of art and artisan centers are essential to the historical relevance and the interpersonal nature of our fine arts curriculum. Therefore field trips, guest artist, and partnership craft industry centers must not be an afterthought but integral component to our curriculum. Developing student preparedness deems it necessary that FAME have input from those entities that it seeks to supply with its graduates.

The Los Angeles Contemporary Museum of Art, the UCLA Hammer Museum, and the Getty Museum all offer programs to educators and workshops for students, which coincide with their yearly exhibition calendar. The opportunity to partner with and take advantage of these
programs will enable FAME students to witness the many interpretations of visual art at its most accomplished level. This partnership and others like it need to be accessed in order to bring additional opportunities for our students to gain entry into the art world.

Many of our college-prepared students matriculate into local community colleges, namely LA Southwest and El Camino Colleges, and then enroll in the University of Southern California, the University of California System, and the California State University System. Partnerships with these institutions will provide another rich resource for our FAME graduates. Another very important component to the success of our Academy will be a bridge between our arts programs and those of our feeder schools, namely Samuel Gompers and Henry Clay Middle Schools. This partnership will lay the foundation for matriculation of middle school students into the FAME academy. When we meet the instructional needs for continued success at the middle school level, we can predict outstanding academic success at the high school level. We strongly expect to achieve this goal.

7. **Professional Development**

The process of going from a school-wide shared service to a small learning community requires that the FAME faculty and staff be trained and prepared to meet this new and welcome challenge. Servicing a small number of students, and providing them with individualized instruction, means that focused applicable professional development needs to occur.

The first step would be to acquire the LAUSD guidelines for small learning communities to prepare and implement staff developments in accordance with specific disciplines. The second step would be to identify those instructors, within the SLC, that have demonstrated a high ratio of student involvement and success and engage them in the process to share their strategies of success. Also, by providing common staff sharing time or by using SLC mandated meetings, teacher collaboration by subject area or content related strategies can also be shared and
designed. At this same time plans to assist specific students requiring additional intervention can be developed.

In *determining the staff development needs* of the Academy, certain critical factors have to be taken into consideration. Staff development has to be channeled towards: (1) instructional techniques associated with “getting small”; (2) best practices that result in higher student achievement; (3) teacher collaboration that results in meaningful input and peer assistance; (4) research findings and methodologies that support the concept of small learning communities in secondary education; and (5) educational retreats, seminars, symposiums, and arts education conventions/conferences that enhance professional development. In order to encourage expertise within disciplines, the FAME faculty should plan to attend at least one seminar, retreat or symposium per year specific to their individual subject or our academy focus.

When *evaluating the staff development program* of the Academy, one has to examine student/staff performance, the frequency of staff development, the level of teacher input, and staff development content, quality, and delivery at the completion of each school year. Teachers of core academic subjects and the art disciplines are still accountable to their respective department requirements and are subject to departmental guidelines with flexibility and sensitivity to our SLC focus. Instructor evaluation will be based upon success of student achievement and semester benchmarks. FAME will create an assessment tool that will measure student progress at the beginning and end of each academic year. These test results will be used to develop the ongoing curriculum focus of the academy and identify weakness for more rigorous instruction. When further staff development is required, outside resources and LAUSD recommendations will be sought.

The *Professional development delivery process* at FAME will include the use of internal staff expertise, outside consultants, invigorating educational retreats, educational seminars, conventions, and new/veteran teacher mentorship. It is our aim to schedule collective groups of
instructors with a common conference period to maximize the cross-curricular, common theme planning. This is of utmost importance when delivering cross-curricular thematic units. While our master schedule goals are still under construction, we will continue to meet after school at least twice a month to ensure the integration of our curriculum.

Leading consorts in the educational arena and arts world will be brought in to keep students and staff abreast of important occurrences, policies, and techniques. The accommodation of these extra invaluable resources will require flexible scheduling for staff through the use of banked days and paid weekends; and for students through the use of after-school and weekend seminars. This way, there is minimum interruption of the regular Academy schedule and school day, therefore allowing for the greatest opportunity for learning.