



**BOARD DISTRICT 1**

**42<sup>nd</sup> Street Elementary School**

Board District 1 (LaMotte) | Local District 3 (Manual)

42nd St ES (Pittman).....	NOT APPROVED
Be the Change in Urban Education.....	REJECTED

**RATIONALE**

*42nd Street Elementary School*

- While the proposal outlines a clear mission and vision focused on providing students with a quality education that will prepare them to meet the needs of a global society, the plan does not convey a sense of urgency to create the change needed to accelerate student learning.
- While the proposal sites the philosophical theories on effective instruction of Gardner, Bender/Shores and Caldwell/Ford, it is unclear how these theories will come together to shape a comprehensive instructional program that supports student learning and challenges students to perform at high levels. Further, the plan does not articulate or specify in detail the strategies that will support the instructional program.
- The data indicates that the school has a considerable homeless population (8%) and a significant foster care population (over 30%); however, the plan does not specifically address the needs of these students at all.

*Be the Change in Urban Education*

- The proposal outlines an instructional philosophy based on the work of Danielson’s Framework for Teaching. It includes a theory of culturally and linguistically responsive teaching along with the use of common core standards. The proposal does not, however, offer a sound rationale based on analysis of student need to support the selection of the proposed instructional approach.
- The proposal does not adequately address the needs of several significant populations of students at the school – English Learners, SPED, homeless and foster care. The plan offers very general descriptions of instructional strategies that will be employed to address the needs of the different groups of students. It is unclear from the proposal how the instructional program supports differentiation of instruction for the subgroups of students by performance levels.

**NEXT STEPS**

*42nd Street Elementary School*

- During the 2012-2013 school year, the faculty, staff and parents of 42nd Street Elementary School will participate in a rigorous strategic planning process intended to help the school community further develop their existing plan into a comprehensive and aligned instructional plan that identifies a high-leverage theory of change centered on accelerating outcomes for all students. The school community will also outline a strategic roadmap that details how the theory of change will unfold over the course of the next three years and how progress will be measured. The school will receive sustained and embedded coaching support and dedicated resources to support this school change process.
- A revised proposal from the school is due to the Office of Intervention and Intensive Support in the fall of 2012.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**La Salle Elementary School**

Board District 1 (LaMotte) | Local District 8 (Romero)

La Salle ES/Local District 8 (Smith).....REWRITE/RECONSTITUTE

**RATIONALE**

- The proposal is very clearly and concisely written and articulates a compelling mission and vision for the school as a place where children will learn to their full potential and will develop as a whole; outlines an instructional program that is comprehensive, evidenced-based and designed to meet the needs of a diverse student population; and plainly describes and explains the various strategies that will be in place to monitor progress, set a safe school environment, ensure that no child is left behind and set high expectations for all; however, the proposal is “cookie cutter” and is not at all tailored to the identified needs of this community. Because the data analysis section of the proposal is “light” and does not provide an in-depth understanding of the needs of the community, it is difficult to determine the rationale for the approach outlined and whether or not this will meet the needs of the student population.
- As mentioned above, the proposal for LaSalle Elementary School is “cookie cutter” and mirrors those submitted by Manhattan Elementary School and West Athens Elementary School. Additionally, it is unclear the level of involvement of the staff in the development of the proposal, which causes grave concerns about the entire staff’s ability to successfully implement the proposal as written. During the Regional Academy Sessions, parents noted that all questions were primarily answered by the principal without much input from others in attendance.
- It is equally as unclear the level of engagement of parents in the development of the plan, as parents noted that their continuous requests (e.g., establishment of a parent committee to help out around the school and provide support in the classroom) were not considered as part of the plan.
- Further, the successful implementation of the proposal heavily relies on a partnership with Park Western Elementary School in San Pedro, which is unclear and not well-defined in the proposal.

**NEXT STEPS**

- Rewrite portions of the plan to address the following:
  - What are the specific needs of the school and the student population? How do the strategies, structures and programs selected address the needs of the student population?
  - Clearly define how LaSalle and Park Western will work together in support of student achievement.
  - What aspects of the Park Western instructional program will LaSalle emulate? Why?
  - How will the program account for the fact that the demographic differences between the schools?
  - What is the ongoing plan to ensure that parents are authentically and meaningfully involved and engaged in the life of the school beyond traditional measures?
- A team made up representatives from LAUSD, UTLA and AALA will be assigned to support the school during the rewrite process. The school must engage staff and parents throughout the rewrite process to ensure that there is buy-in for the plan across stakeholder groups.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. If the revised plan is not deemed satisfactory, then the school will be reconstituted immediately.



### Manhattan Elementary School

Board District 1 (LaMotte) | Local District 8 (Romero)

Manhattan Elementary School.....REWRITE

#### RATIONALE

- Writing team is representative of many of the key stakeholders at the school including teachers and parents.
- The instructional program includes an integration of standards-based instruction with professional development, feedback and analysis of data. The instructional plan emphasizes research-based elements including Specially Designed Academic Instruction in English (S.D.A.I.E.), Culturally Relevant and Responsive Education (CRRE), Thinking maps and Full Option Science Systems (FOSS).
- The professional development plan is comprehensive and focuses on analyzing data to improve teacher practice. The plan proposes a variety of highly effective structures, including use of Richard Elmore’s instructional rounds for observation and lesson study teams. The plan also proposes extended school hours one day per week for planning and staff development.
- The proposal references a partnership with Park Western Elementary School, but it is not clear how the two schools will work together to increase student achievement at Manhattan Elementary. It is also unclear the extent to which the staff support the instructional plan proposed.
- Plan lacks clarity regarding how the school will ensure a variety of supports and intervention strategies for struggling students as well as special education students.

#### NEXT STEPS

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Rewrite portions of the plan to address the following:
  - Clearly define how Manhattan Elementary School and Park Western Elementary School will work together in support of student achievement.
  - What aspects of the Park Western instructional program will Manhattan emulate? Why?
  - Also include specific information about the intervention strategies for struggling and special education students.
  - Conduct an advisory vote to indicate the extent to which the staff supports the plan.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you throughout the rewrite process.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region Elementary School #10**

Board District 1 (LaMotte) | Local District 7 (McKenna)

Local District 7/UTLA (Lugo).....	PROVISIONAL APPROVAL
LA's Promise (formerly MLA Partner Schools).....	INVITE AS LIMITED PARTNER
Community-Powered Public Schools (Sievers).....	REJECTED

**RATIONALE**

*Local District 7/UTLA (Lugo)*

- The instructional program is research-based and very clearly and consistently describes a school centered on education the “whole child”.
- The proposal outlines a commitment to solid instruction and a recognition that students are coming in significantly below accountability targets. The proposal cites research behind using current LAUSD instructional materials, implementing Response to Intervention (RTI) and forming both Professional Learning Communities (PLCs) for teachers and Small Learning Communities (SLCs) for students to help teachers link the social, emotional and instructional needs of students.
- Strategies for both English Learners and Standard English Learners clearly outlined and tiered according to the RTI framework. It is concerning, however, that the proposal does not substantially address the connection between learning experiences and culture.
- The assessment components are tightly linked, aligned and consistent throughout the proposal. Common planning and formative assessments in the PLC for each SLC are reflected in the professional development (PD) plan and directly link back to the needs of students. PD is also driven by quantitative and qualitative data with specific attention to teacher-developed assessments.
- Parent engagement includes the formation of a School Family Action Team with activities such as student-led conferences, student work portfolios, neighborhood walks and home visits. The proposal also includes a 7-hour day once a week for enrichment activities. Further, the plan includes a partnership with Pepperdine University to provide professional development for parents.

*LA’s Promise (formerly MLA Partner Schools)*

- While the instructional program includes some strong elements such as the implementation of the National Council of Teachers of Mathematics (NCTM) process standards, literacy across the curriculum, explicit language development, a school-wide focus on instructional scaffolding, extended learning time and a commitment to build capacity of all school staff; the plan includes many gaps. For instance, there is no set program for ELD nor is there a specific plan for African-American students who are far below proficiency levels in ELA and Math.
- The instructional program also clearly focuses on language and content integration supports for English Learners; however, there is no mention of Standard English Learners. Additionally, only 2% of students are identified gifted, yet there is no mention of increasing identification.
- One exemplary element of the proposal is the blended learning rotation model, which allows students to engage in three types of learning – direct instruction, collaborative learning and individual computer-based learning – within a single class period.
- The proposal also highlights the idea of a Promise Neighborhood and includes many excellent partnerships with neighboring pre-schools, organizations that provide wraparound services for students and organizations that provide services and supports for parents.

*Community-Powered Public Schools (Sievers)*

- The plan lacks relevant data and research-based strategies. There is no concrete evidence that the proposed curricula are effective, nor whether it will successfully support the needs of the students at the school. Professional development was not adequately addressed, nor was there an explanation of how data will be reviewed to inform and differentiate instruction.
- While the plan describes a belief in formative assessments as an integral component, there is no detailed timeline on how the proposed assessment will be implemented or how the results will be used to establish a culture of continuous improvement and accountability.
- Proposal did not convey a basic understanding of the requirements for an elementary school. Furthermore, the proposed governance structure, including a Local Board of Directors, is unsound and not a viable option. It is important to note that the same plan was submitted for four other schools – South Region Elementary School #5, South Region Elementary School #9, South Region Elementary School #11 and South Region Elementary School #12, which raised serious questions of how the plan addresses the needs of each unique student population.

**NEXT STEPS***Local District 7/UTLA (Lugo) and LA's Promise (formerly MLA Partner Schools)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Invite LA's Promise to enter into a Limited Partner agreement with South Region Elementary School #10 (SRES#10) to work with the staff to successfully implement the blended learning model.
- Should LA's Promise accept the invitation to partner with the staff at SRES#10, a representative from the Intensive Support and Intervention Team will be assigned to facilitate the relationship between the two groups. Should LA's Promise not accept the invitation to partner with the school, then the Local District 7/UTLA (Lugo) plan will be implemented without the blended learning component.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region Elementary School #11**

Board District 1 (LaMotte) | Local District 7 (McKenna)

Local District 7/UTLA (Lugo).....	APPROVED
Community-Powered Public Schools (Sievers).....	REJECTED

**RATIONALE**

*Local District 7/UTLA (Lugo)*

- The writing team presents a solid, well-written and research-based proposal informed by the local district’s experience and successful track record of improving student learning at the elementary school level.
- The instructional approach and core curriculum outlined in the proposal are student-centered as well as standards- and evidence-based; and provide ample opportunity for core academic learning and enrichment through the arts. The instructional program also includes programs such as enVision, Full Options Science Systems and HistoryAlive! The Ancient World. Several strategies are proposed to attend to the whole child and to incorporate and support different styles of learning and socio-emotional development.
- The proposal proposes two small learning communities, one for students in kindergarten through third grade and the other for students in grades 4 through 6. Core instruction for students in grades 4 through 6 will be organized around thematic units (e.g., Science/Medicine, Math/Engineering, Arts, etc.), all with an emphasis on technology.
- Schedule includes an on-site, seven-hour day, two days per week for enrichment and intervention, as well as vertical/horizontal articulation with the feeder middle schools.
- The proposal also includes a series of waivers that will give the staff control over crucial matters such as hiring of staff, professional development and other activities. The rationale is clearly articulated and aligns with the direction of the instructional program and the professional culture desired at the school.

*Community-Powered Public Schools (Sievers)*

- The plan lacks relevant data and research-based strategies. There is no concrete evidence that the proposed curricula are effective, nor whether it will effectively support the needs of the students at the school. Professional development was not adequately addressed, nor was there an explanation of how data will be reviewed to inform and differentiate instruction.
- While the plan describes a belief in formative assessments as an integral component, there is no detailed timeline on how the proposed assessment will be implemented or how the results will be used to establish a culture of continuous improvement and accountability.
- Overall, reviewers were concerned that a basic understanding of the requirements for an elementary school was missing from the plan. Furthermore, the proposed governance structure, including a Local Board of Directors, was deemed unsound and not a viable option. The same plan was also submitted for four other schools, which raised serious questions of how the plan addresses the needs of each unique student population.

**NEXT STEPS**

*Local District 7/UTLA (Lugo)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**West Athens Elementary School**

Board District 1 (LaMotte) | Local District 8 (Romero)

West Athens Elementary School.....REWRITE

**RATIONALE**

- Overall, the plan is well-written and includes many current District initiatives such as Full Option Science System (FOSS), Specially Designed Academic Instruction in English (S.D.A.I.E.) and Thinking Maps. One exemplary element of the plan is that the Common Core State Standards (CCSS) are integrated throughout. Also, the assessment plan is aligned to current state standards, but the goal is to begin transition to the CCSS by using Running Records to measure a student’s use of text complexity and level of reading comprehension.
- Professional Learning Communities (PLCs) are used extensively to focus on Lesson Study, discuss instructional strategies, review student work, and design learning activities. As part of professional development, teachers will keep a data notebook to help inform instruction over the course of the year. Additional time will be provided to teachers for studying common assessments, developing common grading policies, and incorporating assessment writing skills across the curriculum.
- Park Western Elementary School is noted as a model school with which West Athens Elementary will partner and learn, but it is not clear exactly how the two schools will work together to support student achievement at West Athens Elementary.
- The proposal references adopting the Local Initiative School (LIS) governance model; a faculty vote must be taken before this governance model is fully implemented. It is also important to note that the majority of teachers participating in the advisory vote process indicated that they did not support the plan.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Rewrite portions of the plan to address the following:
  - Clearly define how West Athens Elementary School and Park Western Elementary School will work together in support of student achievement.
  - What aspects of the Park Western instructional program will West Athens emulate? Why?
  - Conduct a vote for adoption of the LIS model in accordance with the Local Stabilization and Empowerment Agreement.
- Service Plan for Special Education – the team must provide further clarification in the plan.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you throughout the rewrite process.



**Western Elementary School**

Board District 1 (LaMotte) | Local District 3 (Manual)

Western Elementary School.....APPROVED

**RATIONALE**

- Several standards-based and evidence-based strategies are included throughout this plan, including constructivism and project-based learning, an arts program and Visual Art Gallery, and a dual language program to further engage student learning, as well as facilitate racial integration and community building.
- In order to address the fact that students often enter Western Elementary already at-risk, the school will focus on early intervention in kindergarten in order to intervene immediately and accelerate learning.
- Professional development will ensure teachers are equipped to transform their direct instruction methods into a constructivist format by engaging in projects that integrate multiple content areas. In order to support the goal of ensuring teachers are fully proficient in what they teach, teachers will be given opportunity to lead professional development.
- Burst intervention will be utilized—a targeted nine-day cycle of thirty minutes each of intensive phonics, phonemic awareness fluency, and comprehension.
- In past year, Western EL’s API score jumped 96 points from 644 to 740; the plan proposes to continue strategies that have proven successful for their school in order to continue to accelerate student achievement.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – further clarification required
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Cochran Middle School**

Board District 1 (LaMotte) | Local District 3 (Manual)

Cochran Middle School.....PROVISIONAL APPROVAL

**RATIONALE**

- Overall, this is a well-written proposal to continue the gains in student achievement and following an Expanded School Based Management (ESBM) governance model. In order to build upon the recent gains in scores, the school identifies several strategies that have met with prior success, including Specially Designed Academic Instruction in English (S.D.A.I.E.), Advancement via Individual Determination (AVID) and Culturally Relevant and Responsive Education (CRRE).
- The school has taken the initiative to begin implementing key elements of its instructional plan as well as change structures and habits prior to the beginning of the 2012-2013 school year. For instance, in January 2012, each department was slated to review their current curriculum to determine what, if any, changes were necessary. Additionally, the school referenced shifting to a four-block schedule and expanding the course to seven classes.
- New teachers in particular will receive extensive support through various programs implemented for staff at various stages of their careers. Professional development and the building of a positive professional culture is discussed at length in the plan. The plan stresses the importance of being both structured and flexible in developing programming for staff. The proposal also describes the use of STULL along with the supplemental use of peer observation.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must further clarify the instructional program by identifying which strategies currently being implemented are improving achievement, and explain how these will be expanded school-wide.
- The team must also provide a detailed action plan/implementation timeline. This plan should address the priorities in the first year of operation and steps the school will take to reach its year one goals.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Dorsey High School**

Board District 1 (LaMotte) | Local District 3 (Manual)

A Stronger Dorsey (Sample).....DENIED/REWRITE/RECONSTITUTE

**RATIONALE**

- The proposal did not convey a sense of urgency and it is unclear exactly what major reforms and changes will take place to turn around the chronic under-achievement that has persisted at the school. The plan does not take full advantage of the opportunity to implement something innovative and impactful.
- The school has been making gradual, but not satisfactory progress. Math, in particular, is an area of serious concern. There does not appear to be a clear plan for how the school will reverse the trend of low achievement to reach their set goal of 12% proficiency, which is itself a low target.
- The plan notes improving staff support and professional development, but there does not appear to be increased PD time. The plan states three days of PD a month, but does not indicate how this is a change from the current system, how long the PD will last, etc.

**NEXT STEPS**

- During the 2012-2013 school year, the faculty, staff and parents of Dorsey High School will participate in a rigorous strategic planning process intended to help the design team or teams emerging from the school develop a comprehensive and aligned instructional plan that identifies a high-leverage theory of change centered on accelerating outcomes for all students. Design teams will also outline a strategic roadmap that details how the theory of change will unfold over the course of the next three years and how progress will be measured. Design teams participating in this process will receive sustained and embedded coaching support and dedicated resources to support this school change process.
- Revised proposals from design teams are due to the Office of Intervention and Intensive Support in fall 2012.
- If none of the proposals emerging from teams at Dorsey High School are deemed high-quality, the school will be reconstituted (all certificated and classified staff will re-apply for their positions) in preparation for the 2013-2014 school year and a proposal will be written for the school.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Los Angeles High School**  
Board District 1 (LaMotte) | Local District 3 (Manual)

Los Angeles HS Internal Re-Design Team.....PROVISIONAL APPROVAL

**RATIONALE**

- The instructional program, which revolves around Professional Learning Communities (PLCs) is comprehensive and grounded in evidence-based educational practices and teaching methods such as Defining Optimal Knowledge for Teaching Science and Math; Six Levels of Bloom’s Taxonomy; cooperative learning, Specially Designed Academic Instruction in English (S.D.A.I.E.), Culturally Relevant and Responsive Education (CRRE) and academic vocabulary development. Also embedded in the instructional program are proven research-based elements such as project-based interdisciplinary learning, differentiated instruction and cognitive apprenticeships.
- The writing team proposes to promote a personalized learning environment where “all students are known and appreciated for their unique strengths and talents.” The plan to achieve this by organizing the school into four Small Learning Communities (SLCs) – Global Team, Hero, REACH and Math and Science Magnet. Additionally, the team plans to implement the Advancement Via Individual Determination (AVID) program for incoming 9th graders to support successful transition to high school, advisory classes and interactive parent conferences to further promote personalization.
- The vision for a professional culture at Los Angeles High School is directly aligned with the overall mission and vision of the school itself. The plan outlines a commitment to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture described is based on high expectations for student achievement, measurable goals for student success and aligned to a well-defined curriculum that ensures individual student goals are met.

**NEXT STEPS**

- The plan is provisionally approved pending the outcome of the recent WASC accreditation process. Approval is also contingent upon the enactment by UTLA of all waivers requested by the design team.
- Additionally, the team must provide further clarification regarding the 9th grade academy and how students will be integrated into the four small learning communities.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region High School #12**

Board District 1 (LaMotte) | Local District 7 (McKenna)

Business Careers HS (LD 7/UTLA).....	REJECTED
Health Careers HS (LD 7/UTLA).....	REJECTED
Entertainment Careers HS (LD 7/UTLA).....	REJECTED
Technology Careers HS (LD 7/UTLA).....	REJECTED

**RATIONALE**

- While there is a separate theme-based proposal for four different schools, it is unclear how the schools will be different, as all of the proposals are exactly the same with the exception of the theme. The proposals read like a plan for a comprehensive high school, which begs the question why the team chose to operate four small schools. Small schools value personalization and require each school to have its own unique identity, neither of which is demonstrated in these proposals.
- The instructional program lacks innovation and is not supported by research. It is not evident how the themes will be authentically and fully embedded throughout the instructional program, as the proposal only mentions five elective classes related to the theme of each school. Further, there is no emphasis on job-development, classes on career-ladders or other ways of motivating students to gain the skills and knowledge necessary for each area of interest.
- The plan discusses various community agencies that will play an integral role in the life of the school; however, none of these agencies have been contacted yet.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The Technology, Arts and Design School (TAD) applicant team that originally wrote a proposal for South Region High School #8 will open a small school on this campus. The school will open with grades 9 through 11 and ultimately serve students in grades 9 through 12.
- Invite a leadership team to write a proposal for a second small high school to open on the campus beginning in the 2012-2013 school year. The leadership team will be comprised of the principal of the school and a core group of teachers who will teach at the school.
- The Magnet School Office will launch a new highly gifted magnet program on the campus that will open in the 2013-2014 school year with students in grades 9 and 10 and add one grade per year until the school serves students in grades 9 through 12.
- The teams must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South LA Area New High School #3 (Augustus Hawkins)**

Board District 1 (LaMotte) | Local District 7 (McKenna)

Schools for Community Action #1: Critical Design and Gaming.....	APPROVED
Schools for Community Action #2: Community Health Advocates School.....	APPROVED
Schools for Community Action #3: Responsible Indigenous Social Entrepreneurship (RISE).....	APPROVED
Schools for Community Action #4: Urban Sustainability and Environmental Science (USES).....	APPROVED
Business Careers HS (LD 7).....	REJECTED
Health Careers HS (LD 7).....	REJECTED
Entertainment Careers HS (LD 7).....	REJECTED
Technology Careers HS (LD 7).....	REJECTED

**RATIONALE**

*Schools for Community Action (1-4)*

- All four plans are very creative, innovative, focused on the community and students, ambitious and overall, well-done. The plans were developed collaboratively and the teams were thoughtful in considering the entire school, instead of focusing solely on each respective small school. The teams plan to share their core values, a curriculum framework, bell schedule and out of classroom staff.
- The instructional programs for each of the schools are designed to be challenging and engaging for students; and to integrate real-world experience with student learning. The programs reflect a community-centered approach and an understanding of the importance in developing a school for the local community and the students that will attend the school.
- The professional/teacher development plans are well-developed and a highlight of the plans, as teachers are encouraged to gain a level of ownership over own professional learning.
- *School #1: Critical Design and Gaming.* The gaming theme is woven throughout every aspect of the plan. Plenty of logical and interesting theory as well as research were included to underpin the instructional plan. Instruction will utilize technology to engage students in learning.
- *School #2: Community Health Advocates.* Instruction is based on the mental health recovery framework and structured after the Cal State Dominguez social work program. The plan has an aggressive curriculum development plan and a strong mix of formative and summative assessments.
- *School #3: Responsible Indigenous Social Entrepreneurship.* The RISE program is modeled after the MBA program at Mills Business School. Students will gain hands-on experience in mapping their community’s economic development and ultimately graduate with a formal business plan.
- *School #4: Urban Sustainability and Environmental Science.* The USES program incorporates learning experiences situated in urban communities and field based experiences. A linked learning component will introduce students to the topics of urban ecology, environmental sciences, and urban planning.

*Business, Health, Entertainment and Technology Careers HS (LD 7/UTLA)*

- While there is a separate theme-based proposal for four different schools, it is unclear how the schools will be different, as all of the proposals are exactly the same with the exception of the theme. The proposals read like a plan for a comprehensive high school, which begs the question why the team chose to operate four small schools. Small schools value personalization and require each school to have its own unique identity, neither of which is demonstrated in these proposals.
- The instructional program lacks innovation and is not supported by research. It is not evident how the themes will be authentically and fully embedded throughout the instructional program, as the proposal only mentions five elective classes related to the theme of each school. Further, there is no emphasis on job-development,



classes on career-ladders or other ways of motivating students to gain the skills and knowledge necessary for each area of interest.

- The plan discusses various community agencies that will play an integral role in the life of the school; however, none of these agencies have been contacted yet.

### **NEXT STEPS**

#### *Schools for Community Action (1-4)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- To ensure adequate enrollment for each of the small schools opening on this campus, two of the four Schools for Community Action have been asked to combine their programs so that a total of three high schools will open on this campus. The schools that have been asked to combine are Schools for Community Action #3 and #4 (RISE and USES). The two programs are similar in themes, which should allow for a seamless integration.
- The plans are approved; however, the teams must provide further clarification regarding the plan for curriculum development in the first year of operation. Campus-wide versus school-wide strategies and goals should also be clearly explained.
- Service Plan for Special Education – revisions to all four plans are required.
- School for Community Action #3 and #4 (RISE and USES) must provide a detailed action plan/implementation timeline to specifically address the curriculum and Circle of Learning. This plan should address the priorities in the first year of operation and steps they will take to reach year one goals.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.
- The teams must work together to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**BOARD DISTRICT 2**

**Wilson High School**

Board District 2 (Garcia) | Local District 5 (Martinez)

Woodrow Wilson HS (Rosin).....PROVISIONAL APPROVAL

**RATIONALE**

- The instructional philosophy and corresponding strategies are comprehensive, engaging and grounded in evidence-based educational practices and teaching methods. Wilson HS provided a well-integrated and coherent school plan. The plan clearly explains what pedagogical methods will be used and provides a thorough rationale for why these school-determined methods are necessary for the success of the school.
- The organizing foundation of the instructional program is a new International Baccalaureate (IB) Middle Years Programme, which provides a framework for learning both within and across subject areas. If the outcome of the upcoming IB review is favorable, the district would have its first IB feeder pattern, as the feeder elementary and middle school are both approved IB schools. If the outcome of the review is not favorable, it is unclear what will be implemented at the school.
- The proposal also includes a plan to re-organize students into six Small Learning Communities (SLCs) communities - Environmental and Urban Studies; Business and Technology; Agents of Change; Visual Arts; Performing Arts; and Health Science – as well as two magnet programs – Police and Law.
- The learning outcomes identified for students are standards-driven and equitable; focus on helping students develop skills and knowledge for engaging in intellectual work across various disciplines; and prepare them to live in the global economy of the 21st Century.
- The annual targets included in the Performance Plan are strikingly low and do not communicate confidence in the instructional plan submitted.

**NEXT STEPS**

- The proposal is provisionally approved; pending the outcome of the most recent IB review. If the outcome of IB review is not favorable, the team must revise the plan for the school. Approval is also contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must provide an updated Performance Plan with aggressive goals and expectations for high achievement in the first three years of operation.
- The team indicated in their proposal that they want to pursue the Expanded School Based Management (ESBM) governance model; however, there was no evidence of a vote included in the plan. The school is required to conduct and submit the results of the vote to transition to the ESBM governance model.
- Service Plan for Special Education – further clarification required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**BOARD DISTRICT 5**

**South Region Elementary School #5**  
Board District 5 (Kayser) | Local District 6 (Lagrosa)

Academia de la Americas (Blount).....	APPROVED
Community-Powered Public Schools (Sievers).....	REJECTED

**RATIONALE**

*Academia de la Americas (Blount)*

- The Academia de la Americas plan is well researched, data-driven and thoughtfully crafted. It is evident from the plan that the writing team has extensive experience in the community and has fostered academic success with a population of students similar to those that will attend SRES #5.
- The mission focuses on improving educational outcomes and attending to the “whole child.” The school aims to develop academically proficient students who can become productive citizens in a diverse society.
- A major strength of the proposal is that the school plans to begin work towards aligning the instructional program to the Common Core State Standard. The teaching strategies include a greater emphasis on the use of non-fiction text and expository writing. In order to guide all teaching, the plan outlines the three principles from the National Resource Council and how they will be reflected in the pedagogy. Furthermore, the school values second language acquisition and preservation through a bi-literate Spanish-English model.
- Professional development includes Professional Learning Communities (PLCs) that will be responsible for classroom formative assessment data reviews. The daily schedule includes collaboration time for teachers as well as common planning time. Performance reviews will include multiple measures and involve second peer-observers to provide valuable feedback.

*Community-Powered Public Schools (Sievers)*

- The plan lacks relevant data and research-based strategies. There is no concrete evidence that the proposed curricula are effective, nor whether it will effectively support the needs of the students at the school. Professional development was not adequately addressed, nor was there an explanation of how data will be reviewed to inform and differentiate instruction.
- While the plan describes a belief in formative assessments as an integral component, there is no detailed timeline on how the proposed assessment will be implemented or how the results will be used to establish a culture of continuous improvement and accountability.
- Overall, reviewers were concerned that a basic understanding of the requirements for an elementary school was missing from the plan. Furthermore, the proposed governance structure, including a Local Board of Directors, was deemed unsound and not a viable option. The same plan was also submitted for four other schools, which raised serious questions of how the plan addresses the needs of each unique student population.

**NEXT STEPS**

*Academia de la Americas (Blount)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive



Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.

- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region Elementary School #9**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

Public Educators of South Gate (Ferreira).....	PROVISIONAL APPROVAL
School of Social Justice and Service Learning at SRES #9.....	REJECTED
Community-Powered Public Schools (Sievers).....	REJECTED

**RATIONALE**

*Public Educators of South Gate (Ferreira)*

- The instructional program stresses support for the whole child and a constructivist approach to learning with emphasis on Culturally Relevant and Responsive Education (CRRE), social engagement, 21<sup>st</sup> Century skills for college readiness, technology, Specially Designed Academic Instruction in English (S.D.A.I.E.), Advancement Via Individual Determination (AVID) and dual-language immersion. The plan also includes a strong and clear focus on service learning, which is embedded throughout the program. It is unclear, however, how all of these various elements will come together to form a coherent and cohesive instructional framework.
- Professional development for staff is thoughtfully developed and well-connected to the formative assessments. The professional development schedule and connection to assessments were thoroughly explained, as well as the plan for Professional Learning Communities, which was a major strength of the plan. The performance reviews will also include peer observations.

*School of Social Justice and Service Learning at SRES #9*

- Although the plan described a commendable focus on service learning, a focused approach to supporting the many English Learner students projected to attend the school, and several sound ideas for quality instruction, there was some concern that the plan lacked coherence and unity throughout the plan.
- Several elements of the instructional plan were well-reviewed but, overall, the approach seemed to lack an overarching framework that unified all the various strategies and methodologies.
- While the plan presented a thorough analysis of the community and reviewed student performance, goals, and targets to begin identifying areas of need, some critical elements, such as the teaching and learning framework, Common Core State Standards, and the development of a new school culture were not adequately addressed in the plan. Similarly, the professional development plan and the Professional Learning Communities were not clearly explained or fully developed.

*Community-Powered Public Schools (Sievers)*

- The plan lacks relevant data and research-based strategies. There is no concrete evidence that the proposed curricula are effective, nor whether it will effectively support the needs of the students at the school.
- While the plan describes a belief in formative assessments as an integral component, there is no detailed timeline on how the proposed assessment will be implemented or how the results will be used to establish a culture of continuous improvement and accountability.
- Overall, reviewers were concerned that a basic understanding of the requirements for an elementary school was missing from the plan. Furthermore, the proposed governance structure, including a Local Board of Directors, was deemed unsound and not a viable option. The same plan was also submitted for four other schools, which raised serious questions of how the plan addresses the needs of each unique student population.

**NEXT STEPS**

*Public Educators of South Gate (Ferreira)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.



- The team must clarify how all of the elements of the instructional program will coalesce in a cohesive instructional framework. The team must also provide an implementation plan that clearly outlines how the various pieces of the instructional program will be rolled out over the next three year.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



### Gage Middle School

Board District 5 (Kayser) | Local District 6 (Lagrosa)

Gage Middle School.....APPROVED

#### RATIONALE

- Plan cites research and relevant student data, focusing on the needs of English Language Learners (specifically long-term English Learners), special education students, and Fluent English Proficient students who have shown the least growth in achievement. The program is standards-based and constructivist by design.
- The school is organized into an academy structure to provide small, personalized learning environments; it will include three academies with approximately 600 students each and one math/science/technology magnet with about 300 students. Each academy has its own instructional focus, giving students a variety of options: Visual & Performing Arts & Technology, Health & Human Services Academy, and the Literacy, Language, and Leadership Academy.
- Intervention will be offered during the instructional day; the instructional program also offers a strong emphasis on high-quality first teaching, and the four stages of Response to Instruction and Intervention (RTII) implemented across all academies. Furthermore, as Gage MS began implementing RTII over the past two years, the school has undergone several changes to make the intervention strategies possible, such as increasing collaboration time for Professional Learning Communities and adding academic electives in core subjects. Additional changes are proposed to scale up the RTII efforts.
- In school year 2012-13, the plan is to scale up the schedule by adding academic periods twice each week. Faculty and staff will add two on-site hours each week for student intervention.

#### NEXT STEPS

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region Middle School #3**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

School of Social Justice and Service Learning at Walnut Park MS.....	APPROVED
Preparing for Success in STEM Academy (LD 6).....	PROVISIONAL APPROVAL
Institute for Environmental Science at Walnut Park MS.....	NOT APPROVED

**RATIONALE**

*School of Social Justice & Service Learning at Walnut Park*

- The team envisions a school that will improve the learning and quality of life in the surrounding community by emphasizing high academic expectations and a dedication to service learning and involvement in the community. The program utilizes research-based best practices and a thoughtful data analysis of the needs of students.
- The instructional plan is based on a thorough understanding of the needs of students, parents, and community members of the school. The program is rigorous and specifically designed to foster college/career readiness and interdisciplinary service learning projects.
- Dual language and real-world problem solving are key tenants of the instructional program and careful attention is paid to ensuring an organic vertical articulation with the local schools. The school will be organized into a small learning community (SLC) structure and each SLC will focus on two regional, national, or global service learning projects each year.
- Professional development is tied to the instructional goals and student needs.

*Preparing for Success in STEM Academy (LD 6)*

- This well-developed, comprehensive, research-based proposal responds to the identified need for STEM education in the local community. A thoughtful needs assessment was conducted to identify the gaps in English Language Arts, mathematics, and a need to accelerate reclassification rates, which the team addresses through an interdisciplinary approach to STEM instruction.
- The curriculum design is standards-driven and inquiry-based; the use of a digital curriculum is also included. Through the program, students become problem solvers, innovators, inventors, self-reliant, logical thinkers who are technologically literate as well as college and career-ready.
- In order to fully engage students in the instruction, the plan proposes a seven-period schedule with an additional flex period set aside for intervention.

*Institute for Environmental Science at Walnut Park MS*

- While this plan is nearly identical to that of the School for Social Justice and Service Learning at Walnut Park MS and shares many of its strengths, the Institute for Environmental Science (IES) plan seemed to lack the clear focus and mission of the other plans.
- The instructional program is underdeveloped, especially when compared to the Preparing for STEM Academy, which had a very direct and well-outlined plan for a STEM curriculum. One concern was that the IES plan referenced service learning, which signaled that the plan had borrowed heavily from the School for Social Justice and Service Learning plan instead of fully developing its own unique instructional focus.
- Given the strong ties to the School for Social Justice and Service Learning plan and the fact that the two writing teams were essentially the same, it may be possible and likely beneficial to integrate the two programs and incorporate the strengths of the IES proposal.



## **NEXT STEPS**

### *School of Social Justice & Service Learning at Walnut Park*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.

### *Preparing for Success in STEM Academy (LD 6)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Clarification required – the writing team must provide further details regarding how the curriculum will be developed and what curriculum will be used in the fall.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Hilda Solis Academy High School**

Board District 5 (Kayser) | Local District 5 (Martinez)

Hilda Solis Medical & Health Sciences Academy (Velazquez/UTLA).....	REWRITE
Hilda Solis Learning Academy (LD 5).....	REWRITE
Technology, Business and Education (PSC 2.0).....	INVITE TO SUBMIT UPDATED PROPOSAL

**RATIONALE**

*Hilda Solis Medical & Health Sciences Academy (Velazquez/UTLA)*

- The proposal developed by the applicant team was not concise or coherent and read as disconnected programs and ideas. For instance, the plan references the International Baccalaureate (IB) program, but does not explain how it will be rolled-out or implemented or what it would look like across the school. From the proposal, it was difficult to know how much the team really understands the IB program. The proposal also introduced linked-learning as a key part of their approach, but did elaborate on its connection to the IB program. This raises grave concerns of how they will effectively manage both programs.
- Neither plan submitted for this school discussed the instructional plan in great detail; while both proposals seem to emphasize medical/health programs, there was not much explanation of how this theme would be seamlessly integrated across the curriculum.
- One highlight of the plan is strong connection to the community and the detailed parent and community engagement plan presented. Notable elements include: parent-led classroom presentations; four fairs per year on topics of interest to parents and community partners; an annual parent leadership conference; co-presentation of daily announcement by parent; a healthy diet cooking class; mental health services referral center on campus; and parent meetings in the facilities of its healthcare partners.

*Hilda Solis Learning Academy (LD 5)*

- While some elements of the instructional program proposed are research-based and forward-thinking - immediate alignment of instruction; supporting professional development to move to the new Common Core State Standards (CCSS) for English Language Arts, Literacy and Mathematics with an emphasis on higher level thinking skills; the infusion of mobile broad band device technology throughout the curriculum through the issuance of an iPad 2 to every student; the plan is very limited and does not include a unifying philosophy or an instructional approach.
- Additionally, the plan is not well-defined for English Learners and Students with Disabilities, except for participation with all students in interdisciplinary project-based learning. It is difficult to know how they will support these populations of students, who have historically struggled academically.
- The plan references that it has a medical and health focus; however, there is little information provided on how this theme will be integrated throughout the curriculum.

**NEXT STEPS**

*Hilda Solis Medical & Health Sciences Academy (Velazquez/UTLA) and Hilda Solis Learning Academy (LD 5)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must revise and resubmit the following sections of their proposal:
  - Curriculum and Instruction
  - Professional Development
  - Assessments and School-wide Data
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive



Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.

- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.

*The Technology, Business and Education School*

- The Technology, Business and Education School, a teacher-led design team that submitted an exemplary proposal in the second round of Public School Choice for the Sonia Sotomayor campus is invited to resubmit an updated plan for this campus. The team should identify the waivers that they plan to seek for their new school and the rationale for selecting those waivers.
- Representatives from the Intensive Support and Intervention Team will be assigned to support the school during the rewrite process.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South East High School**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

South East High School.....PROVISIONAL APPROVAL

**RATIONALE**

- The plan provides a comprehensive, clear, and coherent analysis of the key issues for the school and the steps it will take to rapidly improve student achievement. The school has begun to make some promising gains; their API improved nearly 100 points in the past year to 644 and 80% of the 10<sup>th</sup> graders past the CAHSEE in English Language Arts.
- The school will provide thematic, standards-based instruction differentiated for all students. Currently, the school is organized into five small learning communities and they will continue to emphasize college and career readiness in five growing fields in the 21<sup>st</sup> century:
  - Business Innovation and Leadership
  - Health Science and Environment
  - Justice Law and Service
  - Technology and Media Magnet
  - Visual and Performing Arts.
- The plan provides an extensive overview of the vertical articulation that will take place for the school and its feeder schools through a visual matrix. The plan involves students and their families to ensure a smooth transition at each level. A partnership with East Los Angeles College will support a college-going atmosphere and college readiness activities.
- Ninth graders will be supported through a mentoring buddy system organized by each small school. All students will be supported further via grade checks, reflective conversations, Critical Friends Group protocols and counselor updates. Advisory periods will also provide all students with socio-emotional support. Teachers leading the advisories will work with the same group throughout their four years at South East HS.
- Through the Professional Learning Communities (PLCs), teachers will have increased common planning time, structured classroom observations will be conducted at least quarterly, and administrators will observe at least ten classrooms per week to provide feedback and support.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Clarification required. The team must provide further information regarding the administration of the CELDT and explain the frequency with which Advisory Groups will meet. Additionally, the team must describe its plan to improve CST math scores in algebra and geometry.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Gate High School**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

South Gate High School.....PROVISIONAL APPROVAL

**RATIONALE**

- Proposed strategies are research-based and based on a thoughtful, coherent review of the data at the school. In particular, the plan addresses specific student populations, focusing on the need to support English Learners and students with special needs. Teachers will use the following strategies:
  - Essential Elements of Effective Instruction
  - Specially Designed Academic Instruction in English (S.D.A.I.E.)
  - Authentic Literacy
  - Marzano’s Strategies
  - Project-Based Learning
  - Curriculum Calibration
- Numerous examples of assessment tools intended to identify students requiring intervention, including ELD portfolios, Formative Assessments in core content areas, etc. Each student will receive a unique Student Profile, which reflects student’s strengths and areas in which to improve. Students requiring additional support will be enrolled in double-block English and/or mathematics.
- Professional Learning Communities (PLCs) are identified as a key component of the Instructional Framework and a necessary element to ensure a cycle of continuous improvement. The instructional program will use PLCs to promote the use of evidence-based principles of learning, such as active participation and reinforcement, and to constantly monitor the progress of learning and adjust as needed.
- The school has begun to see steady growth, and the plan identifies further opportunities for growth in students’ skill sets such as numerical reasoning, algebraic thinking, critical thinking, problem solving, reading comprehension and writing applications.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Clarification required. Although the team has clearly analyzed school data and past performance, it is unclear what new strategies will be implemented to ensure there is a dramatic, accelerated increase in student achievement. The team must provide further information to highlight what will be different at the school due to the plan.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region High School #7**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

LIBRA Academy (Davis).....	APPROVED
Huntington Park Institute of Applied Medicine.....	APPROVED
School of Social Justice (Diaz, Toledo and Valerio).....	PROVISIONAL APPROVAL

**RATIONALE**

*LIBRA Academy (Davis) – Pilot*

- The instructional program is creative and well-articulated. The plan clearly incorporates research-based strategies as well as a content curriculum that integrates social-emotional learning. The program includes hands-on labs and project based learning.
- The team conducted a thorough analysis of the needs of the students and ultimately designed a program that supports differentiated instruction to address the needs of all student subpopulations. The program also includes a detailed plan to better address the needs of English Learners and Standard English Learners.
- Professional Learning Communities are a key component of the plan. Professional development also includes an Equity & Access training that staff participated in to work on strategies to providing learning for all students.
- The writing team is highly-qualified and experienced; they currently operate an existing pilot school on the Huntington Park HS campus. The proficiency and CAHSEE pass rates at the pilot school are impressive.

*Huntington Park Institute of Applied Medicine*

- The instructional philosophy and strategies are comprehensive, evidence- and research-based, and emphasizes a need for continuous improvement. The mission of the school is to teach values of high expectations, collaboration, and accountability.
- A sense of urgency and the need for immediate impact and high student achievement is evident throughout the plan. The focus of the instructional program is to develop informed citizens through a balanced curriculum of language arts, math, and other core subjects, provided through a constructivist approach to instruction. The program includes apprenticeships and linked learning projects through outside business partners to ensure college/career readiness
- An evaluation portfolio will be maintained for every faculty member with feedback from numerous sources, including peers and students.

*School of Social Justice (Diaz, Toledo and Valerio)*

- Proposal addresses several strategies for accelerating learning and provides the research base to support their plan. The school will foster a culture of high standards and expectations for both students and staff.
- Project-based learning is a key component of the instructional program. Additionally, each grade level will have a unique thematic focus. Interdisciplinary studies will be used to develop students’ creativity, personal and technical skills, and better problem-solving and decision-making skills.
- In the 12<sup>th</sup> grade, students will complete a culminating project that will include a multi-media presentation of an extended inquiry process in response to a complex question, problem or challenge.



## **NEXT STEPS**

### *LIBRA Academy (Davis) – Pilot*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.

### *Huntington Park Institute of Applied Medicine*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.

### *School of Social Justice (Diaz, Toledo and Valerio)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Provide a detailed action plan/implementation timeline. This plan should address the priorities in the first year of operation and steps the school will take to reach its year one goals.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region High School #9**

Board District 5 (Kayser) | Local District 6 (Lagrosa)

Movimiento Bellas Artes - STEAM HS (Barrera Ortiz).....	APPROVED
Movimiento Bellas Artes - VAPA HS (Barrera-Ortiz).....	APPROVED
The TAD School (Technology, Arts & Design) (Barzaga).....	APPROVED

**RATIONALE**

*Movimiento Bellas Artes - STEAM HS (Barrera Ortiz)*

- STEAM High School aims to reverse the underrepresentation of Latinos in the field of mathematics and technology by offering a unique and exciting program grounded in technology, engineering, mathematics and the arts. The instructional program follows an interdisciplinary approach and integrates project-based learning as well as multidisciplinary curriculum units.
- A clear passion and commitment to the school and students is evident throughout the plan and the team demonstrates a strong connection and understanding of the community. This connection informed the development of an organized, comprehensive plan that is attentive to the needs of the students.
- Parent engagement will include the formation of a School Family Action Team with activities such as student-led conferences, work portfolios, neighborhood walks and home visits. A partnership with Pepperdine University will equip the school to provide quality professional development for parents.

*Movimiento Bellas Artes - VAPA HS (Barrera-Ortiz)*

- VAPA High School provides a solid instructional program based on a thorough data analysis and experience in the community. The goals of the program and high-impact strategies identified are directly aligned to the needs assessment.
- A strong interdisciplinary curriculum will be integrated with an emphasis on arts. As such, the school will offer courses in music, dance and theatre classes during the school day and after school. Early College High School, on-line Lesson Studies inquiry-based dialogue, project based learning, and Individual Learning and Growth Plans (ILGP) are some examples of strategies to support student learning.
- Similar to STEAM HS, VAPA HS plans to operate as a small school and provide a personalized learning environment. In fact, all three plans submitted for South Region High School #8 were collaborative with one another and planned to work together on the campus.

*The TAD School (Technology, Arts & Design) (Barzaga)*

- Instruction will integrate technology and arts through project-based learning techniques; all elements are well-infused throughout the curriculum, providing students with alternative ways to demonstrate their understanding. This instructional focus also addresses a need in the community for technology and arts instruction.
- The proposed block schedule will not only support the infusion of arts, but also allow time for advisory and intervention/enrichment class periods. The plan is cognizant of the fact that students attending this new campus are coming from schools with multi-track calendars and, in response, the team focused on providing enrichment and extracurricular opportunities that these students may not have otherwise received.
- In addition to the thematic curriculum, the team is attentive to the need for culturally-relevant instruction that encourages identity awareness. Professional development will be provided to ensure faculty is equipped to analyze data and identify specific student needs and effective instructional strategies.



### **NEXT STEPS**

- All three plans were extremely well-written and collaborative with one another throughout the writing process. However, a portion of the South Region High School #9 campus has also been designated for the International Studies Academy, which is slated to move from South East High School. Therefore, Movimiento Bellas Artes STEAM HS and VAPA HS will both open on the South Region High School #9 campus while The TAD School will open on the South Region High School #12 campus.
- Approval is contingent upon the enactment by UTLA of all waivers requested by the design teams.
- Service Plan for Special Education – all three teams are required to submit specific revisions to their plans.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- The teams must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**BOARD DISTRICT 6**

**Valley Region Elementary School #13**  
Board District 6 (Martinez) | Local District 1 (Del Cueto)

Local District 1 (Del Cueto).....REWRITE

**RATIONALE**

*Local District 1 (Del Cueto)*

- The plan is clearly articulated and thorough in addressing the needs of the students. Several specific areas of need are identified, including a larger projected population of English Language Learners (53%), identified gifted students, high crime rate in the neighborhood, and dropping income among local families.
- Instructional program will implement project-based learning to develop 21<sup>st</sup> Century skills in career-focused projects exploring technology, environment, art, media and science/math (TEAMS).
- Based on data collected from feeder schools, the team has identified several critical areas of focus for faculty professional development including access to the core curriculum for English Learners, problem solving in mathematics, and reading comprehension/academic vocabulary.
- Collaboration with neighboring schools will ensure vertical articulation and participation in the Panorama City Community Partnership will provide valuable opportunities for families to engage in educational and recreational activities through their schools.
- Cal State University Northridge will partner with the school to support a writing project for students. Several other community partnerships will also support programs such as afterschool. The plan includes a solid service learning program as well as an inner city arts program.
- While the plan was well-written overall, there were several elements that were unclear or not fully addressed. These items must be specifically addressed as the team rewrites portions of the plan.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must rewrite specific portions of the plan to clarify how support personnel will be integrated into RTI both behaviorally and academically and explain the specific Tier 2 interventions that are planned. Describe the intervention strategies, aside from the traditional before/after school and Saturday school that will be utilized. Finally, the team is asked to explain how the Standard English Learners program and, separately, how the arts program will be fully integrated with the curriculum.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Valley Region Span K-8 #1**

Board District 6 (Martinez) | Local District 2 (Pena-Sanchez)

Sylmar Leadership Academy (LD 2).....	PROVISIONAL APPROVAL
Sylmar STEM Academy (DREAMS).....	REJECTED

**RATIONALE**

*Sylmar Leadership Academy (LD 2)*

- This plan had a well-organized approach to instruction that permeated throughout the plan. Students at this school will be organized into personal learning environments, or Houses, with service learning as a key component of their instructional program.
- Lesson Study will be a critical part of the professional development. Weekly reverse minimum days will allow for professional development sessions in the mornings.
- While the vision emphasizes that the school will ensure that all students are college-prepared career-ready life-long learners; it is hard to understand what is unique about this school in comparison to other schools that also have this same vision. The team did not clearly outline what students will know and be able to do upon matriculation toward the end of the goals of developing leadership and a sense of community responsibility, which are stated as key elements to be woven throughout the school at large.
- There are three systemic approaches that will drive the instructional program: data-based decision making, personalized learning environments (PLE) and service-based learning; however, it is unclear how data-analysis, which is an integral component of the school’s instructional approach, will drive what the school does throughout the year beyond the 3-day professional development period planned prior to the start of the school year.
- The mission statement identifies specific staff goals about creating service-learning opportunities, adult mentorships, and peer to peer mentorship between older and younger students.

*Sylmar STEM Academy (DREAMS)*

- Despite being a thoughtful plan that includes personalized learning environments, project-based learning, interdisciplinary instruction and a focus on math, science, and engineering, the DREAMS plan lacked a clear STEM focus and the engineering component was underdeveloped.
- Much of the plan seemed to focus on the middle school portion of the school instead of the entire grade span.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Clarification required. The team must provide further details regarding the leadership component of the plan and explain how leadership skills and values will truly be developed among the young students at this school.
- Once the team provides the clarification requested above and the update is approved by the Superintendent, the Sylmar Leadership Academy (LD 2) will be approved to operate on the Valley Region Span K-8 #1 campus. Over the next two years, LAUSD’s Magnet School Office will work with the school to develop it into a high-performing span K-8 magnet school focused on leadership development.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.



- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Maclay Middle School**

Board District 6 (Martinez) | Local District 2 (Pena-Sanchez)

Maclay Middle School.....APPROVED

**RATIONALE**

- This is a solid, coherent, well-developed plan that is clearly grounded in the community. The Instructional plan is based on their Five Core Values and they will use the Gradual Release of Responsibility model. The plan includes using Explicit Direct Instruction and strategies found in Teach Like a Champion. The emphasis of instruction is on real-world learning.
- A sound rationale is provided for the key teaching strategies, such as teacher modeling, teaching habits of mind/metacognitive awareness, independent projects, etc. The plan also specifically identifies “socioeconomically disadvantaged” as the largest student subgroup at the school, and outlines a plan to meet their needs as well as the needs of English Learners, students with disabilities, and gifted and talented students.
- Thirteen community based organizations are already working with the school and partners include LAPD, CSUN, Project Grad, Northeast Valley Health Clinic. Several programs currently partner with the school to help students develop skills in socializing, anger management, conflict resolution, and coping.
- Parent engagement is also a priority; Maclay recently received over 700 surveys from parents, from which Maclay developed a plan to address the seven major concerns of parents.
- Maclay Middle School proposes to operate with the Local Initiative School (LIS) governance model. The school applied for several relevant waivers to support the instructional program and conducted the necessary faculty vote for the LIS model.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Sun Valley Middle School**

Board District 6 (Martinez) | Local District 2 (Pena-Sanchez)

Sun Valley Middle School (Lee).....APPROVED

**RATIONALE**

- Sun Valley Middle School proposes to implement a new small school approach to empower their students and prepare them for high school, college, and careers. Two new academies will be developed at the school – a Social Justice Academy and Environmental Science Academy – and both will implement the Advancement Via Individual Determination (AVID) program.
- The instructional program includes several research-based and student-focused strategies such as data-driven instruction, personalized instruction, academic vocabulary across grade levels, Cornell note-taking lessons, thinking maps, project-based learning, and culturally relevant instruction.
- The plan includes several innovative ideas including regular office hours for staff and an enrichment/intervention block that still gives underperforming students access to electives. Faculty will be given unique opportunities for professional development, such as participation at the TED Conference.
- Youth Policy Institute (YPI) has been identified as a close partner of the school to provide critical support in performance data analysis, curriculum development and implementation, professional development, wrap around services, and parent education.
- While academic achievement is the primary focus of the plan, the school envisions itself as a true community school, where services are available for all students and families. The school plans to integrate academics, social services, youth and community development to create a healthier community.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Vista Middle School**

Board District 6 (Martinez) | Local District 1 (Del Cueto)

Vista Middle School.....PROVISIONAL APPROVAL

**RATIONALE**

- The instructional program is sound and addresses many of the needs addressed in the thorough data analysis conducted by the writing team. Recent results have shown that some of the changes already implemented at the school have led to some gains already—the plan builds upon the strategies that the school has already identified as effective in the past year, including scaffolding and targeted interventions, along with more focused professional development.
- The plan proposes an integrated, standards based curriculum emphasizing project-based learning and Writing Across the Curriculum. Grade-level houses will continue to ensure a personalized learning environment, with Core Teams of teachers working with small groups of students. Each grade-level house consists of approximately 500 students with 20 teachers.
- Career-focused areas will include technology, environment, arts, media, and science/math (TEAMS) in the hopes of inspiring students to engage fully in real-world, relevant learning.
- Involvement in the Panorama City Community Partnership will ensure a continuation of services from kindergarten through 12<sup>th</sup> grade in the community.
- No waivers were requested, but the school does plan to operate with the ESBMM governance model. The required faculty vote was conducted and 75% of the votes were in favor of adopting the alternative model.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Clarification required. The team must rewrite the plan to include a suspension plan to address the current high suspension rates—suspension data must be provided from the beginning to the school year through February 2012. The team must also address support for English Language Learners (including longer term ELL students) and students with disabilities. The rewrite should also explain what will be changed/improved at the school to ensure accelerated achievement at the school, particularly in Algebra I scores.
- Service Plan for Special Education – further clarification required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Fulton College Prep**

Board District 6 (Martinez) | Local District 2 (Pena-Sanchez)

Fulton College Prep.....DENIED/REWRITE/RECONSTITUTE

**RATIONALE**

- The instructional program outlined in the proposal outlines the implementation of many instructional strategies and initiatives that are research-based and have proven effective at improving student achievement (e.g., rigorous interdisciplinary cross-cultural instruction in English, mathematics, science, history and foreign language; work-based learning opportunities for 11th and 12th grade students, etc.); however, it is unclear how all of the components will come together in a coherent way. Further, the strategies and initiatives do not appear to be based on data derived from student achievement or identified student needs.
- Many of the proposed instructional strategies are not strategically connected to a professional development plan. It is not evident how the strategies will be rolled out over time or monitored for impact on student learning. It is also unclear how the strategies build on or connect with prior initiatives or professional development at the school.
- Good first teaching is mentioned throughout the proposal, but it is not defined, nor does the plan discuss how good first teaching will be measured and evaluated.
- The proposal identifies waivers that were favorably voted on by the staff, but the proposal does not explain how the waivers will be utilized to enhance the overall instructional program.

**NEXT STEPS**

- During the 2012-2013 school year, the faculty, staff and parents of Fulton College Prep will participate in a rigorous strategic planning process intended to help the design team or teams emerging from the school develop a comprehensive and aligned instructional plan that identifies a high-leverage theory of change centered on accelerating outcomes for all students. Design teams will also outline a strategic roadmap that details how the theory of change will unfold over the course of the next three years and how progress will be measured. Design teams participating in this process will receive sustained and embedded coaching support and dedicated resources to support this school change process.
- Revised proposals from design teams are due to the Office of Intervention and Intensive Support in the fall of 2012.
- If none of the proposals submitted are deemed high-quality, the school will be reconstituted (all certificated and classified staff will re-apply for their positions) in preparation for the 2013-2014 school year and a proposal will be written for the school.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



### Sylmar High School

Board District 6 (Martinez) | Local District 2 (Pena-Sanchez)

Sylmar High School (Lyons).....	REWRITE
Sylmar Promise Academies (YPI).....	APPROVED

### RATIONALE

#### *Sylmar High School (Lyons)*

- The proposal does not show a sense of urgency around improving student achievement nor does it introduce new ideas or an overall reform strategy that will yield better results than have already been achieved. The plan celebrates last year’s 35-point increase in the Academic Performance Index (API) score, but offers no analysis of or plan for how the school will continue to improve.
- The plan describes in general terms the need and intent to utilize Specially Designed Academic Instruction in English (S.D.A.I.E.) strategies and differentiation as an instructional strategy, but provides very limited information on which and how those strategies will be implemented and how their usage will be monitored.
- While there have been increases in the Academic Performance Index (API) score over the last several years, proficiency rates remain very low, especially in Math. The team does not offer a plan for improving proficiency in math.
- The PD plan lacks detail and connection to the needs of students. The plan overly emphasized the need for students to have higher expectations for themselves, but does not speak to the need for teachers to have higher expectations for the students.

#### *Sylmar Promise Academies (Youth Policy Institute)*

- The proposal is well-written and includes a very strategic, detailed and research-based instructional plan. The proposal focuses on implementing a Linked Learning approach as a comprehensive high school reform strategy and aims to prepare students for careers in two industry sectors – health/medical and media arts.
- The plan includes innovative approaches to integrating technology into the learning environment such as partnering with Khan Academy, a free online-learning community that provides free micro lectures. It is unclear, however, how such technology will be integrated into the overall instructional program.

### NEXT STEPS

#### *Sylmar High School (Lyons)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must rewrite and resubmit a proposal to the Office of Intervention and Intensive Support that:
  - Includes a more rigorous and deliberate focus on the instructional plan that demonstrates a sense of urgency to improve student learning and accelerate academic achievement for all students. The proposal must specifically spell out the instructional strategies that will support the overall instructional program;
  - A plan for accelerating achievement in mathematics; and
  - Includes a detailed plan for professional development that supports the instructional program, connects to the needs of students and pays special attention to how they are going to support teachers to implement these strategies across grade level and content areas.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.



- The Magnet School Office will work with the school to double the size of the current math and science magnet program over the next several years as well as launch a new leadership magnet program that will begin in the 2013-2014 school year and grow one grade at a time. Over time, these magnet programs will transition into independent schools
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent's Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.

*Sylmar Promise Academies (Youth Policy Institute)*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Youth Policy Institute (YPI) will be invited to open one small school on the Sylmar High School campus with a capped enrollment of 500 students. If YPI does not accept the offer, then Sylmar HS will operate with more students.
- The teams must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**BOARD DISTRICT 7**

**107th St Elementary School**  
Board District 7 (Vladovic) | Local District 7 (McKenna)

107th St ES/Magnet School (Rios).....PROVISIONAL APPROVAL

**RATIONALE**

*107<sup>th</sup> St Elementary/Magnet School (Rios)*

- The proposal is well-developed, provides a thorough analysis of the school community and is well-grounded in research. The school’s mission is to provide rigorous data-driven instruction with an emphasis on infusing arts enrichment activities across the curriculum.
- The school conducted an in-depth cycle of inquiry, looking at the following performance data - English Language Arts and math, English Learners, Annual Measureable Achievement Objectives (AMAO) 1-3 and Science – over a five year period to determine the specific instructional strategies that they would implement school-wide. The proposal does a phenomenal job of outlining the specific strategies that will support the learning of various populations of students.
- The proposal clearly outlines Professional Development (PD) strategies that are evidence-and research-based, grounded in the work of Dufour and the five core propositions around effective implementation of Professional Learning Communities (PLCs).
- The wrap around PD plan describes in-depth trainings in Specially Designed Academic Instruction in English (S.D.A.I.E.), Access to Core strategies to target EL students as well as teacher orientation PD to focus on establishing buy-in to the school’s mission and vision.
- Despite the great elements included in the proposal, there is concern that the team overloaded on research and did not place enough emphasis on exactly how the plan will be implemented.
- During the Regional Academies, parents expressed uncertainty about whether there will be substantive changes/improvements made at the school. They were also concerned about safety at the school.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Detailed action plan/implementation timeline. The design team must provide an action plan that specifically addresses the team’s priorities in the first year of operation and the steps the school will take to reach its year one goals.
- Service Plan for Special Education – further clarification required
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Central Region Elementary School #21**

Board District 7 (Vladovic) | Local District 5 (Martinez)

Science, Math, Art & Technology (SMaRT ) Academy.....APPROVED

**RATIONALE**

- This thoughtful, well-written plan proposes an instructional framework with four major components: Response to Instruction and Intervention, Framework for 21<sup>st</sup> Framework Learning, 16 Habits of Mind, and Gradual Release of Responsibility Model. Instruction will address the Common Core State Standards and a focus on arts is well-integrated throughout the curriculum.
- The school will participate in the Jefferson Pipeline, which is an existing collaborative among neighboring schools to ensure students are followed from preschool to secondary through personalized activities and timely communication to ensure students matriculate from one level to the next. All principals involved in this vertical structure of schools will meet monthly to discuss academic concerns.
- Fourteen community organizations have already committed to work with the school to support the mission and vision and to encourage students to pursue education and careers. Partners represent a diverse range of services and include organizations such as A Place Called Home, Echo Parenting, Councilwoman Jan Perry, and the Museum of Contemporary Art.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – further clarification required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Harry Bridges Span K-8**

Board District 7 (Vladovic) | Local District 8 (Romero)

Local District 8 (Mardesich).....REWRITE

**RATIONALE**

- The team conveyed a clear vision and mission for Harry Bridges as a K-8 span school that builds strong ties with families and ensures continuity and quality instruction for students into middle school.
- The plan proposes many research-based best practices and strategies to differentiate instruction and offer responsive teaching, including Specially Designed Academic Instruction in English (S.D.A.I.E.), Culturally Relevant and Responsive Education (CRRE), and the Gradual Release of Responsibility Model.
- A partnership with the Harry Bridges Foundation at the nearby port will allow the school to use the port as a resource for interactive and engaging project-based learning.
- Students will be supported by a health Healthy Start Coordinator through USC and common social issues in the community will be addressed through programs such as Safe Passages and Peace Builders. A targeted Advisory Period as well as peer mentor support will also be offered to students.
- New teachers will be supported through a buddy system and peer observation. Professional Learning Communities will engage in collective inquiry, action research, and experimentation; regular job-embedded time will be allotted for these activities as well as common lesson planning.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Service Plan for Special Education – further clarification required.
- The team must rewrite portions of the plan to strengthen the middle school instructional plan. This portion of the revisions is due **March 31, 2012**.
- The team must also provide a detailed action plan/implementation timeline. This plan should address the priorities in the first year of operation and steps the school will take to reach its year one goal. The deadline for this plan is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**South Region Elementary School #12**

Board District 7 (Vladovic) | Local District 7 (McKenna)

Local District 7/UTLA (Lugo).....	APPROVED
Community-Powered Public Schools (Sievers).....	REJECTED

**RATIONALE**

*Local District 7/UTLA (Lugo)*

- Overall, this is a well-developed plan in all areas that includes several innovative elements such as the creation of small learning communities for students in grades 4 through 6 and on-site gardens representing California’s four ecosystems.
- The plan follows an accelerated learning and activity-based model. Instruction will be multi-sensory, project-based, and connect student learning to real-world experiences in math, science, and technology as well as service learning. Instruction will be multi-sensory, project-based, and connect student learning to real-world experiences in math, science, and technology as well as service learning.
- Students in grades 4 through 6 will be organized into small learning communities focused on math, science, and technology. Students in grades kindergarten through 3 will receive a rigorous, standards-based educational program.
- The plan clearly outlines six specific actions that the school will consistently and meaningfully implement: Parenting, Communication, Volunteering, Learning At Home, Decision-Making, and Collaboration with the Community and Honoring the Community.
- Teachers will receive quality training in the unique needs of the school community. Professional development (PD) will be differentiated to support teachers at all levels; the PD program will also undergo continuous, comprehensive evaluation for quality. Professional Learning Communities (PLCs) will use a thematic curriculum and teachers will visit one another to encourage collaboration.

*Community-Powered Public Schools (Sievers)*

- The plan lacks relevant data and research-based strategies. There is no concrete evidence that the proposed curricula are effective, nor whether it will effectively support the needs of the students at the school. Professional development was not adequately addressed, nor was there an explanation of how data will be reviewed to inform and differentiate instruction.
- While the plan describes a belief in formative assessments as an integral component, there is no detailed timeline on how the proposed assessment will be implemented or how the results will be used to establish a culture of continuous improvement and accountability.
- Overall, reviewers were concerned that a basic understanding of the requirements for an elementary school was missing from the plan. Furthermore, the proposed governance structure, including a Local Board of Directors, was deemed unsound and not a viable option. The same plan was also submitted for four other schools, which raised serious questions of how the plan addresses the needs of each unique student population.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**LA Academy Middle School**

Board District 7 (Vladovic) | Local District 5 (Martinez)

LA Academy Middle School.....APPROVED

**RATIONALE**

- This is a very well-written plan that clearly addresses the concerns of the school and problems of past performance, as well as strategies for improvement. The team focuses on identifying and implementing standards to improve instruction and have begun to show success already at the school. The school showed a 44 point increase in API last year. In Algebra 1, performance increased from 18% to 27%.
- Priorities identified for the school are strategic, differentiated standards-based instruction, closing the achievement gaps for English Learners as well as students with disabilities, and improving English language proficiency as measured by the CELDT and increase reclassification rates.
- Student academic achievement will be supportive through strategies such as SDAIE, flexible grouping, writing across disciplines, interactive notebooks, and culturally relevant and responsive education. Furthermore, 8<sup>th</sup> graders will receive exploratory classes help them think about high school.
- Using the Adaptive Schools initiative and working in collaboration with WestEd and Local District 5, the school proposes to work towards developing a true “community schools” culture in their neighborhood with the feeder elementary and high schools.
- Support will be provided for new teachers and Tuesday professional development time will be used as an opportunity for common planning and developing common formative/summative assessments. The writing team includes many accomplished individuals and the commitment of the administrator to harness the capacity of the teacher leaders at the site.
- A shared decision making council will ensure parents are involved with the school. Parents are also offered a well-developed volunteer program and weekly workshops in the parent center.

**NEXT STEPS**

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks.



**Carson High School**

Board District 7 (Vladovic) | Local District 8 (Romero)

Academy of Medical Arts (Sullivan).....	PROVISIONAL APPROVAL
Academies of Education & Empowerment (Davidock) (Pilot).....	APPROVED
Carson Senior High School/Local District 8 (ESBMM).....	APPROVED

**RATIONALE**

*Academy of Medical Arts (Sullivan) - Pilot*

- The proposed program immerses students in interdisciplinary studies focused around the health care career pathway. Several CTE course offerings presented in a ladder of difficulty sequence. Students have the option to obtain state certification following the Certified Nursing Assistant Capstone CTE class.
- The instructional program has a strong argument for improving the academic achievement of struggling students with a data driven focus
- Student teams will participate in Model United Nations, Project Citizen, CHAMPS Camp, nutrition mentoring of feeder middle/elementary schools, and community health fairs.
- The writing team has a positive track record as an existing small learning community at Carson High School.

*Academies of Education & Empowerment (Davidock) – Pilot*

- The plan is ambitious and includes several solid strategies for improving student achievement that are well-grounded in data and research. They include writing across the curriculum and interdisciplinary learning.
- The curriculum is rigorous and standards-based. The school proposes to use Interactive Notebooks, work portfolios, project-based learning, cooperative learning, and interdisciplinary, data-driven instruction to ensure students are engaged in their learning.
- Proposed initiatives include the Freshman Success Academy, Freshman Orientation, 7th Period Schedule, Math and English Essentials, Connections Lab, and two career-focused Academies.
- The writing team has a positive track record as an existing SLC at Carson High School.

*Carson Senior High School/Local District 8 – ESBMM*

- Five small campus academies will offer students clear and distinct college/career paths as well as service learning projects for local and global communities. Reflective portfolios will help students self-monitor individual progress. The program focuses on SDAIE techniques, AVID, project based learning, and some school-wide strategies.
- A new schedule will allow for more intervention opportunities as well as weekly time allotted for professional development.
- Students will receive multiple sources of enrichment including Advanced Placement and college classes, on-campus peer-mentor programs, and internships. The program emphasizes autonomy with accountability, mastery of subject matter, and development of each student’s individual sense of purpose

**NEXT STEPS**

*Academy of Medical Arts (Sullivan) - Pilot*

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.
- The team must provide a detailed action plan/implementation timeline. This plan should address the priorities in the first year of operation and steps the school will take to reach its year one goals.



- Service Plan for Special Education – further clarification required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- The team must work in conjunction with the other school(s) on campus to develop a campus-level Memorandum of Understanding (MOU) to govern the management of critical operations aspects of the campus such as how students will choose among the schools on the campus. It is important to note that no decisions impacting the campus shall be made unilaterally until this agreement is finalized.
- Further details regarding upcoming support activities including, but not limited to scheduling follow-up parent meetings, dates of upcoming workshops, implementation support over the summer, etc., will be communicated to the team by the PSC Team in the coming weeks

*Academies of Education & Empowerment (Davidock) – Pilot*

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- Service Plan for Special Education – further clarification required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team.
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*Carson Senior High School/Local District 8 – ESBMM*

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