



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	270-09/10
Date:	February 23, 2010
Subject:	Fall 2010 Public School Choice Applicant Team Recommendations
Responsible Staff:	
Name	Ramon C. Cortines
Office/Division	Superintendent
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BOARD REPORT

Action Proposed: Approve the following recommended applicant teams for the corresponding Fall 2010 Public School Choice sites:

<u>Public School Choice Site</u>	<u>Applicant Team</u>
1. Barack Obama Global Preparatory Academy	Local District 7 (2 SLCs) ICEF Public Schools (1 school)
2. Burbank Middle School	Burbank Middle School (3 pilot proposals) with reservations
3. Carver Middle School	Partnership for Los Angeles Schools
4. Central Region Elementary School #13	Pio Pico Community/Local District 3
5. Central Region Elementary School #15	Camino Nuevo Charter Academy
6. Central Region Elementary School #16	Local District 5
7. Central Region Elementary School #17 with Synergy Charter School	Local District 5
8. Central Region Elementary School #18	Partnership for Los Angeles Schools



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9. Esteban Torres High Schools #1-5	East Los Angeles Performing Arts Academy Social Justice Leadership Academy Engineering and Technology Academy Alliance for College-Ready Schools – Health & Medical Green Dot Public Schools #3
10. Gardena High School	Gardena High School with reservations
11. Garfield High School	Garfield High School with reservations Green Architectural Design Academy
12. Gratts Primary Center	Para Los Niños
13. Griffith-Joyner Elementary School	Griffith-Joyner Elementary School
14. Hillcrest Elementary School	Hillcrest Uplifted
15. Hyde Park Elementary School	YES Academy with reservations
16. Jefferson High School	Jefferson High School
17. Lincoln High School	Lincoln High School with reservations Law & Leadership in Entertainment & Media Arts (LEMA)
18. Maywood Academy High School	Maywood Academy High School Focus Team
19. San Fernando Middle School	San Fernando Middle School Youth Policy Institute



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20. San Pedro High School	San Pedro High School with reservations
21. South Region Elementary School #1	Local District 7
22. South Region Elementary School #2	Local District 7
23. South Region Elementary School #3	Bell/Cudahy
24. South Region Elementary School #4	Aspire Public Schools
25. South Region Middle School #2	South Area Teacher Collaborative (2 schools) Magnolia Schools (1 school)
26. Valley Region Elementary School #6	Local District 1
27. Valley Region Elementary School #7 (Julie Korenstein Elementary School)	Local District 2
28. Valley Region Elementary School #8	Local District 2
29. Valley Region Elementary School #9	Local District 2
30. Valley Region Elementary School #10	Local District 1

Individualized rationales are provided for each Public School Choice site in Attachments 1-30.

Background:

In accordance with the Board of Education's passage of the Public School Choice Resolution, 24 new schools and 12 focus schools (existing District



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schools in 3+ Program Improvement status) were designated as Public School Choice sites. In November 2009, approximately 180 Letters of Intent were received expressing an interest to submit a comprehensive proposal to operate a Public School Choice site.

On January 11, 2010 approximately 85 proposals were submitted. As prescribed in the Public School Choice Resolution, all proposals were vetted through the following rigorous evaluation process:

1. Initial Review Team: Consisted of 44 reviewers who read individual proposals for each designated Public School Choice site and generated corresponding application rubrics and site summary recommendations.
2. Superintendent's Panel: An additional team of 12 reviewers who read proposals and the site summaries produced by the Initial Review Team.
3. Advisory Vote: After convening Public School Choice Informational Meetings in December 2009 and Applicant Team Presentation Meetings in January 2010, students, parents, staff and community members submitted their recommendations via an Advisory Vote conducted by the League of Women Voters.

The above-mentioned evaluation processes and applicant academic data were utilized as data points in the formation of the official recommendations provided in the Attachments. The overall guidelines for developing these official recommendations consisted of the following principles:

1. Proposals primarily included a strong, research-based, data-driven instructional plan with a clear assessment methodology;
2. Proposals demonstrated a proven track record of success with students of similar demographics;
3. Proposals clearly exhibit strong outreach and a collaborative approach with all stakeholders; and
4. Proposals reflect effective structures to support implementation of the instructional plan.

The recommendations outlined in the Attachments include an explicit rationale (based on the guiding principles) for the selection of the applicant team(s) designated to operate the corresponding Public School Choice site with recommended next steps. For additional reference, the Attachments also include the corresponding Initial Review Team, Superintendent's Panel and Advisory Vote outcomes for each



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recommended applicant team.

Expected Outcomes: Approval of the recommended applicant teams will enable 38,000 students within 36 Public School Choice sites to benefit from the strongest instructional programs identified through the Public School Choice process. The operation of the Public School Choice sites commencing in the 2010-11 school year will provide students with the highest quality education possible.

Board Options and Consequences: The Board of Education may approve, amend or deny the Superintendent's recommendation. The Board of Education's action is necessary to establish the 2010-11 school year instructional plans for each Public School Choice site.

Higher student achievement, greater public school choice and the replication of high-quality instructional models are the intended consequences of approving the Superintendent's recommendation.

The unintentional consequences of approving the recommendations may result in litigation from entities disputing the Public School Choice Resolution, process and/or authority of the Board of Education to authorize the external operations of District schools. Additionally, approval of external applicant teams may result in a decrease in ADA funding to the District.

Policy Implications: This action does not entail any policy implications and is in accordance with the Board of Education's August 2009 passage of the Public School Choice Resolution.

Budget Impact: State Revenue Limit income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure savings may not occur in such cases. External applicant team operation of Public School Choice sites may result in a potential impact to the existing budget deficit. Budget impacts will be calculated when all operational issues have been addressed.

Under Education Code section 47604(c), a school district that grants a charter to or operates a charter school that is formed as a non-profit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and supervisory responsibility for charter school finances, as specified in the



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Charter Schools Act. Any modifications to the charter school's petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Issues and Analysis: To ensure the instructional needs of all students are addressed, all recommended applicant teams are required to submit a comprehensive plan for providing programs and services for students with disabilities by May 30, 2010. The plan shall also include the details for establishing special day programs. Finally, the plan shall include the design for the provision of programs and services for students with mild to severe disabilities including demonstrating the fiscal, programmatic, and facility resources to provide programs for all students.

Attachments:

☐ **Informative**

☐ **Desegregation
Impact Statement**




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Respectfully submitted,

RAMON C. CORTINES
Superintendent of Schools

APPROVED BY:


JAMES MORRIS
Chief Operating Officer

REVIEWED BY:


DAVID HOLMQUIST
General Counsel

No legal issues

Legal informative

REVIEWED BY:



YUMI TAKAHASHI
Budget Director

No budget issues

Budget Informative



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Attachment 1

Public School Choice Site: Barack Obama Global Preparation Academy (SRMS#6)

Local District 7 (McKenna)

Board District 1 (LaMotte)

Superintendent's Recommendation: Local District 7/Barack Obama Global Preparation Academy (2 schools) and ICEF Public School – Performing Arts (1 school)

Rationale:

Local District 7/Barack Obama Global Preparation Academy

- I. The proposal is researched-based, excellently developed and includes descriptive use of inquiry-based and project-based learning. While the proposal contains assessments and monitoring instruments, many must still be developed. Additionally the data driven intervention model needs work for ensuring the appropriate interventions and supports for English Learners.
- II. The proposal provides strong evidence of successful implementation of Lesson Design and inquiry models in LAUSD and other school districts with similar student populations.
- III. The proposal demonstrates very strong partnerships with the University of California Los Angeles (UCLA) School Management Program and the Institute for Standards, Curricula, and Assessments (ISCA) that will provide strong community connections. The application articulates strategies for outreach to parents, community, teachers and administrators.
- IV. Obama Global proposal contains a rigorous instructional plan that incorporates evidence of successful implementation and sound design. This model has been implemented with success in other venues.

ICEF Public Schools – Performing Arts

- I. The proposal is data driven, well-developed using results for instructional focus that include clear assessments and incorporate a data-driven intervention model. The proposal still needs work for providing appropriate interventions and supports for English Learners. The proposal demonstrates a rigorous academic culture of college readiness.
- II. The proposal articulates sound documentation of past success. While the reviewers expressed concern over unproven curriculum development, ICEF Public Schools has a proven track record of success.
- III. ICEF Public Schools have developed a very strong partnership with University of Southern California (USC) that will provide a strong community connection. The proposal articulates strategies for outreach to parents, community, teachers and administrators.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation. However, some school practices established in other venues will need revision.



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Evaluation Process Data Points:

Local District 7/Barack Obama Global Preparation Academy

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	192/202	100/168	1/5	9/15	246/1075	240/580

ICEF Public Schools – Performing Arts

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	4/202	47/168	2/5	0/15	628/1075	266/580

Next Steps:

1. The design of the Local District 7/Barack Obama Global Preparatory Academy implements a pedagogical approach that requires teachers to be specially trained and willing to work and be evaluated “in a fish bowl.” As such, the applicant seeks a waiver of certain working conditions and instructional requirements. It is the responsibility of the applicant team to obtain such waivers within 60 days. It must also develop a plan for implementation of curriculum and pedagogy if waivers are not forthcoming. The applicant team is further required to develop the monitoring assessments and be ready to implement in fall 2010 along with full implementation of assessments for all courses within one year. Interventions for struggling students must be developed and incorporated during the school day, and a more detailed description of the services to English Learners must be provided by the end of March 2010.
2. By the end of March 2010, ICEF Public Schools must submit a specific plan on providing supports and instructional services to English Learners to meet State Re-designation Guidelines. ICEF must also develop a plan for opening school to all students in grades 6-8 at once instead of



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growing the school one grade at a time as has been the past practice of this organization. The Student and Parent Handbook must be revised to eliminate requirements of fundraising, required hours of volunteering and financial donations.

3. By the end of March 2010, both applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



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Attachment 2

Public School Choice Site: Burbank Middle School

Local District 4 (Maltez)

Board District 5 (Flores)

Superintendent's Recommendation: Burbank Middle School with reservations

Rationale:

- I. The application sets out an instructional plan that lacks substantial change to the existing instructional program. Changing the structure of the school will not automatically improve the outcomes for students, "pilots, small learning communities, small schools" are not an answer. The plan needs to be rewritten to address the specific needs of the students with research-based instructional strategies.
- II. The application teams do not demonstrate clear or strong track record. This has been a failing school and the plan that was submitted will not improve the lives of our students.
- III. Plans do not reflect site-specific characteristics and attention to family engagement. The partnership plans with community are vague and weak. It is encouraged that the applicants partner with higher education institutions.
- IV. The applications neglected to incorporate the named curricular programs into their professional development plans. However, it is important that the benchmarks outlined in the "Next Steps" are met.

Evaluation Process Data Points:

The following results are comprehensive of all three pilot proposals submitted for Burbank Middle School.

- **Initial Review Team Recommendation:** Burbank Middle School with reservations
- **Superintendent's Panel Team Recommendation:** Burbank Middle School with reservations
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Parents	Employees	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	114/140	56/57	20/21	100/106	117/124	25/30



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Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.
2. By the end of March 2010, Burbank Middle School applicants must work with the Superintendent's Office to revise their applications with a more rigorous and specific focus for their instructional plan. They should simplify and focus on key instructional components of the plan in this revision. In addition, they need to clearly demonstrate how they will implement the plan. Burbank Middle School should include the proposed community involvement plans with a clear and well-articulated implementation proposal.
3. A stronger leadership structure will need to be well defined in the revised application.
4. All revisions will need to involve teachers, parents, administrators, and students. Local district involvement in the revisions is also necessary.
5. By the end of March 2010, applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
6. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
7. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
8. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
9. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will be considered for renewal in three years.



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Attachment 3

Public School Choice Site: Carver Middle School

Local District 5 (Martinez)

Board District 7 (Vladovic)

Superintendent's Recommendation: Partnership for Los Angeles Schools

Rationale:

- I. The Partnership for Los Angeles Schools' proposal clearly demonstrates a strong, research-based, data-driven instructional plan with a clear assessment methodology. They also demonstrate a clear commitment to college and career readiness through their focus on 8th grade Algebra for All and AVID.
- II. Even though, the Partnership for Los Angeles Schools has had only one year of performance data, the results at Hollenbeck Middle School (increase in 33 API points, 4 percentage points in ELA and 7 percentage points in Math) are encouraging. The results at Stevenson, Markham and Gompers were not as promising, but the results were better than Carver Middle School.
- III. The Partnership for Los Angeles Schools' proposal shows strong outreach and a collaborative approach with all stakeholders as evidenced by their reference to relationships with the City of Los Angeles, the County of Los Angeles, non-profit organizations such as City Year and the LA Conservation Corp, Direct TV, Wells Fargo, and universities such as UCLA.
- IV. Finally, Partnership for Los Angeles Schools' proposal includes effective structures to support the implementation of their instructional plan through their proposed professional development program for instructional leaders and teachers.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	17/86	7/134	9/11	32/59	98/660	33/118



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Next Steps:

1. The plan for this school needs to be refined to focus on specific instructional strategies, especially for ELL and SEL students.
2. As evident via the advisory vote, the Partnership for Los Angeles Schools will need to continue engage current parents and staff, so that they all can work together to improve the outcomes for all students at the school.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



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Attachment 4

Public School Choice Site: Central Region Elementary School #13

Local District 3 (King)

Board District 1 (LaMotte)

Superintendent's Recommendation: Pio Pico Community/Local District 3

Rationale:

- I. The Pio Pico Community/Local District 3 proposal clearly demonstrates a strong, research based, data-driven instructional plan with a clear assessment methodology. They demonstrate a clear commitment to a robust learning environment anchored in the students' community. Professional development, grade level meetings, and leadership meetings on a weekly-basis are evidence of the use of the continuous improvement cycle to assess and evaluate how, as a school, they are doing. A very strong component of the plan is the inclusion of the multi-tiered system of instruction, support, and intervention that is a school-wide model.
- II. Over the past three years the Pio Pico Elementary School has seen a 40-point gain in API, from 659 to 697. Last years students showed more than a 10 point growth in math at every grade level. English Learners and students with disabilities have also shown gains. The K-5 elementary grades from Pio Pico Elementary School will occupy the new school Central Region Elementary School #13 thereby relieving the overcrowding that currently exists.
- III. As evident via the advisory vote, Pio Pico Community/Local District 3 applicant team has the support of its voting-community, including employee, parents and the community at large.
- IV. Finally, Pio Pico Community/Local District 3's proposal includes effective structures to support the implementation of their instructional plan.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	118/120	258/289	N/A	N/A	177/261	41/187



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Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
2. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 5

Public School Choice Site: Central Region Elementary School #15

Local District 7 (McKenna)

Board District 2 (Garcia)

Superintendent's Recommendation: Camino Nuevo Charter Academy

Rationale:

- I. The plan details a rigorous college preparatory education that emphasizes social justice and bilingual education. Plans for assessment and data use include clear metrics and a well articulated assessment and data use plan. Their intervention strategy is well outlined and their high expectations are clear.
- II. The plan articulates sound documentation of past success. The applicant's data (API 817, 68% proficient in Math, and 52% in ELA) show remarkable results for similar populations. The arts are an integral part of the school's curriculum and the culture and needs of all students are well considered.
- III. The application articulates strategies for strong parent and community engagement, and a clear knowledge of the community it will serve. Camino Nuevo has partnered with the community for over 10 years.
- IV. The proposal contains an instructional plan that evidences the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	2/153	26/341	N/A	N/A	267/760	342/442

Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.



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2. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 6

Public School Choice Site: Central Region Elementary School #16

Local District 5 (Martinez)

Board District 7 (Vladovic)

Superintendent's Recommendation: Local District 5

Rationale:

- I. The application sets out an instructional plan that is research-based and founded on the theory of Academic Optimism, which is a framework whose core tenets are: a strong academic emphasis, faculty trust in parents and students, and collective efficacy. The visionary plan is well articulated with multiple ways to measure progress and success. It includes a Data Team and Instructional Team to structure professional development. The plan articulates the specific needs of all students including those with disabilities and English Learners.
- II. Local District 5 has an adequate track record of consistently rising Academic Performance Index scores in surrounding schools. The team for Central Region Elementary School #16 should be monitoring California Standards Test proficiency rates to ensure they improve.
- III. The application articulates strategies for outreach to parents, community, teachers and administrators. Emphasis is placed on collaboration and team building. The philosophical underpinning of the overall plan is one that relies heavily on constructing the mission and vision of the school together with the stakeholder community. In addition, the plan indicates a number of strong partnerships with institutions of higher education and local business partners.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** No
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	49/54	76/99	N/A	N/A	61/190	9/156



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Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
2. By July 2010, the team must develop a comprehensive instructional implementation plan that combines the philosophy, instructional strategies and proposed curriculum into an action plan for the 2010-2011 school year.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 7

Public School Choice Site: Central Region Elementary School #17 with Synergy Charter Academy

Local District 5 (Martinez)

Board District 2 (Garcia)

Superintendent's Recommendation: Local District 5

Rationale:

- I. The Local District 5 plan includes a strong instructional plan rooted in research and culturally relevant instructional practices. The plan proposes an interdisciplinary focus of jazz woven across all disciplines. The instructional plan includes Response to Instruction and Intervention and builds upon research based state adopted curricula. Local District 5's proposal clearly outlines classroom strategies to improve the outcomes for ELL students as well as students with special needs based upon 4 specific strategies including cooperative and communal learning. The plan indicates teachers will engage in reflective journals to provide opportunities for teachers to develop their Professional Development.
- II. Local District 5 has been making academic progress with the students that will be attending Central Region Elementary School #17 as evidenced by the following 2009 Academic Performance Index Growth: 717 for 20th Street Elementary, 661 for Wadsworth Elementary and 670 for 28th Street Elementary.
- III. Local District 5 identifies a strong list of partners, including the City of Los Angeles, Monk Institute, Harmony Project, Little Kids Rock, UCLA School of Music, LA City Jazz Festival, and All Peoples Christian Agency.
- IV. This plan, as well as Local District 5's track record, is a strong indicator of successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	107/107	196/231	N/A	N/A	242/545	54/68



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Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to discuss their instructional plan. Integrating music and the arts into the curriculum is encouraged, but the plan cannot solely rely on jazz as the instructional program at the elementary level. The plan will also need to clearly state how it will address discipline issues at the school - 122 suspensions at Wadsworth Elementary are not acceptable. In addition, the plan needs to better align the school's professional development program with the needs of the students. Finally, the plan needs to articulate how the applicant will work with the community to support the needs of the students.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 8

Public School Choice Site: Central Region Elementary School #18

Local District 5 (Martinez)

Board District 2 (Garcia)

Superintendent's Recommendation: Partnership for Los Angeles Schools (PLAS)

Rationale:

- I. The PLAS proposal is extremely articulate in setting forth the instructional plan and vision for the school. It is firmly based in strong research, with a data driven instructional focus accompanied by a cogent assessment plan. In terms of special education, all aspects of compliance are addressed. A wide range of service options are discussed and supported. In terms of EL and SEL students two research-based models are recommended for implementation – Sheltered Instruction Observation Protocol (SIOP) and Academic Language Development.
- II. PLAS is currently serving students similar to Central Region Elementary School #18. They are currently working with 12 District schools, four of which are elementary. The average API growth for these schools was 17 points in the first year. This gain outpaced both Local District 5 and 7 where these schools resided prior to the PLAS partnership.
- III. PLAS specifically applied for Central Region Elementary School #18 because it is located within their current feeder pattern for its family of schools. The application lays out a coherent strategy for engaging the family and community.
- IV. Their plan is aligned with adequate resources to sustain and implement the instruction plan. The plan is clear in its commitment to guiding the support and development of instructional leaders that will be a corner stone of sustainability.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	0/92	21/209	N/A	N/A	32/259	7/58



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Next Steps:

1. By the end of March 2010, the applicant needs to further articulate the instructional service delivery and academic expectations for special education students. In addition, a clear plan of how to engage parents and teaching staff will be important, given the results of the advisory vote.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 9

Public School Choice Site: Esteban Torres High Schools #1-5

Local District 5 (Martinez)

Board District 5 (Flores)

Superintendent's Recommendation:

- East Los Angeles Performing Arts Academy
- Social Justice Leadership Academy
- Engineering & Technology Academy
- Alliance for College-Ready Schools - Health Services Medical Science Academy
- Green Dot Public Schools - Animo Esteban Charter High School #3

Rationale:

East Los Angeles Performing Arts Academy (ELAPAA)

- I. The application sets out an instructional plan that establishes a rigorous, research-based, arts interdisciplinary curricular program for all students. The proposal enables students to explore dance, music, and theatre while building college and career skills within an A-G curriculum. The proposal develops individual learning plans for students with multiple pathways for success. Every student is assigned an adult as an advisor.
- II. The ELAPAA development team included members of the community as well as teachers from Roosevelt and Garfield High Schools. ELAPAA will develop interdisciplinary curricula with Humanitas partners.
- III. ELAPAA establishes strong partnerships with the East LA Classic Theatre, LA Opera, and East LA College and CSU Los Angeles. Their proposal outlines a very strong outreach to parents, community members, and students. It also proposes to make strong partnerships with arts education groups and civic groups in the community.
- IV. The ELAPAA proposal contains a strong support from the arts community as well as local community support groups. The Humanitas program has a successful record of implementation in Los Angeles schools.

Social Justice Leadership Academy (SJLA)

- I. The application sets out an instructional plan that establishes a research-based, rigorous college preparatory A-G curriculum. The proposal is data-driven with planned analysis sessions to develop individual learning plans. It proposes to develop a curriculum that is engaging for students and focuses on the social justice theme throughout the four-year course of study.
- II. SJLA will partner with Facing History and Ourselves, which has a proven track record of success in promoting higher order thinking and disciplinary understanding.
- III. SJLA has formed strong partnerships with established community resources to outreach to parents, community members, and students.
- IV. Facing History and Ourselves has a proven record of accomplishments and will support the SJLA curriculum for effective implementation.



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Engineering and Technology Academy

- I. This proposal is rooted in science, technology, engineering and math with an emphasis on mastery as shown through student exhibitions. The curriculum follows required A-G courses and is standards aligned. This school will also follow an interdisciplinary model for developing coursework, and will also partner on courses with higher education institutions such as California State University Los Angeles. Another strong element in this proposal is early assessment of students to determine intervention needs accompanied by a strong intervention system.
- II. The Engineering and Technology Academy team has partnered with a number of outside organizations such as LA Education Partners as well as Local District 5 to ensure student success.
- III. The Engineering and Technology proposal shows a strong understanding of the community it serves and the students it will serve. There are clear plans for community engagement as well as a number of already established partnerships.
- IV. With the support of Local District 5 this plan should be implemented smoothly.

Health Services Medical Science Academy (HSMSA)

- I. The application sets out an instructional plan that establishes a clear vision, mission, and philosophy as well as core values for operating a successful school. The proposal is research-based, inquiry-based and is focused on a specific theme of medical services. The proposal contains a college-going culture through the required A-G curriculum and the supporting courses for struggling students. The proposal ensures the monitoring of student learning through a series of regular assessments.
- II. The Alliance plan presents strong documentation of past success in other managed schools presently operating 16 middle and high schools serving similar demographics to Esteban Torres. It identifies clearly the specific needs of all students including those with disabilities and English learners.
- III. HSMSA plans to develop a very strong partnership with community medical services agencies and other community resources to outreach to parents, community members, and connect teachers and administrators to students.
- IV. HSMSA plan contains a strong relationship with other Alliance schools and the infrastructure to support successful implementation using the partnerships already established with other agencies and local universities.

Animo Esteban Torres Charter High School #3

- I. The application sets out an instructional plan that establishes a rigorous college preparatory A-G curriculum with internal supports for struggling students. It is also research-based and supported by monitoring assessments. The proposal includes the development of individual learning plans for students.
- II. The proposal presents strong documentation of past success in the operation and management of 19 other existing schools serving similar a student population and demographic as Esteban Torres High School.



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- III. The proposal outlines strong partnerships with established community resources to engage and outreach to parents, community members, and students.
- IV. The proposal demonstrates a strong relationship with other Green Dot schools and is validated by a record of success in the implementation of its other educational programs.

Evaluation Process Data Points:

East Los Angeles Performing Arts Academy (ELAPAA)

- Initial Review Team Recommendation: Yes
- Superintendent's Panel Team Recommendation: Yes
- Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

High School Students	Parents	Employees	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
578/3080*	129/716*	141/812*	29/238*	208/1336*	767/4407*	483/3352*

Social Justice Leadership Academy

- Initial Review Team Recommendation: Yes
- Superintendent's Panel Team Recommendation: Yes
- Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

High School Students	Parents	Employees	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
571/3080*	131/716*	143/812*	33/238*	203/1336*	757/4407*	481/3352*

Engineering & Technology Academy

- Initial Review Team Recommendation: Yes
- Superintendent's Panel Team Recommendation: Yes
- Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)



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High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
590/3080*	126/716*	148/812*	34/238*	207/1336*	758/4407*	484/3352*

Alliance for College Ready Schools for #2- Health Services Medical Science Academy (HSMSA)

- Initial Review Team Recommendation: Yes
- Superintendent's Panel Team Recommendation: Yes
- Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
21/3080*	14/716*	20/812*	15/238*	66/1336*	122/4407*	162/3352*

Animo Esteban Torres Charter High School #3

- Initial Review Team Recommendation: Yes
- Superintendent's Panel Team Recommendation: Yes
- Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
42/3080*	14/716*	17/812*	15/238*	60/1336*	115/4407*	157/3352*

*These numbers indicate the total number of votes cast in the Esteban Torres High School Advisory Vote and are not indicative of the total number of votes cast per voter category for the corresponding applicant team.

Next Steps:

1. The East Los Angeles Performing Arts Academy's proposal curriculum requires full development of the interdisciplinary units and the formative and summative assessments. By the



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end of March 2010, a time line for the creation of the units and the assessments must be developed and submitted to the Superintendent for review. SMART goals must be developed with monitoring benchmark goals leading to the annual goals of increased student performance and improved graduation rates. More specificity is needed in curricular supports for English Learners and plans to ensure EL students become re-designated prior to graduation.

2. SJLA has one year to develop the assessments to be used in Year 2 and beyond that match their curricular approach. Service Learning Projects must be developed in conjunction with the partnerships identified in the proposal. The applicant team must submit a plan and timeline for completion of the assessment development and service learning projects. Specific supports for RtI Lower Level students must be more fully developed. By the end of March a plan for development of these identified areas must be completed and submitted to the Superintendent for review.
3. The Engineering and Technology Academy proposes an interdisciplinary exhibition-based curriculum, which requires full development. By the end of March 2010, a time line for creation of these units and the accompanying assessment must be developed and submitted to the Superintendent for review. In addition, the professional development plan must be aligned with the engineering focus and overall vision of the school.
4. Alliance has opened and operated successful schools. However, they have opened with one grade and grown a grade level over time. By the end of March 2010 The Alliance must present to the Superintendent a detailed plan for opening the school with multiple grades. Additionally the plan must include all operational issues related to extending the school day and year.
5. Green Dot has a very good record of operating quality schools in the Los Angeles area. The Superintendent recommends to Green Dot that a theme be developed for the individual school to bring a specific identity to the school.
6. By the end of March 2010, the applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
7. By October 2010, the schools will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
8. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
9. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
10. Public School Choices site operators will be considered for renewal every five years.



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Attachment 10

Public School Choice Site: Gardena High School

Local District 8 (Del Cueto)

Board District 7 (Vladovic)

Superintendent's Recommendation: Gardena High School with reservations

Rationale:

- I. The application sets out an instructional plan that lacks substantial change to the existing instructional program. The plan proposes to maintain the existing leadership and governance with exploration of other models.
- II. The school-wide drop of 15 points in the API as well as the drop in the proficiency level of English Learners is a concern.
- III. The application includes strong points on collaboration with community partners, but lacks detail of how this will be implemented. Only 31 parents out of 2879 eligible parents participated in the advisory vote and only 97 students out of 2879 eligible students participated in the advisory vote.
- IV. The proposal does not contain a clear instructional plan that demonstrates the capacity for successful implementation. It is important that the benchmarks outlined in the "Next Steps" are met.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes with reservations
- **Superintendent's Panel Team Recommendation:** Yes with reservations
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
97/110	97/102	31/33	0/1	9/9	49/53	74/79

Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.



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2. Gardena High School will be divided into smaller schools with separate and new leadership for each school. Each school will address the needs of all students including English Language Learners and Students with Disabilities.
3. Gardena High School must work with the Office of the Superintendent and their Local District Superintendent to revise their application with a more specific instructional plan. The school should simplify their plan and focus on key instructional components of the plan. In addition, they need to show a clear plan for implementation. Strategies for English Language Learners will need to be specifically discussed in the revised plan.
4. Gardena High School should include a detailed plan for community involvement and should describe a clear and well-articulated implementation plan. The plan should be revised to clearly articulate the role of the proposed small learning communities as they relate to students, parents, teachers, and other staff.
5. All revisions will need to involve teachers, parents, administrators, and students.
6. All required revisions will be due to the Superintendent by the end of March 2010.
7. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
8. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
9. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
10. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will considered for renewal in three years.



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Attachment 11

Public School Choice Site: Garfield High School

Local District 5 (Martinez)

Board District 5 (Flores)

Superintendent's Recommendation: Garfield High School with reservations and Green Architectural Design Academy (as one Small Learning Community)

Rationale:

Garfield High School

- I. The application sets out an instructional plan that has elements of research-based and data-driven instruction. The plan proposes interdisciplinary, thematic-based units with authentic formative assessments. Each Small Learning Community (SLC) has a pedagogical partner with traditional tutoring and academic monitoring proposed. The plan articulates an intervention program that is grounded in RtI. It also identifies the specific needs of all students including those with disabilities and English Learners.
- II. Garfield High School does not have a track record of success. There has been mixed API progress over the past two-years and CST proficiency rates are low.
- III. The application shows strong community outreach and involvement with structured stakeholders' advisory boards for each SLC.
- IV. There is some evidence that the plan will be successfully implemented if properly supported. However, it is important that the benchmarks outlined in the "Next Steps" are met.

Green Architectural Design Academy (GADA)

- I. GADA proposes project-based learning centered around the theme of Green Architectural design. Using this instructional focus with important structural changes such as a longer block schedule, the addition of advisory classes, internships and student-led conferences, this proposal outlines a strong SLC design.
- II. GADA does not have a proven track record and should closely self-monitor with on-going oversight to ensure results.
- III. GADA has many strong partnerships that include being a receipt of the California Partnership Academy Start-up Grant, which will support initial implementation of this themed SLC.
- IV. With the support of the California Partnership for their strong proposal, GADA appears to have a good foundation for successful implementation.

Evaluation Process Data Points:

Garfield High School

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes



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- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
709/716	209/211	183/187	18/20	74/76	596/616	469/484

Green Architectural Design Academy

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Parents	Employees	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
245/613	65/151	57/149	5/12	36/66	185/489	103/363

Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.
2. By the end of March 2010, the Garfield High School applicant team must revise the proposal to include: a comprehensive theory of learning as part of the SLC strategy; clear instructional strategies and goals for students designated as English Language Learners and Standard English Learners that does not create tracking; a clear implementation plan & timeline for the changes to Garfield outlined in the proposal. The Green Architectural Design Academy SLC will be part of Garfield next year, and the revised plan should reflect this. In addition, Garfield High School may consider incorporating the Pilot school proposals submitted for Esteban Torres High School. The Pilot school proposals showed merit and with support may provide Garfield High School parents and students with viable options.
3. By the end of March 2010, both applicant teams must work together to ensure coordination of the GADA SLC plan into Garfield High School's overarching plan.
4. By the end of March 2010, both applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
5. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.



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6. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
7. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
8. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will considered for renewal in three years.



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Attachment 12

Public School Choice Site: Gratts Primary Center

Local District 4 (Maltez)

Board District 2 (Garcia)

Superintendent's Recommendation: Para Los Niños

Rationale:

- I. The Para Los Niños proposal includes a strong instructional plan rooted in research and within the context of the community they will serve. Para Los Niños will build their instructional model around practices from the National Research Council and the Reggio Emilia model as well as other well researched strategies.
- II. Para Los Niños has a strong track record of success at their existing charter school. Serving a similar demographic, they have a 2009 API score of 702 with rates on the CST that are higher than Gratts Elementary School. The school has improved by 148 API points from 2005-2009 as well as an increase in proficiency in Math (41%) and ELA (28%).
- III. Para Los Niños incorporates family and community throughout their proposal. They strongly believe in social support services for students and their families as demonstrated by their Integrated Service Delivery Model. Each student has an individual plan that addresses both academic and socio-emotional needs in the context of the family.
- IV. Based on Para Los Niños' deep roots in the community as well as their demonstrated success, it is clear that they will be able to implement this proposal.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	2/48	10/414	N/A	N/A	166/877	145/197

Next Steps:

1. Promoting partnership and cross-fertilization of ideas and best practice between all public schools is critical. To that end, Para Los Niños and Gratts Elementary School must work



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collaboratively to facilitate regular sharing of best practices on pedagogy, intervention strategies and parent outreach, etc.

2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 13

Public School Choice Site: Griffith-Joyner Elementary School

Local District 7 (McKenna)

Board District 7 (Vladovic)

Superintendent's Recommendation: Griffith-Joyner Elementary School

Rationale:

- I. The application sets out an instructional plan that is focused on four key components: personalization through the creation of smaller, personalized houses, data analysis, targeted intervention, and coherent, relevant professional development. This proposal includes a detailed assessment plan that holds all stakeholders accountable for success and incorporates on-going strategic professional development with feedback to support teaching and learning. It identifies clearly the specific needs of all students including those with disabilities and English Learners.
- II. Recently, Griffith-Joyner has made gains in API although experiencing a drop last year. In 05-06 they gained 18 points, in 06-07 they gained 42 points, in 07-08 they gained 49 points, and in 08-09 they lost 19 points. They must continue to raise their API as well as their CST proficiency levels.
- III. The plan articulates a deep understanding of the community it serves and strategies for robust parent engagement. In addition, it is actively seeking to strengthen already existing partnerships with higher education institutions and community based organizations.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	97/100	417/481	N/A	N/A	758/890	5/5



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Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix that must include measurable strategies for increased proficiency rates for SEL and ELL students.
2. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 14

Public School Choice Site: Hillcrest Elementary School

Local District 3 (King)

Board District 1 (LaMotte)

Superintendent's Recommendation: Hillcrest Uplifted

Rationale:

- I. The application sets out an instructional plan that is research-based, rigorous and includes personalization within academic centers and personal learning plans for each student. The proposal provides strategies for student assessment data to drive professional development, and includes data and instructional teams for monitoring continuous improvement.
- II. The plan articulates sound documentation of past success, and it clearly identifies the specific needs of all students including those with disabilities and English Learners. However, Hillcrest Elementary School has been underperforming for a long period of time. The proposal must also set the bar high for the students it serves. Hillcrest Uplifted must focus on the constant improvement of student outcomes as evidenced by increasing its API and CST proficiency levels.
- III. The applicant knows its community and articulates strategies for outreach for full parent and community engagement.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Parents	Employees	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	76/77	142/156	N/A	N/A	153/180	110/125

Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.



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2. By the end of April 2010, the applicant team must meet with the Superintendent to review the following: the rationale behind the research-based theme for each small learning academy, the implementation plan for parent centers, and the feasibility of the autonomies requested in the proposal.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 15

Public School Choice Site: Hyde Park Elementary School

Local District 3 (King)

Board District 1 (LaMotte)

Superintendent's Recommendation: Young Empowered Scholars (YES) Academy with reservations

Please note that prior to submitting their proposal as YES Academy, Hyde Park Elementary School worked to establish a partnership with another applicant team. Unfortunately two days prior to the submission deadline, the partnership fell through and Hyde Park Elementary School worked feverishly to submit the YES Academy proposal by the deadline. As a result, their proposal requires additional development but establishes an effective foundation to build upon.

Rationale:

- I. The application sets out an instructional plan that is research-based and data-driven, includes differentiated instruction that is culturally relevant, and contains strategies and interventions as part of good first teaching. The proposal is based on pedagogy that has proven success. The instructional elements include current District curriculum as well as research-based strategies from other sources. It supports the specific needs of all students including those with disabilities and English Learners.
- II. YES Academy, composed of Hyde Park Elementary School stakeholders, does not have a track record of success. API scores have gone down over the past two years and CST proficiency rates are low.
- III. The proposal provides strong collaborative components with all stakeholders including local organizations.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation. However, it is important that the benchmarks outlined in the "Next Steps" are met.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** No
- **Superintendent's Panel Team Recommendation:** Yes with reservations
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	51/56	131/172	N/A	N/A	46/67	18/24



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Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.
2. By the end of March 2010, the applicant team must work with the Local District Superintendent and the Superintendent's Office to revise the proposal to include: clear instructional strategies and goals for students designated as English Language Learners and Standard English Learners; clear implementation plan and timeline for the necessary changes to Hyde Park Elementary School outlined in the proposal.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will be considered for renewal in three years.



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Attachment 16

Public School Choice Site: Jefferson High School

Local District 5 (Martinez)

Board District 7 (Vladovic)

Superintendent's Recommendation: Jefferson High School

Rationale:

- I. The Jefferson proposal is visionary, and the leadership and staff at Jefferson High School are the first to admit that improvement is needed of great magnitude.
- II. Jefferson's structural plan to move towards five small schools in 2012 is supported by an instructional plan that places an emphasis on academic rigor, curricular relevance and personalized pedagogy. Using common A-G core classes across the school, as well as research based practices such as RtII, each SLC overview demonstrates how students will experience the content. It is clear from the instructional approach and professional development plan that Jefferson is endeavoring to build great ownership of instruction among its faculty.
- III. Jefferson has made modest gains in their API score in 2008, but continues to struggle with CST proficiency as well as graduation rates. It is imperative that the goals outlined in this plan's accountability matrix be monitored and met. Jefferson High School has a long history of partnerships in the community as well as with local universities. They have also engaged their parents in writing the PSC plan, which reiterates the ownership by all stakeholders.
- IV. With strong ownership by staff, students, families and partners in their proposal as well as with the continued leadership of the current principal, Jefferson shows an ability to implement the necessary changes. However to ensure students do not receive anything less than they need and merit, continued evaluation is necessary to ensure Jefferson is successful and sustainable implementation of the proposal.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
239/246	46/50	116/125	0/0	32/59	476/538	154/202



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Next Steps:

1. By the end of March the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
2. By October, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 17

Public School Choice Site: Lincoln High School

Local District 5 (Martinez)

Board District 2 (Garcia)

Superintendent's Recommendation: Lincoln High School Focus Team with reservations and Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School

Rationale:

Lincoln High School Focus Team

- I. The application sets out an instructional plan that includes project-based, interdisciplinary, thematic-based units, authentic formative assessments, block scheduling, and effective structures to support interventions with flex advisory periods. By moving to project-based learning and Small Learning Communities (SLCs), Lincoln hopes to personalize learning and engage all students in their education.
- II. Lincoln does not have a strong track record of success. They have a declining API and low CST proficiency rates. As a result, the progress of Lincoln will require frequent and close monitoring.
- III. The application articulates a collaborative approach with all stakeholders as evidenced by the structure of each SLC to ensure outreach to parents and community. Each SLC has clear partnerships with supporting organizations.
- IV. The proposal contains an instructional plan that with further development and support should be successfully implemented. However, it is important that the benchmarks outlined in the "Next Steps" are met.

Law, Leadership in Entertainment, and Media Arts (LEMA)

- I. The application sets out an instructional plan that is strong, data-driven, and has a measurable research and evaluation process to monitor increases in student performance. There is a strong focus on closing the "digital divide" and a well-articulated plan on *how* to implement necessary changes. With a community school approach, LEMA will also provide important socio-emotional support to students with wrap-around services.
- II. As a new small school within the Lincoln High School campus, LEMA will need to be vigilant in tracking and improving student outcomes.
- III. This application shows a collaborative approach with parents participating in the design of the school and demonstrated evidence of many strong partnerships with both business and higher education that will provide resource support to the instructional plan.
- IV. The plan is thorough and shows the ability to be implemented.



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Evaluation Process Data Points:

Lincoln High School Focus Team

- **Initial Review Team Recommendation:** Yes, with reservations
- **Superintendent's Panel Team Recommendation:** Yes, with reservations
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
91/137	143/153	52/56	4/6	4/9	152/157	40/46

Law, Leadership in Entertainment & Media Arts

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** No
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
52/141	27/125	19/44	2/7	4/9	50/139	19/39

Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.
2. By the end of March 2010, the Lincoln High School Focus Team must develop the thematic-based instructional units discussed in their plan. In addition, the team must outline clear instructional strategies for students designated as English Language Learners. Lincoln High School Focus Team will need to develop a stronger implementation plan that includes the effective engagement of parents as well as feeder parents.
3. By the end of March 2010, both applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.



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5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will be considered for renewal in three years.



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Attachment 18

Public School Choice Site: Maywood Academy High School

Local District 6 (Galindo)

Board District 5 (Flores)

Superintendent's Recommendation: Maywood Academy High School

Rationale:

- I. Maywood Academy High School proposes improving student outcomes in part through an emphasis on personalization via multiple avenues including the creation of SLCs and daily formative assessment in each classroom. Moving towards a more personalized model with on-going formative and summative assessments as a means to improve student outcomes is a viable research based approach.
- II. Maywood Academy has a strong graduation rate, but has had negative API growth in the last year with poor CST proficiency rates. Continued monitoring of Maywood's progress on their proposed achievement goals is necessary.
- III. Maywood's plan exhibits partnerships with neighboring community colleges as well as with the Parent Institute for Quality Education with the goal of increasing family participation at Maywood.
- IV. To ensure improved student outcomes, the Local District office will need to continue to provide support on an on-going basis to Maywood Academy High School.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
77/85	36/52	35/61	6/6	11/15	79/108	65/93

Next Steps:

1. Maywood leadership will need to continue to work with the Local District staff to develop a strong, specific, measurable implementation plan.



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2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 19

Public School Choice Site: San Fernando Middle School

Local District 2 (Sanchez-Pena)

Board District 6 (Martinez)

Superintendent's Recommendation: San Fernando Middle School and Youth Policy Institute Pilot School (San Fernando Institute of Applied Media)

Rationale:

Both the San Fernando Middle School Collaborative and the Youth Policy Institute (YPI) submitted strong plans for San Fernando Middle School. It is recommended that YPI establish the San Fernando Institute of Applied Media to serve approximately 430 students on the San Fernando Middle School campus and that the San Fernando Middle School Collaborative serves the remaining student body of approximately 1250 students.

San Fernando Middle School Collaborative

- I. The San Fernando Middle School Collaborative proposal outlines a Humanitas interdisciplinary model with research based instructional strategies, and proposes an innovative 4+4+1 block schedule that will permit enrichment and intervention during the school day.
- II. While the San Fernando Middle School Collaborative does not have a proven track record, they have purposefully partnered with organizations such as the Los Angeles Education Partnership, who are solidly rooted in raising educational outcomes. This recommendation includes the expectation that continuous growth will occur as measured against their accountability matrix.
- III. The San Fernando Middle School Collaborative has pursued and established several robust partnerships with Project GRAD, the aforementioned Los Angeles Education Partnership, the College of Education at California State University, Northridge and the Valley Neighborhood Collaborative.
- IV. The well thought-out nature of this plan along with the strength of the partnerships indicates a strong likelihood of successful implementation. That said, continuous monitoring will need to occur to identify immediate change and positive student achievement within the San Fernando Middle School Collaborative.

Youth Policy Institute

- I. The YPI proposal includes a focus on technology, and specific interdisciplinary curriculum that is being developed using researched based backwards-planning methodology. In addition, YPI proposes strong instructional programs that anchor the instructional plan.
- II. The Youth Policy Institute has a proven track record with middle school students in this community. Bert Corona Charter has had positive API growth over the last two years (646 and 652) and is similar in size and demographics to the school that YPI would partner with on the San Fernando Middle School campus.
- III. The YPI brings a strong wrap-around service approach to the school supported by many community partnerships.



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IV. This proposal provided a number of structures and resources to show a thorough understanding of implementation necessary for this plan.

Evaluation Process Data Points:

San Fernando Middle School Collaborative

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	91/113	64/90	7/12	26/37	285/340	16/30

Youth Policy Institute

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	21/113	25/90	5/12	11/37	47/340	12/30

Next Steps:

1. Both San Fernando Middle School Collaborative and the YPI must work collaboratively to design and implement a strong partnership to ensure an effective and equitable operation of the San Fernando Middle School campus. Both applicant teams must also ensure the on-going sharing of best practices in all areas including pedagogy, intervention strategies and parent engagement.
2. Teachers are encouraged and supported in their efforts to develop and write their own curriculum. Any new curriculum must be finalized by July 1, 2010 to ensure significant time for professional development prior to the start of school. The curriculum must be research-driven and California State standards-based.



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3. The Technology Center must be centrally located and equitably accessible to all students on the San Fernando Middle School campus.
4. By the end of March 2010, both applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
5. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
6. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
7. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
8. Public School Choices site operators will be considered for renewal every five years.



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Attachment 20

Public School Choice Site: San Pedro High School

Local District 8 (Del Cueto)

Board District 7 (Vladovic)

Superintendent's Recommendation: San Pedro High School Community with reservations

Rationale:

- I. The San Pedro High School Community proposal includes an instructional plan that is data driven and creates individualized student pathways to success. It also includes monitoring assessments; however, new specialized assessments must be developed in concert with the newly developed electives for each Small Learning Community (SLC). While the proposal incorporates a data driven intervention model, the interventions need alignment across all SLCs.
- II. The plan articulates past success as a community school, but data does not exhibit success for all students. The plan identifies the specific needs of all students including those with disabilities and English learners however the interventions across the SLCs need revision and unification.
- III. The application articulates strategies for outreach to community businesses and organizations in supporting students in preparation for Workforce Readiness; establishing a Parent Council to ensure participation on school committees and advisories; and an alignment of teachers to students and parents for outreach and support of educational goals.
- IV. The proposal contains an instructional plan emphasizing research-based uniform instructional strategies to engage students. However, successful implementation requires staff training and use of such strategies with fidelity, monitored by regular classroom observations with follow-up reflections. It is important that the benchmarks outlined in the "Next Steps" are met.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes with reservations
- **Superintendent's Panel Team Recommendation:** Yes with reservations
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
295/327	120/124	123/132	13/13	31/31	247/262	2/2



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Next Steps:

1. If the plan is not improved, the Superintendent will intervene using the provisions under No Child Left Behind.
2. By the end of March 2010, the applicant team will meet with a Central Team assigned by the Superintendent along with a Local District Director, to revise the overall plan to improve delivery of services to students. Each SLC must establish benchmark targets for improvement and identify the mechanism by which evidence will be collected and reviewed. The Interventions across the SLCs must be aligned. New specialized electives for each SLC along with monitoring assessments must be developed. Improved supports for English Learners must be developed to ensure student success in core instructional courses. Interventions for all students must be a part of the regular day instructional program. With only 132 out of 3,325 eligible parents voting, there must also be a strong outreach plan in place within the revised proposal.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. While most Public School Choices site operators will be considered for renewal every five years, applicant teams recommended with reservations will be considered for renewal in three years.



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Attachment 21

Public School Choice Site: South Region Elementary School #1

Local District 7 (McKenna)

Board District 1 (LaMotte)

Superintendent's Recommendation: Local District 7

Rationale:

- I. The application sets forth a strong plan based on a problem-solving and a data-based approach to making instructional and intervention decisions. Instructional groups are formed and dissolved to allow for maximum flexibility and avoid the static nature of student groupings of the past. The school will be organized into three Small Learning Communities – Prek-2 and primary special education classes, grades 3-4 and middle grade special education classes, and grade 5-6 and upper special education classes. Options such as looping, gender-based classes and ungraded classes will be based on data, utilized to support the learning and achievement of all students, including EL, SEL, Students with Disabilities, and Gifted. Response to Instruction and Intervention (RtI²) will serve as the multi-tiered delivery instruction. A Bridge Coordinator will be budgeted and responsible for supporting instruction and compliance for students with IEPs. Students with disabilities as well as teachers of these students will be included, integrated, and have access to all instruction, programs, assessments, and professional development as do general education personnel and students. For Standard English Learners, a variety of strategies will be utilized including AEMP, Debate Club, training in culturally responsive pedagogy. Specific strategic instructional approaches with EL students are nested within the RtI² framework.
- II. The relieved schools have shown growth over the last couple of years, 75th Street Elementary (API 673), 93rd Street Elementary (API 747), Manchester Elementary (API 695), and South Park Elementary (API 770).
- III. As a new school to the community, Local District 7 has begun to engage the community in the process via parent/community planning meetings with over 150 parents in attendance. These meetings will continue to keep parents and the community fully engaged in the opening of the school. A Parent Center will be established and based on the research and work of Joyce Epstein. The community will be involved in the selection of the Principal. Key community partnerships will be established with agencies and organizations within the community upon the arrival of the Principal.
- IV. There is no outstanding reason to believe Local District 7 does not have the capacity to successfully implement this plan.



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Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	128/129	109/136	N/A	N/A	78/135	110/151

Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix. There needs to be intentional articulation of what the instructional approach will be for EL students. Although the instructional plan is well laid out, and SEL and Gifted are intentionally called out, EL needs to be strengthened within the use of Response to Instruction and Intervention. The use of teacher-developed assessments as described in Appendix K will need further delineation.
2. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 22

Public School Choice Site: South Region Elementary School #2

Local District 7 (McKenna)

Board District 7 (Vladovic)

Superintendent's Recommendation: Local District 7

Rationale:

- I. The LD 7 instructional plan includes three small learning communities to enhance and personalize learning, a well developed ELD program using the LAUSD Task Based Language Teaching (TBLT), Response to Instruction and Intervention (RtI²) differentiation strategies and materials and a well-designed plan for accelerated learning. The application indicated that through rigorous professional development, teachers will be involved in 10-11 hours a month of PD to review and analyze data, collaborate on progress of students and use this data analysis to modify instructional practices on an ongoing basis. Data results will be used to group students appropriately for strategic/intensive instruction and intervention.
- II. The plan articulates sound documentation of past success. The relieved schools have shown academic progress over the last couple of years – 66th ST (735), McKinley (717), Miramonte (688), and Parmelee (711). It identifies clearly the specific needs of all students including those with disabilities and English learners.
- III. The application articulates strategies for strong parent and community engagement, and a clear knowledge of the community it will serve.
- IV. The proposal outlines a clear plan for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	341/371	127/127	N/A	N/A	151/379	19/26



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Next Steps:

1. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
2. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
3. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
4. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
5. Public School Choices site operators will be considered for renewal every five years.



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Attachment 23

Public School Choice Site: South Region Elementary School #3

Local District 6 (Galindo)

Board District 5 (Flores)

Superintendent's Recommendation: Bell/Cudahy Partners in Education

Rationale:

- I. The plan clearly demonstrates a strong, research-based, data-driven instructional plan with a clear assessment methodology. The instructional plan will be implemented via two Small Learning Communities, a variety of assessments, including student self-assessments, and a professional development structure that allows time to plan for differentiation. The balanced curriculum includes a plan for a quality arts program. It is very encouraging that each student will have a Personalized Education Plan. The plan calls for an elongated school day and year (5 professional development days and 5 instructional days). The plan has a strong focus on using Professional Learning Communities to differentiate support for its educators.
- II. The relieved schools for this new school have all demonstrated good growth over the last couple of years for all students. Corona EL (742, +15), Hughes EL (770, +45), and Elizabeth LC (657, +39).
- III. The Bell/Cudahy Partners in Education proposal garnered strong support from parents and employees. The plan has formal support of the city councils from the City of Bell, City of Cudahy and from the Southeast Cities Schools Coalition. There is dual-use plan for the campus to provide GED and other adult education classes.
- IV. The plan clearly demonstrates the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	214/248	186/192	NA	NA	344/394	163/190



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Next Steps:

1. Given the current financial environment, the planning team will need to develop contingency plans if elongating the school year is not possible.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 24

Public School Choice Site: South Region Elementary School #4

Local District 6 (Galindo)

Board District 5 (Flores)

Superintendent's Recommendation: Aspire Public Schools

Rationale:

- I. The application clearly outlines the use of data-driven instruction and decision-making. Multiple forms of data are available to plan, manage, deliver, and evaluate instruction and intervention. Results are broken down by standard, content strand or proficiency level. Data teams made of teachers and administrators use cycles of inquire to diagnose and remediate areas of learning need. Aspire's educational program is designed to increase college-going rates for students that have historically been under-represented in college. Personalized Learning Plans are developed for each student.
- II. Aspire has been successful with similar communities and students at three elementary schools in Huntington Park. It has a 10 year history and is now the highest performing district in CA that has 10 or more schools. The plan articulates sound documentation of past success. It identifies clearly the specific needs of English learners. To meet the need of EL students, Specially Designed Academic Instruction in English (SDAIE) is added to its core program. Additionally, all teachers have professional development on Guided Language Acquisition Development (GLAD) training. Students with Disabilities are mainstreamed and part of the general education programs.
- III. Collaboration is one of Aspire's five core values. They bring to the table many partnerships. Letters of support from a wide range of stakeholders are evidence of the vast community engagement and support of Aspire. There is already interest in creating a PreK-5 complex by partnering with an adjacent Early Education Center.
- IV. The Aspire proposal features a strong instructional plan that includes small, personalized environment, looping students, longer school day, and a college going culture. It utilizes project-based instruction as well. Data is continually used to drive instructional decision-making and the continuous improvement process. Aspire currently operates 25 campuses in CA, including five within LAUSD.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**



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High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	1/50	16/126	N/A	N/A	68/329	11/81

Next Steps:

1. By the end of March 2010, Aspire needs to articulate how they will serve students with more significant disabilities. While the application addresses the safeguards afforded students with IEPs, not all students on IEPs are easily mainstreamed into classes.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



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Attachment 25

Public School Choice Site: South Region Middle School #2A-C

Local District 6 (Galindo)

Board District 5 (Flores)

Superintendent's Recommendation: South Area Teacher Collaborative (2 schools) and Magnolia Schools (1 school)

Rationale:

There are three schools (2A, 2B, 2C) on the campus of the South Region Middle School #2. For South Region Middle School #2B, Magnolia Schools submitted the strongest plan. For South Region Middle School 2A and 2C, South Area Teacher Collaborative submitted the strongest plans.

South Area Teacher Collaborative

- I. The South Area Teacher Collaborative plan highlights Culturally Relevant and Responsive Education (CRRE). As a starting place, South Area Teacher Collaborative proposes using current district curriculum while developing pedagogical strategies through backwards planning methodology. Professional development will center on establishing PLCs (Professional Learning Communities) focused on key application strategies.
- II. The South Area Teacher Collaborative has experience serving a similar student population and has achieved positive academic growth with this population over the past two years. The plan outlines clear goals and metrics, which they should return to throughout the year to ensure the needs of all students are consistently met.
- III. The applicant team consists of members from the community and demonstrated a connection with the parents of the students they will serve.
- IV. The South Area Teacher Collaborative shows the capacity to implement the proposal with the appropriate support and oversight.

Magnolia Schools

- I. The Magnolia Schools proposal clearly demonstrates a strong, research-based, data-driven instructional plan with a clear assessment methodology. As a science focused school, the Magnolia plan makes clear how technology will be put into the hands of students allowing them access to an inquiry based science curriculum. Magnolia's plan outlines a strong data based monitoring system ensuring that students, families and staff understand where each student stands academically throughout the school year.
- II. Magnolia Schools have a very strong track record of serving student with similar backgrounds. Their 5 other schools have API scores of 814, 788, 748, 742, and 697. ELA proficiency rates are 55%, 51%, 43%, 41%, and 39%. Math Proficiency rates are 49%, 46%, 45%, 42%, and 41%.
- III. The Magnolia plan details high expectations for parental involvement and the school provides multiple opportunities for parents to engage with the school.



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IV. The Magnolia plan details a clear alignment between the professional development plan and the instructional plan. Given Magnolia's track record and their strong plan, there is a clear indication of strong implementation.

Evaluation Process Data Points:

South Area Teachers Collaborative

- **Initial Review Team Recommendation:** No
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	193/201	104/113	6/6	18/24	260/409	123/144

Magnolia Schools

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** No
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	2/100	10/59	2/9	1/13	10/142	9/80

Next Steps:

1. By the end of March 2010, the South Area Teacher Collaborative will need to work the Superintendent's Office to develop a more detailed plan. They need to start by disaggregating student data as well as identify specific strategies for each student. The plan also needs more specifics about interventions during the school day. The proposed curriculum is from Nimitz, where scores only increased by 18 points over 4 years. The plan will need to address how they will accelerate learning for students. Additionally, the South Area Teacher Collaborative needs to develop a stronger parent and community outreach plan. Lastly, the professional development plan needs to be revised to better align with the needs of the students at the school.



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2. By the end of March 2010, Magnolia Schools needs develop a more thorough plan for English Language Learners and students with disabilities. The plan also needs to be strengthened by further detailing the science curriculum. The discipline plan also needs to be revised to focus more on positive reinforcements rather than punitive behaviors. Lastly, Magnolia Schools needs to strengthen their parent and community outreach plan.
3. By the end of March 2010, both applicant teams will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Attachment 26

Public School Choice Site: Valley Region Elementary School #6

Local District 1 (Brown)

Board District 6 (Martinez)

Superintendent's Recommendation: Local District 1

Rationale:

- I. The application sets out an instructional plan that is framed by six core elements: rigorous, standards based instruction, effective use of data, purposeful leadership development, targeted professional development, effective collaboration and increasing personalization. A key part of the instructional plan is also a commitment towards meeting the needs of all learners with clear, practice proven strategies. Using data and targeted professional development, the school staff will enhance current LAUSD curriculum after the first year of implementation thus personalizing instruction for specific students. A particularly exciting component of the plan proposed by Local District 1 is the sharing of best practice across school sites to enhance professional development and engender collaboration.
- II. The plan articulates sound documentation of past success. The relieved schools have shown success with all students - Parks LC (685), Panorama City (701), Liggett (748), Plummer (809), and Primary Academy (856). The plan clearly identifies the specific needs of all students including those with disabilities and English learners.
- III. The application articulates strategies for outreach to parents, community, teachers and administrators. Emphasis is placed on collaboration and team building. Strong partnerships with PacifiCare Health Initiative, Northridge Hospital, LD1 Wellness and Diabetes Initiative, Lowe's Foundation, Hart Street Dental Clinic, Lenscrafters Gift of Site Program, Parent Centers, and the Economic Alliance of the San Fernando Valley.
- IV. The proposal contains a clear instructional plan that evidences the capacity for successful implementation. By implementing Individual Learning Plans for teachers, they should receive the differentiated support necessary to help their students achieve.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	103/105	243/257	N/A	N/A	487/517	41/42



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Next Steps:

1. It is recommended that Local District 1 seek a partnership with the Youth Policy Institute to provide before and after school wrap-around services. The expertise of the Youth Policy Institute would strengthen the proposal of Local District 1.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Attachment 27

Public School Choice Site: Valley Region Elementary School #7 (Julie Korenstein ES)

Local District 2 (Pena-Sanchez)

Board District 6 (Martinez)

Superintendent's Recommendation: Local District 2

Rationale:

- I. Local District 2 proposes an instructional plan that utilizes current district curriculum and has added an emphasis on an inquiry based, interdisciplinary approach. The plan outlines a number of research-based instructional strategies including modeling, cooperative and flexible grouping, direct instruction, concept attainment, service learning, and strategy-based instruction.
- II. Local District 2 has a relatively strong track record operating the surrounding schools with APIs ranging from 697 to 804.
- III. Local District 2 has established a community school approach with the following partners: California State University Northridge, Project GRAD, Los Angeles Education Partnership and Valley Care Community Consortium.
- IV. There are some reservations about the implementation of this plan due to the proposal's lack of focus and coherence despite the number of research-based instructional strategies cited throughout the proposal. Additionally, a number of professional development plans and thus instructional initiatives are dependent upon a flexible per-pupil budget model. While the added flexibility may be of service to the school, the applicant team should be cautioned to have a realistic understanding about the amount of professional development and other services that this flexibility will afford.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	183/187	351/395	N/A	N/A	248/262	116/125



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Next Steps:

1. By the end of March 2010, Local District 2 must revise their plan with a more specific focus for their instructional plan and submit to the Superintendent. They should focus on 3-4 key strategies in this revision. In addition, they need to show a clear operational plan for this focus.
2. It is recommended that Local District 2 seek a partnership with the Youth Policy Institute to provide before and after school wrap-around services. The expertise of the Youth Policy Institute would strengthen the proposal of Local District 2.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Attachment 28

Public School Choice Site: Valley Region Elementary School #8

Local District 2 (Pena-Sanchez)

Board District 6 (Martinez)

Superintendent's Recommendation: Local District 2

Rationale:

- I. The application sets out an instructional plan that is based on a dual language school-wide program. Using technology infused standards-based curriculum delivered using project and inquiring based learning students will use a variety of approaches to engage in bilingualism, bi-literacy, and biculturalism. Use of data and assessment results will drive instructional decision-making. The problem-solving process, nested within the Response to Instruction and Intervention framework is well articulated.
- II. Local District 2 has shown growth with Gridley (API 745, 38% ELA, and 51% Math) and Morningside (732, 38% ELA, and 55% Math). The plan articulates thorough approaches to providing core as well as supplemental instruction for EL and SEL students. Expectations and support for students with disabilities as well as gifted students are clearly delineated.
- III. As a part of family and community engagement, parental opportunities will include English as a second language classes, parenting classes, job training and preparation classes, and GED classes. A School Community Outreach Team will be created to coordinate services for families and students as well recommend other parent training and involvement activities. Other community partners include Project GRAD and CSUN.
- IV. Local District 2 has provided technical and instructional assistance to schools in the San Fernando Valley with similar demographics to VRES #8. The proposal contains many reforms, structures, and initiatives. It is questionable as to which parts can realistically be implemented. The scope needs to be tightened and targeted.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	96/104	76/100	N/A	N/A	158/169	20/26



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Next Steps:

1. By the end of March 2010, Local District 2 must revise their plan with a more specific focus for their instructional plan and submit to the Superintendent. They should focus on 3-4 key strategies in this revision. In addition, they need to show a clear operational plan for this focus.
2. It is recommended that Local District 2 seek a partnership with the Youth Policy Institute to provide before and after school wrap-around services. The expertise of the Youth Policy Institute would strengthen the proposal of Local District 2.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Attachment 29

Public School Choice Site: Valley Region Elementary School #9

Local District 2 (Pena-Sanchez)

Board District 6 (Martinez)

Superintendent's Recommendation: Local District 2

Rationale:

- I. Local District 2 provided a clear description of a Personalized Learning Experienced where students will be engaged in a hands-on, academic curriculum focused on math, science, and technology. The proposal outlined how the students would be involved in community service and project-based learning, using a research-based, state-adopted, and district-approved curriculum.
- II. The plan articulates sound documentation of past success. It currently operates the three feeder schools and all have increased their API by 269 API points in a five year period. Although the schools in the area still have work to do, it appears that the majority of the schools (40 out of 58) are on the path to produce high achieving students who will be college prepared and career ready. The plan clearly identifies the specific needs of all students including those with disabilities and English learners.
- III. The application articulates strategies for strong parent and community engagement, and a clear knowledge of the community it will serve. The school will unite the neighborhood by establishing a Community Resource Center. Partners include California State University, Northridge (CSUN), Project GRAD, Los Angeles Educational Partnership, Mission Community Hospital, and Valley Care Community Consortium.
- IV. The proposal contains an instructional plan that evidences the capacity for successful implementation.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	97/106	117/130	N/A	N/A	109/123	25/31



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Next Steps:

1. By the end of March 2010, Local District 2 must revise their plan with a more specific focus for their instructional plan and submit to the Superintendent. They should focus on 3-4 key strategies in this revision. In addition, they need to show a clear operational plan for this focus.
2. It is recommended that Local District 2 seek a partnership with the Youth Policy Institute to provide before and after school wrap-around services. The expertise of the Youth Policy Institute would strengthen the proposal of Local District 2.
3. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
4. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
5. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
6. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
7. Public School Choices site operators will be considered for renewal every five years.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Attachment 30

Public School Choice Site: Valley Region Elementary School #10

Local District 1 (Brown)

Board District 4 (Zimmer)

Superintendent's Recommendation: Local District 1

Rationale:

- I. The plan is clearly outlined, research-based and driven by data-based decision making. Nested within the Response to Instruction and Intervention framework, the needs of all students are matched with a variety of instructional and intervention strategies, methodologies and supported by professional development. The plan also includes the desire to apply for a state preschool program for the site. The plan clearly articulates the expectation and inclusion of students with disabilities in general education curriculum with support where needed. EL and SEL students are clearly addressed via evidence-based instructional strategies.
- II. Local District 1 has had success working with diverse populations. Its API gains exceeded that of the District and the State last year.
- III. Local District 1 currently has long-standing relationships with community organization that support the 6 feeder schools of VRES #10. Parent and community outreach is based on Dr. Joyce Esptein's framework of parental involvement.
- IV. The proposal articulates a clear instructional plan that evidences a capacity for implementation by Local District 1.

Evaluation Process Data Points:

- **Initial Review Team Recommendation:** Yes
- **Superintendent's Panel Team Recommendation:** Yes
- **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

High School Students	Employees	Parents	Feeder Grade Parents	Feeder School Parents	Community Members	Non-verified LAUSD Parents and Students
N/A	193/220	152/154	N/A	N/A	743/1249	33/695



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Next Steps:

1. By the end of March 2010, the involvement of parents needs further development to include specific activities beyond the establishment of a Parent Center. This revision must address how parents will be specifically involved in the education of students and what services will be specifically provided.
2. By the end of March 2010, the applicant team will need to meet with the Superintendent to revise and review their Accountability Matrix.
3. By October 2010, the school will meet with the Superintendent to discuss revisions to the Accountability Matrix based on current data.
4. Bi-annually (or as needed) all Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Innovation and Charter Schools Division with an annual report submitted to the Board and Superintendent.
5. If Public School Choice sites are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary.
6. Public School Choices site operators will be considered for renewal every five years.