



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

ATTACHMENT H

PUBLIC SCHOOL CHOICE SITE: Central Region High School #16

LOCAL DISTRICT 5 (Martinez)

BOARD DISTRICT 7 (Vladovic)

SUPERINTENDENT'S RECOMMENDATION:

- Synergy Academies
- The Social Justice Schools: Fine Arts Academy with reservations
- The Social Justice Schools: Global Issues Academy with reservations

RATIONALE:

Synergy Academies

- I. Modeled after their successful elementary and middle school programs, the Synergy Academies proposal details a rigorous, research-based, data-driven college preparatory instructional program that emphasizes STEM (science, technology, engineering and mathematics) and focuses on four key instructional strategies: fluency, academic language, schemas and time on task. The attention to English Learners (EL) is thoughtful, consistent and reflects the fundamental needs of the incoming student population. Additionally, they have a well-developed plan for the use of data and assessments to drive instruction. They also employ both traditional and innovative instructional methods to ensure that all students have access to the content. Further, Synergy places a high value on high quality teaching and developing teachers as professional educators.
- II. Although Synergy Academies does not have a track record at the high school level, they have an excellent track record of success at their existing elementary and middle school. Serving a similar population of students, all of their schools boast API scores of greater than 800. Their middle school, Synergy Kinetic Academy, received a 2010 API score of 802 after only its second year in operation. Additionally, their elementary school – Synergy Charter Academy – is a 2010 National Blue Ribbon Award winner.
- III. The plan demonstrates a deep understanding of and commitment to this community. They outline proven strategies to continue to engage and involve families in the education of their children. Additionally, Synergy already has strong partnerships with community organizations, support providers and institutions of higher learning and has plans to seek more.
- IV. It is clear that Synergy will be to implement their plan successfully.

The Social Justice Schools: Fine Arts Academy

- I. The proposal sets out an instructional program that establishes a rigorous, research-based, arts-integrated, interdisciplinary curricular program for all students. The proposal clearly identifies the team's teaching philosophy of powerful literacy, the teacher/apprentice instructional model and Culturally Relevant and Responsive Education (CRRE), all which align very well with their core foundational beliefs: cognitive engagement and identity investment. Additionally, the applicant team spells out the research-based instructional strategies on which they will focus across the



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

school – SDAIE (Specially Designed Academic Instruction in English), interactive notebooks, The Reading Apprenticeship Framework and Socratic dialogue - all which have a proven track record of success with similar populations of students when implemented well. It is, however, not clear what curriculum the school will use or how the fine arts will connect to the interdisciplinary approach of their instructional program. Additionally, the core offerings to meet the fine arts are unrealistic and need to be revisited.

- II. While the applicant team itself does not have a track record, the partnerships with Synergy Academies, a high-performing and successful charter management organization, and WestEd, a nationally recognized non-profit education research agency, to ensure student success are very promising and encouraging.
- III. The proposal demonstrates very strong and realistic community partnerships that are appropriate to the student population and responsive to their needs. Additionally, there is a clear, well-defined and focused strategy for engaging families and community. The foundational tenets of the three-pronged approach include: participatory democracy in school governance that involves parents in running the school; wraparound services for students and adult education at the school site to connect the school to families and the community; and student and family participation in community betterment and advocacy.
- IV. With support from WestED and the continued collaboration with Synergy Academies, The Fine Arts Academy appears to have a good foundation for successful implementation. They will, however, need to address the concerns outlines in “Next Steps”.

The Social Justice Schools: Global Issues Academy

- I. The proposal details a rigorous, research-based instructional program that emphasizes global issues and an inter-disciplinary curriculum. The proposal includes multiple strategies to make learning accessible to all students such as Response to Intervention (RTI), Socratic dialogue and Culturally Relevant and Responsive Education (CRRE) to name a few. Additionally, the team proposes a strong research-based plan to engage students with disabilities to emphasize inclusion as a student right and collaboration model between general education and special education teachers. The plan also outlines a professional development program that emphasizes: reflection, dialogue, peer observations, co-planning and guided practice. Unfortunately, global issues appear to be absent in the curricula of the school. Also, the proposal is missing critical details regarding funding and implementation that must be addressed.
- II. While the applicant team itself does not have a track record, the partnerships with Synergy Academies, a high-performing and successful charter management organization, and WestEd, a nationally recognized non-profit education research agency, to ensure student success are very promising and encouraging. Also encouraging is the partnership with Cal Poly Pomona for support in science and mathematics.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

- III. The proposal demonstrates very strong and realistic community partnerships that are appropriate to the student population and responsive to their needs. Additionally, there is a clear, well-defined and focused strategy for engaging families and community. The foundational tenets of the three-pronged approach include: participatory democracy in school governance that involves parents in running the school; wraparound services for students and adult education at the school site to connect the school to families and the community; and student and family participation in community betterment and advocacy.

- IV. With support from WestED and the continued collaboration with Synergy Academies, The Fine Arts Academy appears to have a good foundation for successful implementation. They will, however, need to address the concerns outlines in “Next Steps”.

EVALUATION PROCESS DATA POINTS:

Synergy Academies

- I. Initial Review Team Recommendation: Yes
- II. Superintendent’s Panel Team Recommendation: Yes
- III. Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
1/1*	18/81*	90/144*	131/252*	101/209*	0/0*

The Social Justice Schools: Fine Arts Academy

- I. Initial Review Team Recommendation: Yes
- II. Superintendent’s Panel Team Recommendation: Yes
- III. Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
0/1*	21/81*	16/144*	45/252*	35/209*	0/0*

The Social Justice Schools: Global Issues Academy

- I. Initial Review Team Recommendation: Yes
- II. Superintendent’s Panel Team Recommendation: Yes
- III. Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
0/1*	22/81*	13/144*	31/252*	32/209*	0/0*

** As indicated above, the numerator represents the total number of votes received by an applicant team and the denominator represents the total number of votes cast. It is important to note that voters could cast up to four (4) votes per ballot for this PSC site.*



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

NEXT STEPS:

1. Since CRHS#16 was built for four schools, but we only received three quality applicants, I am capping the enrollment at Synergy and allowing the Fine Arts Academy and Global Issues Academy to enroll the remaining number of students.
2. By April 25, 2011, **The Fine Arts Academy** applicant team must revise and re-submit its plan to the Innovation and Charter Schools Division. The plan should clearly spell out how the fine arts will connect to the interdisciplinary approach of the instructional program as well as what curricula the school will use. The revised plan should also provide a more realistic fine arts course offering as well as budget that supports the implementation of this program given the budget constraints.
3. By April 25, 2011, **The Global Issues Academy** applicant team must revise and re-submit its plan to the Innovation and Charter Schools Division. The plan should clearly spell out how the global issues theme will connect to the interdisciplinary approach of the instructional program. The revised plan should also detail the curricula that will be used. Additionally, the team should provide a detailed implementation timeline that identifies critical benchmarks in the start-up of the school. Finally, the team should provide a realistic budget that supports the implementation of this program given the budget constraints.
4. All revisions will need to involve teachers, parents, administrators and students.
5. On or before July 1, 2011, Local District 5 and Synergy must develop a campus level agreement to commit to learn from each other. At a minimum the agreement should include:
 - a. Formation of a campus council that meets monthly;
 - b. A plan to host joint/collaborative Professional Development in multiple areas as well as tentative schedule;
 - c. A commitment to partner with all of the high schools in the area; and
 - d. A strategy and plan to ensure that enrollment among the schools on the campus exhibit equity based on gender, ethnicity, language, special needs, socioeconomic status and language learner status.
6. By the end of May 2011, the applicant teams will meet with the Superintendent to review and if necessary revise their Performance Management Matrix.
7. By October 2011, the schools will meet with the Superintendent to discuss revisions to the Performance Management Matrix based on current data.
8. Bi-annually (or as needed) all schools on Public School Choice sites will be reviewed by institutions of higher education, Local District Superintendents and the Superintendent's Office with an annual report submitted to the Board and Superintendent.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

9. If schools on Public School Choice sites are not meeting their annual targets, the Superintendent will 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 be considered for renewal in three years.