



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

ATTACHMENT M

PUBLIC SCHOOL CHOICE SITE: Valley Region High School #5

LOCAL DISTRICT 2 (Pena-Sanchez)

BOARD DISTRICT 3 (Galatzan)

SUPERINTENDENT'S RECOMMENDATION:

- Local District 2 Teacher Prep Academy
- The Academy of Scientific Exploration
- Social Justice Humanitas Academy
- ArTES Academy with reservations

RATIONALE:

Local District 2 – Teacher Prep Academy

- I. The instructional program is research-based and designed to be personalized to each student. Instruction will be provided through project-based learning, the inquiry approach, and through the use of technology. In addition, students will receive individualized supports through programs such as mentoring and tutoring. The proposal outlines clear expectations for students, as well as parents in supporting student achievement. Formative assessments were thoroughly described in the plan. Overall, the program is well-developed and ambitious.
- II. Local District 2 has a solid track record working with high schools in the area.
- III. The Teacher Prep Academy applicant team clearly demonstrated an understanding of the needs of the local community, evidenced in the plans for a community resource center and hours of operation of the campus itself. The proposal highlighted the importance of parent engagement by noting that teachers will be expected to communicate regularly with parents and families to discuss the progress of their students and plan for intervention/improvement.
- IV. There is no reason to believe that the applicant team, in conjunction with Local District 2 does not have the capacity to successfully implement this plan.

The Academy of Scientific Exploration

- I. The instructional program for the Academy of Scientific Exploration emphasizes mathematics, science, and technology through a project-based learning approach. A unique feature of the plan is that the school will provide Advisory and Strategic Labs as additional resources for students during the school day. Strategic Labs in particular are an innovative method for connecting with each student to provide individualized intervention, enhancements to classroom learning, or test preparation activities.
- II. The members of the Academy of Scientific Exploration team are experienced teachers; however, they appear to lack administrative experience—there is some concern about the lack of a track record of successful school management.



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- III. The Academy of Scientific Exploration has well-articulated strategies for parent outreach and engagement. For one, part of a teacher's responsibility will be to connect with parents on a regular basis. The team also seems to be well-aware of the key local community members and institutions in the area.
- IV. There is no reason to believe that the applicant team, in conjunction with Local District 2 does not have the capacity to successfully implement this plan.

Social Justice Humanitas Academy

- I. The Social Justice Humanitas Academy presents an instructional plan centered on research-based practices and the use of the Humanitas model as well as an emphasis on the philosophy of social justice. There is a clear vision of curriculum, instruction, and assessment that drives towards academic achievement and college-readiness. The program focuses on the development of the complete individual, and this theme runs throughout the instructional program as well as the envisioned school culture. While the program will be personalized and differentiated, it is less clear how interventions will be provided to students when needed.
- II. The members of the Social Justice Humanitas Academy are current teachers at the Sylmar High School Humanitas Academy; each is an experienced educator and the Humanitas model has proven effective in other LAUSD schools.
- III. The proposal emphasizes the importance of collaboration between the school and community, which the Social Justice Humanitas Academy reinforces with a well-informed analysis of the northeast valley community members and local institutions. The team has already garnered support for the school from local community partners. However, the team may be overly optimistic regarding future prospects for grants and other philanthropic support.
- IV. There is no reason to believe that the applicant team, in conjunction with Local District 2 does not have the capacity to successfully implement this plan.

ArTES Academy

- I. The instructional program is designed with a Humanitas model of interdisciplinary study and focuses on art instruction as a way to engage students. Individual student capacity to learn and students' roles as learner, citizen, and artist are key tenants of the instructional model and the school will be committed to personalized and differentiated learning. However, the plan requires further development and details regarding how the core instructional program will be implemented—currently, it is unclear how the core program will interact with the arts program to create a comprehensive, well-rounded curriculum. It is also unclear how the arts instruction will be connected to the provision of intervention as necessary, support for A-G requirements, and measureable student outcomes.
- II. The ArTES Academy applicant team members are current teachers from Verdugo Hills High School, where an arts program similar to the one proposed is currently being implemented.



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- III. One of the priorities for the ArTES Academy team was to keep the school open to the community until 6:00 pm. The proposal also provided evidence of a variety of community partners based in the local community. Furthermore, the proposal included a tentative shared facilities agreement with two other pilot schools applying for VRHS#5: Academy of Scientific Exploration and the Humanitas School of Social Justice. While the ArTES Academy team has clearly already begun outreach efforts related to the school, its strategies for parent outreach and engagement were not clearly explained.
- IV. There is no reason to believe that the applicant team, in conjunction with Local District 2 does not have the capacity to successfully implement this plan.

EVALUATION PROCESS DATA POINTS:

Local District 2 – Teacher Prep Academy

- I. **Initial Review Team Recommendation:** Mixed
- II. **Superintendent’s Panel Team Recommendation:** No consensus reached
- III. **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
24/609*	40/298*	23/287*	97/1414*	54/664*	0/8*

The Academy of Scientific Exploration

- I. **Initial Review Team Recommendation:** Yes
- II. **Superintendent’s Panel Team Recommendation:** No consensus reached
- III. **Advisory Vote Tabulation for Applicant (# votes for applicant/# of votes)**

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
110/609*	60/298*	46/287*	119/1414*	79/664*	1/8*

Social Justice Humanitas 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
161/609*	71/298*	66/287*	171/1414*	128/664*	4/8*



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ArTES Academy

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

Students	Employees	Parents	Other Parents	Community Members	Uncategorized
85/609*	49/298*	37/287*	191/1414*	128/664*	0/8*

** 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 nine (9) votes per ballot for this PSC site.*

NEXT STEPS:

1. By April 25, 2011, the ArTES applicant team must submit a revised plan to the Innovation and Charter Schools Division that clearly spells out how the core instructional program will be implemented. Specifically, the team should address how the core program will interact with the arts program to create a comprehensive, well-rounded curriculum. The team must also delineate how arts instruction will be connected to the provision of intervention, support A-G requirements and measurable student outcomes. Further, the applicant team must submit a realistic budget that supports the implementation of this program. Finally, the applicant must submit a detailed implementation timeline.
2. All Pilot School applicant teams must study current small Pilot School start-ups.
3. By the end of May 2011, the team will meet with the Superintendent to review and if necessary revise their Performance Management Matrix. Additionally, the team will need to present a plan for how they will engage the families in this community.
4. By October 2011, the collaborative team will meet with the Superintendent to discuss revisions to the Performance Management 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 Superintendent’s Office 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 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.