



**South Region Elementary School #10**

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

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

**RATIONALE**

*Local District 7/UTLA (Lugo)*

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

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

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

*Community-Powered Public Schools (Sievers)*

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

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

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