



South Region Elementary School #12

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

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

RATIONALE

Local District 7/UTLA (Lugo)

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

Community-Powered Public Schools (Sievers)

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

NEXT STEPS

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