



South Region Elementary School #9

Board District 5 (Kayser) | Local District 6 (Lagrosa)

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| Public Educators of South Gate (Ferreira)..... | PROVISIONAL APPROVAL |
| School of Social Justice and Service Learning at SRES #9..... | REJECTED |
| Community-Powered Public Schools (Sievers)..... | REJECTED |

RATIONALE

Public Educators of South Gate (Ferreira)

- The instructional program stresses support for the whole child and a constructivist approach to learning with emphasis on Culturally Relevant and Responsive Education (CRRE), social engagement, 21st Century skills for college readiness, technology, Specially Designed Academic Instruction in English (S.D.A.I.E.), Advancement Via Individual Determination (AVID) and dual-language immersion. The plan also includes a strong and clear focus on service learning, which is embedded throughout the program. It is unclear, however, how all of these various elements will come together to form a coherent and cohesive instructional framework.
- Professional development for staff is thoughtfully developed and well-connected to the formative assessments. The professional development schedule and connection to assessments were thoroughly explained, as well as the plan for Professional Learning Communities, which was a major strength of the plan. The performance reviews will also include peer observations.

School of Social Justice and Service Learning at SRES #9

- Although the plan described a commendable focus on service learning, a focused approach to supporting the many English Learner students projected to attend the school, and several sound ideas for quality instruction, there was some concern that the plan lacked coherence and unity throughout the plan.
- Several elements of the instructional plan were well-reviewed but, overall, the approach seemed to lack an overarching framework that unified all the various strategies and methodologies.
- While the plan presented a thorough analysis of the community and reviewed student performance, goals, and targets to begin identifying areas of need, some critical elements, such as the teaching and learning framework, Common Core State Standards, and the development of a new school culture were not adequately addressed in the plan. Similarly, the professional development plan and the Professional Learning Communities were not clearly explained or fully developed.

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.
- 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

Public Educators of South Gate (Ferreira)

- Approval is contingent upon the enactment by UTLA of all waivers requested by the design team.



- The team must clarify how all of the elements of the instructional program will coalesce in a cohesive instructional framework. The team must also provide an implementation plan that clearly outlines how the various pieces of the instructional program will be rolled out over the next three year.
- Service Plan for Special Education – revisions required.
- The deadline to submit all revisions is no later than **5:00 PM on April 27, 2012**. Detailed information will be provided to the design team via a letter from the PSC team. Additionally, a representative from the Intensive Support and Intervention Team or the Superintendent’s Office will be assigned to support you as you consider the additional information that must be submitted.
- 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.