



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

South Region Elementary School #6

Executive Summaries



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Aspire Charter School

Aspire Public Schools

Executive Summary

EXECUTIVE SUMMARY

1. Executive Summary

Aspire is proud to participate in the historically significant Public School Choice (PSC) process in Los Angeles public education reform. Aspire Public Schools was successful in round 1.0 and is now applying for South Region ES #6 in the second round of PSC to replicate the successful model at South Region #4 in South Gate. Aspire takes this work very seriously and hopes to enrich all students' opportunities to pursue rigorous educational opportunities and to enter and finish college. As Aspire believes that strategic and well planned expansion and growth maintains the excellence of its program for students, Aspire is excited to add schools in Los Angeles. In addition Aspire is incentivized generously by local and national endowments and grants to expand. In 2008, Aspire received \$5 million from The Eli and Edythe Broad foundation to grow in Los Angeles, and this fall it won \$14 million from the United States Department of Education to grow 12 – 15 additional schools in Aspire over the next five years. Aspire is the only Charter Management Organization (CMO) in California to receive this federal grant.

Aspire is excited to move into another section of South Los Angeles which is 3 miles from the schools in Huntington Park (HP) and close enough to meet our criteria for good growth. Aspire's criteria for "good growth" are based on the belief that the expansion of an organization needs to be handled responsibly. The criteria include that new schools (1) will cause no additional financial burden to existing schools; (2) will be located within 15 minutes of an Aspire secondary school to which they have the possibility of matriculating; (3) will only grow in currently existing locales or clusters; (4) will continue to allow access and ease to grants that are tied to growth and (5) and will continue to be able to receive the same support from Aspire home office.

Aspire Public Schools CMO was founded in 1998 by experienced educators and entrepreneurs with the mission to enrich students' lives and reshape local public school systems. Aspire is the first K-12 CMO started in California. Aspire has always been a fiscally solvent organization and has successfully opened and renewed 30 charter schools across California. No Aspire charter has ever been revoked and all have experienced positive audits. Aspire's fourpart mission is:

- To increase the academic performance of California's diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with other forward-thinking educators

Aspire has a twelve year history of starting and running high performing charter schools in California. Based on the 2010 Academic Performance Index, the average Aspire school grew 14 times its state target, and now is the highest performing district in California that has 10 or more schools that serve at least 50% low income students. Currently the Aspire organization operates 30 schools statewide and serves 10,000 students across California. Aspire clusters elementary and secondary schools within a close geographic area in order to provide students a kindergarten through 12th grade education. Because of this, Aspire students are exposed to the College for Certain mantra early and can maintain it throughout their K-12 education. Aspire sends class after class to college, accomplishing the goal of College for Certain for students. Aspire consistently receives high praise and was awarded four Title I Academic Achievement Awards and four California Distinguished Schools last school year. This year Aspire has a Blue Ribbon Award for an Aspire school in Sacramento.

Aspire opened its first school in Los Angeles in 2005 in Huntington Park and has added four additional schools to the Huntington Park Cluster with a Middle School and High School. Aspire HP now consists of a continuous K-12 College for Certain program. Having completed the HP cluster in 2009, Aspire was ready and willing to grow a new cluster close by. Aspire applied and was successful in Round 1.0 of PSC and moved into South Region ES #4 in South Gate. Aspire now operates eight schools in the Los Angeles area. Since Aspire successfully completed the Public School Choice 1.0 process, there are many elements that Aspire is now familiar with during the second round of PSC and the opening of South Region ES #6.

Aspire will proudly open South Region ES #6 and relieve the over-crowded neighboring schools. Aspire is committed to serving students from 61st, 66th and 68th Street schools. Aspire is proud that ALL of its schools serve students from the immediate, surrounding communities.

Since Aspire has been extremely successful with similar student bodies at four elementary schools in Huntington Park, Aspire is confident it will experience similar student outcomes in nearby South Los Angeles. Aspire demonstrates a proven track record in Los Angeles: APIs at Aspire's five HP schools outperformed all the neighboring schools in Huntington Park, as well as the feeder schools to South Region ES #6. Note the four year growth. Currently, the 2010 APIs for the Aspire schools in Los Angeles are shown below:

Aspire Huntington Park Cluster	2006-07	2007-08	2008-09	2009-10	4-Yr API Growth
Antonio Maria Lugo	690	785	825	846	156
Centennial College Prep	670	761	784	794	124
Huntington Park Charter	679	778	818	833	154
Jr Collegiate Academy		768	795	844	NA
Titan				824	NA

Aspire's elementary schools scored in the top 15 out of 240 elementary schools that are 92%+ Free and Reduced Lunch in LAUSD. Aspire also has a historical track record of success with similar populations to South Region ES #6 that include 87% Latino and 13 % African American.

Aspire schools in Oakland and in the central valley also show tremendous growth over the last five years in contrast to the three feeder schools to South Region ES #6. See the chart below:

**5-YEAR API GROWTH OF FEEDER SCHOOLS TO SRES #6
AND ASPIRE SCHOOLS WITH SIMILAR DEMOGRAPHICS**

	2006	2007	2008	2009	2010	% Black	% Latino	API Growth
LAUSD FEEDER SCHOOLS								
61st. St.	686	730	713	718	737	20	80	51
66 th St.	680	687	728	735	746	9	91	66
68 th St.	671	675	704	712	730	17	83	59
ASPIRE SCHOOLS IN OAKLAND, STOCKTON & SACRAMENTO								
Monarch, Oakland	710	795	776	773	825	10	90	115
Berkley, Oakland	643	730	767	817	825	69	31	182
Rosa Parks, Stockton	647	725	737	775	873	30	70	226
Capitol Heights, Sac.	673	757	788	825	825	66	34	152

Aspire's vision is based on a philosophy of Five Core Values. These values follow and match the elements that are the foundation for the vision of South Region Elementary School #6.

Collaboration:

Working collectively to accomplish more than what is possible alone Aspire strongly believes in the power of collaboration. Aspire educators collaborate daily on planning instruction and reviewing data. Teachers work together to make changes in the pacing of lessons when needed to move students to proficiency. Teacher teams are comprised of Lead Teachers (successful experienced Aspire teachers) teachers at the same grade level. Aspire truly believes in working together for all the students in the school.

Aspire is eager to continue collaborating with Los Angeles Unified School District (LAUSD) for special education by adhering to the Modified Consent Decree and with facility services to perform major deferred maintenance on the site itself.

Ownership:

Individual and group accountability for results, actions and decisions Aspire utilizes data to drive all decisions and instruction. Multiple forms of data are available to schools to diagnose and plan effective instruction and intervention. Aspire administers quarterly benchmark exams, as well as, individual tests (Cycles of Inquiry) for each state standard. Results are disseminated rapidly by state standard, content strand and/or proficiency level by the Aspire Data Team. A sample of a portion of a typical correspondence to a principal: "Based on the winter benchmark projections, we will create a list of AYP target students who are on the cusp of proficiency for additional academic supports." From this list, the Principal will immediately organize intervention groups within the classroom and afterschool and accelerate student achievement.

Aspire practices accountability in a variety of ways. Each school is held accountable for its results, as is each Teacher and Principal, student and the Aspire Superintendent. Students are regularly tested on each California State Standard. The Aspire staff routinely analyzes data to improve instruction. Data is utilized to guide remediation and re-teaching. Aspire shares all data with students and parents. Pre and post test results, as well as Aspire Benchmark data, are posted in every classroom so students and families can track and celebrate their growth. Aspire staff and teachers work together to ensure that each student progresses academically.

Purposefulness:

Deliberate action focused on the organization's goals and priorities Aspire is focused on student outcomes. The Home Office in Oakland generates regular, timely data reports that provide schools with useful information on a student by student basis, as well as by each content strand. Each educator continually receives sufficient data to remediate, modify and/or accelerate instruction. Aspire is also focused on College readiness. Each classroom is named for a college and uses the regalia and language of the university or college to instill the College for Certain mantra to all students. Every morning all pupils gather alongside their parents and community to chant their own college cheers.

To further ensure positive student outcomes, Aspire has lengthened the school day and the school year. The Aspire school calendar provides a longer instructional day (25 minutes longer than other local elementary schools) and a longer school year (186 days). In addition to the increased instructional day minutes, the "Extended Day" for intervention students is an additional two hours following dismissal.

Quality:

Commitment to excellence and the discipline to continually improve Aspire is committed to providing exemplary instruction and a college ready curriculum for each student. The quality of curriculum, professional development and classroom instruction is monitored regularly by peers, Principals and the Superintendent. Due to the small size of Aspire schools, (elementary schools are never larger than 380 students) no teacher or student is overlooked or lost. When teachers cannot meet the needs of the students, they are provided additional support by Lead Teachers, content coaches and administration. After a reasonable length of time and support, teachers who cannot improve, leave Aspire. The commitment and expectation level is very high for all teachers, staff and students.

Aspire's curriculum has a proven track record across California, as well as in a close by local community. The model is so successful that no Aspire school has been in Program Improvement. Aspire's commitment to excellence is modeled by the entire educational staff. Aspire's Los Angeles Superintendent worked for 38 years in LAUSD and was a principal and project manager in schools in South Los Angeles.

Aspire will recruit and select only the finest principals and teachers for South Region ES #6. The recruitment and selection process for staff is very comprehensive and rigorous because Aspire recognizes that the teachers and the Principal are the keys to success. The Home Office does the general recruitment for teachers and principals. For the Principal, the selection committee will interview final candidates who have been screened by the Home Office and the Los Angeles Superintendent. The committee will include two local community representatives, parents, as well as Aspire staff members. Once the Principal(s) are selected they will begin to recruit and select staff.

Aspire traditionally opens schools by seeding them with experienced and successful Aspire teachers. These teachers provide the foundation for the newer staff and assist in supporting and training new staff. The selection process for teachers is detailed and thorough and includes a demonstration lesson. Following the demo, the entire staff will interview the candidate again.

Customer Service:

Responsiveness to the needs of external and internal customers Aspire searches and nurtures community and business partners. In Huntington Park, Aspire partnered with Disney Studios, Home Depot and Kaboom to build two playgrounds at two HP elementary schools.

In the community of South Region ES #6 Aspire has forged partnerships with:

- University of Southern California (USC) Rossier School of Education. It will provide student teachers, as well as social work interns
- California State University at Los Angeles (CSULA). It will provide counseling interns to each school, supervised by a College professor
- Hubert H. Humphrey County Health Center. It will provide assistance with health and social services

Other partners include:

1. The Eli and Edythe Broad Foundation assists with facilities costs for new Aspire schools in Los Angeles.
2. Susan Dell Foundation funds the Area Superintendent position and resources and supplies.

3. Bill and Melinda Gates Foundation funded a \$60 million grant for “The College Ready Promise” to improve the college entrance rate and teacher effectiveness across 5 CMOs in Los Angeles.
4. Teach for America utilizes Aspire schools as a training site and provides candidates for teaching jobs at Aspire.
5. Oprah Winfrey Angel Network donated \$1 million to Aspire for additional teacher compensation and supplies for students.

In early September, Aspire reached out to LAUSD with the Applicant Team Community Outreach Form to set up the first community meeting on Thursday, October 7, 2010 with the South Region ES #6 community. Following this initial meeting including an orientation about the public school choice process, Aspire hosted three additional meetings to explain the Aspire Charter school model, answer questions, and, most importantly, solicit community input about desires for South Region ES #6.

Aspire worked with “Families that Can” (a parent outreach organization in South Los Angeles) to train select Aspire families to assist with community outreach in the newer community. Aspire wanted to orient the community to charter schools and Aspire successes. In October, a screening of *Waiting for Superman* was extended to community leaders and parents to learn more about the charter school movement.

On November 3, 2010 the second community meeting with the feeder schools and other applicant teams was held at 66th St. School. Aspire offered parents bus transportation to tour Aspire’s Huntington Park elementary schools three miles away on December 9, 16 and two dates in January, 2011.

Aspire’s Attributes for Success:

- a. Small schools. All elementary school populations are less than 350 students so each teacher, and student, is held accountable for high performance. No one falls through the cracks. South Region ES #6 will be divided into three autonomous Academies with approximately 310 students. Each Academy will have its own principal, office staff and teachers.
- b. Looping. Elementary students stay with the same teacher for two years.
 1. This accelerates the level of instruction and maximizes learning time.
- c. College for Certain Culture. Aspire focuses all students on going to and graduating college from kindergarten through high school. Each classroom has a college identity.
- d. Quality of teachers and principals. Aspire recruits and selects only the highest quality teachers and principals through a rigorous process. Each teacher and leader is held accountable for results.
- e. Stable teaching staff. Aspire boasts an 85% retention rate at the schools in Los Angeles.
- f. Teacher training and support. Training for all teachers is based on needs of the students they serve. Aspire does Aspire-wide, region-wide and local site professional development on a regular basis.
- g. Data driven instruction and decision making. Aspire utilizes data to drive all decisions and instruction. Multiple forms of data are available to schools to diagnose and plan effective instruction and remediation. Aspire administers quarterly benchmark exams, as well as, individual tests (Cycles of Inquiry) for each standard. Results, shown by standard, content strand and/or proficiency level, are quickly disseminated. Teacher data teams and administrators analyze, diagnose and remediate constantly.
- h. Additional instruction time, longer school day and longer school year All Aspire students receive instruction for additional time each day, as well as for additional days each year.

Extended Day, for students in Intervention programs extends the school day another two hours.

Aspire has managed to continue to increase student achievement over the last 12 years as evidenced in the chart below:

On Monday, November 29, 2010, McKinsey & Company conducted a webcast and on-line launch on “How the world’s most improved school systems keep getting better.” Aspire was named as one of the twenty school systems in the world.

Mc Kinsey and Company (Attachment 22) state:

This research compiles what we believe is the most comprehensive analysis of global school system reform ever assembled—it identifies the reform elements that are replicable for school systems everywhere, those elements that are context-specific, and what it really takes to achieve significant, sustained and widespread gains in student outcomes from varying starting points.



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Juanita Tate Elementary School

Local District 7/United Teachers Los Angeles
(UTLA)

Executive Summary

1. EXECUTIVE SUMMARY

- a. **Mission, Vision, and Core Beliefs.** *State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

Mission:

The fundamental purpose of Juanita Tate Elementary School is to promote and nurture life long leadership skills in self: school, and community so that students will engage in advocacy and public service. The students will develop leadership skills which will allow them to achieve personal and academic goals, communicate and interact effectively with others, and contribute to the well being of one's school and community through a rigorous, engaging, and meaningful standards-based instructional program and a leadership curriculum.

Vision:

Juanita Tate Elementary is a culturally and socially responsive school, with strong home and community partnerships, in which students are academically successful, fully literate, and develop leadership skills to become advocates for themselves, school, and community.

Core Beliefs: Juanita Tate Elementary School's core beliefs are:

- All students have the right to a viable and guaranteed standards-based core curriculum.
- All students will develop into responsible, respectful, and productive citizens of their community.
- All students will experience meaningful learning in a safe, clean, nurturing, and secure environment.
- All students will demonstrate skills related to achieving personal and academic goals.
- All students will use communication and social skills to interact effectively with others.
- All students will contribute to the well being of one's school and community.
- All students will develop an awareness of their own leadership potential while recognizing and appreciating diversity.

The school's mission and vision will be based on the needs of the community, the history of advocacy by the late Juanita Tate, and the work currently done by other political and community leaders servicing the area. The mission and vision of Juanita Tate Elementary School will focus on preparing the children of that community with the leadership skills necessary to be life long leaders so they can engage in public service and advocacy. By the time the 6th grade students culminate, they will be fully literate, have the academic skills, leadership skills, and experiences required to enhance the work of the late Juanita Tate. The school will be culturally and socially responsive to the students and parents residing in the community of Juanita Tate Elementary School.

- b. **Student Population.** *Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.*

Juanita Tate Elementary School located at 123 West 59th Street Los Angeles, CA 90003 is scheduled to open for the 2011-2012 school year to relieve the overcrowding at the following sending schools: 61st Street, 66th Street, and 68th Street Elementary Schools. Juanita Tate Elementary School will be a part of the Fremont and SRHS #2 School Family of Schools. There will be continuous communication,

articulation, joint academic activities, community events and celebrations in these Families of Schools. The students attending Juanita Tate Elementary School will have access to services, resources and programs at their local middle and high schools.

Juanita Tate Elementary School a public school supported by public funds, will provide a free education to all children regardless of race, creed, religion, abilities, income, or national origin. In the process of developing a plan for Juanita Tate Elementary School, a partnership was developed among teachers and administrators from the three sending schools, Local District 7 staff: United Teachers of Los Angeles (UTLA), parents and community. Through this process the team developed a plan that will enable Juanita Tate Elementary to be a safe and student-centered learning community, with a comprehensive curriculum and instructional program that will facilitate success for all students.

The projected enrollment for Juanita Tate Elementary School is 950 students in pre-kindergarten through sixth grade. Based upon the demographic history of the three schools from which students will be drawn, the anticipated student composition for Juanita Tate Elementary School will include:

- Approximately 14% African American and 86% Hispanic students
- English Language Learners, with Spanish as the home language, is projected at 63%
- Based upon the September 9, 2010 Title I Rankings, 93% of students would qualify for free and reduced lunch
- Gifted and Talented students are projected at 5%
- Student transiency rate at 35 %
- During the 2009-2010 school year, 15% of the English Learners were reclassified in the three sending schools
- The average attendance rate for students attending the 3 sending schools during the 2009-2010 school year was 95.17%

- c. Instructional Program.** *Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population*

Juanita Tate Elementary School will have an unwavering focus on academic achievement that provides quality classroom instruction, refinement of academic skills, development of each student's personal strengths, and leadership skills. The education plan will take each student through a defined spectrum of rigorous academic standards and leadership indicators in a classroom environment focused on content-based instructional conversations, clearly articulated student goals, and targeted assessments. In order to facilitate the education plan, Juanita Tate Elementary School will be organized into 3 Small Learning Communities (SLC) to provide personalized instruction.

These Small Learning Communities (SLC's) will range in size from 250 to 300 students. Small Learning Community I will include grades pre-kindergarten through 2nd grade with a primary special education class. The focus will be to build the primary academic skills and leadership characteristics that serve as the foundation for future success. Small Learning Community II will include 3rd and 4th grade students. The focus will be to develop the students' ability to reflect on their own learning and their responsibilities as individuals in their school community. Small Learning Communities III will include 5th and 6th grade and a special education class. The focus will be to synthesize the academic and leadership foundation set in the primary grades to become critical thinkers responsible for their own learning.

The structure of Small Learning Communities will facilitate the formation of Professional Learning

Communities (PLC's). These PLC's will allow teachers opportunities to collectively plan the instructional program, share instructional best practices, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from and be supportive of each other.

The education plan will incorporate the following District and State approved textbooks and instructional materials for language arts, mathematics, science, history-social science and English Language Development (ELD): Open Court Reading (OCR), enVision Math, Scott Foresman History/Social Science, FOSS Kits and California Visual and Performing Arts Content Standards, ELD Practicum. In addition, instruction in each core subject will be enhanced through the use of standards-based supplemental materials selected by the teachers in their PLC's. The utilization of these materials will help make instruction relevant, engaging and meaningful for the students.

Response to Instruction and Intervention (RtI2) will serve as a multi-tiered approach for the delivery of instruction to all students. Tier 1, good first teaching, is characterized by differentiation. Tier 2 includes additional in-class support for student mastery of standards and essential skills and Tier 3 support provides intensive and individualized intervention for struggling students.

All students will receive grade level standards-based instruction in the core subject areas: language arts, mathematics, science, and history-social science. Leadership indicators will be aligned and embedded into the core subject areas. All other subject and curriculum areas (health, physical education, and technology) will be taught as prescribed by the State and District. To personalize the needs of the students, the Small Learning Communities will consider options such as, looping, gender based classes and/or ungraded classes.

Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year. During the school year teachers will engage in professional development on an average of 10-11 hours per month. This includes the hours from banked time, staff meeting time and four additional hours paid monthly to the teachers from the school's budget. In addition, the Local Leadership Council will schedule minimum days (early student release days) throughout the year for additional professional development time. Teachers will be responsible for developing and implementing a strategic instructional plan characterized by goals, objectives and effective instructional strategies. Formative and summative data will drive, shape and inform instruction on an ongoing basis.

d. School Culture. *Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.*

The school culture at Juanita Tate Elementary will be characterized by the features below which will enable all stakeholders to collectively fulfill the mission, vision and core beliefs of the school.

Professional Learning Communities–Juanita Tate Elementary School will function as a Professional Learning Community (PLC). As a PLC, the school will be committed and focused on learning for ALL students. To achieve learning for each student, the staff will be composed of teams whose members work interdependently to achieve common goals-thus creating a culture of collaboration. Finally, Juanita Tate Elementary School will be a data driven and results oriented professional learning community. The PLC's will focus on the 3 big ideas: a focus on learning, a focus on collaboration and a focus on results. (DuFour, Dufour, Eaker Many, 2006)

Small Learning Communities - To facilitate effective implementation of PLC's Juanita Tate Elementary School will be organized into three Small Learning Communities (SLC's) designed to provide smaller learning environments in order to personalize instruction and provide collaboration

opportunities for teachers. According to the National Education Association the benefits from small schools includes raised student achievement, increased attendance, elevated teacher satisfaction, improved school climate and opportunities for teacher to be able to address diverse learning styles. Small Learning Community I will include grades pre-kindergarten through second and primary special education classes. Small Learning Community II will include grades three and four and special education classes, and Small Learning Communities III will include grades five and six and special education classes. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. Some configurations may include gender-based classes or ungraded classes with specialized trained personnel.

Leadership in Public Service and Advocacy- Juanita Tate Elementary School is named after Juanita Tate who instilled the value of public service in her children and headed the Concerned Citizens of South Central Los Angeles. According to the National Alliance for Secondary Education and Transition "Youth who participate in organizational leadership roles, planning activities, making presentations, and participating in extra-curricular activities show higher levels of self-efficacy, self-advocacy, and self-determination (Edelman et al., 2004; Larson, 2000, Sagawa, 2003)."

Students attending Juanita Tate Elementary School will engage in a rich and rigorous curriculum that includes leadership quality indicators embedded throughout all subject areas. The students will explore three leadership strands:

- Demonstrate skills related to achieving personal and academic goals
- Use communication and social skills to interact effectively with others
- Contribute to the well being of one's school and community

Each Small Learning Community will cover the strands through different themes. The K-2 Community will focus on Self and Classroom. The Grades 3-4 Community will focus on Family and School. The Grades 5-6 Community will focus on Local and Global Communities. Each Small Learning Community will participate in community projects appropriate to its area of focus.

- e. Accountability and Performance Goals.** *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school*

District will have the template for the Accountability and Performance Goals in February 2011.

- f. Community Analysis and Context.** *Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.*

The school is located in South Los Angeles on Slauson and Main Street, This community is a mixture of residential and commercial property. The Los Angeles Unified School District (LAUSD) built a new school at this site to relieve overcrowding at the three sending schools. Local District 7 selected to apply for this school to continue the work done with the sending schools. Sixty-Sixth Street Elementary School will convert from a year round school calendar to a traditional calendar. Local District 7 held community meetings to fully engage the parents and community in the development of the plan for Juanita Tate Elementary School. In addition, Local District Directors met with the advisory councils of the three sending schools to provide information on the Public School Choice process and obtain parent input on the plan. There were over 100 parents contacted through the Local District 7 outreach process. Local District 7 will continue to hold community meetings to keep the parents and community updated on the progress and implementation of plans for Juanita Tate Elementary School. There will be

community involvement in the selection of the principal and staff.

- g. Leadership.** *Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.*

Juanita Tate Elementary School will adhere to LAUSD Collective Bargaining Agreement, Article XXVII Shared Decision Making and School Based Management by establishing a Local School Leadership Council (LSLC). The LSLC will consist of the following: teachers, school administrators and other school staff and parents, as defined in the Collective Bargaining Agreement. Parent representation on the LSLC will be reflective of all students in the school (English Language Learners, Standard English Learners, Students With Disabilities, and Gifted and Talented). Parents will be full partners in the decisions that affect their children's education.

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for Juanita Tate Elementary School. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. The SSC, in consultation with all stakeholders, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee, will develop and review the plan. The SSC will certify, update and revise the SPSA annually. A Home/School Compact will be developed by the School Site Council.

The Juanita Tate Leadership teams (LSLC, SSC, ELAC and CEAC) will be responsible for overseeing all components of operating a school. This includes: monitoring and supporting the instructional program, improving school culture and climate, increasing *parent* community involvement, budgeting and financing, safety and operational matters, and promoting students' well being, and higher education awareness. The leadership team will include the administrators, representatives from each Small Learning Community, coordinators, coaches, and health and human services personnel. The strength of the team will be based on their experiences, knowledge and a commitment to actively participate in the implementation of the school plan.

Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal of Juanita Tate Elementary School. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will be utilized. The potential leader will possess the following qualifications: positive beliefs, attitudes and fairness; ability to communicate information in a timely fashion; capacity to build collective efficacy; ability to self-reflect, and celebrate successes.

- h. School Governance Model.** *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*

Juanita Tate Elementary School will operate using the traditional school model. The school will form partnerships with colleges, universities, community organizations and parents. These partnerships have been identified and described in section 8 and 9. In alignment with the vision and mission, the school will be organized into small learning communities which will offer personalized instruction as well as a variety of programs with a focus on leadership and community advocacy.

Direct oversight of Juanita Tate Elementary School will be the responsibility of Local District 7 under the leadership of Superintendent George J. McKenna, III. The school will be assigned to an Elementary Complex receiving direct support from the Director of Support Services (Principal Leader).

In Local District 7 many schools functioning under the traditional model have demonstrated to be successful. The track record of the three sending schools is an example of Local District 7's commitment to academic excellence and student achievement. All three schools have demonstrated academic success through their significant increase of test scores over the past 5 years. All three schools have an API of over 730 despite being severely overcrowded and operating on a year round calendar for many years. Local District 7 is committed to the implementation of this PSC plan at Juanita Tate Elementary School. The three elementary directors and the Local District Superintendent have successfully opened three new elementary schools under Public School Choice. They have been successful in ensuring that the staff at the new schools implements the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0 and 1.5 rounds.