

TITLE PAGE

24th Street Elementary School

Submission of Letter of Intent

PROPOSER: THE LOS ANGELES UNIFIED SCHOOL DISTRICT

ADDRESS: 333 South Beaudry Avenue
Los Angeles, CA 90017

WEBSITE ADDRESS: www.lausd.net

TELEPHONE NUMBER: 213-241-7000

FAX NUMBER: 213-241-8443

EMAIL ADDRESS: donna.muncey@lausd.net

PRIMARY CONTACT PERSON: Donna E. Muncey, Ph.D.
Chief, Intensive Support and Intervention
Office of the Superintendent
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
TAMAR GALATZAN
BENNETT KAYSER
MARGUERITE POINDEXTER LAMOTTE
NURY MARTINEZ
RICHARD A. VLADOVIC, Ed.D
STEVEN ZIMMER



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

JOHN E. DEASY Ph.D.
SUPERINTENDENT OF SCHOOLS

January 25, 2013

Ms. Marbella Jacobo
Ms. Amabilia Villeda
Lead Petitioners
Twenty Fourth Street Elementary Parents Union
1881 W. Adams Boulevard
Los Angeles, CA 90015

Via Email: 24th.street.parents.union@gmail.com

Re: Submission of Letter of Intent for 24th Street Elementary Parents Union's Request for Proposals Process

Dear Ms. Jacobo and Ms. Villeda:

Thank you for inviting the Los Angeles Unified School District ("LAUSD") to participate in the Request for Proposals ("RFP") process initiated through the Parent Empowerment Act. We appreciate the Parent Union's confidence in LAUSD as the parents' preferred partner in this transformation process and to explore all potential solutions that will meet the parents' objectives. Accordingly, LAUSD submits the attached Title Page and Letter of Intent to participate in 24th Street Elementary Parent Union's RFP process. We look forward to working with the Parent Union as a collaborative team to transform 24th Street Elementary School.

Cordially,

Dr. John E. Deasy
Superintendent

c: Executive Staff

Attachments:
Title Page
Letter of Intent

LETTER OF INTENT

Dear 24th Street Elementary Parents Union,

Thank you for inviting the Los Angeles Unified School District (“LAUSD” or “District”) to participate in your Request for Proposals process, initiated through the Parent Empowerment Act. As I indicated when the Parent Union’s petition was submitted, LAUSD will work side-by-side with the parents in a respectful and collaborative process to transform 24th Street Elementary School (“24th Street”). As the organization currently implementing the most comprehensive school reform effort in the country, and the second largest school district in the United States, the LAUSD seeks to collaborate with the parents and students of 24th Street by implementing the necessary reform efforts to vastly increase student achievement and the community engagement efforts to date.

LAUSD’s QUALIFICATIONS

LAUSD currently comprises a portfolio of over 900 District schools and 217 autonomous charter schools, 14 of which converted from District status. The oversight of LAUSD’s portfolio of school models includes 173 Magnet Programs, 43 Affiliated Charters, 32 Pilot schools, 26 Lead Partner (EMO) schools, 17 Expanded School Based Management schools, and 1 Local Initiative School.

The Public School Choice Resolution (PSC) passed by the Board of Education in August 2009 charged the District with developing systematic, well-developed processes for starting high-performing, new schools and turning around low performing schools. The ability to build effective school models and school transformation policies through restructuring efforts is integral to the overall success of LAUSD’s schools, students and communities. The PSC processes for determining the capacity of operators, the soundness of proposals and the implementation of the school design are well-aligned and have a track record of success. The District has gained experience and expertise from the four PSC cycles that guide current and future reform efforts, such as the transformation of 24th Street, in order to offer every child a high-quality education.

In emphasizing its legal responsibility to restructure persistently low-performing schools under the No Child Left Behind Act (“NCLB”), the District has and will continue to inform and engage communities in substantive conversations about school choice. The NCLB authorizes LAUSD to prepare a restructuring plan if a school has not made its Adequate Yearly Progress targets (“AYP”), after one full year of corrective action—the fifth year of not meeting AYP. NCLB outlines four options for persistently underperforming schools – closure, restart, turnaround and transformation. Each is emerging nationally as a viable approach to improvement (albeit with different associated costs and benefits).

In Los Angeles, PSC created a process for restarting underperforming schools that focused on re-envisioning how low-performing schools could be structured and operated, competition as a mechanism intended to produce better options and outcomes for children, and parent and community engagement as a necessary component of the process. Through the PSC process, LAUSD has taken the necessary steps to prepare 24th Street and the school community for

restructuring per NCLB guidelines and in accordance with the California Department of Education procedures.

DESCRIPTION OF LAUSD'S PROPOSED EDUCATIONAL PROGRAM

At the time LAUSD identified 24th Street as a "Focus School" and placed the school in the PSC Process, 24th Street was among the lowest performing elementary schools in the District. Over a decade of poor academic performance necessitated a radical intervention.

Through the PSC 4.0 process, the 24th Street Elementary School staff was provided the opportunity to work with the community to develop a transformational plan; however, the plan submitted did not inspire confidence that 24th Street is on a path toward rapid improvement. In fact, significant gaps in the plan must be addressed and further developed before the school can move forward. For instance, while the PSC plan acknowledged many critical issues facing the school (e.g., low student attendance and proficiency rates, lack of student engagement, etc.), there was little to no connection between those critical issues, the key priority areas and actionable turnaround strategies to improve the educational experience and outcomes for students and families. Alignment across these three areas is paramount and must be addressed before moving forward.

I intend to maximize the resources the District has available to ensure that 24th Street is on track and poised for success in the coming school year and beyond. I have asked the Instructional Director, Dr. Angel Barrett, to play a significant role in turning around the school. Dr. Barrett will lead a three-day comprehensive assessment to fully identify the operational and instructional needs of 24th Street and take actionable steps to move the school forward. I have the utmost confidence in Dr. Barrett, as she is an experienced principal who led the turnaround of Plummer Elementary School from a school with an Academic Performance Index (API) of 405 to a California Distinguished School with an API of 862. I am also deploying a dedicated team of people who will work with the school to develop internal processes and procedures as well as build faculty and staff capacity to improve the culture, climate and academic performance at the school.

Conversations with parents, feedback from the school community and findings from the three-day comprehensive needs assessment process will be used to design a responsive, comprehensive educational program that effectively meets the needs of all of students and families. With only 33.9% of all students scoring proficient or advanced in English Language Arts (ELA) and 36.7% in math on the most recent California Standards Test (CST), it is evident that we must ensure that all students receive high quality first instruction in the classroom. Simply put, instruction must be engaging, interactive and collaborative.

Approximately 45% of the student population are English Learners (ELs), and we must employ deliberate strategies such as focused English Language Development instruction, thinking maps and communication guides to help them access the core curriculum. We must also focus on consistency across all classrooms to ensure that responsive instructional practices are happening every day. We must actively plan for student achievement, by implementing a comprehensive staff development program that concentrates on instructional delivery, scaffolding for ELL students, data analysis for instructional planning and universal access. We strongly believe that the aforementioned elements are the cornerstone of an educational program that will bring

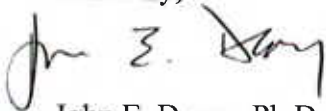
dramatic improvement in student achievement to 24th Street that mirrors the accomplishments of turnaround schools. We strongly believe that the aforementioned elements are the cornerstone of an educational program that will bring dramatic improvement in student achievement to 24th Street that mirrors the accomplishments of several LAUSD turnaround schools. LAUSD student performance has been on a steady upward trajectory, outpacing the State and surrounding districts in terms of improvement.

COMMITMENT TO ESTABLISHING A COLLABORATIVE LEARNING COMMUNITY

The District's core belief is that families are our partners. Authentic parent and community engagement is one of the goals that the Los Angeles Unified School District strives to accomplish every day. Parent, student and community participation has been a major component of the PSC process, and the District will build upon its proven parent engagement strategies in a collaborative process as part of our ongoing commitment to the families at 24th Street Elementary School. The District will continue to expand upon the collaboration we have begun at 24th Street and further engage families, community groups, and all stakeholders to create a school that meets their collective needs. The comprehensive needs assessment will be a collaborative process which shall include all stakeholder groups including representatives from the Parent Union, parents, students and community members from the West Adams area. Parents will also be engaged in a focus group during the review. Parent Revolution representatives will be invited to participate in the needs review as a community group. The review team will also include specialists in special education and English Learners, and will be focused on team building and community involvement.

Longer term plans will build on 24th Street's existing partnerships to form a Campus Collaborative that facilitates effective use of the site by all partners including Crown Preparatory Academy, the Community Garden and 24th Street Elementary School. This Collaborative will include all stakeholders with the goal of creating new partnerships with agencies such as The West Adams Homeowners Association. The District has made significant commitments to improve the educational experience of the youth and families of the 24th Street community. LAUSD will continue to invest in 24th Street and help achieve its potential. LAUSD seeks to establish a collaborative learning community that meaningfully engages the 24th Street Parents Union, parents and community members in the West Adams neighborhood. I look forward to continuing to work with you and all school stakeholders in this process to truly transform 24th Street Elementary School.

Cordially,



John E. Deasy, Ph.D.
Superintendent of Schools
Los Angeles Unified School District