QUALITY SCHOOLS COMPACT

A Collaboration to Dramatically Improve Educational Outcomes for All Students

This Quality Schools Compact commits district and charter school leaders to improve the ways we work together so that over the next five years, collectively, we may be able to dramatically increase the numbers of students attending public schools – traditional public schools or charter public schools – that are generating significantly improved outcomes for students. Our belief is that such a dramatic increase in the numbers of students attending high achieving schools will demonstrate that, by 2020, it is within the shared potential of traditional and charter public school educators to ensure that all students graduate from high school prepared to succeed in college, work and life. Specifically, district leaders and charter school leaders commit, over the next six months, to work collaboratively to achieve the following tasks which we believe are needed in order to achieve our shared goal of dramatically increasing the number of students attending Quality Schools:

1. To jointly identify the academic performance criteria that would define “schools generating significantly improved outcomes for students.” Criteria will include a status metric, a growth metric, and potentially other performance indicators. Schools that meet this high bar will be incentivized to replicate, grow, and disseminate best practices. The traditional and charter schools also agree to identify specific five year targets as well as interim benchmarks, and jointly set minimum academic performance expectations and accountability mechanisms (e.g., Los Angeles Unified School District (LAUSD) Public School Choice process) for traditional and charter public schools.

2. Commission an independent evaluation of demographic patterns for students within LAUSD public schools (traditional and charter) and at neighboring private schools, combined with analysis of academic performance of existing public schools, in order to ensure a high-quality public school option for every student and to assist with the future master planning of facility resources. This report seeks to identify pockets of school age student growth and comparative need for public school options within these communities. This report will include a data-rich set of recommendations communicated to all stakeholders.

3. Given the shared commitment of traditional and charter schools to serve all students, especially students with special needs, English Learners, and Standard English Learners, the traditional and charter schools will work together to ensure that all parents are aware of and able to access all public education performance and enrollment options within LAUSD boundaries.

4. To jointly commission a study to examine enrollment patterns and student outcomes for English Learner (EL) and Standard English Learner (SEL) students in charters and traditional district
schools. The study will consider the variety of strategies public schools are employing to address the needs of EL and SEL students and will analyze re-designation rates at respective schools. The study will include recommendations, agreed to by both traditional and charter schools, for how all schools may provide even greater access to all EL and SEL students and offer ever improving learning opportunities.

5. In an effort to ensure that all students are maximizing their academic potential and are learning in the most appropriate educational setting, LAUSD and the charter community will jointly develop and bring forward for LAUSD Board and State Board of Education approval, a reorganization of the current LAUSD SELPA structure. The desired outcome would create an entity that allows for autonomy, flexibility and accountability necessary to both serve an increased number of students with special needs, as well as broaden the range of services and placement options available to all students. In addition, the plan will articulate a vision for how, working together in a new spirit of collaboration, the district and charters together will ensure that the district meets the outcomes of the Modified Consent Decree and is in compliance with Federal and State Special Education law.

6. To jointly develop a shared advocacy agenda for legislative and regulatory efforts. At minimum, that shared agenda will call for both traditional and charter public schools to work together to ensure that:
   a. The school district may count the performance of district-authorized charter schools within its district Academic Performance Index (API) scores.
   b. Adequate funding is secured for students with special needs.
   c. New state facilities bonds are approved as quickly as possible and are targeted to expand the impact of those public schools meeting the performance criteria to be identified in Task 1 of this document.
   d. Other state funding is secured to provide startup support for quality schools wishing to replicate or wishing to grow the numbers of students served.

7. To jointly initiate traditional-charter school professional learning communities (or exchange for communities of practice) for best-practice sharing. Communities can be established between individual traditional and charter schools or multiple schools across content areas, in a manner that is inclusive of all schools that are interested, and flexible enough to meet the unique needs of different participants.

8. To jointly create a traditional-charter school partnership, (such as the LAUSD/The College Ready Promise) to develop an opt-in scalable multi-measure educator evaluation model. This will include the sharing of measurement tools including academic growth over time methodologies, observation rubrics, survey instruments, etc. It will also include a commitment to share
promising practices and lessons learned in the development of professional growth and support mechanisms, compensation practices and the alignment of career pathways for educators.

9. To develop and implement a shared principal training pipeline to recruit, train and support principals that are prepared to lead new and existing schools successfully in order to achieve our shared goal of dramatically increasing the number of students attending quality schools.

10. To work together to increasing funding for all students attending public schools, by committing that all public school students – those attending traditional schools and charter schools – should benefit in an equitable manner from all voter approved funding, including parcel taxes. In addition, traditional and charter schools should provide each other, where feasible, the opportunity to maximize efficiencies in procuring products and services (including competitive facilities use agreements). The commitment will include a specific plan for ensuring that all public schools, including charter schools, are able to meet short term working capital needs by receiving equitable access to tax and revenue anticipation notes (TRANS) in a manner that is cost neutral to the district, provided that all schools, including charter schools, give the necessary assurance and protection to the district that any borrowed funds will repaid using guaranteed intercept repayment mechanisms for the district.

11. Implement a process to allow for high-performing traditional and charter schools to maximize their time focused on instruction by reducing administrative burdens (i.e., expedited charter renewal).

Superintendent’s Signature ______________________ Date ______________

Board President’s Signature_____________________ ________ Date ______________

Charter 1 Representative’s Signature _________________ Date ______________

Charter 2 Representative’s Signature _________________ Date ______________