Application for Public School Choice for Valley Region # 6.
Prepared by the Aprende Team
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January 8, 2010

Executive Summary

a. Assurances:

I. Independent Charters are not for profit public school entities. Due to incurring additional cost, proof of 501c3 will be submitted upon notification of acceptance/approval for new site.

II. Signed statement that we will enroll the requisite number of students from the impacted campuses that the new school is intending to relieve. The students will come from the attendance area of the overcrowded schools including students with disabilities as long as they can prove their residency in the designated attendance area. Form will be signed once finalized by LAUSD Board.

III. Signed statement agreeing that the student composition at the new school will be reflective of the student composition found at the schools being relieved (demographics-race, ethnicity, gender, socio-economic status, English Learners, Standard English learners, students with disabilities, foster care placement, etc.), with mechanisms that continue to be reflective of community being served. Form will be signed once finalized by LAUSD Board.

IV. Outside Operator Evidence of financial data & demonstrate Solvency
Attached please Budget of the current organization (Appendix #1) and the fiscal audit conducted of site currently managing and report from Office of Inspector General (Appendix #2)

V. Signed statement agreeing to adhere to the terms, conditions and requirements of MCD and other court orders imposed upon sponsoring District pertaining to special education. Form will be signed once finalized by LAUSD Board.

The new school will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

The school will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Charters.

The school will adhere to LAUSD District policies and procedures regarding special education. The new school will adhere to the requirements of the MCD, including compliance with the District's Special Education Policies, Procedures Manual, submitting documents and information using ISIS, Welligent or District-wide web-based software system for online IEPs once given training and access by District, participating in reviews, and attending informational sessions and meetings.

The school can submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and MCD requirements. The school can schedule IEP meetings for its students with disabilities in accordance with the timelines and requirements set forth in State and Federal law. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the onsite IEP team. Team membership shall be in compliance with applicable state and federal law and shall include administrative representative/s (or designee), and can include LAUSD administrative representative/s (or designee). Services and placement shall be provided to all eligible students. The IEP Team can develop Individual Transition Plans as needed. The new school will participate in a state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and local plan).

b. **Discuss student population (Data found at www.lausd.net) of school applying for & Experience in working with similar student populations.**

Student population will include diverse students. We will be receiving students from several overcrowded neighboring schools. Students will range from basis skilled students to needing additional special support and assistance in varied areas. The students will range from being Title 1 to being second language learners. The Aprende Team has more than 50 plus years of combined experience in education and educational leadership. We specialize in serving the under-served students. We endeavor to have an opportunity to make a difference at this new school. Our proven success has been developed by working at many diverse educational sites. The previous experience ranges from working in the Language Acquisition Branch to working in partnership with Families In Schools to support parents. We have also worked with students at schools like Cohasset and now at Montague Charter Academy.

The data analysis has revealed that the students will need much assistance and support in the area of language arts. Once the student learns to read, they will begin the process of reading to learn. In addition to needing explicit lessons that will develop word-attack skills to access new vocabulary, we will implement strategies that empower students in comprehension. Only after true understanding are students able to implement their new comprehension skills to new situations. The focused instructional target in language arts will also be beneficial in attaining success during state assessments, and will allow students to have continued academic success in other core content areas. 'Imagination', the new Open Court Series, will be used in conjunction with a structured language development approach that will benefit all students regardless of their primary language and language proficiency levels.

The data analysis reflects that Math is a second focus area. Students must have a clear knowledge of number sense in order to understand all mathematical operations and how/when to implement them. We would use the Saxon Math Program to facilitate learning. The state adopted program has shown consistent student improvement as evidenced by student test results.

c. Vision, Mission and Philosophy:

Valley Region ES #8's **Vision Statement**:
We, the teachers, staff, parents, students and community members of Valley Region ES #8, believe the following:

- All students can learn.
- All children must have equal access to a rigorous quality education.
- All stakeholders will collaborate to support student success.

Valley Region ES #8's **Mission Statement**:

- Valley Region ES #8 is a community-based educational organization; it is composed of K through 5th grade students with outreach to families, businesses, social services, and other resources.
- Valley Region ES #8 will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment. This environment will hold all students accountable to a high academic and behavioral standard.
- At Valley Region ES #8, education is a collaborative partnership between parents, staff, community and students. All participants are responsible and accountable.

How learning best occurs: **(Aprede Philosophy)**
Learning best occurs in a structured, stimulating, and emotionally supportive learning environment incorporating varying modes of delivery of instruction. The Aprende team believes that:

- A teacher is most effective through well-planned lessons, applied classroom management techniques, and knowledge of content and standards.
- On-going home/school communication is a key component to successful learning.
- Students acquire knowledge through hands-on involvement (field trips, student interaction, inquiry projects, independent/group study, etc.).
- Students demonstrate and share their acquired knowledge through culminations, presentations for parents and portfolios.
- The proper school environment encourages student responsibility and that enables students to acquire greater knowledge and skills. This is the foundation for self-esteem.

"A day in the life" of a student at the new school is a pleasant day. The student sees a campus that is clean, nicely kept, and beautiful because it still has that "new smell". The staff are extremely nurturing because they are happy to work at such a great school and are proud to be part of this high performing team. The students feel safe because they know that this is a closed campus in which all gates are locked at 8:00 a.m. All visitors must enter through the office, sign-in, and share the reason for their visit. All non-employees have a badge identifying their business

at the school (visitor, volunteer, 'Doing Words' parent, or attending parent workshops). Safety drills are conducted regularly. The students are happy because the teachers are well trained, positive, and love to teach. Everyone is accepted and feel like they are part of one big, happy family. The lessons are interesting because the Executive Director in collaboration with all stakeholders have brought great programs for the students. 'Mad Science' brings scientists that teach science content to the 4th and 5th grade students. There are hands-on experiments, take-home projects to share with family members. The culminating activity will include the launching of a rocket. The third graders are getting on the school bus to go to a 'Tree People' field trip where students learn about ways of preserving wildlife and the environment. The GATE and Special Education students are getting ready to go to the Ronald Regan Museum. The students are studying their parts for the simulation that they will experience in the Oval Office, the Aircraft carrier, and the Pressroom. All lessons are standards-based, grade level appropriate and will be part of the periodic assessments and state exam. Teachers will use the results of the assessments to determine whether they need to re-teach any of the "high ticket" standards. Students are engaged in discussions that are fun as they learn about history and government. The first graders are actively participating in the Enrichment Day activities, which focus on the ocean habitat. The students are just outside the Long Beach Aquarium touch tank truck that has come to Pacoima. In addition, some parents are just as excited about being able to touch a small shark and see sea cucumbers. The community is very supportive of the school program and everyone here feels respected, valued, and an essential part of the school. The office staff has created a waiting list because many parents outside the attendance area want to come to Valley Region #8 (*school name to be selected by stakeholders from choices provided*). Students receive support and assistance to ensure their academic success.

Educational Plan:

The educational program will consist of implementing state adopted, standards-based textbooks that will be exciting for our students while teaching them the curriculum needed for success. Instructional methods include direct teaching which actively involves students in knowledge construction. Experimental learning will include field trips, conducting experiments, role-playing, and focused imaging. The program will include indirect instruction in the form of concept mapping/thinking maps, cloze activities, and other strategies, which clarify instructional content and give students mechanisms to manage new concepts.

Authentic formative assessment will be developed by grade level teams based on grade level standards to improve student learning (purpose to support high-quality learning) and is particularly effective for narrowing the learning gap. The periodic assessment results will guide the teachers as they use and implement Imagination (new OCR for language arts), Saxon Math, Foss Science and Hampton Brown's ESL program to develop vocabulary. Summative assessment is a means of knowing what a student has learned and expected to know like in the case of state assessments. Teachers will use the Blue Prints and test release questions. These tools get students familiar with the test format used. The accountability tool/test in California determines the API score for the school. The performance goals are based on state content standards. These standards are in the state frameworks and paced out for the academic school year by the teams. Support materials will be provided to teachers - (state content frameworks, approved textbooks, etc.). Training provided will include how to use these resources to ensure a rigorous

academic program that has clear expectations. These specific grade level goals are shared with parents, reviewed with teachers, and understood by students.

Additional professional development is offered to teachers by the Aprende team based on their needs by means of conference attendance, on-site training by staff or outside experts or partnerships with CSUN, UCLA, and other professional organizations.

Community Impact and Involvement:

The Aprende team selected this community of students to serve based on the teams experience. We have had success and are familiar with these students. Aprende has a combined experience of 50+ years working with similar demographics. Our track record shows that we have had success with similar communities to those of this new school. We need the community buy-in and support to ensure all students' success. This means wanting parental involvement, providing training for parents (at times that are convenient for parents), and also having parents support and assist us in new way. The goal being to work as a three-sided team - consisting of students, parents, and school personnel.

The school will meet the needs of the students by providing a hands-on program delivered by highly qualified teachers and staff that are interested in serving our students. The program will be rigorous and plan to provide support assistance that will yield ones year's growth for one full year of teaching.

This means parents must ensure that all students attend daily and arrive on time. The community must be involved in creating this road map to success with us. Parents/care givers need to return parent needs surveys, attend meetings six times per year, assist in implementing a uniform policy, and show students that you (as parents, caregivers, community) are part of the school team and are interested in their success.

Leadership/Governance:

The school will be an independent charter school operating within the geographic boundaries of LAUSD. LAUSD will be the sponsoring district. The school in its daily operations will be led by the Aprende team, administrators, and the school staff with community input.

The Aprende Executive Board is in charge of the decision-making process and works with the administrators to ensure student success. The composition of the board will follow all regulations and standards set worth within the 501c3 rules. At least 51% can include community representatives, which reflects student population. Parent representatives (Title 1, ELD, Special Ed reps, etc.) are selected by their stakeholder groups to represent the needs of the students and to ensure academic achievement. This leadership team will follow all state and federal guidelines for 501c3 entities. All members will represent students' best interest and not be elected chairpersons of outside organizations. This governance model established under the 501c3 would follow not for profit guidelines. Staff membership qualifications should be representative of the various staff present on site and not dominated by one group.

Fiscal Plan:

The fiscal plan will be aligned with the goals of the school. All budget decisions must be student-centered and driven by student data results. The majority of budget funds will be spent to purchase student services (such as teachers, assistants, site personnel, books, materials, fieldtrips, etc.). Program funding will be dependent upon state and federal funding levels. Guidelines will be followed to ensure funding source allocation unless compliance requirements are not beneficial for students academic growth.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

Description of a Curriculum that Addresses the California Content Standards:
The following policies are in place to ensure that the curriculum addresses the content standards:

- The primary instructional resources are state approved programs, textbooks and materials.
- The standards are accessible to all students through lessons designed to be appropriate for the age and language development level of the students.
- Grade levels collect student work samples that demonstrate mastery of the standards and can serve as models for students.
- Grade level assessments aligned to state standards and the data from these assessments is used to drives instruction.
- The expectation that mastery of grade level standards is essential to on-going student learning communicated to students.
- Grade level pacing plans, checklists and timelines used to monitor student achievement as evidence of mastering the content standards.

Scope and Sequence:
The foundation of the instructional program at the new school is based on the California state frameworks and the content standards outlined therein. These documents provide the basis for the scope and sequence at each grade level.

The development of a scope and sequence that meets the needs of our students is achieved through three additional resources:

- **State approved textbooks and materials** that have been adopted by the school Board Council and are based on the California standards.
- **The Core Knowledge Sequence that** outlines a scope and sequence that expands beyond the California state standards.
- **Cross Grade-level articulation,** that occurs during regular track meetings and at the Curriculum Council meetings, facilitates a reduction in the repetition of content across grade levels.

Adjustments made to our grade level instructional programs on a yearly basis, (as determined by student date result and noted in the Single Plan), which will be developed for the new school with stakeholders collaboratively.

Textbooks, Instructional Resources, & Equitable Access
All texts and instructional resources are California content standards-based and have shown to be effective with student populations similar to ours. Specific programs and materials to be used include:

- 'Imagination' which is the new OCR series for Language Arts.
- 'Into English' for ESL and vocabulary development.
- Saxon's new state adopted series for Math.
- FOSS' new science program (three domains taught within Science Laboratory).
- CORE Knowledge for social science.
- Frameworks for Art, Music, and PE will be used to ensure that students are being taught the standards in all core content areas.
- Technology instruction will occur in the new Computer Laboratory.
- Students will have access to the Library regularly for standards-based lessons.

Yearly we review the program appropriateness and ensure all students have equal access to all programs and services provided at the new school. The periodic assessment data and yearly data results is analyzed by the Aprende Executive Board and lead teachers to evaluate the effectiveness of instructional materials being used. Any program changes will follow the same policies outlined above and will be sent to our sponsoring district.

b. Track Record of Proposed Curriculum:
All state adopted curricular programs can be effective but are very dependent upon the level of implementation by the teacher delivering the program; this is why professional development is crucial. The administrative monitoring of classroom instructional programs and delivery is essential. Current school test results CST 2008-2009.

CST TEST RESULTS CHART USING PROPOSED CURRICULUM TEXTBOOKS for New School

Grade level Content Area & Year	Advanced	Proficient	**A & P**	Grade Level Content Area & Year	Advanced	Proficient	**A & P**
2-Reading				**2-Math**			
2006	7%	29%	36%	2006	18%	34%	52%
2007	10%	27%	37%	2007	20%	35%	55%
2008	7%	26%	33%	2008	23%	30%	53%
2009	**27%**	**21%**	**48%**	2009	**34%**	**29%**	**63%**
3-Reading				**3-Math**			
2006	8%	20%	28%	2006	46%	24%	70%
2007	4%	21%	25%	2007	27%	29%	56%
2008	7%	21%	28%	2008	33%	30%	63%
2009	**10%**	**21%**	**31%**	2009	**40%**	**28%**	**68%**
4-Reading				**4-Math**			
2006	11%	22%	33%	2006	24%	30%	54%
2007	15%	24%	39%	2007	33%	27%	60%
2008	17%	23%	40%	2008	37%	26%	63%
2009	**21%**	**26%**	**47%**	2009	**44%**	**22%**	**66%**

5-Reading				**5-Math**			
2006	10%	16%	26%	2006	17%	30%	47%
2007	6%	20%	26%	2007	18%	23%	41%
2008	7%	23%	30%	2008	18%	26%	44%
2009	**15%**	**24%**	**39%**	2009	**14%**	**30%**	**52%**
5-Science	Advanced	Proficient		Basic	Below B	Far Below	
2006	1%	14%		42%	31%	11%	
2007	1%	21%		50%	18%	9%	
2008	7%	39%		42%	9%	3%	
2009	**14%**	**38%**		**31%**	10%	6%	

Yearly Overall Student Attendance Rate from 2001 to 2006:

01-02	02-03	03-04	04-05	05-06
96%	**96%**	**95%**	**95%**	**95%**

Parent Conference Attendance:

E. 2005-2006 California Physical Fitness Test:

Grade Level	Percent of Student that Met Criteria		
	Total	Female	Male
5	13.5%	13.2%	13.7%

Students Meeting State Board of Education Criterion for English Proficiency:

Research-Based Instructional Program:
The instructional programs selected have been used at MCA and all LAUSD schools. They are research based and have provided evidence of success with similar student populations. The programs are adapted to help all students meet the benchmarks. The success of these programs is monitored yearly in part by the AYP and API and Annual Measurable Outcomes.

c. Addressing the Needs of All Students:
The instructional program will be multi-dimensional and designed to meet the diverse instructional needs of every student through an integrated program. Some of the target group populations and specific instructional strategies include:

- **ELL** - SDAIE techniques, English as Second Language Program, Newcomers' Program, After school ESL Academy.
- **SEL** - Provide all students directed teaching and modeling that provides students the strategies to become fluent speakers of standard English.
- **Special Education** – Alternative Curriculum, Mainstreaming, Paired teaching, full inclusion, least restrictive environment, Team Teaching.
- **GATE/High Achievers Program** – Clustering students, providing extended learning experiences.
- **Intervention students** (at-risk) – Early Literacy strategies, Intersession, Resource Support, Pre-retention Intervention Program (action plan), and one-to-one Reading Center (Linda mood-Bell).
- **Socio-Economically Disadvantaged (Title 1) Students**– cultural arts programs, infusing the curriculum with role models (teachers, staffing), field trips, multi-arts.

The reasonable level of growth expected for all students at this new site is one level of academic growth for one full year of quality teaching. ('Quality teaching' includes directed teaching, modeling, checking for understanding and re-teaching as necessary). This means that if a student is entering the third grade, (at a first grade first month level), we will expect the student to leave the third grade, (at a second grade first month level), and with intervention can close the academic gap by proving the student with additional services. The additional services can include checking to ensure no other learning or physical disabilities are present.

d. Accelerated Learning:

Differentiating instructional strategies will take into consideration learning styles, student needs, and ability levels to ensure academic success.

Language Arts:
Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression, (e.g. written, oral, multi-media) with communication skills appropriate to the setting and audience.
Students will comprehend and critically interpret multiple forms of expression including literature from various time-periods and cultures.

Mathematics:
Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within arithmetic, algebra, geometry, measurement, and statistics.

Science:
Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which include physical, life, and earth science.

History/Social Studies:
Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Visual and Performing Arts:
Students will demonstrate proficiency in artistic perception, creative expression, historical and cultural context, and aesthetic valuing in the disciplines of dance, theater, music and the visual arts.

Physical Education:
Students will acquire the knowledge, skills, and attitudes necessary to be successful in movement skills and movement knowledge, self-image and personal development, and social and physical development.

Library/Media:
Students will demonstrate mastery of grade level library/media skills based on CA State Standards and Guidelines such as understanding the parts of a book, use of diverse resources and their function, and use of research skills. Along with exposure to a variety of literature, these skills will contribute to their becoming literate, motivated, life-long learners students will read to learn.

Technology:
Students will develop a strong understanding of the use of technology in daily life. They will be able to apply skills and use technology, including computers, in completing academic as well as real world tasks. Students will demonstrate responsible and ethical use of technology and electronic resources. Underlying and utilized throughout each of the above subject areas will be other core skills such as critical thinking, (i.e. Problem-solving, analyzing, and applying knowledge), character education, and the ability to effectively use technology.

GATE criteria developed by LAUSD is used to properly identify student qualifying for content specific or overall ability. Fee for service would be implemented to have the LAUSD experts assist us with the official identification process. We want to ensure that the underserved populations (African-American, Hispanic, etc.) are appropriately represented in this category. Identified GATE students are clustered to ensure that they have access to a rigorous academic program that is challenging and beneficial for these students.

c. Instructional Strategies:
Successful learning is based on several foundational methodologies of effective instructional strategies:

- **Standards-based instruction** which focuses on making the California grade level content standards accessible to all students through both targeted instruction and pacing plans that increase students' daily acquisition of the requisite skills.
- **Differentiated instruction** which incorporates student learning styles, student's interests and targeting both student's learning strengths and weaknesses,(structured ESL instruction, Directed Teaching, allowing sufficient wait time for student response, Cooperative Learning, WACC- Word Structure, Apposition, Context Clues, and Cognates (Does the word exist in primary language? Can the student make connections to prior knowledge?) Using the child's primary language/prior knowledge to make connections for new learning.
- **Cooperative grouping** which is needs-based and flexible where students can use group skills for problem solving while sharing individual talents and building individual responsibility.
- **Integrated content** which incorporates a mixture of challenging content and a variety of tasks into each lesson that encourages research, critical thinking, and discussion.
- **Spiraling the curriculum** which introduces foundational skills and background knowledge in the primary grades and builds on those skills in the upper grades.

- **Clearly defined student expectations and accountability, which** guide students in establishing goals and devising action plans for success.
- **Engaging lessons** will produce improved attendance. The new school will continue to strive to maintain or improve high attendance levels. Monitoring attendance is an instructional strategy that definitely affects student achievement.

Regular monitoring and goals set based on data analysis as outlined in our Single Plan will support student academic achievement.

3. School Culture and Climate

a. Description of Culture:

This Aprende site will promote a positive academic, behavioral and social environment by making all activities and interactions student centered. High-interest, content-based curriculum motivates students to be competent life-long learners as they acquire the skills to make connections to new learning. Students build competency through hands-on, experience-based learning activities. Life-long learners need to develop intra-personal skills through discussion of intrinsic values, problem-solving, and role-playing. Learners also need to develop inter-personal skills through self-reflection, self-awareness, and understanding commonalities with others. Students learn the important skill of life-long goal setting. Students review their work portfolios and assessment results weekly, building personal responsibility. Student-led conferences provide opportunities for students to explain their progress on report cards and to set goals for both improvement and new benchmarks.

Life-long Learners:

This school will produce students that will develop life-long learning skills, which will enable them to pursue their own path of learning throughout their adult lives and allow them to feel included by providing them the following:

- Ability to plan, initiate and complete a project, alone and/or with others,
- Ability to communicate in a variety of settings,
- Ability to reflect on and evaluate one's own and other's learning,
- Study skills and habits—e.g. note-taking, library research skills, studying strategies, technological skills, applications to utilize knowledge in educational and/or real life situations with their families.

A **positive academic environment** is nurtured by honoring student competency in a variety of ways:

- Student of the Month Assemblies,(All grades).
- Monthly Perfect Attendance Assemblies, (All grades).
- Organized Special Honor Roll Activities,(3rd-5th grade).
- School Wide and Classroom Awards, (All grades).
- Student Leadership Opportunities, (All grades).
- Culminating Achievement Ceremonies (5th grade only).

The instructional focus is to help students connect their learning to the skills they will need to be successful and promotes integrity, ethics, and character. Students receive instruction that requires them to develop essential learning skills such as critical thinking,

problem-solving, working cooperatively, etc. Instruction builds upon student's prior knowledge through meaningful experiences that are relevant to students' lives and future goals. Students learn to set goals and to be responsible for their current and future learning. Students are motivated to learn more about their community through field trips and guest speakers. They build their skills through leadership opportunities and community service. Students experience the democratic process in classroom elections and the fulfilling of elected leadership roles. The Arts is a unique opportunity for student self-expression which leads to greater understanding of integrated content knowledge, and give students a positive sense of self.

b. College and Career Readiness:
The belief of the Aprende team is that "College begins in Kindergarten". The psychological concept of the self- fulfilling prophecy is crucial in letting students know that we expect it (college attendance) and believe that the student has the capabilities; therefore, it is more likely to happen.

We believe that adult role models are key to student motivation. Parent involvement at home encourages students to practice their skills to improve their competency. Parents and caregivers also model social and emotional support strategies. Adults, as continuing education students, model the concept of life-long learners as they attend classes at the parent center or local colleges, which motivate students to follow the path of college attendance.

Students build career awareness through literature, study of history, the arts, and guest speakers, which motivates students to consider career options as they leave the school that will lead them to college or trade schools dependent upon s student's interest.

c. School Calendar/Schedule:

This new school would be a Single-track school offering 190 days of instruction. Ten days are used as enrichment days for students. Enrichment days would consist of focused art, music, physical education (dance/movement), and special presentations from external performers. Currently, we have brought an African Dance/Musical Group from Nigeria where we have piloted the concept of Enrichment Days for two years. Students participating in the enrichment day activities have made African instruments in music class; experience African art and made their art masterpiece using the specific standards found in the art concept presented by their art instructor. Students have also played games that children in Africa play, and have learned about the Continent of Africa.

While the students are engaged in enrichment activity rotations, the teachers are grouped by cross grade level teams (K-2 & 3-5). The 10 additional (pupil free) work days would be used by teachers for professional development. The remaining 180 days would be in the classroom with pupils. Additional intervention opportunities are offered to students during their summer vacation. The school calendar provides three weeks for winter break, one week in the spring, and all major legal holidays are also be honored.

School's Academic Calendar and Daily Schedule:

Valley Region #8 will offer the number of minutes of instruction set forth in Education Code §47612.5. All students will receive at least 55,100 minutes of instruction per academic school year

School session would begin in September and be aligned to the LAUSD calendar. The academic school year would end in June. The classroom schedule must include all of the content areas. The current academic calendar and daily schedule updated yearly. (See Appendix # 3 for draft 2010/2011 academic calendar).

Daily Schedule (subject to change & verification) can be as follows:

Event	Start Time	End Time
Student **Breakfast**	7:00 a.m.	7:40 a.m.
Warning Bell	7:40 a.m.	
Classes Line Up	7:45 a.m.	
Class Begins & Tardy Bell	7:50 a.m.	
Class Begins for All Grades(K-5)	7:50 a.m.	2:45 p.m.(M-TH) & 1:35p.m.(F)
Multiple **Recess** Schedules for Safety, Order & Appropriate Supervision		
First Recess (K & 1st grades)	9:20 a.m.	9:40 a.m.
Second Recess (2 & 3rd grade)	9:45 a.m.	10:05 a.m.
Third Recess (4th & 5th grade)	10:10 a.m.	10:30 a.m.
Multiple **Lunch** Schedules for Order, Cafeteria Capacity & Appropriate Supervision		
First Lunch (K & 1st grade)	11:10 a.m.	11:40 a.m.
Second Lunch (2nd & 3rd grade)	11:45 a.m.	12:15 p.m.
Third Lunch (4th & 5th grade)	12:20 p.m.	12:50 p.m.
Friday Dismissal		1:35 p.m.
Minimum Day Schedule Dismissal		1:16 p.m.
Shortened Day Schedule Dismissal		1:55 p.m.
Inverse Day Schedule for Open House, Special Student Musical or Dramatic Performances or Special Events	9:00 a.m.	2:45 p.m.

The schedule must adhere to the state time requirements and can have some flexibility. The schedule can bank time on Monday through Thursday and allow for an early dismissal on Friday for students. Once the students are dismissed the teachers would engage in professional development, team meeting, grade level meetings or would have time for lesson planning or classroom preparation for the following week.

d. Describe how to offer athletic programs & extracurricular programs at school to meet needs of all students

Structured athletics programs are provided on site weekly during the Psychomotor PE program for all students. It is structured for a specific grade level with a specific goal in mind as outline in the PE framework (specific activities may include hand-eye coordination relays with balloons and bean bags for younger students vs. teaching older students how to bat, pitch, and catch a soft ball-in preparation for the 5th graders against staff game). Students will have an opportunity to learn new sports, dances, and develop upper body strength in preparation for the physical fitness exam given to 5th graders.

Extracurricular activities will take the form of class field trips and enrichment day activities aligned to curricular goals. Special education students are mainstreamed for all PE and enrichment activities making any needed accommodations mentioned in a student's IEP. The new campus might have equipment that is handicap accessible and students can enjoy this luxury as well. Play equipment is purchased and replenished to ensure safety and ***fun*** standards. Individual classroom sets of equipment is kept in the classroom for the teacher to use with the class during additional PE sessions.

e. Approach to student discipline and creating safe school, clean and respectful campus aligned to District Discipline Foundation Policy Student Discipline

Safe School Plan:
A comprehensive Safe School Plan (Volume 1 & 2) is developed and kept on file for review each year to ensure a safe school environment for students, community and staff. The school staff is trained annually on the safety procedures outlined in the plan. The plan for the new school is developed, all procedures will be implemented.

Safety Procedures & Keeping the Campus Clean:
The Plant Manager will personally inspect the campus to ensure the campus is clean at the commencement of each school day. They will meet with the custodial staff regularly to insure that all safety procedures/requirements are clearly understood and followed. LAUSD safety procedures for site maintenance are to be followed. The school site will be maintained in a safe manner at all times. Environmental safety is a priority with all guidelines of the sponsoring district implemented. The campus will be kept clean by the custodial team. All grounds and building workers will be asked to spend the majority of their shift during school operating hours to ensure all aspects including student restrooms are kept clean and to assist in case of an emergency.

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Aprende Executive Board, will be maintained. All employees receive a copy of the Personnel Handbook and continue to receive revisions to policies as approved by the Aprende Executive Board.
Many items relevant to the Employee Qualifications, safety procedure, cleanliness standards can be found in the Personnel Handbook. All hires will be required to complete forms from the employee handbook attesting to their knowledge of and/or training in mandated areas yearly. The following list represents a selection of the major topics addressed in the Handbook:

State and Federal Guidelines (e.g. Child Abuse Reporting, etc.)

- Employment Policies and Practices
- Ensure that students are supervised at all times by certificated personnel or paraprofessionals.
- Conduct frequent fire, and lock-down drills.
- Conduct major earthquake/natural disaster drills at least yearly.
- Require all students and employees to adhere to the state and county immunization and health procedures currently followed by the sponsoring district.

- Implement procedures and programs to prevent violence, vandalism, graffiti, litter, and other conditions that detract from a safe and support school environment.
- Maintain a safety aide at the entrance gate during school hours to log in visitors to the school.
- Know the LAUSD Code of Conduct and know the Goals of the Discipline Policy
- Include safety, health, and environmental studies in the classroom instructional program.

Respect, proper behavior, and good manners are modeled at all times by staff and parents visiting the site. The character creed is recited daily as part of the Music in the Morning routine. Professional development is provided to ensure that all staff members are familiar with the District's Discipline Foundation Policy for student discipline.

Mandated Child Abuse Reporting:
All staff members are mandated child abuse reporters. At the beginning of each school year procedures to be followed are reviewed with all staff. Each staff member signs an affidavit certifying the training and responsibility as a site reporter. Procedures to be followed are reviewed on a frequent basis. The school SCAN Team offers assistance to staff in reporting, filing and the maintenance of appropriate documentation. The site maintains documentation verifying training. There is a multitude of resources available to families with various challenges through the Parent Center.

Assurance of Health and Safety:
To ensure the health and safety of all students and staff, the school shall:
- Require that each school employee furnish Valley Region ES #8 with a criminal record summary as described in Education Code 44237. The administrators will follow the procedures for staff member selection outlined by Aprende Board
- All paraprofessionals are high school graduates or the equivalent, have passed required Charter School assessments, and have met the criteria for "highly qualified" status and all regulations per state and federal compliance.

Standard procedures that the school will follow to ensure the health and safety of pupils and staff will include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237." Ed. Code §47605 9b)(5)(F)

Valley Region ES #8 will comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

f. Meet health mandates and health care needs of chronically ill students including students with 504 plans & IEPs.
The school's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such requirements.

To ensure a healthy environment for students all adults having contact with students must show current negative TB test result documentation prior to working with students.

- All employees are fingerprinted and cleared through the Department of Justice and have a current negative TB Test. New employees are not assigned until Aprende receives clearance from the State and Federal Departments of Justice. Any offer of employment made by the school prior to the criminal conviction/fingerprint check and TB Test will be null and void in the event that the records show that the person does not meet the school's standards.

The school will purchase nursing services from LAUSD on a fee-for-service basis to ensure that all student needs are met. The nurse will also provide on-going training to the staff on health issues (blood borne pathogens, what to do if a student has diabetes, and how to manage the flu in the class).
The nurse can assist the staff to ensure that all first aid kits are available and equipment is in operating condition for emergency drills or situation.

Section 504 & IEPs
Section 504 is a civil rights law. The criteria for Section 504 protections, a child that has a physical or mental impairment that substantially limits one or more major life activities; have a record of such impairment, or is regarded as having such an impairment.
Under Section 504, a plan is developed to assist students with disabilities that require accommodations in order to access the general education program. The LAUSD nurse would have current training on how to manage the student's medical needs. They can clarify any component of the 504 plan or IEPs and assist the school staff by offering training for all working with the student/s. The school would have to ensure that the most current version of the plan or IEP is available. All interested parties have a copy of the document and the 504 plan or IEP is still appropriate or applicable to the student's disability or educational placement.

g. How nutritional needs for all students are met

Safe Food Services Assurance:
The school will follow established standards of health and safety as commonly practiced in California public schools according to the California Education Code, Section 44237. This includes all standards that apply to safe food services, preparation, handling, transportation, custodial services, and hazardous materials. The student enrollment application packet, will include a survey regarding food allergies that will be need to be filled out at the time of enrollment. A copy of the survey identifying which foods the child is allergic to - (with a picture of the student) - will be given to the cafeteria manager, the child's teacher, and the school nurse. We will access LAUSD Food Services for support services from the Optional Services list provided by LAUSD.

4. Assessments and School Data

a. Educational Goals and Metrics:
Specific measurable outcomes are an essential component to demonstrate accountability:

We will identify and set specific, measurable student outcomes that are consistent with the school's proposed instructional program (Using State & District Goal Levels):

Benchmarks to be met as prescribed by Los Angeles Unified School District Charter Schools Division:

The achievement of the charter school is measured in both growth and absolute measures and will be compared to the achievement of two sets of comparison District schools.

I. Comparison Schools

The analysis of the charter school's academic performance will include a comparison of the academic achievement of the charter school to the academic achievement of two sets of comparison District schools:

The residence schools the charter school students would have otherwise attended ("Resident Schools"); and District schools of similar demographic characteristics ("Demographically Similar Schools").

(A) Comparison Resident Schools

"Resident Schools" is selected by using the charter school students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school is chosen as comparison "resident schools."

(B) Comparison Demographically Similar Schools

"Demographically Similar Schools" is selected by:

Identifying the District schools that are included on the charter school's API "Similar Schools" list; Identifying demographic characteristics at these District schools that are within 10% of the charter school's demographic characteristics.

Demographic characteristics include:

- Ethnicity
- Percentage of ELL students
- Percentage of Special Education Students
- Percentage of students qualifying for free/reduced lunch
- Schools with the greatest number of demographic matches (within 10%) are chosen as comparison "demographically similar schools."

Primary Growth Measures

Growth in student achievement is the primary measure that is used to determine whether the school has been an academic success. The growth of the charter school is measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

- The charter school's value added for English Language Arts is greater than the median value added for the comparison schools.
- The charter school's value added for Math is greater than the median value added for the comparison schools.
- The charter school's API growth is 1.25 times the median growth of the comparison schools.
- The charter school's API growth for all subgroups is 1.25 times the median growth of the comparison schools.

- The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
- The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
- The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
- The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
- The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

- The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
- The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
- The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
- The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
- The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
- The percentage of charter school ELL students reclassified to English proficiency is greater than the median for comparison schools.
- The school has met its AYP goals and is not in Program Improvement.

Accountability Matrix for new site VR#8	**CST Scores From Schools Relieved Average**	**Attendance Levels/%**	**Retention Rates**	**Behavioral Incidents/ Suspensions**	**IEP Goal MCD Welligent**
Year 1 of Operation	**Actual Average LA: 36.5 (+6) Math:53.25 (+5)** **Goal 10 or more point gain for all subgroups**	**Same or greater than 92%**	**Less than 2% better than LAUSD**	**Less than 2% better than LAUSD**	**MCD Compliance Use LAUSD Welligent Follow procedures in burgundy notebook**

Year 2 of Operation	**LA Math Goal 10 or more point gain for all subgroups**	**Same or greater than 93%**	**Less than 2% better than LAUSD**	**Less than 2% better than LAUSD**	**MCD Compliance Use LAUSD Welligent Follow procedures in burgundy notebook**
Year 3 of Operation	**LA Math Goal 10 or more point gain for all subgroups**	**Same or greater than 94%**	**Less than 2% better than LAUSD**	**Less than 2% better than LAUSD**	**MCD Compliance Use LAUSD Welligent Follow procedures in burgundy notebook**
Year 4 of Operation	**LA Math Goal 10 or more point gain for all subgroups**	**Same or greater than 95%**	**Less than 2% better than LAUSD**	**Less than 2% better than LAUSD**	**MCD Compliance Use LAUSD Welligent Follow procedures in burgundy notebook**
Year 5 of Operation	**LA Math Goal 10 or more point gain for all subgroups**	**Same or greater than 96%**	**Less than 2% better than LAUSD**	**Less than 2% better than LAUSD**	**MCD Compliance Use LAUSD Welligent Follow procedures in burgundy notebook**

* Note actual academic targets are set by Ca. Dept. Of Education and determine API & AYP plus analyze additional criteria.

b. Student Assessment Plan: Due Various Dates

The standards based assessment plan for all students will consist of the following: Standardized Tests/**CST**-Ca. Standards Test: All students in **(grades 2-5)** participate in the state-mandated testing program in collaboration with LAUSD. In addition, students in First grade take a standardized early literacy test. Standardized test results are analyzed when they become available for modifications of grade level programs and pacing plans. Test components is used to identify strengths and weaknesses in student achievement at each grade level. Grade level teams then identify those skills and areas in need of modification. Results of standardized tests, as part of the student academic profile, are also used to identify students for GATE/HA (Gifted and Talented Education/High Achiever), intervention programs, remediation, re-classification, enrichment, and retention. Results are shared with students and parents at report card

conferences. School-wide test results are shared at parent meetings. The tests also serve as a guide for curriculum selection, the purchase of resources, and the development of extended programs to meet specific student needs. Test information is available for longitudinal studies. California Achievement Test, Sixth Edition **(CAT/6)** is given to **3rd grade** students. We want to test through LAUSD and want to follow testing schedules set by Esther Wong's office.

California Alternative Performance Assessment (CAPA): (2nd-5th Grade)
Students with disabilities and meet the following criteria are eligible to take CAPA.

- Students have significant cognitive disabilities
- Students be enrolled in grades 2nd – 11th
- Students have severe disabilities who are unable to participate in the STAR program, CST and CAT/6 or CMA multiple-choice tests even with accommodations
- CAPA must be explicitly mentioned in IEP

This exam is a subset of the standards assessed by the CST using an individually administered format. The test reports produced by the state parallel the CST reports. The CAPA scores are included in the API and AYP score calculations.

CELDT Test: (All Newcomers-Initial & ELD Students until reclassified-Annual)
California English Language Development Test (CELDT) is used to monitor the English Language Level for ELL students. It is given at the beginning of each school year and sent to the state for analysis. When the results are returned to MCA, they are used to inform classroom instruction and to help determine student placement in intervention programs (such as afterschool tutoring, newcomers class, etc.). This information is available for longitudinal studies.

LAUSD benchmark assessment: (All available grades)
The periodic Math assessments will be purchased from LAUSD and administered to the students. The testing results will be used to have a positive impact on instruction by:

- Providing detailed diagnostic information to teachers
- Allowing for efficient use of instructional time and resources
- Providing re-teach tools to teachers for areas of student weakness
- Facilitating targeted professional development and intervention programs

STAR Renaissance Assessment: (Kinder, First, and Second Grades)
This local assessment program is a computerized, norm-referenced, grade-level assessment of Early Literacy, Reading, and Mathematics. Assessments are given three times a year. The information is shared with classroom teachers, students, and parents. Reports indicate strengths and weaknesses in areas of performance, and help teachers monitor the effectiveness of their instructional program. This information is available for longitudinal studies. Kindergarten students will also be evaluated using LAUSD's Kindergarten Checklist.

Program-embedded Assessments: (All Grades)
State-adopted, content-based materials contain embedded assessments. Teachers use these assessments to monitor student understanding of instruction. Results are collected to provide a school-wide database. They are also used to identify students needing remediation and are vital to differentiating instruction. Grade-level teams meet monthly with instructional coordinators to discuss the results of these assessments and to share successful strategies.

On-going teacher assessments: (All Grades)
These assessments can be grade-level developed; cross-grade level team developed to determine exit criteria for each grade, or individually created to monitor student achievement in specific content areas. They may take the format of checklists, portfolios, observations, projects, rubric-based assessments, demonstrations, journals, culminations, or performances. The classroom teacher to guide instruction, monitor student understanding and to modify the instructional program uses the data results.

c. Data team and Instructional Team:
The data team and instructional teams will engage in on-going and consistent evaluation and assessment data analysis. This regular process insures that identified benchmarks and goals are being obtained and will produce growth in student achievement. For longitudinal data collection a data base that includes: CST/CAT-6, CELDT, STAR Renaissance Early Literacy, program-embedded assessments, report card grades, attendance, and ELL Matrix can be analyzed to determine trends over time. Our intent is to create a profile for each student as they progress through the program to target assistance and support.

Regular data analysis meetings are scheduled as part of the year's calendar of professional development activities. This systemic process is on-going and includes everyone who works with students from administrators to teacher assistants. After the staff receives training to ensure that all participants have the same conceptual understanding and updated prior knowledge, then the rigorous process of data analysis begins. Teams meet by grade levels, cross-grade level strands, and whole school to identify trends, student needs, establish adjustments needed to be made to curricula, professional development needed and next steps. We would want on a fee-for-service select LAUSD as the assessment provider for the new charter.

d. Data Systems:
The way we plan to share data with LAUSD is by receiving training, inputting, and accessing the data systems already in place within LAUSD. We will use Welligent for the Special Education students to ensure Modified Consent Decree compliance. We also utilize the Integrated Student Information System (ISIS) to track student records as we have been doing presently. To be compatible with LAUSD dataset, we will utilize the same data systems used by LAUSD.

e. LAUSD School Report Card:
We will track the same information that is contained within the LAUSD School Report Cards. We will leverage LAUSD's system and survey mechanisms to ensure compatibility and accuracy.

f. Research and Evaluation:
We agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations at no cost to the school. We will participate in surveys or interviews with stakeholders to understand factors associated with student academic performance.

g. Operational Goals and Metrics:
The state will generate the 2009-10 Accountability Progress Report. The school report will determine if target percentages are attained by the school. The 2009 Adequate Yearly Progress (AYP) report will summarized whether or not the seventeen criteria including subgroup achievements are met. The California Department of Education (CDE) will set the targets to ensure that all No Child Left Behind legislative mandates are met. These mandates all involve ensuring that all teachers offering the program are highly qualified and hold the appropriate credentials to serve the students. The Federal Accountability section of the report will delineate the AYP score and if all Targets are met the school is not considered Program Improvement (PI). The 2010-11 test results will generate API and AYP scores by the CDE. LAUSD Modified Consent Decree Indicators will be monitored to ensure student success.

5. Professional Development Program

a. Professional Development:
We believe that professional development should meet both the needs of the teachers and the students. A variety of sources such as student assessment data, teacher surveys, coordinators' recommendations, and administrators' observations are used to assist the Lead Teachers in setting priorities for professional development. Professional development is offered in a variety of formats based on teacher need and learning style such as: New Teachers' Council, grade level meetings, staff meetings, content-specific training, (Beginning Teacher Support and Assessment (BTSA), National Board Certified Teacher (NBCT) classes, university classes, lesson study, state and national conference attendance, state and/or district trainings.

This site would use a coaching model to further enhance professional development. This model has several components: individual teacher/coach conferences, classroom demonstrations, reciprocal teaching, lesson study, and peer observation. Use of each component is based on teacher need and willingness to participate.

We believe in a philosophy of capacity building, where through a hands-on process we allow specific staff members to develop their skills in specific strategies or content area and to share their knowledge with other staff members. Our staff development goals and schedule are data driven and updated yearly as part of the Single Plan.

The training is differentiated and standards-based focused on student needs. Grade level team meetings review specific grade level needs, and specific student progress is monitored. These meetings are scheduled on Friday afternoons (Students are dismissed early on Friday. Students who remain for after school programs walk to assigned meeting areas. After school program students assembles on the yard. Students go to their assigned

classrooms and check in with instructors. Students begin working on homework, receive intervention, or receive tutoring from instructors.).

b. Teacher Orientation:
The classroom teacher is supported in several content areas by instructional experts, for example: visual arts, performing arts, library, computer technology, science, literacy and physical education. Our integrated curriculum allows for integration of content instruction and maximum use of the instructional minutes.

We believe that to increase the effectiveness of a program, the program must have a single-track/traditional school year, which includes a support system for the teachers. These support mechanisms include staff development, coaching support, setting of benchmarks, assessment of student achievement, adaptation of the program to meet student needs, and feasibility of implementation. The summer time can then be used to provide additional instructional time to struggling students.

We are constantly seeking to improve our instructional program. Part of this process involves constantly monitoring the effectiveness of programs. The effectiveness of new programs is piloted in small numbers, monitored and recommendations are made as to whether these programs should go school-wide.

c. Professional development Calendar: 10 Enrichment Days plus multiple trainings

Type of Training	Date & Time	Presenter	Participants
Language Arts/ ESL **Focus:** Vocabulary Development & Comprehension Strategies for (ELL/SEL)	**Various Dates** 5 of **10 days** **Full Day Trainings**	Imagination(new OCR) Consultants Hampton Brown Consultants & Other Outside Experts	**Teachers/Leads** **Teachers Assistants** **Literacy Coaches** **Administrators** **Board Parents**
Math Focus: Number Sense Number Facts Automaticity Assessment Analysis	**Various Dates** 3 of **10 days** **Full Day Trainings**	Saxon Math Publisher Expert/Share Skills & Program Features to Support Students	**Teachers/Board Parents** **Teachers Assistants** **Literacy Coaches** **Administrators**
Science Focus: Life Earth Physical	**Various Dates** 2 of **10 days** **Full Day Trainings**	Program Publisher Consultants Teacher Experts	**Teachers/Board Parents** **Teachers Assistants** **Literacy Coaches** **Administrators**
Every Friday Trainings: Data Analysis ELD Skills Matrix Differentiating Instruction Special Education Strategies ESL Techniques GATE Strategies Importance of Re-Teaching	Alternating **Fridays & starts after** student dismissal **until 3:00 p.m.**	Literacy Coaches Compliance Admin. Lead Teachers LAUSD Experts Campus Experts On Site Teachers that Excel in these Areas & have proven success	**All Grade Levels** **All Grade Levels** **All Grade Levels/TA** **All Grade Levels/TA** **All Grade Levels/TA** **All Grade Levels/Parents** **All Grade Levels**
Grade Level Team Meetings: **Science/ Program Pacing** **Review/Performing Arts** **Visual Arts**	**Week Days** **Tues.-Thurs.** **During Student/PE**	**Mad Science** **Blue Palm (Arts)** **Getty Museum** **Lead Teacher**	**4th & 5th Grade Teachers** **2nd & 3rd Grade Teachers** **All Grade Levels** **All Grade Levels**

Grade Level Writing Prompt **Student Work & Progress**	**Psychomotor Time (1hour)**	**Lead Teacher** **Lead Teachers**	**All Grade Levels** **All Grade Levels**
<u>Friday Staff Meetings:</u> **Opening of School Policy & Procedures/ Grading Policy** **Intervention Pathways** **Classroom Expectations** **Special Education Policy & Procedure Updates** **Safe School Plan Review** **Compliance Updates**	**Alternating Fridays & starts after student dismissal until 3:00 p.m.**	**Administrative Team** **Administrative Team** **Administrative Team** **LAUSD Experts** **Administrative Team** **Administrative Team** **Compliance Admin.** **Compliance Admin.**	**All Grade Levels/TA** **All Grade Levels/Parents** **All Grade Levels/Parents** **All Grade Levels** **All Grade Levels/Parents** **All Grade Levels** **All Grade Levels/Parents** **All Grade Levels**

d. Program Evaluation of Professional Development (PD):
PD is evaluated by analyzing student work, student levels of performance, and analyzing student assessment results. The two literacy coaches will work closely with administration to ensure that teachers are properly and effectively implementing the professional development strategies and techniques learned. Constant classroom observations on the part of the administrators will be the norm. Based on data results and student need the program is modified accordingly. The identified teacher needs will be remedied by providing teachers with any support or assistance (release time to observe more effective colleagues, opportunities to have literacy coach model effective lesson delivery with their own class, and opportunities to participate in external conferences)

6. Professional Culture

a. Professional Culture
The positive professional culture will contribute and create a nurturing environment where teachers will be able to learn from each other, from administrators, and staff. Each grade level will have a lead teacher and the lead teacher team will meet regularly with the administrators and the Aprende Executive Board. All teachers, not just a small minority, assist the administrators in leading the school with parental support. Selecting individuals that are committed to implementing the school's vision, mission, and want to make a difference in the lives of students will be the key.

b. Evaluation:
School leadership will monitor faculty and staff performance by implementing an accepted review process that is consistent with the goals of the school. Regular evaluations are done as a form of support and guidance and as a means of ensuring that the school is running effectively and positively supporting student achievement.

c. Feedback:
There will be suggestion boxes placed throughout the campus. These suggestions are reviewed regularly with the lead teachers and next steps will be developed. The lead teachers will take the issues, possible resolutions back to their grade level teams to get further feedback the lead teachers will again meet with administration and determine course to be implemented. Feedback from external stakeholders is also sought to ensure that the campus is clean and safe.

7. Serving Specialized Populations

a. Specialized Instruction:

The school will use research-based strategies to meet the needs of all students. The instructional program is multi-dimensional and designed to meet the diverse instructional needs of every student through an integrated program. Some of the target group populations and specific instructional strategies include:

- **English Language Learners and Standard English Learners**-Implement differentiated instructional strategies, deliver directed lessons to ensure the reduction of the Achievement Gap, SDAIE techniques, English as Second Language Program, Newcomers' Program, Vocabulary and Language Development Academy.
- **Special Education** – Alternative Curriculum, Mainstreaming, Paired teaching, full inclusion, Least restrictive environment, and Team Teaching strategies are essential.
- **GATE/HA program** – Actively identifying students from under represented student groups, Clustering GATE students, providing extended and enrichment learning experiences, providing instruction that accesses the Bloom's Taxonomy levels.

b. Meet needs of at risk students

At risk students, will be referred by classroom teacher/s, parent/caregiver, or an adult knowing the student to the student success team. The referral process includes a blue slip that identifies concerns or issues. The next step occurs within the screening team meetings. Intervention strategies are discussed and the best options implemented. After providing the student access to the additional resources, the child's progress is re-visited. Depending of results and parent feedback next steps are taken.

- **Intervention students** (at-risk) – School Readiness Language Development Program, Intervention and Extended School Year will be offered to qualifying students, After School Classes, Resource Specialist Program Instructors provide support by coming into the classroom to be an additional resource for classroom teachers, Pre-retention Intervention Program (action plan) Learning/Reading Center access,
- **Socio-economically Disadvantaged (Title 1) students**– cultural arts programs, infusing the curriculum with role models (teachers, staffing), field trips, multi-arts.

8. Family and Community Engagement Strategy

a. Identification:

The school community that our team proposes to serve is that stakeholder groups that resides within the attendance boundaries established by LAUSD for the new school. Parents, caregivers, and community members are key partners and decision-makers in children's education and schools. The school will work collaboratively with parents to develop a parent engagement plan that develops parental support for their child's academic success and offers opportunities for parents to engage in meaningful school decisions, activities, and empowerment.

b. Family and Community Engagement:

Community representation on the leadership team is expected. Meetings will be simultaneously translated to the majority community primary language to ensure a well informed partnership.

The needs of this community include providing access to resources to assist families during these tough economic times, assistance in learning to navigate the academic system to endure your student's success, and have the ability to make a difference by being active decision-making partners.

Parent and caregivers must be give on-going feedback and timely communication to solidify their partnership in student success. Monthly progress reports are bilingual to inform parents of student achievement on a four-week basis. This information allows parents and teachers to intervene in a more timely manner than waiting. Report cards are aligned to our instructional content areas. There are three grading periods, with report card parent conferences in the fall and spring. Report cards are based on grading policy. The grading policy is reviewed regularly with parents. At the report card conference, student work and assessment data are shared with the parents and goal-setting action plans are created collaboratively. The parent, student, and teacher together reflect upon student achievement and devise a plan for improvement.

This methods implemented will be centered on classroom and home teaming. The experience of working in this community for more than four years will beneficial and allow for strong parent engagement program that is built on respectful relationships.

c. Key Community Partnerships:
The services that we hope to access will enable our school to be a safer community, in which there is trust between the community and the school. These partnerships will bring free training from the community to the school and provide services for our students.

- Create partnerships with local politicians like we have in Pacoima with Assemblyman Tony Cardenas.
- Contact additional local businesses and develop partnerships like we have at Montague with Target.
- Work with Families In Schools, like we did with Local District 2(LD B now in LAUSD), to foster a strong partnership with parents and community.
- Host community events to make the school known to the community we serve.
- Work with The California Credit Union (TCU) to feature workshops on money matters for staff and community.
- Work closely with the LAUSD elected Board Member Nury Martinez.
- Partner with the Social Services office to house a social worker on site to provide assistance to the parents and community members.
- Introduce our school and services to the Neighborhood Council.
- Invite LAPD officers to lead workshops for staff and parents on safety.

These partners would enhance the school program and they all have shown must commitment to serving students in the past. They are all committed to providing support and assistance to communities such as ours.

9. School Governance

a. School and Advisory Organizational Charts:
The governance structure will be aligned to 501c3 guidelines and final approval will be granted by LAUSD Charter Office. The school governance and organizational structure allows for real and meaningful impact on decision making because everyone has a voice. Everyone is all vested to make this new school a great place because a negative school culture has not been set. All participants come with a fresh prespective and want to implement a school vision and mission that supports student learning.

APRENDE EXECUTIVE BOARD **(Administrators, Lead Teachers, Classified Staff, Parents, Community Members, and Charter Rep.)** **School Site Administrative Team Supervises/Works with Teams led by the following: (1-4)**			
1. Literacy Coaches	**2. Technology Director**	**3. Parent Center**	**4. Facility Cafeteria/ Facility Buildings/Grounds**
Lead Teachers	**Teachers**	**Library Instructor**	**Cafeteria Team Members**
Teachers	**Teacher Assistants**	**Art Instructor**	**Custodial Team Members**
Teachers Assistants	**Parents**	**Music Instructor**	**Parents (Special Events)**
Parent Volunteers	**Students**	**PE Instructors**	**Volunteers (Special Events)**

10. School Leadership & Staffing Plans
a. Leadership Team Capacity:
The leadership team will include:
R. Rodriguez
Twenty-three years of educational experience including: Executive Director and Principal of Montague Charter Academy, Coordinator for District B(2) Parent Unit (under Judy Burton), Language Acquisition Branch Advisor (ELD/SEL), Bilingual Teacher, Teachers Assistant, and most importantly parent.
M. King
Fifteen years of experience including: Teacher, UCLA Literacy Project Presenter, APEIS Administrator (three years Special Education Experience), administrator for the past year, and most importantly parent.
G. Vick
Twenty years experience with computer software and hardware technology. Previous experience includes being technical director for a JVC division, and technical director for a financial services company. G. Vick's background includes development of high-performance networking and business processing systems.
M. Martinez
Twenty-five years of experience in education, including: Early Literacy Expert, Compliance Coordinator, Bilingual Teacher, and most importantly parent.

b. Staffing Model:

- The administrative team would consist of a principal/executive director, an instructional administrator, and a compliance administrator.
- Class size: 22-25 students in grades K-3; 25 + average in grades 4 and 5.
- Teacher assistants are shared by two teachers and would provide academic support to students.
- In partnership with the Adult Education Department of LAUSD offer parents classes that includes: English as a Second Language, Math, Multi-media, Spanish as a Second Language, classes in Math, and Reading.
- Offer after-school tutoring for students in reading, math and written language done by instructional assistants.
- Offer enrichment classes in the arts including drama, and dance as part of the after school program would be lead by instructional assistants.
- Continue having extended staff that includes: an art instructor, a music instructor, a technology instructor, a library media instructor and a physical education instructional team.
- Continue a comprehensive student support program lead by two literacy coaches (one for primary grades (K-2) and one for upper grades (3-5).) that includes the Screening, Student Study Analysis, GATE identification, Achievement Assessment, Parent Center Steering, and Language Appraisal Team (LAT) evaluations.

c. Compensation:
LAUSD salary schedules are used to create pay rate schedules for the school employees. Salaries must be comparable to or better than the LAUSD District's to be sure to attract high caliber professionals to create a high performing team.

d. School Leadership:
All employees with have current credentials or licenses. All teachers will be NCLB compliant and adhere to LAUSD Charter regulations. (See attached job description for principal in appendix)

e. Leadership Team Beyond the Principal:
Leadership positions will include the Aprende Executive Board which include principal, literacy coaches, teachers, LAUSD cafeteria personnel, and LAUSD custodial personnel

f. Recruitment of Teaching Staff (AJD)

Teacher Recruitment & Retention:
All of our teachers will meet NCLB requirements to be highly qualified teachers. We will seek to recruit teachers who share in our vision and mission statement. We endeavor to have a staff that reflects the diverse communities and cultures of the Los Angeles area. Specific recruitment policies are outlined in Element 5.

- All classroom teachers have a valid teaching credential on file with the California Commission on Teacher Credentialing and have met the criteria for "highly qualified" status as per state and federal mandates. Aprende holds the exclusive right to extend, renew or revoke employment contracts based on unsatisfactory evaluations upon charter renewal following established procedures found in the charter. A current log of all certificated employees and their credentials is will be readily available for inspection.

11. Operations

a. Internal Applicant:

Aprende is not an internal applicant. As an external applicant we will follow procedures set forth by LAUSD for external partners.

b. External Applicants:

We will enter into a facilities use agreement with LAUSD. The agreement will include a commitment to contract with the District as mutually agreed upon by both parties once all stipulations are finalized. The District can be the default provider of outsourced school facility support services for cafeteria, custodial, maintenance, security, supplies, and transportation services for students needing the service. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time-frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between external partner, the District, and classified labor representatives of the specific department) does not resolve the identified issues, then the external partner may contract with non-District providers for specified support services.

c. Master Service Agreement:

We will enter into a dialog with LAUSD/Charter Office regarding the viability of a master service agreement.

d. School Operations Experience:

We will also replicate a structure that ensures that all non-academic aspects of school management are run effectively. Since we will be direct funded, the payroll and all incoming funding sources will be kept through the Los Angeles County of Education, as we are doing presently. The fiscal manager, in conjunction with an outside accountant, will ensure that payrolls are accurately reported and all invoices are paid in a timely manner. Proper accounting principles are followed and the licensed accountant will verify that all systems used follow all legal stipulations and audit standards. Security procedures are delineated in our Safe School Plan Volume 1 & 2. LAUSD School Police or Los Angeles Police Department will be accessed depending on the issue. Transportation can be accessed through LAUSD when available. Meals are served using LAUSD cafeteria services and food will be purchased from most reasonable priced vendors. We want to ensure that all meals are low calories, low fat, and high in flavor and taste for our students. LAUSD will also be accessed for custodial services as needed for maintenance.

e. Operations Start-up Plan:

The Aprende team will start forming a hiring committee that includes community members (parents, community leaders, and stakeholders), providing training to the hiring committee regarding the expectations and experiences required to best serve the needs of students. The school's Vision and Mission will be finalized and reviewed during scheduled trainings. Once the team is trained, the set of questions and employee prerequisites are identified and aligned to NCLB requirements. The teacher team is then hired. We will need to work with the District, the local superintendent, and feeder schools to finalize the number of students at each grade level to determine how many teachers we will need to hire for each level. Furniture, equipment, and textbooks will need to be selected/purchased. Once the Certificate of Occupancy is given then the Aprende Board can start planning summer socials and other activities to welcome the families to their new school.

f. Operations Plan:
Once finalized, we will access LAUSD menu of services and select services as needed.

12. Finance

a. Funding:
All funding sources for which our students qualify for will be pursued.

b. Budget Narrative:
Funding levels must be consistently monitored to ensure compliance and solvency. All funding decisions will be aligned to Mission and Vision of the school.

- School needs to set aside parent involvement funding, funding for services and other operating expenses (service contracts for equipment purchased, etc.) including contracts (accountant & grant writer, etc.).
- The school needs to maintain a 3% - 5% reserve and ensure solvency.
- Funding allocations must include funding totals for sufficient certificated (teacher, literacy coach, and administrator) positions based on ADA and P1/P2 report totals.
- To implement a rigorous standards-based teaching and learning program that is focused on the integration of reading and mathematics standards throughout the curriculum we will need to fund systematic professional development throughout the school year.
- Stakeholders (teachers, parents, and administrators) will be given the opportunity attend training, external conferences that will support student success as available.
- Go after grants for additional fundraising for before and after school programs that serve as intervention opportunities for students.
- Funding must be available to pay salaries and benefit for all certificated and classified employees.
- State adopted textbooks, instructional materials including general supplies, and supplemental materials must be available to support the instructional program.

c. Financial Controls:

We will implement all guidelines to ensure fiscal soundness and legal compliance for the proposed new school. We will continue to use the financial monitoring processes that have been effectively used at Montague Charter Academy. There will be an annual financial audit that will be conducted by an external firm. LAUSD's Charter office will monitor the financial solvency of the school. All internal controls will be set up and all external compliance controls with all Federal, State, LAUSD's Charter Office regulations under Charter Law, and any additional guidelines will be followed to ensure transparency.

13. Facilities

LAUSD will provide a facilities use agreement, to be finalized by the Workforce Stability Taskforce.