

M.A.T.T.I.E.

(Multicultural Achievement Technology Teaching & Innovative Experiences)

ACADEMY OF CHANGE
Charter School

Public School Choice 2.0
Proposal

Presented to

Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

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EXECUTIVE SUMMARY

The Executive Summary is a stand-alone document that should provide a succinct narrative overview of the application.

1. Executive Summary (5-7 pages)

a. Mission and Vision.

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

The MATTIE (Multicultural Achievement Technology Teaching & Innovative Experiences) Academy of Change is an innovative and progressive learning center that embraces cultural, linguistically, and developmental differences of its student body. The mission of this innovative charter school is to promote academic success in each grade 6-12 student through thinking, problem solving and in-dept learning at the secondary and post-secondary level. We expect to matriculate students who are college or career ready based on their superior (top 10% nationally) of students according to performance on standardized testing.

Our academy is designed to collaborate with communities, agencies and colleges to act as a catalyst for change to address vital aspects of students by raising their standard of living in their communities. We believe that a systematic and sustained emphasis on education and life skills will help remove students from negative lifestyles that have inhibited their development as constructive and successful citizens positively contributing to society.

We believe our students deserve the highest quality education possible. Further, we believe that students should be actively involved in their community and that there should be learning opportunities that are both appropriately differentiated and substantive in grades 6-12, and linked meaningfully to the core content areas of language, math, social studies, and science. It is our fundamental belief that all students who matriculate from the Academy should be amply prepared to successfully compete for both college admission and career performance and promotion. We believe that parents should continuously be involved and engaged in every aspect of our school culture.

We envision a learning community that respects the unique need and strengths of each student, emphasizing cognitive, imaginative, creative, social, emotional and physical development. Integrating an ethos of service and environmental stewardship, we hope to provide a unique opportunity for personal growth for all who are affiliated with our school.

b. Student Population.

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

We propose that the MATTIE Academy, a public high school will serve 825 or more inner-city, at risk students in Carson grades 6 thru 12 in a No Child Left Behind, Title I area. The student population includes African-American, Asian, American Indian, Filipino, Hispanic, Pacific Islanders, White, Special Education, gifted and talented, English Language Learners, and economically disadvantaged students.

We expect to service a student population aged 11-18 from diverse socio-economic backgrounds to include students who qualify for free or reduced lunch, students with different learning styles and developmental needs. Specifically, we have determined and have developed instructional strategies for students not on alternate curriculum in community based instruction, students not expected to pass the CAHSEE and are working on alternate graduation standards, students who are deaf or hard of hearing, students with Autism requiring a restrictive special day class, and students with learning disabilities, using grade level standards. We contemplate that our students educational range will be from those designated from special education to gifted and talented - and we have developed an instructional program to educate and matriculate each child, regardless of where they are on that spectrum to achieve the aforementioned mission and vision. Additionally, because we are cognizant of the multi-lingual community where we will serve, we anticipate and have formulated strategies for the education and affirmation of English language learners in our school community.

c. Instructional Program.

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

The philosophy of the MATTIE Academy is that there is brilliance in every child. Therefore, all students who will attend this learning community will be nurtured, be challenged, and will be engaged in collaborative group projects to think and to solve problems in inclusive and supportive classrooms. Thus, the charter school will focus on co-teaching to teach the core curriculum to special needs students, to general education students, and to English Limited Language students. The administration and the faculty will establish strong relationships with parents and the community through school wide events that celebrate cultural diversity through parent-teacher conferences, Career Day, Community Appreciation Day, etc.

MATTIE teachers will incorporate a wide variety of instructional strategies designed to address the different learning styles and developmental needs of the aforementioned student populations. Some of the instructional strategies will include student investigations,

cooperative/collaborative learning, whole group instruction, independent and self-directed learning, peer coaching, graphing, concept mapping, self-assessment, research and simulations. Our school offers effective learning strategies to ensure that each student masters the concepts and skills of each subject. Through direct instruction and well prepared lessons, we will focus on higher-level reasoning skills, collaborative learning groups, hands-on learning activities and problem-solving projects that develop deductive reasoning abilities. A least restrictive environment will be the standard strategy for meeting the needs of special education students. Gifted students will be provided special day classes, part-time groupings and cluster groupings that emphasize specialized curricular components that accentuate differentiated learning experiences within the regular school day.

We have determined through the 2009-2010 CST trend for students in the subject area of English Language Arts that only a small percentage of students in all ethnic groups were advanced and proficient. Students in all ethnic groups in grades 10, 11, 12 in the subject areas; Algebra 1, Algebra 2, Geometry, Chemistry were not advanced or proficient. Students were either below basic or far below basic in these subject areas. Over 50% of the MATTIE student population is deemed economically disadvantaged. MATTIE will provide more time on task, using the block schedule format, provide hands on activities, rigorous instruction and collaborative activities in the Mathematics, Engineering, Science and Achievement (MESA) program. In an effort to address the needs of this population, administrators will monitor classroom instruction daily, provide immediate feedback to teachers, and provide instructional support to teachers, whenever necessary.

Mattie's instructional program will be based substantially on the California Curriculum Standards for Grades 6-12, including content standards, learning expectations, accomplishments and benchmarks. Subject areas will include English Language arts, Math, History-Social Sciences, Science, Physical Education, Independent Study, Social Studies, and Foreign Language, Career and Technology.

The MATTIE curriculum is an integrated learning system that consists of providing students with relevant skills and knowledge that enriches their intellectual and personal development that enhances their uniqueness and purpose of their life. Our educational program will adhere to the California State Framework of Content Standards for each subject and it will also encompass the following:

- Direct Instruction
- Text-Based and Print-Based Learning
- Collaborative Learning groups
- Social Skills and Personal Responsibility Instruction
- College Preparatory
- Life Skills and School-to-Work Instruction
- English as a Second Language (FSL) Instruction
- Project-based Instructions
- Contextual Learning
- Instructional resources and techniques including:
 - Computer-Assisted Instruction for all subjects including foreign language
 - Video-Based Learning
 - Audio Cassette and Auditory-Enhanced Learning
 - Sustained Silent Reading

As the MATTIE team has had significant experience in serving a similar population of students, we are confident that our instructional approach is the most effective and efficient method for advancing our vision and achieving our mission. In fact, the CEO, Principal, and Administrative team were recruited specifically for their affinity for and success in addressing the needs of students in a low performing school district in which the State took local control and management of the District. The Administrators on the team have been actively involved in writing the District's strategic plan, as well as leading schools that have had significant gains in test scores.

d. School Culture.

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

MATTIE will foster an environment of positive competition, diversity and respect which is both powerful and unique. MATTIE's Educational Program prepares students to meet real-world challenges and takes advantage of real-world opportunities. We will put emphasis on rigorous instruction for student excellence. Our charter school is aimed at supplementing the efforts of the Los Angeles Unified School District (District) to respond to the District's academic, social, emotional and cultural needs of a select group of socio-economic and educationally disadvantaged students in grades 6-12 whose poor historical performance on the California Content Standards and Achievement tests shows that they need special assistance to negotiate successfully through elementary, middle, and high school, attend college or succeed in career.

We endeavor to build a supportive, cooperative community-- a true collaboration of children, families and school staff, where we embrace diversity and honor the unique contributions of each citizen of our community. We further endeavor to meet each student's needs by acknowledging and honoring individual difference, offering clear instruction , providing varied opportunities for new experiences, exploration and discovery -- all in an encouraging and positive environment, as outlined in our charter bill. We hope to produce an environment that will promote the students' natural motivation to learn; and where accountability, flexibility, innovation, parent-teacher involvement, and public-private partnerships can combine to provide our students the brightest future possible.

We fully plan to have the cadre of employees and staff that represent the ethnic makeup of students from the surrounding community –African American, Asian, Hispanic, Pilipino, Samoan. The staff will embody, emphasize and promote racial harmony and positive attitude toward school. Motivational themes and inspirational assemblies will be held monthly to recognize outstanding students, staff and parents of the month. Multicultural assemblies and fairs will be a part of the activities that all citizen-scholars and staff will be able to participate.

School-wide motivational themes and inspirational sayings/quotations will be on display weekly in offices and classrooms and printed bulletins. ACT/SAT vocabulary words will be listed in school bulletins daily, as well as conflict resolution scenarios that students will be asked to respond to weekly. School-wide writing prompts and rubric will be given to students in all curricular classes including physical education and electives.

MATTIE Academy will maintain a safe, orderly, and clean school environment. Safety will be a priority for all students, staff and parents. MATTIE Academy plans to use school security and

staff assistants to maintain safety. We plan to work collaboratively and preventively with all local law enforcement, including our local Sheriff.

If we achieve our objective, the MATTIE Academy will have taken a heterogeneous group of students wherever they are academically and have provided them with effective learning strategies that reflect the high reasoning skills of Bloom's Taxonomy that prepares them for the skills needed in the 21st Century work arena. This group of students needs a school that meets their specific learning challenges. We are posed to assume the responsibility of providing a high quality learning environment that allows each student to develop into productive citizens for this democracy.

Specifically the MATTIE Academy will:

- Enable children to acquire the skills for higher math and science and technology.
- Enable children to read effectively in two languages in addition to English, i.e. Spanish, French and Japanese.
- Enable Children to exceed state norms on standardized test.
- Enable Children to acquire requisite for enjoying living in an democracy.
- Enable all to meet the eligibility standards for all community, four-year colleges and universities.
- Establish a comprehensive program of cultural, social and other activities designed to assist the affecting development of children.
- Enable teachers to demonstrate their professional expertise in a safe, encouraging and nurturing environment.
- Enable parents to assist their children to participate fully in all of the activities of the academy.
- To enhance the academic and college prep potential for specific categories of children with special needs.
- To assist in the development of children's ability to appreciate music, visual and performing arts.
- To establish a program of physical education and healthy consciousness for all children at the academy.

Students will also participate in the University of California, Los Angeles' (UCLA) "I'm Going to College Program" where they will visit UCLA campus to attend college activities in an effort to expose students to college culture.

The schools motto is "On Time, On Task, and On a Mission". MATTIE staff recognizes that they must be on time with what is current in educational reform and the "Race to the Top" objectives of President Obama's administration. MATTIE administrators, staff, teachers, parents, community leaders, and students must be on task to accomplish these goals. All MATTIE stakeholders are on a mission to ensure the success of the students.

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e. Accountability and Performance Goals.

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

1. We will use performance based assessment. This evaluation system will be developed in collaboration with teachers through the use of portfolios. Teachers will present various measures of student performance as a way of demonstrating the effectiveness of their work. Tools use to support the evaluation process will be: Individual Development Plan, Performance Improvement Plan and DSA Portfolio Checklist.
2. Quarterly benchmarks to assess reading, math and writing skills. As well as state AYP, API, CST's, CAHSEE, and CAPA
3. Provide in-depth support for identified groups or individuals:
 - Implement Portfolio of Evidence that Single Plan for Student Achievement
 - Supports implementation of Essential Program Components (EPC's)
 - Demonstrate the School's ability to strategically and effectively implement the plan
 - Ensure evidence documenting the school's efforts, progress, and achievement for CCR, WASC and other compliance reviews
 - Analysis and interpret subgroup data
 - Assess student achievement at the grade level and/or department level
 - Target and support high priority Students
 - Assess implementation of priority strategies such as differentiated instruction, higher order thinking skills, thinking maps and school-wide writing

f. Community Analysis and Context.

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

Based on demographics for the City of Carson, CA alone, we know that MATTIE teaching professionals will be addressing a portion of the educational needs of a community that is composed of an elementary school population (grades 1-8) or approximately 12,491 43.7 eligible students and a high school (grades 9-12) population of 6,209 21.7 (Figures courtesy of *Statistics from the 2000 US Census Data Database*).

Based on our extensive informal surveys and community involvement, we believe the values of our community to be:

- To develop and implement an array of learning opportunities that are appropriately differentiated and substantive in grades 6-12 and are linked meaningfully to the core content areas of language, math, social studies, and science.
- To prepare students to be actively involved in the improvement of their community and become productive citizens and leaders in a global society.
- To transition from school to college or career

- To provide ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving the needs of advanced students.
- To provide parent education opportunities and to solicit parent and community involvement to promote collective participation in the program.

Our key community partners include the City of Carson, the Carson Sheriff, congresswoman Laura Richardson, the MESA program, and California State University Dominguez Hills

g. Leadership.

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

The MATTIE Academy of Change will embrace the system of what is referred as SCHOOL-BASED MANAGEMENT or SITE-BASED DECISION MAKING. This system allows for all school stake holders to be actively involved in the decision making process relative to all aspects of the school. Specifically, leadership councils are established and are responsible for making decisions to be communicated and responded to by the faculty and whole school community. Our goal is to eventually have a Governance Council which will include a representative from each council (SSC, SAC, and BAC) who will be involved in the decision making practice for the school. Decisions are typically made in the areas such as:

- Budget
- Personnel
- Curriculum
- Professional development/training (administration, faculty, and parents)
- School environment
- School governance systems
- Other areas that directly support student achievement

h. School Governance Model.

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.

MATTIE will establish Leadership Committees, members from each stakeholder will be represented on committees. These committees include Curriculum & Instruction, School Climate, Staff Development, Student Activities, Parent & Community.

The leadership council membership includes representatives from the school administration, certificated staff, classified staff, parents and business/community partners.

We are committed to and embrace the following resources that will result in high performance for all students:

- Empowerment

- Professional development/training
- Information
- Leadership
- Instructional Guidance System
- Rewards (Extrinsic and Intrinsic)

INSTRUCTIONAL PROGRAM

The Instructional Program should outline the proposed school's educational philosophy, instructional methods, assessment plan, professional development strategy and the outcomes you anticipate students will achieve.

2. Curriculum and Instruction (15 pages + attachments)

a. Instructional Philosophy:

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

The philosophy of the MATTIE Academy is that there is brilliance in every child. Therefore, all students who will attend this learning community will be nurtured, be challenged, and will be engaged in collaborative group projects to think and to solve problems in inclusive and supportive classrooms. Thus, the charter school will focus on co-teaching to teach the core curriculum to special needs students, to general education students, and to English Limited Language students. The administration and the faculty will establish strong relationships with parents and the community through school wide events that celebrate cultural diversity through parent-teacher conferences, Career Day, Community Appreciation Day, etc.

Stated by Marva Collins (founder of the Westside Preparatory, Chicago), "To me education is simple: "To teach the children who come, regardless of race, religion, ethnicity, socioeconomic background, or gender, how to read, write, think, compute, appreciate the arts, speak well, and behave in socially acceptable ways, so that they can become economically independent, contributing members of society." (Nothing's Impossible by Lorraine Monroe, founder of the Frederick Douglass Academy, Harlem, New York, p. 32-33).

The California Curriculum Standards, Grades 6-12, including content standards, learning expectations, accomplishments and benchmarks will serve as the primary program for the school's curriculum. Additionally, staff will be guided by the following summaries.

English Language Arts

The school will provide a blueprint for organizing instruction so that every child meets or exceeds the language arts content standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum, instruction, and professional development. In an effort to accelerate and sustain all learners' proficiency in the language arts, the following principles will be used to guide and address the complexity of the content and context of language arts instruction. The principles direct the purpose, design, delivery, and evaluation of instruction.

- Uses the English–language arts content standards as its curricular platform and aligns curriculum, assessment, instruction, and organization to provide a comprehensive, coherent structure for language arts teaching and learning.
- Stresses the importance of a balanced, comprehensive program. Balanced is defined as the strategic selection and scheduling of instruction to ensure that students meet or exceed those standards, and comprehensive is defined as the inclusion of all content standards.
 - Balanced does not mean that all skills and standards receive equal emphasis at a given point in time. Rather, it implies that the overall emphasis accorded to a skill or standard is determined by its priority or importance relative to students' language and literacy levels and needs.
 - A comprehensive program ensures that students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts.
 - Consistent with the content standards, the framework recognizes that the advanced skills of comprehending narrative and informational text and literary response and analysis and the creation of eloquent prose all depend on solid vocabulary, decoding, and word-recognition skills fostered in the early grades and sustained throughout the school years.
 - Describes the important skills, concepts, and strategies that students must be able to use after the third grade and attends specifically to those advanced higher-order skills from grades four through twelve that require explicit and systematic instruction.
 - Provides guidance to ensure that all educators and learners understand that (1) specific skills in reading, writing, speaking, and listening must be taught and learned; (2) the language arts are related, reciprocal processes that build on and strengthen one another; and (3) the language arts can be learned across all academic disciplines.
 - Promotes a preventive rather than remedial approach. The most effective instructional approach is to prevent reading/language arts problems before they begin. The key to success is to make the first instruction students receive their best instruction.
 - Assumes that all learners will work toward the same standards yet recognizes that not all learners will acquire skills and knowledge at the same rate. Intervention strategies must be in place to identify students who are not progressing adequately and to intervene at all levels as early and as long as necessary to support their acquisition of learning in the language arts.
 - Addresses the full range of learners in classrooms, with specific attention being given to language arts instruction and the learning needs of English learners, special education students, students with learning difficulties, and advanced learners.
 - Assumes that virtually all students can learn to read and that older struggling readers will benefit from refocusing instruction on building the skills, strategies, and knowledge that are the foundation for subsequent success in reading/language arts.

Math

The school will build on the mathematics standards and align them with curriculum, instruction, resources for instruction, and assessment, resulting in a coherent and pragmatic plan for achieving high levels of mathematics proficiency for all students. We will address the needs of all learners, with no learner left out and no learner taught at the expense of another; emphasize prevention over remediation, while recognizing the appropriateness of remediation when it is required; and provide suggestions for instructional strategies that may be used with students who are English learners, advanced learners, special education pupils, or at risk of failing mathematics.

Teachers will stress the importance of frequently assessing student progress toward achieving the standards. Students cannot afford to wait for a year-end test; rather, they should be assessed frequently throughout the year to determine their progress toward achieving the standards.

Principles and key components of an effective mathematics program are as follows:

- Essential skills and knowledge expected of students in mathematics as described in the Mathematics Content Standards
- Special considerations and emphases for each grade level to ensure student success consistent with the mathematics standards and statewide testing.
- Guidance, based on current research, regarding instructional strategies and sample lessons that can be effective in ensuring that every child will meet or exceed grade-level standards in mathematics
- Development of appropriate assessment methods
 - Strategies to ensure access to appropriately challenging curriculum for special needs students
 - Responsibilities that all stakeholders must uphold for effective implementation of a rigorous and coherent mathematics curriculum
 - Professional development
 - Use of technology in mathematics instruction
 - Instructional resources, including print and electronic learning resources

History-Social Sciences

As educators we have the responsibility of preparing children for the challenges of living in a fast-changing society. Their lives, like ours, will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change. The only prediction that can be made with certainty is that the world of the future will be characterized by continuity and change. The study of continuity and change is, as it happens, the main focus of the history–social science curriculum. The knowledge provided by these disciplines enables students to appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies. The object of the history–social science curriculum is to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future.

In addition to the knowledge that students will acquire by studying the human past, the students should gain a deep understanding of individual and social ethics, emphasizing concern for our students' ethical understanding in every grade. We want students to see the connection between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. Students should realize that tragedies and triumphs have resulted from choices made by individuals. The students will recognize that ideas and actions have real consequences—that history, in other words, is not simply the ebb and flow of impersonal forces but is shaped and changed by the ideas and actions of individuals and governments. Students will study history to learn from the sometimes painful, sometimes exhilarating, often humdrum experiences of those who preceded us. We want our students to understand how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility and to ponder how we deal with the same issues today. By studying the humanities and examining the ideas of great thinkers, major religions, and principal philosophical traditions, our students will reflect on the various ways that people have struggled throughout time with ethical issues and will consider what the consequences are for us today.

We will work to strengthen education in the history– social science curriculum while building on the best practices. The distinguishing characteristics are as follows:

- The chronological study of history
- Integrated and correlated approach to teaching
- Emphasize the importance of history as a story well told
- Importance of enriching the study of history with the use of literature both literature of the period and literature about the period
- Emphasis on the importance studying major historical events and periods in depth as opposed to superficial skimming
- A sequential curriculum, one in which knowledge and understanding are built up in a carefully planned and systematic fashion
- Incorporate a multi-cultural perspective
 - The importance of the application of ethical understanding and civic virtue to public affairs
- Encouragement of civic and democratic values as an integral element of good citizenship
- The study and discussion of the fundamental principles embodied in the United States Constitution and the Bill of Rights
- Present controversial issues honestly and accurately within their historical and contemporary context
- The importance of religion in human history
- Enhancement of critical thinking skills
- Supports a variety of content-appropriate teaching methods that engage students actively in the learning process
- Opportunities for students' in school and community service activities

Science

Science education is intended for all students. Academic instruction will be designed so that each student has the opportunity to master the science standards that provide systematic and coherent access to this challenging subject. Glenn T. Seaborg, one of the great scientific minds of this era, defined science as follows: "Science is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment. We intend to organize the body of knowledge that students need to learn during their middle and high school years; and illuminate the methods of science that will be used to extend that knowledge during the students' lifetimes.

Students will be able to utilize the traditional laboratory method for discovery, using the principles of hypothesis, observation, data collection, and validation. The curriculum includes biological, physical, and earth sciences and their integrations. Students will become academically accomplished in science by immersion in the scientific methods. Lessons will require experimentation, development of hypotheses, conducting experiments, and drawing conclusions.

The school will organize around the science content standards as follows:

- Discuss the nature of science and technology and the methods by which they are advanced
- Describe the curriculum content and instructional practices needed for mastery of the standards
- Guide the development of appropriate assessment tools
- Suggest specific strategies to promote access to the curriculum for students with special needs

- Describe the system of teacher professional development that needs to be in place for effective implementation of the standards
 - Specify the requirements for evaluating science instructional resources, including investigative activities, for grade six through grade eight
- Provide information on pertinent requirements of the California Education Code regarding science education

We will alleviate the challenges of science education by:

- Preparing long-term plans
- Meeting curricula demands of other core content areas
- Setting clear instructional objectives
- Providing balanced instruction
- Ensuring safety of instructional activities
- Matching instructional activities with standards

Physical Education

Standards-based physical education instruction will focus on student learning so that every student has the opportunity to master all the grade-level or course-level physical education model content standards. We will provide a roadmap for the design of standards-based physical education lessons. Teachers start by selecting the grade- or course-level standard(s) for instruction, determine and design assessment strategies, and then create instructional opportunities for students to engage in the content. All learning opportunities (e.g., drills, games, cognitive activities) are directly aligned to the grade- or course-level standards.

Lessons will be planned logically and sequentially for maximum instructional time and learning. Effective instructional units are of sufficient length to allow students to develop skills and competence in the areas being taught. These instructional units build upon skills and knowledge that have been learned previously and prepare students to reach future grade- or course-level standards.

Teachers will design instruction based on the content or skill to be taught, the strategies available to teach it, and the needs of their students. No single method of instruction is the best or most appropriate in all situations. Teachers must thoughtfully consider the impact of their decisions on the instructional process and evaluate those decisions as to their effect on the learning process. Instructionally sound lessons will be carefully developed and will be designed to engage all members of the class in learning activities focused on student mastery.

Prior to instruction students are assessed to determine if they are ready for the new content. If they are not, then instruction is provided to bring them up to grade or course level. Once students are at grade or course level, then the current grade- or course-level standards are addressed. Lessons will be designed so that our students are constantly exposed to new information while practicing skills and reinforcing their understanding of information introduced previously. The teaching of standards-based physical education is holistic in nature whereby several standards may be taught simultaneously in the same lesson or sequence of lessons.

Students will be given assignments for Physical Education for cardiovascular (e.g., jogging/running around the block, sit-ups, push-ups). Students will be encouraged to participate in intramural sports, such as basketball, softball, flag football, Volleyball and swimming. P.E. students will write articles related to sports and related to articles regarding historical and current sport events and athletes.

Teachers will design instructional strategies by applying the following:

- Instructional Models
- Establishing a Safe Environment
- Class Management
- Effective Teaching Behaviors
- Motor Learning Principles
- A Model Physical Education Lesson
- Instructional Strategies
- Multidisciplinary Opportunities
- Diabetes
- Obesity

Independent Study Program (ISP)

Independent study will be a short term alternative to classroom instruction consistent with the school's course of study and is not an alternative curriculum. ISP will provide individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain as verified in a written agreement. Students with special circumstances will be provided this opportunity per recommendation of the Student Success Team (SST)

As a recognized alternative to regular classroom study, ISP will equal or be superior in quality to classroom instruction. Instruction through Independent Study:

- Allows students to study at their own pace within the limits of compulsory attendance requirements
- Creates a bridge between the school and the community
- Challenges each student to excel in his or her area of special interest and abilities
- Provides an alternative for students to achieve competency and mastery in basic skills
- Allows children to be educated at home
- Encourages the student's resourcefulness
- Facilitates the student's active participation in his or her own education
- Offers real flexibility in the design of an educational program, including the grouping of independent study students to focus on common educational objectives
- Offers effective educational choices to students and families
- Participation in independent study must be short term, voluntary a choice made by the student, parent, guardian, or caregiver, SST members and — not an administrative decision of last resort

Physical Education / Health

Physical Education Goals

1. To make students aware of the benefits of daily physical activity.
2. To provide students with the information to help them exhibit a healthy, physically-active lifestyle.
3. To help students develop positive self-management and social skills needed to work with others.
4. To provide the students with a learning environment in which they achieve success and have fun

Social Studies & Foreign Language

The MATTIE ACADEMY Social Studies and Foreign Language Programs is to facilitate the development of the individual students' abilities to utilize knowledge and skills to make informed and reasoned decisions in real world situations.

The goals of the Social Studies and Foreign Language Programs are:

- To improve student performance
- To coordinate staff development sessions
- To provide teachers with an advanced, relevant, and aligned curriculum
- To provide students and teachers with the best learning materials and supplies available

Career & Technology

MATTIE ACADEMY Career and Technology Programs are dedicated to nurturing productive citizens and lifelong learners through relevant technical curriculum tailored to meet the needs of all students. These programs will assure that all students find success and are prepared to confidently live in the 21st Century.

Some of the programs that will be provided are - Business, marketing and finance; Cosmetology, Culinary Arts, Health, Science, and Media.

School-Wide Assessment Plan

MATTIE ACADEMY OF CHANGE will assess core student performance using state assessment instruments, which are consistent with the school's mission and instructional program.

In addition to state assessments, the school will use a variety of in-house assessments, as listed below.

- Classroom-based tests, quizzes, and homework assignments
- Portfolios of written work graded pursuant to school-developed rubrics
- Lab results graded pursuant to school-developed rubrics
- Public presentations of projects graded pursuant to school-developed rubrics
- Identification, implementation, and completion of community service projects
- Teacher observations/narratives
- Student self-evaluations

The foundation of a high-quality educational program is based on the teacher's ability to design an appropriate lesson, which ensures that students will acquire essential skills and concepts. The method of the daily instruction for each classroom will utilize a 7-step lesson plan format.

Therefore, each lesson will identify the “learning objective” and will be stated to the students so that they know what skill or concept they are expected to learn. It is imperative that each lesson incorporate Bloom’s Taxonomy of Cognitive Development and that each student be assessed as to their level of acquiring the new skill or the understanding of a concept as identified in the lesson objective.

The teacher will conduct ongoing assessments throughout lessons to ensure that the students understand lesson objectives. If some students are having difficulty, the teacher will modify instruction and provide scaffolding to support the student’s acquisition of the skill and/or concept. Teachers will use appropriate curriculum-embedded and formative assessments as well as performance-based assessments to inform strategies to use with under-performing students. Portfolios will be kept and reviewed periodically.

Teachers will be trained on assessment through observation, creating a collaborative classroom community, and designing a project-based, interdisciplinary curriculum. The goal of this training is to augment more traditional assessments with information that enables the teacher to construct a more complete picture of each student as a learner. Each teacher will focus on gathering observational data during the first two or three weeks of school. Curriculum during this period will focus on our ‘Building Community’ theme, offering the teacher the opportunity for assigning project work designed to encourage student to display behavior to be assessed.

Assessment through observation will not be a once a year event. Teachers will maintain anecdotal records of each student throughout the year. These records, along with test scores and portfolios, will form the basis of parent-teacher conferences. Teachers will have one hour each day, during their students’ studio period to record observations and to meet with other teachers in their clusters for sharing observations and planning.

The professional community at MATTIE Academy will include highly qualified teachers as stipulated by the No Child Left Behind federal legislation. Small learning communities will be established to provide a format for communication and articulation between grade levels. Also, the small learning community model will be utilized to foster a collaborative vision to promote student academic success for all students who attend the MATTIE Academy. All teachers will participate in highly qualified professional staff development in the areas of co-teaching, in cultural responsiveness instruction, in differentiated instruction, in computer assisted instruction, in multiples sensory instruction, in collaborative instruction, in SDAIE instruction as well as in research based interventions to ensure student success and support in grade k-12.

We will have more specific quantitative outcomes for our students after we complete our assessment regime.

b. Core Academic Curriculum:

Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

The MATTIE curriculum is an integrated learning system that consists of providing students with relevant skills and knowledge that enriches their intellectual and personal development that enhances their uniqueness and purpose of their life. Our educational program will adhere to the California State Framework of Content Standards for each subject and it will also encompass the following:

- Direct Instruction
- Text-Based and Print-Based Learning
- Collaborative Learning groups
- Social Skills and Personal Responsibility Instruction
- College Preparatory
- Life Skills and School-to-Work Instruction
- English as a Second Language (FSL) Instruction
- Project Based Instruction
- Contextual Learning
- Instructional resources and techniques including:
 - Computer-Assisted Instruction for all subjects including foreign language
 - Video-Based Learning
 - Audio Cassette and Auditory-Enhanced Learning
 - Sustained Silent Reading

Direct Instruction

- Teachers utilize this instructional strategy to develop each student's cognitive development by incorporation Bloom's Taxonomy in their daily classroom instruction.

Text-Based and Print-Based Learning:

- Provide grade-appropriate, state-adopted textbooks that facilitate the completion of each student's academic plan;
- Facilitate independent and group instruction;
- Provide materials that reinforce and re-teach learned skills

Collaborative Learning Group:

- Collaborative Learning techniques are utilized to provide instruction to the students.
 - **Side-by-Side**
 - Independent work
 - Assisted Learning Group
 - **Together**
 - Small group
 - Teacher/TA providing assisted learning
 - **Whole group**
 - Teacher/TA providing assisted learning

Learning Communities using Guided Practices

Students will have opportunities to focus on inquiry and problem solving activities. The emphasis will be on active participation in a wide array of literacy events that involve students, parents and the teacher. The students will participate in various projects and complex tasks, as that of an apprentice and guidance will be provided by adults including teachers, peers, parents and administrators.

Service Learning

Students apply the curriculum learned in the classroom, i.e. reading, language arts math, social studies, science and foreign languages and provide services in the community. All students will participate in community-based curriculum driven programs designed to expose students to the community and businesses. I.e. Civic, Government, City Hall (Students are required to dress in business attire), Senior Centers, Hospitals, Local Law Enforcement Agencies, and Community Beaches.

College Prep

College outreach to various colleges and universities, including:

The UCLA, "I'm going to college program", CSU, Upward Bound, Mesa, Field Trips and other college connected enrichment experiences.

In addition, eligible students will enroll in a college prep class with the purpose to familiarize and orientate them to vocabulary related to college admission, application process (essay writing, SAT Prep, meeting deadlines and selection of course of study, financial assistance in order to prepare them for college).

Student will receive strategies for test taking, essay writing, class scheduling and program planning.

Social Skills and Self Discipline Instruction:

- Develops student's self-awareness and their appreciation of their unique traits and qualities.
- Helps students to make positive life choices.
- Helps students to cope with pressure.
- Educates students about drugs and alcohol.
- Helps students to deal with feelings, including depression, grief.
- Teaches effective communication with peers, adults and parents.
- Develops anger management and conflict resolution skills including cooperation, communication, tolerance, positive emotional expression, and responding appropriately to conflict.

PRIDE (Pride, Respect, Individuality, Diversity, Errors)

Enable students to have pride and respect for not only themselves, but with their peers, teachers, adults and parents. To accept ones Individuality and the Diversity in today's society (I'm okay, you're okay). Builds self-pride by allowing room for errors.

- Develops and motivates self esteem
- Educates students on cultural differences
- Develops compassion
- Develops positive conflict resolution
- Teaches resilience
- Teaches anger management

Life Skills/ School to Work / Work-Study Program:

The Life Skills/School-to-Work/Work Study has its goal to develop the student's Workplace Competencies and Foundation Skills. Those are:

- **Workplace Competencies**
 - Use of Resources
 - Interpersonal skills

- Use of Information
- Use of Systems
- Use of Technology
- **Foundation Skills**
 - Basic Skills
 - Thinking Skills
 - Personal Qualities
- **The Life Skills/School-to-Work Study Program includes the following components:**
 - Team Building Activities that promote social/life skills appropriate for the work place.
 - Work connections access through grants and business partnerships.

English as a Second Language (ESL) Instruction:

ESL Instruction is provided for students who do not speak English as their primary language. Students work at an individualized pace and they advance based on their ability to acquire language proficiency. Students are introduced to science, social studies, literature, history, government, math, and life skills while learning vocabulary and expanding their content knowledge.

LEP

To enable this group of students to achieve cognitive, cultural and appropriate social skills that are necessary to graduate. There will be a school wide philosophy of collaboration, student centered activities, writing process and heterogeneous grouping. Trust is the key to success.

LEARNING OBJECTIVES FOR STUDENTS

The foundation of a high quality educational program is based on how well the teacher knows how to design an appropriate lesson that ensures that the students will acquire the skill and-or concept. The method of the daily instruction for each classroom will utilize the 7step lesson plan format, therefore, each lesson will identify the “learning objective” and will be stated to the students so that they know what skill or concept they will be expected to learn. The teacher will do ongoing assessment throughout the lesson to ensure that the students understand the lesson objective. If some students are having difficulty, the teacher will modify her instruction and provide scaffolding to support the student’s acquisition of the skill and/or concept.

It is imperative that each lesson incorporate the Bloom’s Taxonomy of Cognitive Development and that each student be assessed as to their level of acquiring the new skill or the understanding of a concept as identified in the lesson objective.

MATTIE Curriculum will be aligned with California Content Standards. We will offer course offerings similar to those of traditional middle school and high school. Every grade level will have 2 semester long core courses. There will also be elective/exploratory courses including Art, Computer Literacy, Foreign Language, Music, etc. The middle school curriculum will include an extended science program and challenging and intriguing instruction for all students. Students also have the opportunity to take Fine/Performing Arts, Foreign language, Technology and music. There will be a rigorous course of study in academic subjects, math, science, language arts and history that foster student’s creativity, and research skills in an alternative day block schedule format. The block schedule allows for longer class periods and fewer classes

each day. Students will enroll in elective offerings in Foreign Language, Fine Arts, Music, Drama, and Technology for a well rounded college-prep experience.

Students will have opportunity for service learning and career development to improve their school, and community. Service Learning requirements focuses on students character and ethical values. Additionally, students will be provided opportunity to participate in college connected activities at California State University, Dominguez Hills (CSUDH), to enroll in college courses, participate in College Connected Enrichment Activities and attend classes at CSUDH in Young Scholars Program. California State University, Long Beach (CSULB) MESA will also offer Math, Science exemplary instruction and enrichment to middle school students.

Students will also participate in University of California, Los Angeles' (UCLA) "I'm Going to College Program" where they will visit UCLA campus to attend college activities in an effort to expose students to college culture.

MATTIE will foster an environment of positive competition, diversity and respect which is both powerful and unique. MATTIE's Educational Program prepares students to meet real-world challenges and takes advantage of real-world opportunities. We will put emphasis on rigorous instruction for student excellence.

Middle School Core Academic Curriculum

6th Grade

English/Language Arts
Mathematics
History/Social-Science
Science
Physical Education
Health (1 semester)
Technology (1 semester)
2 Electives

7th Grade

English/Language Arts
Mathematics
History/Social-Science
Science (full year)
Physical Education
Health (1 Semester)
Technology (1 Semester)
2 Electives

8th Grade

English/Language Arts
Mathematics
History/Social-Science
Science
Physical Education
3 Electives

***Strong Academic Support**

Double blocked classes for struggling readers and writers.

Math development for students who need extra assistance in math and algebra development.

Tutorial classes for student below 2.0

Service Learning – All Middle School students must complete 50 hours of approved community service.

High School Curriculum and Instruction

High School Curriculum 9-12 will be aligned with California Content Standards and Reform Goal. The MATTIE high school program consists of a comprehensive programming. We believe that all students can learn and become responsible productive members of a competitive society. MATTIE high school program is based on leadership development, re-designed professional development including strategies to close achievement gaps, intensive instruction for English Language Learners students, strategies for success for special needs students specifically the African American males. We will infuse academic and technical standards into high school course outlines and address the cultural and linguistically diverse students. We also recognize that African American males are a lower performing sub-group and we plan to address closing the achievement gap of these students through the use of research based strategies, intervention and by the use of technology and of these students. Curriculum includes character building and community service learning opportunities throughout the City of Carson, Sheriff Department and other agencies.

Instructional Plan includes data driven instructional decision making differentiated instruction with early identification of “at-risk students for the CAHSEE. Test data will be analyzed to determine areas of strengths and areas in need of improvement. Each teacher will submit a student achievement plan to the department chair of subject area

and will collaborate with department chair to create a student achievement plan for each department. Counselors will work with at-risk students to provide additional support advisement and monitor progress of students.

Students will be given opportunity to select a college or career path.

Students and parents will be involved in selecting a career advisement and counseling.

High School Core Academic Curriculum

9th Grade

English-1

World Geography

Life Science or Biology

Algebra-1 or Geometry

Foreign Language-1

Health (1 semester)

Computer Apps (1 semester)

2 Electives

10th Grade

English-2

World History

Life Science or Chemistry

Algebra-2 or Geometry

Foreign Language-2

Physical Education

2 Electives

11th Grade

English-3

U.S. History

Physics

Geometry

Physical Education (1 semester)

Fine Art

3 Electives

12th Grade

English-4

Economics (1 semester)

Government (1 semester)

Science Elective

Math Elective

4 Electives or Career Development

COLLEGE AND UNIVERSITY ENTRANCE REQUIREMENTS

University of California "A-G" Entrance Requirements

Subject	Years Required
A. Social Science	2 years required: 1 year of World History & 1 year of US History or ½ year of US History & ½ year of American Government
B. English	4 years of college prep English Composition & Literature
C. Mathematics	3 years of math with minimum of Algebra, Geometry and Intermediate Algebra (4 years recommended)
D. Lab Science	2 years of Laboratory Science (3 years recommended)
E. Lang. Other Than English	2 years of the same Foreign Language (3 years recommended)
F. Arts	1 year of Visual and Performing Arts
G. College Prep Elective	1 additional year of electives selected from: History/Social Science, English, Foreign Language, Advance Math, Advanced Lab Science, Advanced Visual & Performing Arts, Advanced classes.

All students must pass the California High School Exit Exam (CAHSEE) in Math and English.

All high school science courses will meet state or local graduation requirements or the entrance requirements of the University of California or the California State University are based on the Science Content Standards. Every laboratory science course is based on the content standards and ensures that students master both the content-specific standards and investigation and experimentation standards. Students will be prepared to be successful on the California Standards Tests. All students take, at a minimum, two years of laboratory science providing fundamental knowledge in at least two of the following content strands: biology/life sciences, chemistry, and physics.

School will meet A-G Requirements by offering classes that meet UC & CSU entrance requirements. In addition, there will be classes in advanced English, Math, Lab science and

foreign language, Visual& Performing arts. MATTIE Academy plans to have a College/Career center that will be open to all students who want to explore future goals and career plans. Up to date information on colleges will be available and representatives from colleges and universities trade and technical schools and military academies will be available to speak to students. Information on financial Aid & scholarships will be available as well as college entrance testing information and workshops.

Plan for Western Association of Schools and Colleges (WASC) Accreditation are as follows: MATTIE plans to create a school wide plan that has continuous assessment planning & implementation in order to demonstrate the ongoing improvement process required by WASC. In addition MATTIE school programs will address the academic needs of the students. MATTIE'S stakeholders plan to conduct a self study to determine what programs are effective and ensure that students meet expected school wide learning results and academic standards.(i.e. What should students know and be able to do by graduation) We will update school wide action plans in relation to student achievement and make appropriate revisions.

MATTIE plans to complete and submit request for WASC affiliation form by April 30, 2012
Complete and submit initial visit to school by September 2012.

i. Autonomy:

Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

MATTIE will embrace the system of what is referred to as SCHOOL_BASED MANAGEMENT or SITE-BASED DECISION MAKING. This system allows for all stake holders to be actively involved in the decision making process relative to all aspects of the school. Stake holders will be actively involved on leadership committees/councils and be involved in decision making for curriculum, personnel, budget professional development/training school environment and other areas that directly support student achievement.

MATTIE will maximize student learning by using the block schedule format which allows for longer class periods and fewer classes each day. This will allow students to focus on two or three core classes per day rather than seven or eight per day. We will offer interventions including double blocked classes for struggling readers and writers, Math development for classes for students who need extra assistance and Algebra development. MATTIE will offer a unique gifted accelerated program which includes rigorous instruction for identified gifted, high achieving and or highly motivated students. In addition to offering academically challenging classes that foster student creativity, inquiry and research skills.

Students will be engaged in sustained , cooperative investigation, Students will participate in service learning throughout the community. and work together to make sense of what is going on. Students will be provided a variety of elective and exploratory courses classes as well as college connected enrichment activities at CSUDH, CSULB and on a daily basis.

ii. Curriculum Development:

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

See Appendix A for timeline.

c. Addressing the Needs of All Students:

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Students of Poverty MATTIE teachers will incorporate a wide variety of instructional strategies designed to address the different learning styles and developmental needs of students ages 11-18. Some of the instructional strategies include student investigations, cooperative/collaborative learning, whole group instruction, independent and self directed learning, peer coaching, graphing, concept mapping, self assessment, research and simulations. Additionally, MATTIE will be entitled to receive federal funding and categorical funding ie TITLE I, LEP etc for students receiving free or reduced lunch. These funds will be used to supplement instructional materials and supplies provide educational field trips hire additional personnel ie curriculum specialists, resource teachers and instructional assistants to work with these students to lower class size professional development and training to teachers staff and parents Teachers will be able to provide academic support and , after school tutorials

Special Needs Students

The Charter School teachers will use research-based instructional strategies and materials to meet the needs of special education students consistent with IEP's and recommendations provided by the Special Education Teacher/Coordinator. In particular, teachers will use a multi-modal approach that includes visual, auditory, kinesthetic, and tactile modes (Dunn R., & Dunn K., (1993), Teaching secondary students through their individual learning styles. Practical approaches for grades 7-12, Allyn & Bacon, Boston) The classroom environment will be adjusted, where possible, to reduce distractions including study carrels, removing unnecessary materials from desks, and providing additional resources such as paper, books, and writing materials, and reducing visual distractions. If needed, teachers will help students make use of cues that allow the special education child to be excused from an activity or to leave the classroom for short periods of time. Since attention span can be a problem for these children, teachers will schedule shorter work periods with breaks and provide additional time to complete assignments and homework. Management strategies will be used such as alerting children ahead of time that they will be moving to another activity and reducing the quantity of problems or assignment components.

As material is presented, teachers will modify expectations and simplify long tasks into shorter tasks that can be completed in single work sessions. If needed, alternate assignments and modes of communication will be used to allow students to demonstrate competence consistent with their disabilities. Visual directions and cues, as well as models of final products, will be used. Teachers will provide scaffolding for students including outlines of material, study guides, and copies of notes from overheads and boards. Assistive devices will be provided, as needed, including tape recorders, computers, calculators, and a Language Master.

A least restrictive environment will be the standard strategy for meeting those needs with special education teachers providing in-class support for students. These teachers will meet with regular classroom teachers during daily planning time to ensure that special education teachers understand and plan accommodations for the scheduled lessons. Where indicated by IEP's, pull out programs and self-contained classes will be provided. These programs will be designed consistent with IEP specifications.

During classroom assessments, teachers will provide a quiet setting, free of distractions. Tests and quizzes will be divided into short manageable sections and breaks provided, as needed. Consistent with IEP provisions, assessments may be administered orally and oral responses may be accepted.

The overall goal of teachers working with special education students is to support their achievement within the limits of their abilities and reducing the negative impact of their disabilities.

Gifted Students

The school plans to submit applications for the Gifted and Talented Educational Program. By indentifying these students the school will get additional funding to provide unique education opportunities for high-achieving and underachieving pupils. Special efforts will be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities.

The school will establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. GATE curricular components are required to be planned and organized as integrated differentiated learning experiences within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum.

As much as possible, gifted students will be grouped together with other gifted students and such groupings may span several grade levels. During instruction, gifted students will be encouraged to explore concepts in greater depth and conduct independent studies or investigations. Students will be allowed some freedom to choose how to approach a problem or assignment and explore different points of view on a topic of study. More importantly, gifted students will not be asked to complete more work in the same manner or the same work assigned to their age-level peers. Where needed, consistent with research in the field of gifted and talented education, teachers will compact the curriculum to allow gifted students to move more quickly through the curriculum.

Assessment of progress will be consistent with the formal assessments used by the school (e.g., state testing, diagnostic testing, summative testing). Teachers will assess progress consistent with the differentiated objectives and instruction that are provided for each student. In addition to standardized tests, teachers will use portfolio assessments where students assemble representative samples of their work along with reflections and self-assessments.

English Language Learners

The school will meet all requirements of Federal law relative to equal access to curriculum for English learners. The instructional program will be presented in English with provisions to ensure comprehension for English language learners and development of English as a second language. The instructional program will be designed to promote language acquisition, oral language development and enriched learning opportunities for all students.

All English learners will participate in the core standards-based curriculum appropriate for their grade level as fully as their English language fluency will allow. To accelerate learning English and the mastery of the standards-based curriculum, teachers will provide special assistance to them during regular classroom instruction and if needed, tutorial assistance will be provided for them outside of core class time. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. In order to enhance EL students' vocabulary development, teachers will regularly work with them in small groups that will be determined by the ELD level of the students. We will delineate 45 minutes during the school day for focused English language development. This instruction will emphasize vocabulary development, phonemic awareness, and oral and writing English fluency.

The school will continually explore innovative ways and implement successful practices by which bilingual children can achieve their fullest potential. English learners will receive instruction utilizing the techniques of phonics, sheltered English, cooperative learning groups and experiential activities. Teachers, aides, other students, or parent volunteers will provide primary language support. The school will hire personnel and recruit bilingual community support and services to meet the primary language needs of English learners. English learners will be mainstreamed with fluent English proficient students and bilingual students.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. This will include instruction utilizing sheltered English, cooperative learning groups and small group instruction. Sheltered English includes strategies that make language comprehensible. This requires an awareness of the student's prior knowledge and experiences, consistently building on background knowledge, using visuals, focusing on 1-2 major concepts and drawing out the main points. Cooperative grouping of students will encourage a peer coaching atmosphere and a high level of motivation to communicate that, which might not otherwise exist. Small group instruction will allow opportunity for individualizing the instruction to the needs of those particular students who have additional needs.

Our hands-on curriculum will enrich all curricular areas by emphasizing four critical elements: content, connections, comprehensibility and interaction. Instruction will be organized to assure a high frequency of interaction between students and other students, their teachers and the curriculum activities. English second language methodologies, in close alignment with constructivist practices of our program, will stress the use of students' background knowledge, visual perceptual skills and modeling. We will incorporate modified presentations by using pictures, songs, props, gestures, dramatization, and relevant displays. Appropriate pacing and integration of reading, writing, speaking and listening will be applied

English Language Development

We anticipate enrolling some students who are limited English-speaking students. All students will complete a Home Language Survey upon initial enrollment. Students who indicated a language other than English will be assessed with the California English Language Development Test (CELDT) to identify English Language Learners (ELL) and provide appropriate instructional services based on the results. In order to provide a learning program that is appropriate for ELL students, the Academy will provide a daily time block of English Language Development that is designed for their proficiency level (45 to 60 minutes). During this ELD session the students will be provided meaningful learning activities that develop their speaking, listening, and writing of the English language. The Academy will adhere to the California State Content Standards for English Language Development and English/Language Arts.

The design of the ELD instructional program will implement the State adopted textbooks and the embedded ongoing assessment of student progress to determine each student's acquisition of English. The student's progress will be monitored. Each student's goal is to make appropriate yearly progress (1 level per year on CELDT). The Director of ELD will reclassify any EL students who meet minimum state criteria for reclassification.

The EL Program will incorporate instructional strategies and methodology that provides meaningful, hands-on learning activities that enable the ELL student to comprehend the concept/skill being taught. SDAIE (Specially Designed Academic Instruction in English) will be implemented into the EL Program of instruction as they are designed to support the development of the students' English proficiency and enable all ELL students to achieve the cognitive, cultural, and appropriate social skills that will support their daily learning performance and enable them to demonstrate significant growth in their academic achievement.

The school will also provide on-site workshops and staff development on good teaching practices that address the ELL learning needs on an as needed basis to ensure that these students are receiving the appropriate instructional program that advances their academic English proficiency level. The teachers will be given the opportunity to attend workshops on EL methodology as provided by the district.

The teachers will meet every two weeks to discuss and evaluate the progress of the ELL students and make adjustments to the instructional program. At the end of the school year these students will participate in all mandated State-testing instruments (CST, CELDT, CAHSEE, etc.). These test results will provide the school with the academic progress that [these](#) students made for the school year. These test results will also provide the school with what direction of instruction is needed to enhance the instructional program for the coming school year.

MATTIE ACADEMY OF CHANGE will select an appropriate program from the following State adopted Language Arts programs that provide ELD support for ELL students:

Prentice Hall Literature: Timeless Voices, Timeless Themes
Grade 6-12; Prentice Hall – publisher
Language! A Literacy Intervention Curriculum
Grade 4-12; Glencoe/McGraw-Hill (Sopris West)
High Point – Level A - C
Grades - 4-8; Hampton Brown
Voyager Passport
Grades - 4-8; Voyager Expanded Learning, Inc.
Passport Reading Journeys II & III
Grades- 6-11; Cambium Learning Group/Voyager

Teachers who teach English language learners will have appropriate state certification. All ELD teachers will have at least a CLAD credential. Teachers who teach CELDT level 1 students will have a BCLAD credential.

The APRENDA will serve as the assessment instrument for /English language learners who have been in the United States for less than one year.

d. Instructional Strategies:

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Based on the California State Standards, teachers will incorporate learning activities that are relevant, meaningful to the students' level of understanding of the concept/skill being taught that provides students an opportunity to develop practical critical thinking skills. The students will approach a teacher-created problematic situation on conceptualizing questions, constructing hypotheses, and reaching consensus on solutions. Mastery in all academic subject areas is emphasized.

Mattie Academy will incorporate a wide variety of instructional strategies designed to address the different learning styles (kinesthetic, auditory, visual) and the developmental needs of students ages 12-18 that will serve. The school will provide the teachers with the students' academic strengths and weaknesses based on the 2010-2011 CST scores of the last school they attended.

Mattie Academy will enhance the instructional program in all disciplines by effectively executing the following approaches that support increasing student achievement.

Instructional Approach

- Exemplary Computer Enhanced Support
- Concept-Based Instruction
- Contextual Learning (Real-life Context)
- Direct Instruction
- Higher Order Thinking (Bloom's Taxonomy)
- Self Directed Learning

Details of MATTIE's instructional approach can be found in Appendix A: Instructional Strategies.

Supporting and Stimulating Student Comprehension

- Improving Motivation
- Family Involvement
- Improving Student Attendance

The following strategies will be employed by the teacher based on student needs:

- Using various techniques with the understanding that learning, whether linear or non-linear, occurs in many ways and must be matched to learning styles. A diversity of learners requires a diversity of instructional styles.
- Matching learning styles with teaching methods that most likely generate interest, enthusiasm, and success with each student. For example, visual learners will receive opportunities for visual learning experiences and an application of that learning to real life, present day situations.
- Enabling students to learn independently and in groups, in classrooms, and in their community to master basic and advanced skills and complete student projects and standardized tests.
- Creating consistency between learning styles and instructional strategies and problem-based learning and other curriculum models for the multiple intelligences classroom.
- Using instructional strategies such as tactile/kinesthetic learning, clustering/mind-mapping techniques, peer editing/writing as process and interdisciplinary curriculum planning, to empower students in a responsible learning process. This will ensure that all styles of thinking and learning are nurtured.

- Involving parents in the learning process, both in the classroom and at home.

e. Early Care and Education: *NOT APPLICABLE*

Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

3. School Culture and Climate (4 pages + attachments if applicable)

a. Description of School Culture:

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

MATTIE Academy will also embrace the cultural, linguistic and developmental differences of its student body. The environment will provide evidence of a highly rigorous curriculum focused and articulated (Reeves, D.B.. 90/90/90 Research, 2001,). It will be implemented in a way that demands a significant amount of active mental questioning from not just some, but all of the students.

MATTIE plans to have a Culturally Responsive Standards-Based School and Classrooms. Administrators, teachers, and support staff communicate high expectations through their words and actions, respect for students' culture, history, heritage and contextual cultural reality. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

MATTIE will use the California Content standards to align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

The schools motto is "On Time, On Task, and On a Mission". MATTIE staff recognizes that they must be on time with what is current in educational reform and the "Race to the Top" objectives of President Obama's administration. MATTIE administrators, staff, teachers, parents, community leaders, and students must be on task to accomplish these goals. All MATTIE stakeholders are on a mission to ensure the success of the students.

The staff will emphasize and promote racial harmony and positive attitudes toward school because MATTIE staff will recruit from surrounding communities that represent African-American, Asian, Hispanic, Pacific Islander, Filipino, etc.. Motivational themes and inspirational assemblies will be held monthly to recognize outstanding students, staff and parents of the month. Multicultural assemblies and fairs will be a part of the activities that all stakeholders will be able to participate.

Parent involvement will be a key component to the positive school climate at the MATTIE Academy. Parent forums and workshops will be scheduled on a regular basis in order to strengthen their school to home partnership. Parents will be encouraged to volunteer in classrooms and to participate in school-wide events in order to foster a positive relationship between school and home. Parents will be members of the Governance Board and members of the school site committees in order to build a bridge of mutual respect and appreciation for cultural diversity and linguistically differences in our learning community.

School-wide motivational themes and inspirational cliches will be on display weekly in offices and classrooms. SAT and ACT vocabulary words will be listed in school bulletins daily, as well as conflict resolution scenarios that students will be asked to respond to weekly. School-wide writing prompts and rubrics will be given to students in all curricular classes including physical education and electives.

MATTIE Academy will maintain a safe, orderly, and clean school environment. Safety will be a priority for all students, staff and parents. MATTIE Academy plans to use school security and staff assistants to maintain safety. The local Sheriff department is always an option, if necessary.

In an effort to deter gang activity, MATTIE Academy also plans to adopt a mandatory school uniform policy. Parent, students, and community will be involved in making decision for school colors, etc. Students will also have the opportunity to opt-out for religious and health reasons. This will be evaluated on an individual basis.

b. Student Support and Success:

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

We want our students to achieve proficiency at the level of not less than the top 10% of students as measured by ranking on state and national tests.

The instructional approach is intended to foster self-motivation and will use intrinsic rewards and role models to achieve that goal. With the emphasis on performance-based learning, students will emerge from the school as competent as measured by state and national tests. With self-motivation and competency, students will be lifelong learners.

Success will be defined by measurement of competence on state and national assessments. Our community partners will provide additional enrichment activities.

c. Social and Emotional Needs:

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

MATTIE will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving special needs students. Internal Resources that school plans to provide and utilize include Guidance counselors, to assist students with guidance in selecting school paths, meeting graduation requirements, college/career and scheduling classes, maintenance of cumulative student records. Social Worker will assist with the social welfare of students, physical and personal needs, Health Coordinator will coordinate all health related functions including maintaining student immunization and health records. The MATTIE Center for At-Risk Students will provide 10

Safety Nets to keep at-risk students from failing. These include: Developmental English Program, Remediation for 9th&10th graders Counselor peer tutorial program, Faculty Adopt a Kid, A –TEAM (all MATTIE staff will be involved in this program to assist in the effort to reduce chronic absences. Each staff will be responsible for follow-up on these students. Follow-ups will include but not limited to phone calls home, conferencing with students and modeling the importance of attending school). Computer lab for writing program grades 6th-12th, social workers/counselors designated to work with chronic problems i.e. teen pregnancy, gangs, etc). Role Model Speaker's Bureau i.e. Celebrity, Business, Politicians and Community Leaders will be invited to speak to the students. The Special Education program at MATTIE Academy will provide supportive services and intervention to ensure that all special needs students will be successful academically as well as socially in developing responsible behaviors to become leaders in school as well as in the community.

External resources include. National Community Building Institute for Youth (NCBIY) . This program will provide expertise in youth development and academic achievement, by providing a school-wide youth building reform called the School Community Building Process. (SCBP) This process which was designed by NCBIY in 2002 is a powerful and cutting edge approach that improves academic achievement, reduces the effects of a t-risk factors, and builds positive developmental assets in students, teachers parents and the community-building strategies from Clifton Talbert's critically acclaimed Eight Habits of the Heart, which reverses the hopelessness and despair in today's youth.. Through the development of a safety net of resilience a sense of hope is restored. The SCBP consists of but is not limited to the following programs and processes: Eight Pillars of Community Building (Resiliency Development), B.D.K. or Believe, Doing & Knowing (Personal Reforming & Transforming (Recidivism Reduction) Development) Rites of Passage Provide mentoring and guidance to all males with special emphasis on African –American males, , Entrepreneurship101 (Business Skills and Career Development) College counselors assist with college outreach and college test prep. Resource Specialist Teachers, Speech and Language Specialist, Helping Kids Recover, INC. Families In Schools, Inc. Family Services Counseling Agency, Shields for Families, Inc. Dept of Mental Health, Dept .of Children Services, Carson Sheriff Department, LA County Probation Department. Students will be identified by Student Success Team (SST). This is a team made up of Teachers, counselors, psychologist health coordinator, administrator or designee, parents/advocates. Teachers will refer student to SST to discuss problems/ concerns in order to determine appropriate intervention. Effectiveness of programs will be measured by the desired student outcomes, i.e. decrease in referrals to SST, Increase in academic performance, and decrease in truancies and absences.

d. College and Career Readiness:

Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

MATTIE plans to prepare students for college by offering college prep courses that meet A-G requirements, honors, and AP classes recommended for CSU, UC, out of state and private school admission.. Both guidance and college Counselors will be on campus to advise students and parents. on college entrance requirements, as well as provide preparation for the SAT and ACT.

MATTIE will partner with Cal State University Dominguez Hills for college connected enrichment activities. Middle school students will be provided opportunity to enroll in college courses and attend classes through Young Scholars program. High School students will be able to enroll in classes and receive university credit. Students residing in the surrounding area will be guaranteed admission if they meet A-G requirements, Parents will be provided workshops on higher education options; preparation; and admission requirements and financial will be provided to Cal State University Long Beach will partner with MATTIE via the MESA Mathematics, Engineering Science and Academics. Students will receive instructional support in the classroom and after school tutoring in math science and hands-on engineering, math and science projects. Students will be exposed to opportunities in math, science and technology based professions. MATTIE will partner with UCLA in their : "I'm going to College Program". Students will take field trips to tour campus experience dorm life and attend sports and athletic events. Young Black Scholars will provide activities and opportunities in an effort to increase African –American students admission to traditional college, as well as historically black colleges and universities.

MATTIE will offer career development including electives in careers such as culinary arts, cosmetology, health/sciences, Media arts, and internships throughout the greater LA area. MATTIE will develop partnerships with local businesses and agencies in the community to expand the partnerships to include Boeing, Shell Oil, in an effort to provide internships for students.

e. Parental Involvement:

Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

MATTIE Academy will adhere to the Joyce Epstein Parent Involvement Model. Basically, Epstein says there are six types of parent involvement:

- Type 1 Parenting
- Type 2 Communicating
- Type 3 Volunteering
- Type 4 Learning at Home
- Type 5 Decision Making
- Type 6 Collaborating with Community

Alongside the instructional program will be the involvement of parents and community. Our community partners will provide additional enrichment activities.

Parent involvement will be a key component to the positive school climate at the Mattie Calhoun Academic. Parent forums and workshops will be scheduled on a regular basis in order to strengthen the school to home partnership. Parents will be encouraged to volunteer in classrooms and to participate in school-wide events in order to foster a positive relationship between school and home. Also, parents will be members of the governance board and will be members of the school site committees in to build a bridge of mutual respect and appreciation for cultural diversity and linguistically differences in our learning community.

A key goal of this new school is that of empowering parents as educational partners. Parents should feel that their voice and participation at the school influences the development of every aspect of the school and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the school site.

The school will involve parents in its operations by including them in the decision-making and inviting them to all board of director meetings. The Charter School Board will be comprised of parents, community members and other individuals and those members will be actively involved in governance activities. Additionally, all Charter School Board meetings will be open and will hear and consider suggestions and other input on the school's governance. Furthermore, the Charter School Board will have a Parent and Community Involvement Committee, which work to ensure meaningful parent involvement. Its activities will be as follows:

- Communicate school activities and issues of interest to the broader community.
- Engage parents and community members in dialogues around major decisions impacting the school and the community.
- Monitor and support school outreach, adult education, and outreach programs for parents.

Parents will be involved in decision making capacities at the school as they continue to work with Charter School Board members, community groups, state and local politicians, and in school support service groups. Parents will be invited to participate in dialogues with teachers, occupy position of authority within the Charter School Board, and act in facilitative roles within the campus community. The school expects to be a Title I school and therefore, will have a parent liaison who will establish a parent center and provide a variety of resources and support to parents. Parents will be encouraged to volunteer in the school including attending field trips, helping with tutorials, helping teachers construct or duplicate materials, helping in the lunchroom, reading with students, and sharing their skills.

Parents will be invited to communicate directly with charter school board members through email and phone numbers that will be distributed during parent meetings and posted at the school. Furthermore, charter school board meetings will be publicized in advance so that parents know when meetings are held and have opportunities address the board directly in a public forum. The school will have an Internet site, which will provide updated information about the school and will include a Contact Us link to facilitate communication with the charter school board.

The school will encourage parents to form a parent advisory committee to the school's governing board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies. The school will maintain in effect general liability and board errors and omissions insurance policies.

The Parents' Association will administer a parent-participation program and will provide input to the Charter School. Additionally, the association will plan and conduct fund-raising, and will serve as a support network for school families. Current families will serve as mentors to families who are new to the school.

To effect parent participation, prospective parents will be asked to sign a Parent Participation Contract each school year that commits them to active, consistent support of the school's mission and operations. Although this contract is not legally binding, and students cannot be removed from the school if parents do not fulfill its terms, the Parent Participation Contract will clearly define what is expected of parents. Parents will be encouraged to choose their path to school participation based on their talents, schedule and interests.

While parental participation is essential to the success of MATTIE ACADEMY OF CHANGE, no student will be suspended or expelled because his or her parents do not fulfill the parent participation contract. Parents will be asked to serve on committees, share expertise in specific areas of need, help with outreach, and assist in classes. As a condition of enrollment, parents will be provided the opportunity to agree to parent meetings and conferences to deepen their knowledge of the school's curriculum and philosophy, and to support the work of the school in the home. It is recognized that parental participation expectations can be fraught with challenges. MATTIE ACADEMY community will act sensitively and flexibly with regard to policies and procedures related to those expectations. If a parent cannot fulfill his or her obligations to the school, then a relative or community resource person will be asked to volunteer.

The MATTIE School community will make every effort to engage parents, strengthen home school relations by utilizing parent liaisons and counselors to make home visitations. MATTIE Academy plans to collaborate with Families In Schools (FIS). FIS provides training and technical support for school staff and parent leaders, who come together to form a "Parent Educator Team".

MATTIE plans to have all of the parents commit time, effort, and energy towards the student's and School's success. The Parent Agreement outlines ways that parents agree to participate and provide support.

The Agreement outlines specific responsibilities expected of our parents. At the end of the school year, each family will be evaluated according to the Parent Agreement. Letters of invitation will be given to those families that have complied with the Agreement.

PARENT AGREEMENT OUTLINE

Parents agree to:

I. Provide Home and Academic Support by:

- a) Assisting and monitoring homework assignments
- b) Ensuring that your child/children participates in community service learning
- c) Following through with school recommended actions

II. Provide School Support by:

- a) Ensuring that my child/children arrive to school on time and adhere to the schools absence/tardy policy
- b) Supporting and adhering to the School's discipline policy
- c) Adhering to the School's uniform policy

III. Participate by:

- a) Attending and participating at monthly parent meetings
- b) Volunteering a minimum of three (3) hours per month and one (1) additional hour for each additional student enrolled at the School

f. School Calendar/Schedule:

Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty

will be grouped for instruction; the target class sizes and teacher student loads; and how the proposed schedule promotes student achievement.

Students and staff will be on a block schedule. A sample block schedule for grades 6-12 is below:

Regular Schedule:

Odd Days	Schedule	Even Days
Period 1	7:55 – 9:30	Period 2
Nutrition	9:30 – 9:40	Nutrition
Period 3	9:47 – 11:25	Period 4
Lunch	11:25 – 11:55	Lunch
Period 5	12:05 – 1:40	Period 6
Passing	1:40 – 1:50	Passing
Period 7	1:50 – 2:40	Period 8

Minimum Schedule

Odd Days	Schedule	Even Days
Period 1	7:55 – 9:02	Period 2
Period 3	9:10 – 10:20	Period 4
Nutrition	10:20 – 10:32	Nutrition
Period 5	10:40 – 11:47	Period 6
Period 7	11:55 – 12:35	Period 7

■ Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012
 * If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day



LOS ANGELES UNIFIED SCHOOL DISTRICT
 DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

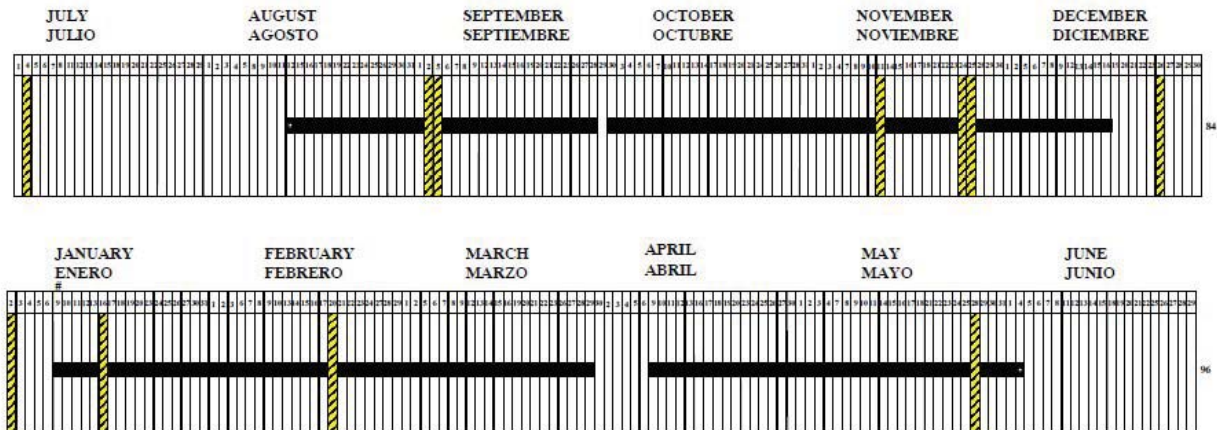


DATE
 10/18/2010

TENTATIVE

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012

CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans' Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Services

Proposed calendar will follow the traditional LAUSD calendar. Students will follow block schedule format with three 90 minute classes per day plus a nutrition and lunch break. Middle school students will be grouped in small learning communities and have a core group of teachers will team teach English Language Arts/Social Studies, Math/Science. The entire class will rotate to teachers in designated core subjects; and the teachers will have the same group of students. Core classes will be in the morning to allow electives and interventions/tutorials in the afternoon. High school students will be scheduled into core classes and have electives/career development, tutorials, and community service in the afternoon. The target class size is 25:1 with an instructional assistant in English Language Arts and Math. This promotes student achievement since it allows for longer periods per day with fewer classes, and allows students time for intervention and tutorials. Teachers will be able to provide nurturing, and bond more closely with students. Professional development is built into the schedule as it allows time for departmentalized planning and collaboration. All of the above will increase the academic performance of students.

i. Autonomy:

Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

The block schedule proposed above allows flexibility for "in school" staff development training for teachers on a regular basis.

g. Policies:

For Independent Charter Schools Only

Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

PROMOTION POLICY

Middle School students will be promoted to High School upon satisfactorily passing core subjects and meeting the service Learning requirements of 200 hours of volunteer community service. See Appendix B for the promotion policy.

GRADUATION POLICY is detailed in Appendix B.

Parents will be informed about the transferability of course credits to neighboring public schools and if the courses meet entrance requirements to the UC and CSU, private and Historically Black Institutions.

4. Assessments and School-wide Data (4 pages)

a. Assessment Philosophy:

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

4. We will use appropriate Curriculum-Embedded and Formative Assessments results to inform strategies to use with underperforming students.
5. We will use performance based assessment. This evaluation system will be developed in collaboration with teachers through the use of portfolios. Teachers will present various measures of student performance as a way of demonstrating the effectiveness of their work. Tools use to support the evaluation process will be: Individual Development Plan, Performance Improvement Plan and DSA Portfolio Checklist.
6. Quarterly benchmarks to assess reading, math and writing skills. As well as state AYP, API, CST's, CAHSEE, and CAPA
7. Provide in-depth support for identified groups or individuals:
 - Implement Portfolio of Evidence that Single Plan for Student Achievement
 - Supports implementation of Essential Program Components (EPC's)
 - Demonstrate the School's ability to strategically and effectively implement the plan
 - Ensure evidence documenting the school's efforts, progress, and achievement for CCR, WASC and other compliance reviews
 - Analysis and interpret subgroup data
 - Assess student achievement at the grade level and/or department level
 - Target and support high priority Students
 - Assess implementation of priority strategies such as differentiated instruction, higher order thinking skills, thinking maps and school-wide writing

b. Autonomy:

Describe how the school will use assessment autonomy to maximize student learning.

Our experience tells us that the assessment described above provides us with the best information to inform student learning.

c. Student Assessment Plan:

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

In order to ensure continued progress in our efforts toward priority goal #1, improve student achievement, the staff of MATTIE Academy Charter School will have a plan in place to prepare students for the CST and CAHSEE.

Plan

1. Familiarize students with test formats and teach all year long.
2. Celebrate successes.
3. Post test scores in front office by grade level.
4. Evaluate and analyze spring test results and fall pretest.
5. Identify areas of strengths and weakness.
6. Address areas of strengths and weakness.
7. Grade level chairs will distribute the test prep materials to their grade level.
8. Teacher's lesson plan will reflect the use of these materials in their lessons.
9. The entire school will participate in designated blocks of time for school wide test prep.
10. Parents will be involved in test prep plan.
11. Teachers of special need students will identify and modify materials necessary for successful testing.
12. Each student will be given a prescribed individual profile.
13. All categorical funds will go toward improving student achievement.
14. Provide incentives for both students and staff.

Implementation

1. Release time will be provided to provide professional training and development to teachers
2. Site administrator will monitor classrooms to see that the test prep time is being followed by all teachers.
3. There will be a kick-off assembly to motivate students for success.
4. The MATTIE Academy Charter School on track plan will be used to motivate and reward students. Success on test equals hard work and good choices. High scores indicate to a child that he or she has learned something.....

d. Assessment Development:

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

e. Data Collection and Monitoring:

Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

School-wide Data Plan

All stakeholders including staff and parents will be involved in the school-wide data plan. Committees including teachers, classified, and parents will participate/collaborate on committees in English/Lang Arts, Mathematics, school climate parent/community student activities to evaluate and analyze test results, surveys. They will identify weakness and strengths and create an action plan and prioritize objectives to be taught for improving test scores and or addressing areas needing improvement on surveys. Committee members will examine best practices that work to increase academic performance. Teachers will submit their plan to principal and also post in classroom. Test results will be posted in office and we will celebrate successes. Parents will be trained on how to work with student at home to increase their scores. Students and parents will be informed. Teachers will teach students test takings strategies. Principal and curriculum team will monitor classroom regularly to ensure effective instruction.

Student evaluation data will be carefully analyzed on a regular basis to determine individual student strengths and weaknesses. Teachers will use the aforementioned assessments to determine skills and information that students have mastered and specific learning needs or deficits. These data will be the foundation for students' intervention (making decisions about what to teach next and for ameliorating any identified learning deficits). Teachers will be able to address individual student learning needs effectively by using assessments as the basis for designing learning activities appropriate to the learning style of the individual student.

Teachers will use assessment data to make suggestions for family learning activities that address students' learning needs and help to improve student achievement. Assessment data will also be used to inform parents both of their child's progress and of the specific learning needs that they can help to address. As parents are informed they will be able to make informed choices about the role they will play in improving student achievement. Assessment data will be shared with students to inform them of their progress, identify their learning needs and help them to assume appropriate responsibility for their own learning.

If formative and summative data analysis suggests that adequate yearly progress is in jeopardy, immediate steps will be taken. These steps include remedial instruction on targeted areas as revealed by diagnostic and achievement tests. Furthermore, as these areas are identified, staff will be provided with professional development in designated content, pedagogy, and instructional strategies. Finally, consistent with the performance culture of the school continued employment and salary adjustments will be based on yearly academic measures.

f. Graduation Requirements:

For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

MATTIE Academy goal is to prepare all students to:

1. Succeed in post-secondary education and careers. Transition from school to college and career.
2. Provide intensive intervention to ensure academic success for all students.
3. Enroll and support students in coherent rigorous courses to succeed in post-secondary education/career.
4. Be actively involved in the improvement of their community and become productive citizen/leaders in a global society.

MATTIE Academy has high expectations for our students, and all students are expected to challenge themselves in appropriately rigorous courses to prepare for their future.

Credit Requirements

Students are required to earn 220 credits to earn a diploma at graduation. All students must earn the following:

- 8 semesters of English
- 2 semesters of World History
- 2 semesters of U.S. History
- 1 semester of Economics
- 1 semester of U.S. Government
- 2 semesters of Physical Science
- 2 semesters of Biological Science
- 2 semesters of Algebra
- 2 semesters of additional Math
- 1 semester of Health
- 4 semesters of Physical Education *
- 2 semesters of Visual & Performing Arts or Foreign Language
- 1 semester of Computer Application
- 14 semesters of Elective Credits

Each student will receive 5 credits per semester.

* If student passes Fitness test in 9th grade, he/she can opt out of physical education for 2 years.

Other Graduation Requirements

All students must pass the California High School Exit Examination in Math and English/Language Arts.

All students must take and pass Algebra 1-2 (1 year course) or Algebra ABCD (2 year course).

Students must pass one semester of Computer Applications or meet the requirement through the “test-out” option.

All students must complete and log in 50 hours of community service.

5. Professional Development (7 pages)

a. Professional Culture:

Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

The professional culture that the Team envisions for MATTIE Academy includes the following strategic alignment plan priorities:

School will develop a plan for the effective use of staff development workshops for teachers, instructional assistants, staff assistants, counselors, psychologists, health coordinator and parents that will focus on effective instructional and behavioral strategies. These staff development workshops will be provided to the staff and community to enhance, improve, and broaden each stake holder's knowledge of effective curriculum strategies which promote student achievement.

Align teaching and learning i.e. standards, assessments, curriculum, and instruction with student objectives. MATTIE will develop a plan to adopt and implement curriculum standards and a student assessment. Plan includes staff development on writing standards, development of school-wide standards, development of a series of school wide rubrics to be used in student assessment, strong alignment between test results and instruction. Effective use of teaching strategies from the curriculum guides.

Link professional development and continuous training for all staff to the teaching and learning and student achievement objectives. MATTIE will develop an instructional support plan for all teachers. Principal/administrators will model, coach demonstrate lessons and provide feedback. On site workshops and modeling provided by curriculum administrator. School will develop a plan to monitor, certify and improve the quality of instruction. Daily informal and formal observations and monitoring of classrooms will be done by administrators. All staff will attend conferences to promote student success in a standards-based curriculum. Adult learners will be active participants in the planning, implementation, and evaluation of their professional development and growth. Plans are to empower stakeholders to make decisions about curriculum, instruction, discipline classroom management, school operations and other policy matters.

Provide clean and safe school facilities conducive to student learning, employee morale, and community pride. School will develop a plan for providing a clean safe climate that is free from vandalism. MATTIE plans to provide a litter, graffiti free campus. Positive discipline, campus beautification, utilize student council, and all staff to wear identification badges, full staff security visitor sign-in.

Institute mechanisms and control systems to enhance management effectiveness and efficiency, and to produce higher levels of accountability.

MATTIE will develop a plan to maintain client focused/quality control. Parent /community surveys will be conducted to determine need and interests and to evaluate the quality of the services provided by the school. Leadership team will meet weekly and submit meeting summary sheets to the principal for review.

Strengthen the linkages between the school and parents, families, and community. MATTIE will develop a plan for the effective use of an annual staff development retreat workshop for all stakeholders including teachers, instructional assistants, administrators, counselors, parents, and classified employees. This retreat will focus on developing goals for the upcoming year, thus updating MATTIE's strategic plan with new objectives, building team spirit utilizing the motto and philosophy "On Time, On Task, And On A Mission." These staff development workshops will be provided to the staff and community to enhance, improve, and broaden each stakeholder's knowledge of effective strategies which will promote student achievement.

b. Professional Development:

Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

Professional development will be a requirement at the school, and MATTIE Academy considers professional development as key to student success. Instructional staff will be required to develop annual professional development plans, which will be reviewed and evaluated by the principal. Consequently, all teachers will be required to participate in staff professional development monthly or more frequently, when provided. School funds will be used to pay for the staff to participate in any staff development provided by the district.

To ensure that teachers are equipped with the best tools for delivering high quality instruction, on-going workshops will be developed from a number of sources. Specific topics will be chosen from individual school data analyses, principal and professional development staff observations, teacher requests, and cutting-edge research of current best practices. Subsequent to training, teachers will submit an Action Plan detailing elements of the workshop they plan to incorporate into their classrooms as well as a timetable for implementation. Additionally, MATTIE Academy staff will visit classrooms, regularly conduct and give immediate written and oral feedback regarding teacher strengths and areas for improvement.

Using a combination of providing professional development, mentoring, conducting model lessons, and offering one-on-one assistance, teachers will have tools to achieve the highest possible student performance.

MATTIE Academy is committed to the personalized professional growth of each staff member. Each staff member will develop a professional growth plan that will be facilitated by the principal. Most coordinated staff development activities will be directed at team level and will reflect the agreed upon needs of the teachers involved. High levels of selection, participation, involvement, and follow-through are expected. High staff development activities and models that have been effective in fostering growth and benefiting students will be enthusiastically supported. MATTIE plans to provide new professional opportunities for teachers and create

ways to tap into the expertise and experience of qualified professionals currently within the school community. Professional development and continuous training for all staff will be linked to the teaching and learning and student achievement objectives.

c. Teacher Orientation:

Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

To ensure that all teachers and instructional assistants will be trained, MATTIE Academy will develop an instructional support plan for all teachers.

Plan

1. Principal/Administrators to model, coach, demonstrate lessons and provide feedback.
2. Utilize on site workshops with curriculum specialist.
3. Team teaching between veteran and novice teachers
4. New teachers will be defined as first and second year teachers.
5. Department heads to coach novice teachers.
6. Department heads will provide teaching support and share new ideas.
7. Curriculum specialist, consultants, and mentor teachers will assist with providing staff development and demonstration lessons.
8. Establish research study groups to examine best procedures that work.
9. Collegial planning and grade level coaching.
10. Visit exemplary classrooms and other schools.

Implementation

1. Principal and/or Administrator designee will monitor classrooms daily.
2. Execute demonstration lessons and classroom modeling provided by curriculum specialists.
3. New teacher workshops.
4. Novice teachers included in Professional Growth activities.
5. Provide feedback based on formal and informal observation.
6. Teachers and Instructional Assistants will attend workshops and conferences to enhance their knowledge of good teaching practices.
7. Research study groups for professional growth.

d. PD Calendar:

Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

We are going to work with all the partners to infuse our teachers with new learning strategies. All of the assessments and staff developments being planned will be aligned with the PD calendar.

Professional Development Calendar

Month	Professional Development Topics
July	Building Blocks, What the Researchers say about Improving School Performance
	Characteristics of High Performance Schools
	Block Schedule Format and Team Teaching Approach
	Seven Attributes of Good Governance & Management
	Practices that Support high levels of achievement for all students and high performance levels for educators
	Strong Leadership, Develop & empower Teacher Leaders and Parents as Leaders
August	Analysis of Test Data
	School wide Achievement Plan
	Data Driven Instruction
September	7-Step Lesson Plan – How do you Model?
	Response to Interactive 3-Tier Model
	Collaboration between Special Education & General Ed Teachers
	Creative Connections with Students
	Hands-on Collaboration Projects
	Brain Based Learning
	Assessing Standards/Benchmarks
	Bloom's Taxonomy for Learning, Teaching & Assessing
October	Data Analysis (AYP & API)
	Individual Student Plan & Assessment Priorities
	SST/Section 504 & IEP Process
November	Data Analysis (CST & CAHSEE)
	ELL Standards & SADIE Strategies
	Learning Styles & Differentiated Instruction (Effective Grouping)
	Joyce Epstein's Six Models of Parent Involvement
December	Discovery Based Learning
	Universal Designed Classroom
January	Multiple Assessments
	Raising Standardized Test Scores in English
	Modifications for Special Needs Students
February	ELL Reclassification
	English Language Development Standards
	Standard Assessment Tasks
	Scores in Mathematics
	Benchmark Assessment
March	Test Taking Strategies Part I
	STAR In Service
	STAR Writing Assessment
April	Grade Level Data Analysis
	Multiple Assessments to Measure Student Progress
May	Grade Level Strategic Goals & Objectives
June	End of Year Planning/Goal Setting 2012-2013

The school calendar, daily schedule, interim assessment process, and staffing plans are aligned with the PD calendar to correlate with the instructional program to increase student academic performance.

e. Program Evaluation:

Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

1. Teachers and stakeholders will complete evaluations and provide input to presenters conducting staff development and training.
2. Survey teachers to obtain feedback on implemented teaching strategies.
3. We will implement an evaluation scheme that is self-correcting.
4. Assessment protocol will provide us with the data to inform our instructional program.

i. Autonomy:

Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

The MATTIE Academy will use professional development autonomy to enhance our learning community through collaboration, seminars, teacher evaluations, evaluation of assessments and review of student outcomes.

6. Serving Specialized Populations (4 pages attachments)

a. Special Education:

Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices D.

The MATTIE Academy will actively respond to the individual learning needs of students with disabilities through inclusion, through self-contained classrooms, through small groups and one on one instruction. The least restrictive environment will be adhered and implemented by the administration in order to meet the individual educational plans of students with learning disabilities. Hence, special education students will have access to general education core curriculum as well as receive supportive services based on their eligibility criteria as outlined in the Individual Disabilities Educational Act in 1997 as well as in 2004. Therefore, special education students will be expected to have access, to make academic progress, and to have on going assessment to improve their proficiency in English language Arts and in the Mathematics.

A pushed-in model of inclusion will be implemented at the MATTIE Academy in order to address the instructional needs of learning disabled students who behaviorally and who academically would benefit from an inclusive learning environment. General education teachers and special education teachers will receive highly qualified professional development on effective inclusion models in order to determine the collaborative format for co-teaching models based on educational research. The administration will schedule time for general education teachers and special education teachers to collaborate and to plan lessons that integrate research based instructional strategies to meet the learning style needs of special need learners.

Students with special needs who cognitively and emotionally would benefit from self-contained classrooms will be serviced by highly qualified certificated teachers and with paraprofessionals in order to address their individual educational needs. Supportive staff such as speech pathologists, orthopedic therapists, physical therapists as well as assistive technology will be utilized to provide required services to meet the stipulations of each student's Individual Educational Plan. General education curriculum as well as California Alternative Program Standards will be used to provide students with special cognitive needs with an enriching and engaging learning experience on an on going basis.

Lastly, in order for the MATTIE Academy to meet the No Child Left Behind stipulation for special needs students to meet the Annual Measurable Objectives in English Language Arts and Mathematics, the administration will schedule before school and after school small group tutorial programs. The before school and after school programs will instruct learning disabled students in small groups and individually in the areas of English Language Arts and Mathematics utilizing tutors and computer assisted technology.

Classroom teachers will refer students who are failing academically to the Student Success Team to determine through the Response To Intervention model if students will be eligible for special education services. The administration and faculty will continually promote quality instruction and educational equity for all culturally, linguistically, and developmental needs of students. See Appendix D Special Education Plan.

7. Performance Management (2 pages + attachments)

a. Performance Goals and Metrics:

Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

This section is due only upon approval by LAUSD.

b. Rationale:

Discuss why the proposed school will track the mission-specific indicators selected.

COMMUNITY INVOLVEMENT

The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

8. Community Analysis and Context (3 pages attachments)

a. Description:

Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

We have extensively surveyed the community and feel confident that we know the strengths, assets, values and critical needs that they describe. We selected this community due to its increased need for educational opportunities among its population. The majority of applicant team members reside or do business in the targeted community, and know that many high achieving neighborhood students opt to attend schools in surrounding school districts (i.e. Long Beach and Torrance Unified School Districts). The team desires to collaborate with LAUSD in meeting the goal of increasing academic performance in this area and keep high achieving students in their home schools.

While we are attentive to the needs of all of our students, our survey indicates a heightened need for invention strategies for African-American males. We have consulted with the following groups;

- NAACP Carson/Torrance Branch
- National Congress of Black Women
- Cal State University , Dominguez Hills
- Cal State University, Long Beach
- Dominguez Hills Village Homeowners Association

b. Background/Support:

Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

The professional community at MATTIE Academy will included highly qualified teachers as stipulated by the No Child Left Behind federal legislation. Small learning communities will be established to provide a format for communication and articulation between grade levels. Also,

the small learning community model will be utilized to foster a collaborative vision to promote student academic success for all students who attend the Mattie Calhoun Academy. All teachers will participate in highly qualified professional staff development in the areas of co-teaching, in cultural responsiveness instruction, in differentiated instruction, in computer assisted instruction, in multiples sensory instruction, in collaborative instruction, in SDAIE instruction as well as in research based interventions to ensure student success and support in grade k-12.

Community leaders that have pledge support for the school are as follows;

- Congress woman Laura Richardson
- Assemblyman Warren Furutani
- Mayor Jim Dear (Carson)
- Captain Bernice Abram (Carson Sheriff Dept)
- Mark Ridley-Thomas (LA County Board of Supervisors)
- Mildred Garcia, President of CSU – Dominguez Hills
- Mathematics, Engineering, Science & Achievement (MESA), Cal State – Long Beach
- UCLA College Outreach (I'm Going to College Program)
- National Congress of Black Women, South Bay Chapter
- NAACP – Carson-Torrance Branch
- 100 Black Men, Young Black Scholars
- Association of African American Athletes
- APOLLO West Players of Carson Performing & Media Arts
- Families in Schools (FIS)
- Dr. John Hamilton, Cinque Rites of Passage, UCLA
- Church of Christ Holiness, USA
- Bishop Emery Lindsay
- Dr. William Keith, O.D.
- Dr. Michael Luther, M.D.
- Young Black Contractors Inc
- Helping Kids Recover Inc.
- National Community Building Institute
- Pastor D.K. Stedham, The Saving Station Church

9. Community Engagement Strategy (2 pages)

a. Engagement Plan:

Explain the team's vision for engaging the community and the underlying theory that supports it.

We envision a community that is extremely involved with educators at grades 6-12 level. We plan to collaborate with educators, clergy, politicians and parents who are deeply concerned that underprivileged and under-served youth, predominately African –American males in our community will be prepared to face the realities of the workplace in the 21st century. These community leaders and parents are committed to providing appropriate learning and developmental opportunities that will help these youth realize their potential.

The MATTIE team's objectives/goals are designed to collaborate with the Carson Community to act as a catalyst for change that addresses vital aspects of community life that have the potential to dramatically influence long and short –term outcomes. The community believes that helping others raises the standard of living of the community, therefore making a healthier environment in which to live, work, play, and develop. The goal is aimed at supplementing the efforts of the Los Angeles Unified School District to respond to the academic, social, emotional and cultural needs of a select group of low socio-economic and educationally disadvantaged students grades 6-12 whose performance on the California Content Standards and Achievement tests show that they need special assistance to negotiate successfully through middle and high school, attend college and assume productive positions in the workplace of the 21st century. We believe that an interactive school community partnership enhances student learning outcomes.

b. Key Community Partnerships:

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

The **City of Carson** will provide MATTIE students with the opportunity to volunteer and perform service hours within City Hall and local community. This partnership will also provide students with the opportunity to observe and participated, on an ex officio basis, in the meetings of various city commissions, the City Council, and other City Boards and Committees, with the goal of affording students the opportunity to experience the public governance and decision making processes.

The **Carson Sheriff Station** will provide support to the school's efforts of intervention drug training among at-risk youth in the City of Carson.

Congress woman Laura Richardson will provide support for immediate Free Appropriate Public Education (FAPE) for 37th Congressional District special education students of MATTIE Charter School. One of the ways will be scheduling regular meetings with MATTIE and its collaborative educational partners, and Congressional District #37 (CD-37) staff liaisons to discuss strategies, legislative and administrative methods to assist in the fulfillment of MATTIE's mission for CD-37 families, and other matters as deemed necessary.

The **MESA** program aims to prepare students for college, supporting them until they successfully complete high school. The CSULB MESA center sends engineering students to work as tutors and mentors between 3 – 4 hours per week to provide instructional supports to students in the classroom setting and after school tutoring in math, science, and hands-on engineering, math and science projects (MESA Day projects). In addition, MESA provides support that includes professional development for MESA teachers that allows them to improve math and science learning for their students, parent orientation meetings, college tours, and financial aid information.

CSUDH will provide college connected enrichment activities including opportunities to attend classes on campus for grades 6-12. Middle school students, grades 6-8 will have the opportunity to enroll in college level classes and labs through the Young Scholars Program. Ninety percent of juniors and seniors will also be allowed to enroll in classes and receive college credit.

UCLA's "I'm Going to College" program will students opportunities to experience college life will provide field trips to visit classes on campus, dorm life and free tickets to sporting events i.e. football games Rose Bowl, basketball games at Pauley Pavilion.

Cinque Rites of Passage- is a 13 level program developed by Dr. John Hamilton. This guide is dedicated to motivating African American males to enhance their leadership, decision-making, and critical thinking skills. Moreover, this program is committed to teaching African American males about their African/African American culture and the sensitivity of other cultures to empower them individually and collectively. The Cinque Rites of Passage Program helps young African American males from ages 10-21 to define themselves as a contributor to society and evolve from a boy to a man. The Cinque Rites of Passage Program will challenge African American males to understand the value of manhood. More importantly, Cinque will assist African American males to value themselves and their worth. Cinque will tap into characteristics of a man as/as being a provider, protector, thinker, forgiver, healer, spiritual, emotional, logical, and a giver and receiver of love.

National Community Building Institute - .NCBI uses community-building strategies from Clifton Talbert's critically acclaimed *Eight Habits of the Heart*, which reverse the hopelessness and despair in today's youth. Through the development of a safety net of resilience, a sense of hope is restored. The School Community Building Process consists of but is not limited to the following programs and processes:

- Eight Pillars of Community Building (Resiliency Development)
- B.D.K./Believe, Doing & Knowing (Personal Development)
- Reforming & Transforming (Recidivism Reduction)
- Rites of Passage

- Entrepreneurship 101 (Business Skills and Career Development)

Families in Schools (FIS) provides training and technical support for school staff and parent leaders, who come together to form a “Parent Education Team”. Experienced FIS staff organize and lead planning, train on the curriculum, support the logistics and curriculum delivery at the workshops, and analyze the assessment information.

Apollo West Carson Players will provide performing arts workshops and training session in technical stage management and direction, fundamentals of acting, singing, stage movement, dance, theatre skills, and discipline.

Helping Kids Recover, Inc. is a non-profit community based organization that provides Outpatient Drug Free services designed to meet the needs of at-risk youth age 12 to 20.

Young Black Contractors Inc. will provide on the job training for youth interested in construction and architect.

Criminal Justice & Civil Obedience to be provided by The Saving Station Church under the direction of Pastor D.K. Stedham.

Winners for Life (Association of African American Athletes)

Physical Education program that builds character while engaging in physical activities:

- Motor Skills
- Cardiovascular
- Agility and Flexibility
- Team Concept
- Leadership
- Self Esteem
- Social Skills
- Responsibilities
- Nutrition
- Diabetes
- Obesity

MATTIE CEO Dr. Price and the Parent Liaisons, Roger Branch and Donna Thomas will be responsible for managing and cultivating these relationships

These partnerships will allow MATTIE to further its mission and vision by providing community educational satellite opportunities to students.

GOVERNANCE, OVERSIGHT and LEADERSHIP

The Leadership, Governance and Oversight section of the proposal should present an overview of the proposed school's leadership, governance and oversight model. Your responses should include ample evidence that the team is equipped to handle the start-up of a new school or the transformation/turnaround of an existing school.

10. School Governance and Oversight (5 pages + attachments)

a. School Type:

Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

The Independent Charter School provides autonomy over staffing including selection of principal, teachers, curriculum, budget, specialized programs, and the entire operation of the school. Autonomy in the abovementioned areas will ultimately increase student achievement.

b. Applicant Team Capacity:

List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Dr. Denice Price, the founder, is a graduate of UCLA with a B.A. in Sociology, M.S. in Educational Administration, and Ed.D. in Educational Leadership. She holds 4 credentials; Multiple Subjects teaching, Single Subject teaching (social science), Pupil Personnel Services (counseling) and Administrative Services. She has worked grades K-12 and higher education as a teacher, high school counselor, Dean, and elementary school principal. She has also worked as a part-time assistant professor in the graduate admin program at CSUDH, where she taught School Community Relations and School Finance. She also worked as a University Lecturer in Teacher Education at CSULB. She has worked as a consultant and external evaluator for LA County Office of Education. She is a promoter of quality education for all students. She is committed to quality educational for cultural and linguistically diverse students in the Los Angeles metropolitan area. As an advocate that believes that all students can learn, she articulates and maintains high educational standards and expectations for all children. Public recognition from local and state governmental organizations affirmed her dynamic leadership as visionary principal in the city of Compton. Academic achievement for over six years soared under her leadership. She has been recognized as a Living History Maker in the category of education by the State Senate, by the Mayor of Los Angeles, the County of Los Angeles, the Assembly, and Turning Point magazine. She has coach and provided assistance

to new and aspiring principal as well as provided support to Principals of High Priority Schools in the LAUSD.

c. School Governance and Oversight:

i. Autonomy:

How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

MATTIE plans to involve all stakeholders in decision making, and will include representatives from the school administration, certificated staff, classified staff, parents and business and/or community partners.

MATTIE will establish Leadership Committees and members from each stakeholder will be represented on committees. These committees include; Curriculum & Instruction, School Climate, Staff Development, Student Activities, Parent & Community.

The MATTIE ACADEMY has set high standard for the school, its board, staff, and parents. We will pursue, over the first five years, the following school outcome goals with appropriate benchmarks:

- The school will demonstrate student improvement on standardized test scores that compare favorably with schools that have similar student populations (e.g., race, gender, socio-economic status)-as such, the MATTIE students will attempt to meet or exceed its Academic Performance Index target;
- The school will provide new professional opportunities for teachers and create opportunities to tap into the expertise and experience of qualified professionals within the school community.

In order to best serve our students and community, MATTIE ACADEMY will continue to examine and refine its chart of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission.

ii. School Level Committees:

Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

The MATTIE Academy of Change will embrace the system of what is referred as SCHOOL-BASED MANAGEMENT or SITE-BASED DECISION MAKING. This system allows for all school stake holders to be actively involved in the decision making process relative to all aspects of the school. Specifically, leadership councils are established and are responsible for making decisions to be communicated and responded to by the faculty and whole school community. Our goal is to eventually have a Governance Council which will include a representative from each council (SSC, SAC, and BAC) who will be involved in the decision making practice for the school. Decisions are typically made in the areas such as:

- Budget

- Personnel
- Curriculum
- Professional development/training (administration, faculty, and parents)
- School environment
- School governance systems
- Other areas that directly support student achievement

The leadership council membership includes representatives from the school administration, certificated staff, classified staff, parents and business/community partners.

We are committed to and embrace the following resources that will result in high performance for all students:

- Empowerment
- Professional development/training
- Information
- Leadership
- Instructional Guidance System
- Rewards (Extrinsic and Intrinsic)

iii. Governing Council:

Describe the composition of the Governing Council and the process for membership selection.

The School is governed by a non-profit board of directors, whose major roles and responsibilities include, but are not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the School's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

BOARD OF TRUSTEES

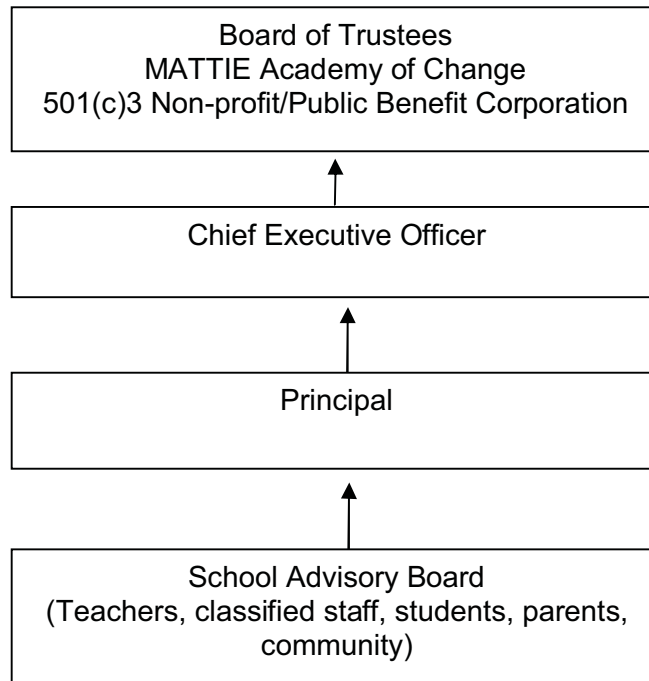
MATTIE Academy Charter School Board of Trustees is composed of the following people:

- Naomi Ferns, Retired District level Administrator
- Joycelyn Adams, Parent Community
- Roger Branch Jr., Accounting and Finance
- Michael Luther DDS, MPH
- William D. Keith M.D.
- Bishop Emory Lindsay

Site-Based Advisory Council

MATTIE Academy Charter School will have an on-site governance board, the Site-based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members. The Site-based Advisory Council provides suggestions and recommendations to the Principal and Executive Director on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of MATTIE Academy Charter School.

Accountability and Reporting Structures



11. School Leadership (3 pages)

a. Principal Selection:

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

The School leader will be selected using the criteria and characteristic in Ron Edmond's Effective Schools Research for High Performing Urban Schools. The administrative leader should be strong and focused on basic skills acquisition for all students, with high expectation of students, teachers who take responsibility for students' learning and adapt instruction to make sure that learning is taking place. Experience in a school serving a high-risk population, safe and orderly school environment, provision of incentives and rewards for student performance, and regular monitoring of student progress.

These characteristics are aligned with our mission because we have high expectations for students and plan to provide differentiated learning opportunities.

The Principal, Erik McKee, a USC graduate with a B.S in Public Administration and M.S. in Counseling and Educational Administration. He is a positive African-American role model from the targeted school community. He has experience working with at-risk students in low performing school districts. Mr. McKee has served as Assistant Principal in the Long Beach Unified School District and other large urban school districts in both Southern and Northern California. As an Assistant Principal, he received recognition for implementing an attendance/tardy policy that reduced truancies and tardiness. He has worked as a Middle School Principal; and under his leadership the school embraced the High Performance Site-Based Management Model, a collaborative with USC and the Haynes Foundation and Los Angeles County of Education. He also worked as a Principal in Inglewood Community Adult School where he successfully led the self-study in WASC accreditation, conducted the strategic plan meetings, and provided extensive input to the committee report. He coordinated the self-study evaluation to assess the school's educational programs to develop a plan to align ongoing improvement of the school's program with WASC high quality criteria. He was featured in Education Week, December, 1995 for his accomplishments. See job description for Principal in Appendix B.

b. Leadership Team:

Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The leadership positions include Chief Executive Officer (CEO), Principal, Assistant Principal(s), Curriculum Administrator, Counselors, Business Manager, Teaching Assistants, Parent Liaison, Health Coordinator, and all stakeholders involved in decision making. The leadership team collaborates to assess the strength and weaknesses of the educational program in order to raise academic achievement and examine best practices, and effective strategies that work in effective schools.

The leadership team will develop a school wide plan to increase academic performance of all students. Members of the leadership team will meet with members of their various departments/committees to discuss concerns and issues related to curriculum, achievement, and/or activities. Meetings will include agendas and recommendations/suggestions. The leadership team will share agenda items with all stakeholders. The team will institute mechanisms and control systems to enhance effectiveness and efficiency to produce higher levels of accountability.

c. Principal Evaluation:

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The Principal will be the core of the administration. As for the responsibilities of the principal of MATTIE Academy, he/she must be an integral member of the learning community comprised of students, staff, and families. The Principal must support shared decision-making, promote collaborative leadership, and require accountability from all people in the school.

The Principal will be evaluated once yearly by the CEO, using clearly defined criteria and procedures established by the governing council. These criteria include commitment to MATTIE Academy's mission and goals, a high level of professionalism, and a high level of accomplishment. The governing council will also specify the tools to be used in the evaluation process. Such tools may include written evaluations based on performance specified by MATTIE Academy curriculum. The interaction between administration and teaching staff, and administration and parents will constitute a significant criterion in evaluation of the Principal.

12. Staffing (5 pages)

a. Staffing Model:

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Start-Up

Core academic team and core non-academic team will be in Year-1.

Years 2-5

Year-2 will add academic and non-academic resources based on the evaluations completed in Year-1; example, if an assessment regime indicates there is a need for additional resources in a specific area, such as gifted or special education, we will increase the designated resources in Year-2.

For Year-3, assess Year-2 test scores, and evaluate teachers, student, parent, and community input. Based on these results, we will either increase or decrease academic resources. Budget and need will determine our non-academic resources, supplement or attrition.

For Year-4, we will look for unexpected externalities, such as budget cuts, teacher lay-offs, staff changes, and increase in student enrollment. We will look at how to make adjustments to accommodate the students in the classroom.

For Year-5, overall school-wide assessment to see how we are doing. Create a strategic plan for the next 5 years. We will involve all stakeholders in the assessment.

The academic team will support teachers in the instructional program in an effort to increase the academic achievement for all students. The non-academic team will support the business needs (such as Human Resources, Attendance, Accounting, etc) and safety of the students, staff, and all the stakeholders to support the mission, vision and instructional program of MATTIE Academy. This model ensures adequate instructional services as it supports the instructional model described in Section 2a Instructional Philosophy and 2b Core Academic Curriculum.

School Personnel Positions / Numbers

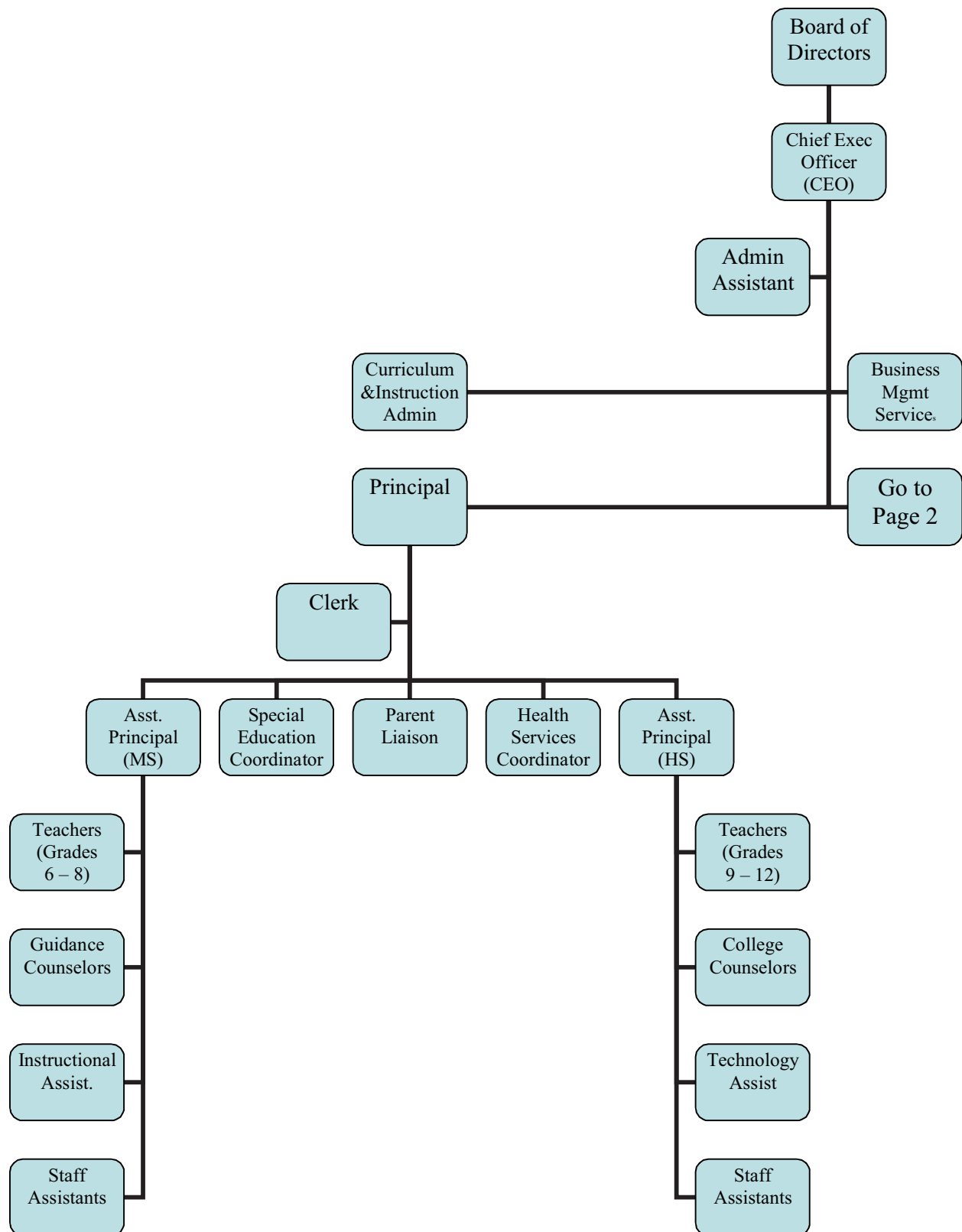
1. Chief Executive Officer /1
2. Curriculum & Instruction Administrator /1
3. Principal /1
4. Assistant Principal / 2
5. Teachers /33
6. Counselors /2
7. Health Services Coordinator /1
8. Special Education Coordinator /1

9. Staff Assistants /7
10. Instructional Assistants /5
11. Health Services Assistant /1
12. Admin Assistant /1
13. Technology Assistants /1
14. Clerk /2
15. Custodial Maintenance /3
16. Food Service /4
17. Business Management Services /Consultants

Business Management Services include the following functions: Human Resources, Finance & Accounting, Administration & Attendance, Risk Management & Compliance, Information Technology, Facilities Management & Safety, and Grant writing.

In addition to the Principal, there will be designated positions i.e. special education coordinator, curriculum administrator, assistant principals, counselors, and business management services assigned as safety nets to oversee and monitor special education services and EL services to ensure compliance with Federal regulations.

MATTIE Organization Chart



b. Recruitment and Selection of Teachers:

Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

MATTIE Academy believes that the quality of the professional staff is an important factor in determining the quality of education offered in the school. It is the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. MATTIE Academy will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers will teach the "core" academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school's educational goals. Among other factors, emphasis will be placed on the candidate's academic records and his/her previous relevant experience. Staff must demonstrate awareness that children have many different family circumstances and that they are willing and able to provide the educational support a diverse student population needs in school.

MATTIE Academy's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The hiring process has been divided into two different yet overlapping committees with the separate goals of recruiting qualified applicants and interviewing applicants.

The Recruitment Committee will be composed of Governing Council members and administrators. All applicants will submit a cover letter that states their qualifications and their educational philosophy (if applicable), as well as a resume and names of three references.

The Recruitment Committee as a whole will select from the pool of respondents a list of candidates who meet the minimum requirements. The Recruitment Committee may also recruit specific individuals who come to their attention and who possess experience or expertise considered especially valuable to the school.

The Interview Committee will be composed of the Principal and members of the Recruitment Committee.

The Interview Committee will call candidates and arrange for a first interview. Each candidate will be sent a copy of the Application form. The first interview will consist of conversation and a

question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. The Committee will use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process.

The Interview Committee will recommend its top choice to the Governing Council for approval at a meeting. The full interim Governing Council must approve and then offer a contract to the final candidate(s).

Upon selecting candidates for hiring, the Interview Committee will present its recommendations to the Governing Council for approval. The Governing Council will offer the approved candidate an employment contract.

A majority vote of the Governing Council shall be required to terminate the employment of any MATTIE Academy faculty or staff member.

MATTIE Academy is committed to hiring the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job.

c. Autonomy:

How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

We will have the opportunity to select competent, dedicated, nurturing staff throughout the state, who have a familiarity with or willingness to be trained in the schools' curriculum sequence and learning styles. The staff also needs to demonstrate a willingness to work hard and to take responsibility and exercise leadership for the school as a whole.

Evaluation:

Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

The Principal shall have the right to observe and evaluate staff. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment will include but need not to be limited to an analysis of student achievement based on student performance on standardized and other specific assessments, observation by the Principals in professional settings, and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program, and a self assessment.

Evaluations will be both informal and formal. Formal evaluation will be overseen by the Principal (who reports back to the Governing Council) and will be conducted twice a year. The Principal will spend at least half of the school day with the teacher in the class as a participant observer. Both teacher and Principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and Principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation.

We believe teachers must be able to use information from students' assessments as feedback on the effectiveness of particular instructional units or approaches. Both student and teacher assessments must serve as mirrors for both parties to gain useful information. Thus, part of the formal teacher evaluation will include a summary of student performance, a review of teaching methods, the identification of areas of curricular strength and weakness, and identification of staff development needs.

FINANCES

The Finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas. Please reference Appendix F for a brief overview of Transparent Budgeting.

13. Finances (3 pages)

a. Financial Sustainability:

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

The MATTIE Academy of Change Board is committed to the following goals in its fiscal management:

1. To engage in advanced planning, carefully forecast anticipated financial needs, and seek out varied sources of revenue to meet those needs,
2. To maintain flexibility and business-mindedness during the year, applying funding where they are needed, even if other than planned—to withhold spending, if time and clarity show a planned expense is not essential,
3. To encourage a conservative spending ethic and approach to expenditure needs, being resource efficient with energy, and using available property and transportation services,
4. To prioritize dollars available for the greatest educational return and the greatest contributions to students and their educational program,
5. To find resources so students and teachers have the essential supplies they need to meet educational program goals,
6. To use budget projection methods that clarify quarterly and year-end expenditure needs,
7. To provide timely information to all staff related to budget and methods for requesting and managing money within the school,
8. To adopt careful procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors, and contractors, and all areas of fiscal management,
9. To hold a high standard for ourselves and others as regards conflict of interest, and impartiality in the awarding of contracts for good and services.

b. Additional Funding:

To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

The following are descriptions of planned fundraising activities that will be conducted:

- **Foundation Grant Solicitations** – Plans to solicit foundation grants in the areas of education, family, men, women, and healthy well-being. Grant applications will be developed by the organization.
- **Government Grant Solicitations** – Plans to solicit federal, state, and local government for resources to support programs and activities.
- **Mail Solicitations** – Annually solicit to businesses, individuals, foundations and corporate entities to support mission statement.
- **Email Solicitations** – Plans to use email to solicit fund donations.
- **Personal Solicitations** – Plans to solicit fund donations through personal contact to support programs and activities. The venue for such solicitations will be community events.
- **Website Donations** – Plans to solicit donations via a website, yet to be developed. The website will inform and education the public on the mission, goals and objectives and will include a portal for making donations and applying for membership.
- **Vehicle, Boat, Plane, or Similar Donations** – While not a specifically planned solicitation activity, will accept such donations if the organization determines that its sale or direct use can provide a resource for the support of programs and activities.
- **Phone Solicitations** – While not a specifically planned solicitation activity, will use telephone solicitation methods if the organization determines that such activity can provide a resource for the support of programs and activities.

For Traditional, ESBMM, Pilot and Network Partner Schools Only

c. Autonomy: NOT APPLICABLE

Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

d. Budget Development:

Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

The MATTIE Academy of Change Board recognizes that one of its primary responsibilities is to review and approve an annual budget, and to secure adequate funds to carry out the educational program.

The Board will assure that the budget is prepared and presented early enough in each annual cycle to allow for discussion and research. The Board expects all its school members to do their part to clarify both essential and wishful needs, providing back up materials. The annual school budget process is an important charter school function and will serve as a means to communicate the school's program.

The MATTIE Academy of Change will assign responsibility for administering the operating budget. The assigned budget administrator and his/her designee(s) will be authorized to implement the budget, subject to review by the Board, and will follow these provisions:

1. That all budget actions are consistent with California law, generally accepted accounting industry standards, and board policy,
- 2 That all expenditures of funds are made in accordance with the requirements of the State of California and adopted board policy,
3. That revenue from any Federal or State sources are implemented in accordance with any specific federal or state laws or requirements,
4. That financial reports are presented to the Board, so the Board is informed of current and future financial matters,
5. That all accounts are audited annually.

MATTIE Academy Charter School's governing board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The auditor will have. At a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable law, the audit scope will be expanded to include items and processes specified in applicable Office and Management Circulars.

The annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forward to the District, the County of Superintendent of Schools, the State Controller, and to CDE. The Chief Executive Officer along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations in how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolve to the satisfaction of the District along with an anticipated timeline for the same.

The independent fiscal audit of the MATTIE Academy is a public record and will be provided to the public upon request.

IMPLEMENTATION

14. Implementation (2 pages + attachments)

a. Implementation Plan:

What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.

As identified in Appendix G, MATTIE Academy plans to implement this proposal in the first year. In years 2-5, assessments of academic and non-academic resources, based on the evaluations completed in a prior year, will determine how to make adjustments to accommodate the students in the classroom.

b. Waivers: For Internal Applicant Teams Only NOT APPLICABLE

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

APPENDIX A: Instructional Strategies & Timeline

Instructional Strategies

EXEMPLARY COMPUTER-ENHANCED SUPPORT

Computers have been in schools for a long time. While some teachers have integrated computers into the classroom successfully many others have not achieved that or have not used them at all. Technology assessment reports indicate that computers have often been used by teachers as a replacement for existing tools, such as books and chalkboards, or the only instructional medium to teach rather than an alternative medium through which different tasks might be performed and different objectives might be achieved. From this perspective, the insufficient computer-based applications drive the curriculum in the classroom.

However, in the designing alternative school systems, the vision of classroom instruction should be changed and computers should play an important role in this change process. It is our perception that computers have to be integrated into curriculum; namely, the curriculum should drive technology usage.

In MATTIE Academy, the computer technology will become a prominent part of the classroom; the teacher will no longer serve as the sole expert with absolute mastery and control of content knowledge and instructional procedures. Instead, with the help of the computer, learning will become more interactive with responsibility shared among teachers and students. The teachers no longer function solely as transmitters of content knowledge. Instead, they become facilitators of learning. Students play a more active role in their own learning.

Thinking differently from many other schools MATTIE Academy will look at the technology integration from a broader perspective and promote the use of computers in the classroom whenever and however it is appropriate and efficient. More specifically, through our exemplary computer integration we will achieve the following:

- Students in MATTIE Academy will use computers to design their own products. Schools have to generate creative people. Students in MATTIE Academy will use the capabilities of computers, such as word-processing, database, spreadsheets, presentation and graphic software, to create high quality homework and class work, so that they will be able to better accomplish tasks and express their ideas with different illustrations and demonstrations to teachers as well as their classmates
- Students in MATTIE Academy will explore instructional programs on their own. In our opinion, a teacher should not be the only information source in the classroom. Today there are many interactive computer software programs very well designed to teach the objectives that MATTIE Academy wants to teach. Our students will use and explore appropriate instructional software programs in or out of the classroom to expand their knowledge and skills, and have a better grasp on the objectives in specific areas or topics.
- Teachers in MATTIE Academy will teach ideas or skills directly from computers. We consider the computer as an educational tool that should be used in the classroom whenever and wherever it fits in the curriculum. Appropriate teachers will use a computer's unique features to combine different mediums, such as sound, animation, color picture, interactivity etc., in one environment so that they will create presentations that are visually appealing to students and capable of illustrating ideas, knowledge and skills from different perspectives.

- Teachers in MATTIE Academy will employ computers to create an alternative teaching environment in the classrooms. A traditional classroom where a teacher gives lectures and students passively listen to the teacher is not responding to the need of modern and hi-tech society any more. Learning should be active and student-centered, that is, students should actively take a part in the learning process and perform classroom activities by themselves rather than sitting and listening. Also, teachers should be mentoring and coaching students to direct and help them find and use information they need to gain necessary objectives. The computer is a unique tool that helps teachers' design and implement student-centered applications that keep the students active in the learning process.
- Teachers in MATTIE Academy will tailor curriculum to students' individual needs through computers. It is known that not all students in the same classroom are equal. For effective instruction teachers should generate different instructional approaches to different student groups. Using the unique features of computers, teachers in MATTIE Academy will design and implement individualized instructions that eliminate the personal differences among the students for quality instruction.
- Teachers in MATTIE Academy will use computers to create simulations of real life applications. Learning transfer is a critical issue in education. Most of the time students learn abstract knowledge in classroom and are not able to use it in the practical life. Our teachers will employ computers to design and use real life simulation programs that help students apply their knowledge and skills to deal with realistic problems
- Students in MATTIE Academy will develop critical or higher-order thinking skills using computers. The foundation of scientific information is critical thinking, which is collecting data about a problem, analyzing it, considering alternative solutions and applying the most effective solution. Computers are excellent tools to perform the aforementioned tasks to gain the higher-order thinking skill. Our students will learn and apply appropriate computational techniques to collect and analyze data to deal with problems, so that they will be able to produce scientific information.

PROJECT-BASED INSTRUCTION

Project-based learning is an instructional approach to engage students in sustained, cooperative investigation. Within its framework students collaborate, working together to make sense of what is going on. Additionally, project-based instruction emphasizes students' own artifact construction to represent what is being learned.

In project-based instruction, students pursue solutions to nontrivial problems by;

- Asking and refining questions
- Debating ideas
- Making predictions
- Designing plans and/or experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating their ideas and findings to others
- Asking new questions
- Creating artifacts.

Projects can serve as bridges between phenomena in the classroom and real-life experiences. Questions and answers that arise in daily enterprise are given value and are proven open to systematic inquiry. Three important features of project-based learning are those:

1. Project-based education requires active engagement of students' effort over an extended period of time.
2. Project-based learning also promotes links among subject matter disciplines and presents an expanded, rather than narrow, view of subject matter.
3. Projects are adaptable to different types of learners and learning situations

There are two essential components of projects:

- A driving question or problem that serves to organize and drive activities, which taken as a whole amount to a meaningful project.
- Culminating product(s) or multiple representations as a series of artifacts, personal communication, or consequential task that meaningfully addresses the driving question.

MATTIE Academy will facilitate project-based instruction in the classroom with:

- A "driving question" that is anchored in a real-world problem and ideally uses multiple content areas.
- Opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways.
- Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the "learning community".
- The use of cognitive tools in learning environments that support students in the representation of their ideas: cognitive tools such as computer-based laboratories, hypermedia, graphing applications, and telecommunications.

CONTEXTUAL LEARNING (REAL-LIFE CONTEXT)

According to constructivist learning theory, learning occurs when students process new information or knowledge in such a way that it makes sense to them in their frame of reference. This approach to learning and teaching assumes that the mind naturally seeks meaning in context where the person is located and that makes sense and appears useful. In contextual learning students carry out activities and solve problems in a way that reflects the nature of such tasks in the real world.

Because knowledge is better transferred when it is embedded in a more general understanding of its entire structure and contextualized into the content familiar to the learner, MATTIE Academy will rethink curriculum and instruction under the light of contextual learning. Whenever appropriate MATTIE Academy will modify traditional methods and disciplines to teach material in meaningful contexts. More specifically in designing real-life context in the classrooms:

- Artificial distinctions between actual applications and academic studies will be eliminated

- Students will be provided with hands-on experiences in which they learn about and participate in workplaces
- New teaching strategies and instructional principles will be designed and implemented based on the notion that teacher is no longer the presenter of information and the textbook is not the only information sources in the classroom. The instructional principles can be articulated as follow (but not limited to those):
 1. anchor all learning activities to a larger task,
 2. support the learner in developing ownership of the task,
 3. design an authentic task,
 4. design the task to reflect the complexity of the environment the learner will face
 5. support and challenge the learner's thinking,
 6. encourage testing ideas against alternative views and alternative contexts, and
 7. provide opportunity for reflection on the content learned and the learning process (Savery & Duffy, 1995).

DIRECT INSTRUCTION

Direct instruction, the classical teaching method, is based on the notion that learning can be facilitated through clear instructional presentations that rule out likely misinterpretations and facilitate generalizations. As a teaching strategy, it is a systematic and highly structured instructional process that focuses on teaching and practicing basic skills and knowledge to prepare students to advance to higher-order skills. Some key components of this process are scripted lesson plan that is evaluated and revised, curriculum designed to build new skills on previous learned ones and group sessions where teacher and students interact.

It is our empirical finding that through direct instruction, students learn and master information at the knowledge level, rather than the application level, in an extremely efficient and very cost-effective manner. Under the light of this finding, FSA Middle School will adopt an effective direct instruction module to teach students introductory and fundamental skills and knowledge. More specifically, our one unit direct instruction module will involve the following activities:

- **Motivating Learners:** Gaining learners' attention and maintaining that attention throughout the lesson.
- **Informing Students of Objectives:** Telling learners what they are about to learn.
- **Helping Students Recall Prerequisites:** Helping students retrieve memories that are necessary or helpful in achieving new objectives and make sense of new information to relate it to something they already know or something already experienced.
- **Presenting Information and Examples:** Stating, describing and explaining information that learners will be learning, presenting relevant examples.
- **Providing Practice and Feedback:** Giving learners adequate, relevant practice and corrective feedback.
- **Summarizing Lesson:** End lesson with some type of summary to bring closure to the lesson.

Curriculum Development Timeline

TIMELINE OF CURRICULA FOR SOUTH HIGH SCHOOL REGION #4

MATTIE'S ACADEMY ADMINISTRATORS AND DIRECTORS WILL PERFORM THE FOLLOWING PREPARATIONS FOR THE SUCCESSFUL OPENING OF THE SCHOOL IN AUGUST 2011.

In order to open the school on August 15, 2011, the school will begin the design of the Instructional Program during the months of *March- through June 2011* as follows with emphasis on the Core Subjects Math/Algebra/Geometry; Language Arts; Social Studies; Science:

- Recruit teachers for each grade level and subject
- Purchase State Adopted Textbooks for each Core Subject and Supplemental Learning Textbooks and/or Programs
- Identify Content Standards and Key Concepts for each subject
- Identify Assessment Instruments for each subject/grade level – ongoing assessment
- PD – Each grade level will meet, collaborate, and prepare a Handbook and Syllabus for their subject/grade level
- PD – Identify Instructional Strategies: Special Modifications for Special Needs Students; Differentiated Instruction for Advanced Learners; Instructional Program for English Learners (SDAIE strategies)
- Identify Technology programs that align with each subject that scaffolds students' learning-academic progress
- Develop curriculum guides, identify assessment instruments

March-May: Review student information and data, complete Master Schedule, Hire all teachers and support staff, assign teachers per credential and subject area qualified to teach. (Persons responsible - Principal, Erik McKeen, Dr. Greta Price, Curriculum admin, Mary Zavala, ELL

April –July: Meet with Community collaborative educational satellites to discuss strategies, time tables etc, (CEO, Dr. Denise Price, Principal, Erik McKeen)

June-July: Analyze and disaggregate test data (Principal, Erik McKeen, DR. G. Price, Counselors, Teachers)

July-August: Review CST scores/records of students, complete student schedules, enrollment of students based on test data and Other relative information (Counselors)

A Teachers Handbook for each Subject by Grade Level during the following months will be created to support each teacher's delivery of MATTIE'S Instructional Program. Teachers, Directors and Administrators will collaborate as a Team to create, design an Instructional Program that focuses on student achievement and school-wide pride of the school's Mission Statement and Vision.

MONTH/PD	TEXTBOOKS	CONTENT STANDARDS	TECHNOLOGY PROGRAMS
MARCH 2011 – Recruit Teachers	Prepare a list of State adopted textbooks to select	Provide the California State Frameworks for each Subject	Identify computer programs that the school can select
APRIL 2011 – 6TH/7TH GRADE Meet and collaborate to design Teacher Subject Handbook	Select textbook for each subject	Create a Chart of Content Standards and Objectives for each subject	Select computer programs that will scaffold student learning
MAY 2011 – 8TH GRADE Meet and collaborate to design Teacher Subject Handbook	Select textbook for each subject	Create a Chart of Content Standards and Objectives for each subject	Select computer programs that will scaffold student learning
JUNE 2011 – 9TH/10TH Grade Meet and collaborate to design Teacher Subject Handbook	Select textbook for each subject	Create a Chart of Content Standards and Objectives for each subject	Select computer programs that will scaffold student learning
JULY 2011 – 11TH/12TH Grade Meet and collaborate to design Teacher Subject Handbook	Select textbook for each subject	Create a Chart of Content Standards and Objectives for each subject	Select computer programs that will scaffold student learning
AUGUST 1ST – 14TH PD Meetings– Welcoming New Staff/Teachers, School Opening Procedures, Policies, Academic Expectations, Friendly School Culture			

APPENDIX B: Policies and Job Descriptions

Policies:

- Promotion
- Graduation
- Student Discipline

Job Descriptions

- Principal
- Assistant Principal

Policy for Promotion

Middle School Core Academic Curriculum

6th Grade

English/Language Arts
Mathematics
History/Social-Science
Science
Physical Education
Health (1 semester)
Technology (1 semester)
2 Electives

7th Grade

English/Language Arts
Mathematics
History/Social-Science
Science (full year)
Physical Education
Health (1 Semester)
Technology (1 Semester)
2 Electives

8th Grade

English/Language Arts
Mathematics
History/Social-Science
Science
Physical Education
3 Electives

Policy for Graduation

Credit Requirements

Students are required to earn 220 credits to earn a diploma at graduation. All students must earn the following:

- 8 semesters of English
- 2 semesters of World History
- 2 semesters of U.S. History
- 1 semester of Economics
- 1 semester of U.S. Government
- 2 semesters of Physical Science
- 2 semesters of Biological Science
- 2 semesters of Algebra
- 2 semesters of additional Math
- 1 semester of Health
- 4 semesters of Physical Education *
- 2 semesters of Visual & Performing Arts or Foreign Language
- 1 semester of Computer Application
- 14 semesters of Elective Credits

Each student will receive 5 credits per semester.

* If student passes Fitness test in 9th grade, he/she can opt out of physical education for 2 years.

Other Graduation Requirements

All students must pass the California High School Exit Examination in Math and English/Language Arts.

All students must take and pass Algebra 1-2 (1 year course) or Algebra ABCD (2 year course).

Students must pass one semester of Computer Applications or meet the requirement through the “test-out” option.

All students must complete and log in 50 hours of community service.

All students must meet all requirements in order to participate in the Graduation Ceremony and to receive a diploma.

Student Discipline Policies

Our goal is to provide an atmosphere and learning environment that is safe, supportive and nurturing for each student. All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our students.

There are strict behavior expectations, which include no hitting, kicking, biting, scratching and/or fighting. Also, appropriate language must be used at all the times. Respect when speaking to teachers, students and any adult is mandatory.

The goals of our discipline policy are to:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable;
- Regulate students' conduct

Acceptable Behavior Expectations

Students

A. How I Treat Others

I will:

- I will treat students and adults with respect and kindness.
- I will use words that are helpful, courteous and kind.
- I will treat all things that belong to other people with care.
- I will get help from an adult if someone tries to start a fight with me or a disagreement won't end. (If I am in a situation that could lead to violence or name-calling.)

I will not:

- I will not tease, call names, bully, or use profanity.
- I will never threaten to hurt anyone, even when joking around.
- I will not start fights. I understand that fighting is **NEVER** acceptable.

B. How I Do My School Work

I will:

- I will make sure my homework and projects are neat, complete and turned in on time.
- I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
- I will come to school on time. (Parents, this one depends on you also.)

I will not:

- I will not leave school before it's over, except for a field trip or when I have written permission.
- Parent clarifications:

- Homework is assigned Monday through Thursday.
- You must arrange prior approval from the office to remove your student from the classroom during school hours.
- Arriving at school “on time” is between 7:20 and 7:45 a.m.

C. How I Behave and What I Bring to School

I will:

- I will greet visitors in a friendly way.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear clean school uniforms to school.
- I will eat only in the designated areas.

I will not:

- I will not bring weapons, drug/paraphernalia, or alcohol at any time.
- I will not bring: beepers, cell phones, large amounts of money, jewelry, radios, electronic games, or trading cards to school.
- I will never bring any type of weapon to school – not a real weapon or a toy one.

Parents:

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our students at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject, but not limited to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student/parent

The consequences listed above are not necessarily all inclusive.

No Violence: Under no circumstances will violence on campus be tolerated: acts of intimidation, extortion, harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A student possessing any weapon, whether real

or

a toy, may be suspended and/or recommended for expulsion.

Not following the Acceptable Behavior Expectations may require the School to administer appropriate consequences to help maintain a safe environment and to effectively discipline students.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for any behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules must be disciplined.

Examples of inappropriate behavior include:

- Not following directions
- Rude talk
- Fighting
- Disobedience
- Inappropriate touching
- Littering
- Teasing
- Spitting
- Smoking
- Non Uniform Compliant

Each teacher will discuss the above behaviors together and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

OFFICE REFERRALS

It is at the discretion of the Teachers to refer a student to the office for administrative intervention. If this happens, the student will be sent to the office with a referral. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short "time out" period, or may need to stay longer. The parent or guardian may be notified to immediately pick up the student and the student may remain in the office or benched until he/she is picked-up. In school detentions may take place at the principal's discretion. After the third referral, the following actions may be taken:

1. The student's parent or guardian will be called and informed of the policy violations(s).
2. A date will be set for the parent or guardian to come to school for a mandatory conference and a time set for their classroom sit-in time.
3. The student may not return to school until the parent or guardian comes for a conference and/or completes the required classroom sit-in time.
4. The fourth office referral can result in a suspension.
5. Case Manager and probation officer may be involved.

SUSPENSION

ON CAMPUS SUSPENSION PROGRAM (OCS)

The M.A.T.T.I.E. Academy **On Campus Suspension Program** will be used in lieu of our students being suspended entirely from class and instruction. This will provide students with the opportunity to attend school and complete class work while they are being disciplined. The administrator will determine which students qualify for this alternative disciplinary program based on the nature of the incident and the policy violated.

In addition to regular assignments, On Campus Suspended students will receive instruction in conflict resolution, anger management, and group counseling.

Instructional packets will be assembled by the primary teacher based on subject and grade level. Packets will include work that covers the number of days suspended.

On Campus Suspended students will have nutrition from 9:00 – 9:15 a.m., and lunch from 12:05 p.m. – 12:35 p.m.

*Teachers may suspend a student from class for one (1) day only.

IN-HOUSE SUSPENSION

Students who have violated the discipline policy and require multiple day suspensions will be sent to be sent to another site as an alternative to home suspension. Zero tolerance violations will be referred to expulsion committee for review.

Reasons for Suspension and Expulsion

Category III

Students may be recommended for suspension and/or expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school-sponsored activity:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. .
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.

- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or the selling of prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 6-12)

48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 6-12)

48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 6-12)

48900.7 Made terrorist threats against school officials, school property or both.

Category II

Students will be recommended for suspension and expulsion when any of the following occur at school or at a school activity off-campus; unless the school administrator determines that the expulsion is inappropriate:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana.
- Robbery or extortion.
- Assault or battery (as defined in Penal Code sections 240 and 242) upon any school employee.

Category I

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students will immediately be suspended and recommended for expulsion when any of the following occur at the school or at a school activity off campus:

- Possessing, selling, or furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Section 48900[n]).
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code).

CLASSROOM FORMAL OBSERVATION TIME

After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home and may then be considered for expulsion.

STUDENT SUPPORT TEAM

The Student Support Team may consist of the following members:

- Parent or guardian of student referred
- The teacher of student referred
- An Administrator
- Counselor, psychologist, or specialist
- Student (when appropriate)

This team will be responsible for the following actions:

- Develop a "Support Plan"
- Meet one month following first meeting to check progress of Support Plan
- Make any necessary changes to Support Plan to ensure greater success
- Document all meetings, discussions and progress of the student

A Support Plan may assist by developing the following:

- Summary of demonstrated behaviors by student that necessitates this degree of support;
- Summary of any actions already taken by teacher, parent, or other staff to address the needs of the student;
- Description of new actions to be taken in order to address the specific situation;
- One-page agreement to be agreed upon and signed by all concerned parties.

Some possible support actions are:

- Daily, weekly, or monthly contract
- Restriction from before or after school activities
- Family and/or student counseling
- Half day schedule
- Journaling

IMPLEMENTATION

Fair and consistent judgment and decision-making by all staff is crucial to the enforcement of the discipline policy. Therefore, all staff will be evaluated regularly in relation to their roles in the implementation of the discipline policy.

PARENT SUPPORT

Parents and home life are an important influence in shaping the character and attitudes of students. There are many ways that parents can work with the school to improve behavior, both at home and school. Some tips that might be helpful include:

Modeling and teaching good manners at home. Examples include: using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom);

Talking to your students/ about behavior reports and providing an incentive for their success. (A hug, or special time together for example.)

Seriously addressing problem behaviors that are reported by the school. Consider removing telephone, video game, television and other privileges from students after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring.

Take time to discuss the importance of discipline with your student/students regularly. Become more disciplined in a challenge area for yourself, (i.e. dieting, exercising, speaking a second language.) and talk about your progress/challenges with your students.

Support the school's policy in discussions with your student. If you are frustrated and demonstrate disrespect for the school's policies, it is likely that your students will too.

Take time to talk with students regularly. A student who can effectively communicate his/her needs and issues is less likely to try to communicate through physical force.

Consider the possible impact of television and movies that you and your students watch; consider alternative activities like playing cards, reading, or working together on a puzzle.

c) Adhering to the school's uniform policy

OUT OF UNIFORM NOTICES

Parents will receive "Out of Uniform" notices if the student is not adhering to the uniform policy. The notice should be returned to the school with the parent's signature.

PENALTY FOR NON-COMPLIANCE

On the third notice for non-compliance in one school year, a School representative will initiate a telephone conference with the student's parent. The goal of the conference will be to resolve the issue of uniform non-compliance.

On the fourth non-compliance notice in one school year, the student will be sent home and not allowed to return until a formal conference takes place between the student, parent, and an administrator.

Three or more non-compliance notices constitute an unsatisfactory on the uniform section of the Family Evaluation.

Job Descriptions

TITLE: Chief Executive Officer (CEO)

REPORTS TO: Board of Directors

General Duties: The job of the CEO shall be to oversee the administrative, managerial, and operational oversight of the school by ensuring the smooth and efficient execution of the school and its purposes and goals.

SPECIFIC DUTIES:

Responsibilities

- ☐ Manage and empower staff. Build an organizational culture that attracts, sustains and motivates a diverse staff of top quality people devoted to the mission.
- ☐ Oversee the development of sound human resource practices, including the recruitment of new staff and regular performance evaluations.
- ☐ Motivate and inspire the network of advisors and volunteers. Stay abreast of relevant needs and ensure that organization is responding appropriately.
- ☐ Lead the development of strategic and operational plans, in collaboration with the management team and the board. Execute these plans and monitor their progress. Advance the school's mission and direction.
- ☐ Direct the preparation of the annual budget and ensure that the organization operates within budget guidelines.
- ☐ Maintain sound financial practices and oversee legal compliance.
- ☐ Working with staff and board of directors, raise funds necessary to carry out the mission and to grow the school.
- ☐ Oversee the development and implementation of the annual fundraising plan for the school.
- ☐ Engage directly in donor cultivation and solicitation.
- ☐ Act as a public spokesperson for the school and direct the communication efforts to State governing authorities and other audiences, including students, parents, teachers, and school administrators, City, State, Federal government, as well as the private/business sector.
- ☐ Strengthen the engagement of the Board of Directors in both fundraising and program development.
- ☐ Serve as the liaison between board and staff and guide board development.

Qualifications

- ☐ A professional background comprised of credentials and experiences that will validate his/her stated understanding of charter schools;
- ☐ A firm grasp of the principles and practices involved in effective and inclusive leadership and management. Specifically, an inspiring leadership style that engages the support and talents of the staff, leads by example, and encourages

creativity and productive, high-quality work.

- ☐ Significant administrative experience at a senior management level with evidence of performance under tight budget constraints a plus;
- ☐ Proven experience in preparing an annual budget and in financial and operations management.
- ☐ Demonstrated experience in raising funds annually from institutional donors, foundations and major donors.
- ☐ A superb ability to chart strategic directions that result in clear operational goals.
- ☐ Experience working directly with a Board of Trustees, the ability to anticipate Trustee expectations, and an intuitive understanding of the CEO/Board relationship
- ☐ Excellent written and oral communication skills. Ability to articulate the vision and mission of the school.
- ☐ Superb grassroots skills, including the ability to convey ideas and positions to numerous audiences including principals, community groups, teachers, students, and particularly parents

Desired characteristics

- ☐ Believes in and utilizes a collaborative style of leadership and management with board and staff respectively.
- ☐ Ability to be both strategic and analytical.
- ☐ An innovative thinker, able to generate creative ideas and also receptive to new ideas.
- ☐ Understands key issues.
- ☐ Passionate about social change.
- ☐ Build credibility and multi-cultural sensitivity.
- ☐ Entrepreneurial, with openness to working with the government and private sector.

Participate at committee meetings.

Bachelor's Degree is required. Master's Degree is preferred..

TITLE: Principal

REPORTS TO: Chief Executive Officer (CEO)

General Duties: The principal will be responsible for the Educational Program of the school. Principal will be responsible for working closely with the CEO in selection of teachers and instructional and support staff. The principal will plan, implement, and direct the operational procedures for evaluating program effectiveness.

.Specific Duties:

- · Plans, designs, and conducts follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of students and the educational community within the school attendance area.
- · Plans, develops, organizes, and administers support systems which provide optimal educational opportunities for students in grades 6-12.
- · Works closely with the staff and appropriate advisory groups in assessing the school's educational programs and site facility needs, and develops short-term and long-range planning strategies for creating an optimal educational program.
- · Coordinates a master calendar of programs and activities to achieve the determined goals and objectives.
- · Plans, develops, organizes, and administers a variety of support systems that aid in allowing the student population to achieve at their maximum potential.
- · Confers, consults with, and advises District, public and private agency personnel, and parents concerning student educational and behavior problems, school safety issues, and determines alternative problem solutions.
- · Manages, supervises, observes, and assesses site personnel performance, and provides counsel and assistance as required.
- · Assists site personnel in resolving rights disputes which may include the conduct of formal hearing proceedings.

Qualifications

- Must have at least five years middle/high school experience.
- Hold a masters degree in Educational Administration
- Completed California School Leadership Academy (CSLA).
- Must have passed CBEST

Desired knowledge & characteristics

- Principals, techniques, strategies, goals, and objectives of public education at the secondary level;
- Philosophical, economic, and legal aspects of public education;
- Procedures, methods, and trends of organization and management of a comprehensive secondary school;
- Curriculum development strategies, instructional delivery systems, and program evaluation processes;
- Evaluation techniques for determining program activity and personnel effectiveness;
- Human relations and conflict resolution strategies and team building principles and techniques.

- Communicate effectively in oral and written form;
- Established and maintain effective organizational, public, and community relationships.

COMPENSATION

Competitive and commensurate with experience

APPENDIX D: SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>The school district staff will actively search for students by requesting permanent records from feeding middle schools within the district through an application that consist of students. Also, the Search and Serve information will be in the language of the parents and will have outlined procedural steps for parents to request that their child/children to be assessed for special education programs and services. The Search and Serve information will be posted at the school site and posted in public agencies.</p>
Outcome 2	Intervention Programs	<p>Intervention Program for English Language Arts & Mathematics:</p> <p>Response to intervention (RTI) is the data-driven approach has proven to be most effective as it relates to documenting the interventions utilized to assist academic growth as well as improve the instructional strategies provided to the students by teachers. The three levels of RTI are: Tier I (Core Level without intervention) , Teachers will you the core textbook and instructional materials), But students who are placed in either Tier 2 (Small Group Instruction with some intervention) , or Tier 3 (Small Group with intense intervention) would use an intervention programs approved by the State Department of Education . Also, the incorporation of computer assisted programs will be used. Mattie Academy's principal and faculty will determine participants in Tier 1, 2, and 3 by reviewing multiple assessment measures. Administrators and teachers will determine participating of each Tier by scheduled Benchmark assessments 3 times a year and by progress monitoring assessments every 6 weeks. Students whose data scores indicate Below Basic will be in Tier 2 and students whose data scores Far Below Basic will be in be instructed in Tier 3.</p> <p>The Memorandum of Consent Decree</p> <p>The administration, faculty and the staff of Mattie Academy will adhere to the stipulations of the Memorandum Consent Decree. The special needs students will be provided with the core/intervention materials. Intervention materials will be use to enabled students to improve in English Language Arts and in Mathematics. Special education students will be assessed three times a year and progress monitoring assessments will be completed every six week in order to ensure</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>assessed data measures and to record academic growth of each special education student for the school year.</p> <p>A scheduled professional development staff meeting for general education teachers and for special education teachers and will receive a copy of the Consent Decree. The administrator and the special education coordinator will emphasize that the Memorandum of Consent Decree and they will they will state that the document is a legal binding agreement between the State Department of Education and the Los Angeles School District. Therefore we must work diligently to close the achievement gap between special education student and general education students.</p>
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>The district will utilize social contracts for all classrooms across the district. The social contracts will be developed during the first two weeks of school by the teachers and students in each class. The goal of the social contract technology-I touch to implement Review 360 program to monitor behavior. An IEP meeting will be scheduled for students who require a Behavioral Support Plans or supportive services such as counseling based on students' eligibility and their given behavioral needs.</p> <p>A uniformed school-wide discipline - plan will be determined and outlined with input of administrator, and the faculty. A program such as "On Track" that provides recognition & reward for being on time to the classroom, for completing class/homework assignments in the classroom., for positive and cooperative behavior in the classroom and on the campus.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	All enrolled student within the school district who are qualified for special education services will receive services through the school districts special education program. This would include the two high schools grades, 10-12 the two 9 th grade centers grade, the Career High school grades 9-12, and both alternative campuses.
Outcome 2	Special Education Program Description	An inclusive education program will be implemented within the school district. (For the purpose of this presentation the focus will be the implementation of inclusive practice at the secondary level grades (6-12). The program adopted by the school district is the Step by Step approach to inclusion developed by Stetson and Associates. The Stetson approach promotes a full continuum of services for qualified special education students. To the left of the continuum are specialized programs that are outside the general education classrooms to the right side of the continuum which is in the general education setting-the least restricted environment. Within the inclusion environment students are provided with support and services based on their individual needs. Some of the inclusion supports includes; co-teach, support facilitation, peer support, and monitor only. Monitor only students are those students who perform and function with little to no assistance. These students are able to complete academic lessons as designed by the general education teacher.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>Qualified special education students will have Individual Educational Plan (IEP) goals developed annual. During each school year teachers will ensure the implementation of all academic and social goals and objectives outlined in the individual students IEP. Administrators and district level special education staff will establish a progress monitoring schedule in order to measure the academic progress of special education students, struggling students in general education as well as general education students throughout the school year.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Once a student reaches Tier 3 of RTI process the student will receive intense small group instruction and the parents of the student will participate in a Student Success Team (SST) process. The parent may request a diagnostic/psychological evaluation that will determine the student's cognitive, psychological and/or physical disability.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Instructional Plan for students using grade level standards	For students receiving support within the on-site inclusion programs, the instructional plan will be aligned with general education rigorous standards and expectations. A student may receive accommodations and/or modifications based on each disabled student's Individual Educational Plan. Thus, the student will be able to complete the required assignments and tests that is presented by the general education teacher in collaboration with the special education teacher. An instructional design tool will be provided to all general and special education teachers to ensure lesson plan development incorporates flexible grouping, differentiated instructional strategies, and accommodations and/or appropriate modifications.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	The instructional plan for students using alternate standards will consist of various methods and effective instructional strategies based on their Individual Education Plan of each special need student.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	Support and services regarding special need students will be determined based on each student's special education eligibility and on supportive services that will be determined by the consensus of the IEP team.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Mattie Academy will incorporate a wide variety of instructional strategies designed to address the different learning styles (kinesthetic, auditory, visual) and the developmental needs of students ages 12-18 that will be served. The school will provide the teachers with the students' academic strengths and weaknesses based on the 2010-2011 CST scores of the last school that the students attended. The transition planning strategies will be determined when the special education student is 16 years old. The transition planning will be determined by ensuring dates and procedures for the student to apply for a Social Security card, driver's license, and allowing the student to explore difference career development paths and to participate in the community service learning programs as well as internships.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra- Curricular/Non academic activities:	Mattie Academy will provide community service learning opportunities, internships and career development throughout the surrounding community. The learning opportunities will be focused be on essential problem-solving skills, leadership development, and on professional learning communities with strategies to close the achievement gaps of special education needs students.
Federal requirement	Providing Extended School Year	During extended school year, academic and social goals outlined in the individual students IEP will be implemented, and the instructional plan will be aligned with general education rigor and expectations. Students may receive accommodations and/or modifications based on the consensus of the IEP team.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>The school district will address thirteen components necessary for the success of the special education inclusion program. The thirteen components are: 1.how the district will search and serve, 2.what intervention programs will exist prior to special education qualification, 3.the discipline foundations plan and behavior support that exist within the district, 4. the program design, IEP process, 5. implementation and monitoring, 6. procedures for identification and assessment of students, 7. instructional plan for students using grade level standards, 8. instructional plan for students using alternative standards, 9. plan to provide supports and services, 10.transition planning strategies, 11. Access to extra-curricular/Nonacademic activities, 12. How extend ed school year will be implemented, 13. Professional development, staffing/operations, parent participation.</p>
All	Professional Development	<p>The school will also provide on-site workshops and staff development on good teaching practices that address the ELL learning needs on an as needed basis to ensure that these students are receiving the appropriate instructional program that advances their academic English proficiency level. The teachers will be given the opportunity to attend workshops on EL methodology as provided by the district.</p> <p>The school will provide on-site workshops and staff professional development on effective instruction practices that address the learning needs for students with disabilities. On-site workshops will include such topics as effective collaboration and instruction of special needs students in a general education classroom, effective lesson design to include the needs of special education students as well as legal stipulations that general education teacher should know and apply in their classroom.</p> <p>Special education teachers and general education teachers will collaborate on an on-going basis. The special education teacher and the general education teachers will discuss a push-in model and determine effective methods and strategies of team teaching to ensure the academic success of special needs students in the classroom.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<p>The charter school will operate as an independent charter school operated as a nonprofit corporation. Governance will be provided by a Charter School Board that has legal responsibility for the school. The Charter School Board will meet monthly and meetings dates and reminders will be posted on the school's web site, at the school, and with flyers sent home with students. EdFutures, Inc., the school's management company, will report to the CEO and Charter School Board related to operations, business services, and fiscal management. The school principal reports to the Chief Executive Officer, who serves as the principal's direct supervisor. All school personnel reports to the principal.</p> <p>The principal, teachers, and other staff are employees of the Charter School Board.</p>
	Fiscal	<p>The school shall annually adopt a budget as a planning tool to implement its strategic plan. The budget will be approved by the Board, and implemented by the management staff. In order to manage the resources of the school, a budget will be prepared to reflect the priorities of the school, and to help achieve its goals and objectives</p> <p>MATTIE Academy's goals in its fiscal management is:</p> <ul style="list-style-type: none"> • To prioritize dollars available for the greatest educational return and the greatest contributions to students and their educational program, • To use budget projection methods that clarify quarterly and year-end expenditure needs • To adopt careful procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors, and contractors, and all areas of fiscal management <p>The MATTIE Academy Board of Directors recognizes that one of its primary responsibilities is to review and approve an annual budget, and to secure adequate funds to carry out the educational program. The school will assign responsibility for administering the operating budget. The assigned budget administrator will be authorized to implement the budget, subject to review by the Board, and will follow these provisions:</p> <ul style="list-style-type: none"> • That all budget actions are consistent with California law, generally accepted accounting industry standards, and board policy, • That all expenditures of funds are made in accordance with the requirements of the State of California and adopted board policy,

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • That revenue from any Federal or State sources are implemented in accordance with any specific federal or state laws or requirements, • That financial reports are presented to the Board, so the Board is informed of current and future financial matters, • That all accounts are audited annually.
Outcome 14	Parent Participation	<p>The school will involve parents in its operations by including them in the decision-making and inviting them to all board of director meetings. The Charter School Board will be comprised of parents, community members and other individuals and those members will be actively involved in governance activities. Additionally, all Charter School Board meetings will be open and will hear and consider suggestions and other input on the school's governance. Furthermore, the Charter School Board will have a Parent and Community Involvement Committee, which work to ensure meaningful parent involvement. Its activities will be as follows:</p> <ul style="list-style-type: none"> • Communicate school activities and issues of interest to the broader community. • Engage parents and community members in dialogues around major decisions impacting the school and the community. • Monitor and support school outreach, adult education, and outreach programs for parents. <p>The school will encourage parents to form a parent advisory committee to the school's governing board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies. The school will maintain in effect general liability and board errors and omissions insurance policies.</p> <p>The Parents' Association will administer a parent-participation program and will provide input to the Charter School. Additionally, the association will plan and conduct fund-raising, and will serve as a support network for school families. Current families will serve as mentors to families who are new to the school.</p> <p>To effect parent participation, prospective parents will be asked to sign a Parent Participation Contract each school year that commits them to active, consistent support of the school's mission</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and operations. Although this contract is not legally binding, and students cannot be removed from the school if parents do not fulfill its terms, the Parent Participation Contract will clearly define what is expected of parents. Parents will be encouraged to choose their path to school participation based on their talents, schedule and interests.</p> <p>While parental participation is essential to the success of MATTIE ACADEMY OF CHANGE, no student will be suspended or expelled because his or her parents do not fulfill the parent participation contract.</p>

APPENDIX E: Other Support Documents

- Biographies of Applicant Team Members
- Letters

Biographies of Applicant Team Members

BIOGRAPHY Dr. Denice C. Price

Dr. Denice Price, California native and graduate of UCLA is a professional educator and pledges to the highest principles of education and instruction. She earned a Masters in Counseling and Doctorate in Educational Administration. She has been recognized for her work with culturally and linguistically diverse “at-risk” students. She has presented workshops at the California Achieving Schools Conferences on” Parental Involvement in Schools” in Burlingame California and the National Association for Educational Equity Conferences on” Creating Connections for Children” in Miami, Florida.

Dr. Price is also the founder and developer of the MATTIE (Multi-cultural, Achievement, Technology, Teaching & Innovative Experiences) Academy Charter School designed to increase academic performance of challenged high school students. Dr. Price has served as a teacher in elementary, secondary and graduate level and worked as Assistant Professor at California State University Long Beach and Dominguez Hills. She has worked as a high school counselor and elementary principal in large urban low performing school districts. During her tenure as principal, test scores and students’ academic performance increased significantly under her leadership. She has published an article entitled, “Do the Right Thing”, Educational Leadership Magazine, Association of California School Administrators (ACSA).Article describes the effective strategies , programs implemented and educational risks taken to improve the instructional program at Foster Elementary school in Compton, California. She believes that ALL STUDENTS CAN LEARN and that effective leaders must take risks in order to make changes. Dr. Price has taken many risks, fought many battles and used her belief system to “do the right thing” to improve education for all students.

Among her accomplishments include: selected by Turning Point Magazine as a” Living Legend in Black History” in the Educational Category. 100 Black Men award as the Most Outstanding Sponsor of Young Black Scholars in Southern California. Dr. Price established a scholarship at Long Beach City College in honor of her Mother , Ruth who was an educator and advocate for children.

Her tenacity in directing students and teachers to strive for excellence led Delaine Easton, former State (CA) Superintendent of Instruction to visit her school and label it a model for the others in the school district. Price’s motto is “ On Time,..On Task.., and On a Mission.” Dr. Price serves the community of Carson as Commissioner of the City Wide Advisory Commission . Dr Price is currently the Executive Education Committee Chair for the NAACP Carson/ Torrance Branch and the newly elected 2nd Vice Chair and Education and Training committee Chairperson for the National Congress of Black Women, Inc., South Bay Chapter.

BIOGRAPHY

Dr. Greta D. Price

Dr. Greta D. Price is a native of Long Beach California and an alumnae of UCLA. She has earned a M.S. in Educational Administration and Ed.D. in Educational Leadership. Dr. Greta Price comes from a family of educators and has a passion for education and working with the Youth of all ages. She has taught grades K-12, community college and served as elementary principal. She is committed to academic excellence, sets high standards for her students and lets them know that "Failure is not an option."

Dr. Price is supportive and provides encouragement to her students in every aspect including athletics, academics as well as encourages them to help others and to have a strong belief in God. She actively participates in church youth groups and serves faithfully as a Sunday School teacher for the New Hope Church of Christ Holiness, USA. Dr. Price also currently serves on the Board of Directors of the Christ Missionary & Industrial College (CM&I) Church of Christ Holiness, USA (COCHUSA) in Jackson, Mississippi.

Dr. Price was elected to represent the nation's Middle schools by the National Council Teachers of English (NCTE) as a member of the Executive Committee on NCTE. While serving in this capacity she assisted in producing the first-ever National Standards Document of middle school English teachers.

She "walks the walk and talks the talk", as stated in John 6:28 "What shall we do that we might work the works of God?" This is demonstrated by her accomplishments which include: organized and implemented the first community based service learning program in the Long Beach Unified School. Provided leadership in parent education programs, developed an innovative conflict resolution program for parents and students. She also worked as Director of Staff Development in the Inglewood Unified School District. She implemented an Adult College re-entry program at Compton Community College; organized Symposium on Prevention through Education, for Teens, Child abuse and Domestic Violence.

Dr. Price is Vice President of United Christian Women's Ministries UCWM Western Diocese COCHUSA, a member of Association of California School Administrators (ACSA), California Teachers Association of English (CTAE), National Council, Teachers of English (NCTE) and Commissioner and Chair of Women's Issues Commission, City of Carson, Newly elected as Chaplin, and Chair of Youth Committee of National Congress of Black Women, Inc., (NCBW) South Bay Chapter.

BIOGRAPHY

Dr. Aldina Washington

Author, Speaker, Consultant. Author of several non-profit programs and books *EASY GRANT WRITING: 7 Steps In Developing Fundable Programs For Your Community* and *The Secret of Successful Public, Non-Profit Agencies or Faith-Based Ministries* and several written programs. Speaker and Trainer at seminars that equip organizations with a desire to go to the next level in seeking seed, sustainability funding, and require technical assistance and/or coaching in the development process of the idea/concept. Consultant specializing in Capacity Building and Programmatic Development for non-profits, faith-based ministries, and community-based organizations. Dr. Aldina is an experienced non-profit founder and has served on several Boards in an advisory capacity. Received an Honorary Doctorate from Elbon-Solutions College of Ministry and Master's Degree from Keller Graduate School of Management. She is a Member, Delta Sigma Theta Sorority, Incorporated, Long Beach Alumnae Chapter.

SPECIALIZE:

Consultations, Program Development, Business Plan, Strategic Plan, Marketing Plan, Fundraising Plan, and Grant Writing.

Since receiving her Masters Business Administration degree from Keller Graduate School of Management with a focus in Finance, Human Resources, Operations, and Project Management and a graduate with a Bachelors of Arts degree in Organizational Management from Southern California College, she has contributed to community programs using her skills, knowledge, and abilities in business administration, non-profit development, and grant writing focusing on their passion and life work by being more efficient and effective in an increasingly challenging environment.

Founder of Thirst 4 Knowledge; this business has four major components: business structure and infrastructure, governance and compliance, program development, financial management and budgets.

Thirst 4 Knowledge service model is simple: **MOTIVATE...INSPIRE...LEAD...SUCCEED!**

Thirst 4 Knowledge helps our clients become more focused and strategic in their charitable offerings. We advocate professional development and involvement to increase their knowledge of community issues and non-profit culture. Clients experience increased quality and quantity; thus, seeing philanthropy and non-profit work as a more significant part of their identity.

Dr. Aldina's unique understanding of the challenges faced by non-profits and faith-based ministries is based on opportunities to engage directly with the organization and establish long-term relationships. Dr. Aldina states, "I love what I do and believe I make a difference."

BIOGRAPHY

HARVETTA KASHKA

Harvetta Kashka is an alumna of Rockhurst University in Kansas City, MO. She has earned her Bachelor of Science degree in Business Administration and Certification in Project Management. Ms. Kashka is a business management professional with over 30 years experience encompassing various aspects of business operations: Project Management and Strategic Planning, Customer Relations and Client Interface, System and Business Analysis, Financial and Tax Accounting, and Disaster Recovery Planning.

Ms. Kashka is considered an expert in developing and managing project budgets and resource allocations. As a Senior Project Manager and Consultant, she has worked in the following industries; Federal Government, Telecommunications, Gas Energy, Grocery Retail, and Financial Services (Banking, Insurance, and Securities). She has extensive experience managing client relations, customer satisfaction, vendor contracts, and service agreements. She has been a Consultant to Senior Managers for strategic planning, project proposals and status reporting.

Ms. Kashka's skill sets includes excellent analytical and decision making skills; organizational, planning, and problem solving skills; interpersonal and team building skills; and extensive knowledge of Microsoft Office, MS-Project, QuickBooks, and many other office related software.

Ms. Kashka served as Treasurer and CFO for the BDPA Education Technology Foundation for 7 years. She also served 4 years as the National Finance Director for the National BDPA IT Thought Leaders. Previous organizational memberships included the National Association of Female Executives, Project Managers Association, and the NAACP. Her involvement in past community activities included Junior Achievement Advisor, United Way Advisory Council, and the Urban League of Los Angeles. Ms. Kashka was highlighted in the *Two Thousand Notable American Women, Eighth Edition* publication.

Erik McKee, Principal: a USC graduate with a B.S in Public Administration and M.S. in Counseling and Educational Administration. He is a positive African-American role model from the targeted school community. He has experience working with at-risk students in low performing school districts. Mr. McKee has served as Assistant Principal in the Long Beach Unified School District and other large urban school districts in both Southern and Northern California. As an Assistant Principal, he received recognition for implementing an attendance/tardy policy that reduced truancies and tardiness. He has worked as a Middle School Principal; and under his leadership the school embraced the High Performance Site-Based Management Model, a collaborative with USC and the Haynes Foundation and Los Angeles County of Education. He also worked as a Principal in Inglewood Community Adult School where he successfully led the self-study in WASC accreditation, conducted the strategic plan meetings, and provided extensive input to the committee report. He coordinated the self-study evaluation to assess the school's educational programs to develop a plan to align ongoing improvement of the school's program with WASC high quality criteria. He was featured in Education Week, December, 1995 for his accomplishments.

Naomi Ferns, Board of Directors: Dr. Ferns is a former teacher, counselor, and school psychologist and director of Secondary Education. She has supervised principals in both elementary and secondary schools.

Mary Zavala, Bilingual Consultant: Ms. Zavala is a thirty-five year educator in Los Angeles County public schools system and a faculty member for Cal State Teach on effective teaching strategies. She has taught grades 3 through 6, Adult ESL, and has presented at many workshops and conferences on bilingual education.

Arlene Allen, Special Education/Counselor: Ms. Allen has been a teacher for over thirty years, has worked in LAUSD and LBUSD, and is certificated in special education. She has also served 15 years as a counselor in middle school and high school.

Blanche Cook, Special Education Consultant: Dr. Cook has been a pro-active educator for over 25 years. The motto that drives her passion throughout her public education career was: "A mind is a terrible thing to waste." As a public school teacher in special education she taught students at the secondary level with high expectations and with rigor. She wrote grants for computers for the Special Education Department and developed an on campus and community work program for students with special needs. Many of her students were exited out of special education and were placed in general education. Some of the students in her classes went on to college or were hired to work for the city government or for private businesses.

Dr. Cook's educational background includes a Bachelor's degree in Liberal Studies, a Master's degree in Public Administration, Doctoral degree in Educational Leadership, and Special Education teaching credentials as well as her Administrative credential from state universities in Southern California.

Donna Thomas, Parent Community Liaison: Ms. Thomas has over 20 years of experience in the CSU System as a major advisor to undergraduate students, has over 5 years experience as a Director of her own family child care, has hosted foreign exchange students, and she has served as room parent, school site council member and representative on LBUSD Parent Superintendent's Forum.

Eugene S. Ruffin – Chief Executive Officer, Ed Futures: Mr. Ruffin began his professional career as a marketing representative for International Business Machines in 1963. He retired in 1988 as Ericsson CEO of Italian and Brazilian Operations/Corporate Vice President of North America. In 1992 Mr. Ruffin focused on the education crisis, specifically the performance of public education in underserved communities. In 1994, Mr. Ruffin co-founded School Futures Research and American Education Reform developing and operating several charter schools while developing and supporting education reform legislation

Roger Branch, Board of Directors: Mr. Branch retired from the US Post office after 32 years as an Accounting Technician. He serves as a volunteer in public schools, Local District #8, LAUSD from 1990 to the present. Mr. Branch is a board member of the Carson Harbor Village Homeowners Association. He was a Coach for 24 years with the City Park of Carson.

Bishop Emery Lindsay: graduate of Central Baptist Theological Seminary has served as a pastor for the Church of Christ (Holiness) USA for over 35 years. He was elected President of the Sunday School and HYPUCongress in 1980. Bishop Lindsay has emphasized as his theme, “excellence in performance and service for Christ”.

Monique May served as a Counselor for the MATTIE Academy Charter School where she provided counseling assistance to at-risk and special education students and worked with parents/teachers in setting up IEPs. Previously, she held a number of different substitute teaching positions for various schools around the area and within elementary, middle and high schools including a “probation camp” school. For six years, Ms. May served as Kindergarten and First Grade Teacher for the Stephen C. Foster Elementary School, where she taught Math, Language, Arts, Social Studies, Science and Visual / Performing Arts. In addition, she served on the curriculum committee and assisted the administrating in testing coordination and grant writing. you are committed to student success and utilize Open Court, California Literature Project Strategies and the Rigby Reading Program. Her education includes a B.A in Liberal Studies at California State University Long Beach, Teacher Credential Requirements at California State University Dominguez Hills, and Masters in School Counseling and Pupil Personnel Credential from National University-Costa Mesa.

Tammie Wilson was Assistant Principal and Learning Community Manager with the Alternative Education Program for Atlanta Public Schools (2years). My job responsibility in all of my leadership positions required me to collaborate with appropriate stake holders to develop and implement specific programs and/or curriculum. A CSUDH graduate, she holds a B.A. in Liberal Studies, a MPA in Public Administration, and a M.Ed. in Educational Administration. Her ability to effectively plan, develop, implement and direct public programs, to establish maintain effective working relationships with staff , county office , school district personnel, business community and other related individuals; and to participate with all service area unites to promote interdepartmental cooperation efficiency; to facilitate change in others by utilizing effective communication

Dr. Michael Luther has been a practicing orthodontist in the Los Angeles area for the past 25 years. After receiving a degree in dental surgery at Howard University, Dr. Luther attended the John Hopkins University and received a Master of Public Health Degree. Dr. Luther has been involved in the financial community as co-founder of “Funding Your Dream”, a non-profit, organized to help inner city businesses obtain start up funding. Dr. Luther was a founding Board member of Kline Hawkins Inc., a venture capital fund with \$350 million under management. Dr. Luther serves as a mentor and advisor to youth in the Kappa Alpha Psi Fraternity, with emphasis on college prep and career choices.

Dr. William Keith has worked over 37 years as a medical physician at various hospitals and institutions throughout the country, such as Martin Luther King Jr. Hospital, Medical Director of Physician Integrated Health Network, Clinical Assistant Professor of Medicine, attending Physician in the Dermatology Clinic at Charles Drew Medical School. His practice is limited to dermatology specializing in general medical dermatology, cosmetic dermatological surgery, occupation related skin diseases and dermatological medical/legal evaluations. Dr. Keith is an active supporter of the youth, and has participated in school career days for over 20 years. He is truly dedicated to improving the quality of instruction for the students in the inner city.

Letters from the Community and Partners



OFFICE OF THE MAYOR
JIM DEAR

June 28, 2010

To whom it may concern:

It is my pleasure to support the efforts of the development team of the MATTIE Academy. I recommend that these educators be given the opportunity to operate the MATTIE Academy on the campus of the future South Region High School #4 located in Los Angeles Unified School District, Local District #8.

As an educator, quality education for our young people is very important to me. I continue to advocate for quality education in the state of California. It is important that our young people and their parents be given additional resources and educational choices. The MATTIE Academy has a quality team in place devoted to the development and education of our young people.

Today it is my pleasure to endorse the MATTIE academy as a future educational choice for the residents of the Carson community. I look forward to the Academy opening its doors and welcoming the bright faces and eager minds of the future.

Sincerely,

Jim Dear
MAYOR

CITY HALL • 701 E. CARSON STREET • P.O. BOX 6234 • CARSON, CA 90749 • (310) 830-7600
WEBSITE: ci.carson.ca.us

LAURA RICHARDSON
37TH DISTRICT, CALIFORNIA

1725 LONGWORTH BUILDING
WASHINGTON, DC 20515-0537
(202) 225-7924 - PHONE
(202) 225-7926 - FAX

100 WEST BROADWAY
WEST TOWER, SUITE 600
LONG BEACH, CA 90802
(562) 438-3826 - PHONE
(562) 437-6434 - FAX

<http://www.house.gov/richardson>



Congress of the United States
House of Representatives
Washington, DC 20515

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE
SUBCOMMITTEES ON
AVIATION
HIGHWAYS, TRANSIT
AND PIPELINES
COAST GUARD AND
MARITIME TRANSPORTATION
RAILROADS, PIPELINES AND
HAZARDOUS MATERIALS

COMMITTEE ON
HOMELAND SECURITY
SUBCOMMITTEES ON
ENERGY THREATS, CYBERSECURITY
AND SCIENCE AND TECHNOLOGY
EMERGENCY COMMUNICATIONS,
PREPAREDNESS, AND RESPONSE

November 10, 2010

Dr. Denice Price
MATTIE Charter Academy
17710 Sycamore Street
Carson, CA 90746

**Re: Support for immediate Free Appropriate Public Education (FAPE) for 37th
Congressional District special education students of Multicultural Achievement Technology
Teaching Innovative Experiences (M.A.T.T.I.E) Charter School**

Dear Dr. Price:

I write to you today in support of the students and parents of the Multicultural Achievement Technology Teaching Innovative Experiences (M.A.T.T.I.E.) Charter School, which will soon open in the 37th Congressional District (CD-37) to serve students in this and surrounding areas.

My understanding is that MATTIE has agreements in place with many of the local CD-37 educational and governmental entities such as the Los Angeles Unified School District (LAUSD), the City of Carson, and others who are eager to work with the Board, staff, and families of MATTIE toward the provision of top quality educational services for any/all who apply.

Given these facts, and my knowledge of MATTIE's efforts over the past three years to re-establish and dramatically improve the services offered at this charter school, my office is poised to offer our physical and logistical support in the following ways:

- Regularly scheduled meetings between Dr. Denice Price, MATTIE's collaborative educational partners, and CD-37 staff liaisons to discuss strategies, legislative and administrative methods to assist in the fulfillment of MATTIE's mission for CD-37 families, and other matters as deemed necessary.
- Service Learning Student Intern Program opportunities for MATTIE student to volunteer and complete service hours within the CD-37 Congressional Offices.
- Student Representatives will have opportunity to serve on the CD-37 People's Congress participating in a variety of experiences related to policy making and governance at the Federal level.
- Mentoring- Pair students with CD-37 staff to provide opportunity for career development within the Federal government.
- Guest Speakers -CD-37 staff to participate as guest speakers in assemblies, classrooms, student council, etc.

PRINTED ON RECYCLED PAPER
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I hope that this letter of support would serve to encourage other governmental and educational entities to join me and my staff in working with MATTIE to build an educational institution of the highest quality in the interest of the affected families of the 37th Congressional District.

In prior years my office has collaborated with both MATTIE and their local school district partners on several occasions. I am confident that the MATTIE Board, staff, students and their families will be successful in this newest effort, and my office is committed to supporting those effort in any way we can.

Please do contact my District Director Eric Boyd at (562) 436-3828, or via e-mail at eric.boyd@mail.house.gov if you wish to follow up on this letter, or for additional assistance in the future. I wish you God speed in your important mission of educating our youth. Thank you.

With warmest regards,

A handwritten signature in black ink, appearing to read "Laura Richardson", with a stylized flourish at the end.

Representative Laura Richardson
37th Congressional District



National Association for the Advancement of Colored People

Carson - Torrance Branch • P.O. Box 4668 • Carson, CA 90749 • Tele (310) 885-3500

September 8, 2010

To Whom It May Concern:

I am writing this letter on behalf of the NAACP in support of the MATTIE Academy of Change Charter School. We are extremely grateful for the opportunity to inform you of our endorsement of MATTIE Academy of Change. We believe that all children have the right to receive a quality education and that often educational programs need to be tailored and uniquely designed to meet their learning capabilities. The MATTIE Academy of Change has a devoted team in place who are willing to take on cutting practices for students and parents alike in the Carson Community. We are especially pleased to see that this team of educators have taken on the challenge to provide quality services and programs geared towards increasing the academic performance of the underserved African American male.

We congratulate MATTIE Academy of Change team for their willingness to provide all students an opportunity to excel academically.

Sincerely,


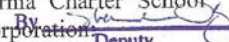
A handwritten signature in cursive script that reads "Olivia Verrett".

Olivia Verrett
Branch President

PREPARING TOMORROW'S LEADERS TODAY

MEMORANDUM OF UNDERSTANDING ("MOU")

I hereby certify that this document is a full, true, and correct copy of the document on file in this office.


 Deputy City Clerk, City of Carson, CA.
 By: 
 Deputy

This Memorandum of Understanding (MOU) is by and between Multicultural Achievement Technology, Teaching, Innovative, Experience, Academy of Change, a California Charter School (simply "MATTIE"), and the CITY of CARSON, a general law city & municipal corporation.

	Organization	Collaborative	Date
Organization Name:	MATTIE	CITY of CARSON	
Name of Contact:	Dr. Denice Price, Ed.D.	Jerome. G. Groomes	
Title:	CEO	City Manager	
Address:	17710 Sycamore Street Carson, CA 90746	701 E. Carson Street Carson, CA 90745	
Email:	denicecp@aol.com	jpgroomes@carson.ca.us	
Phone:	(562) 480-2947	(310) 830-7600	
Fax:	(310) 635 -6766	(310) 835-7261	



1. MATTIE and the CITY of CARSON hereby commit to work cooperatively toward the mutual goal of providing maximum available assistance through the use of facilities designated for educational instruction for serving Los Angeles Unified School District students who enroll at MATTIE in the community of Los Angeles Unified School District – South High School. The parties hereto are committed to working collaboratively as described herein. Each party to this MOU agrees to work cooperatively in an effort to provide the following services:

2. MATTIE will coordinate the following services with the CITY of CARSON as follows:

- MATTIE will provide fully certificated and accomplished teachers/administrators and classified personnel in accordance with the goals and stipulations of the "No Child Left Behind" federal legislation, and will also provide instruction based on the California Content Standards.
- MATTIE and collaborative educational satellite campus will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.
- MATTIE and collaborative educational satellite campus will comply with all federal, state, and local laws that are applicable to California charter laws.
- Regularly scheduled meetings between Dr. Denice Price and collaborative educational satellite campus point-of-contact will be to discuss strategies, time tables and other matters as deemed applicable.

3. The CITY of CARSON will provide the programs below as the collaborative education satellite campus:

- Provide MATTIE students with the opportunity to volunteer and perform service hours within City Hall and local community.

MEMORANDUM OF UNDERSTANDING ("MOU")

- Provide MATTIE students with the opportunity to observe and participate, on an *ex officio* basis, in the meetings of various city commissions, the City Council, and other City Boards and Committees, with the goal of affording students the opportunity to experience the public governance and decision making processes.
- Provide MATTIE students with the opportunity to be paired with city employees to provide opportunity for career development and career mentoring.
- Provide MATTIE students with the opportunity to hear from various elected and appointed city public officials at student assemblies & during student councils.

The undersigned, as authorized representatives of MATTIE and CITY of CARSON, do hereby approve this MOU. The duration of this MOU will remain in effect during the 2011-2016 school years, and will be evaluated on an annual basis.

DATE: November 24, 2010

CITY OF CARSON
a municipal corporation

By: Jim Dear
Mayor Jim Dear

ATTEST:

By: Helen S. Kawagoe
City Clerk Helen S. Kawagoe 11-24-10

APPROVED AS TO FORM:
ALESHERE & WYNDER, LLP

By: W. Wynder
City Attorney

DATE: _____

MATTIE
a California charter school

By: Dr. Denise C. Price
Chief Executive Officer Dr. Denise Price



Leroy D. Baca, Sheriff

County of Los Angeles
Sheriff's Department Headquarters

4700 Ramona Boulevard
Monterey Park, California 91754-2169



(310) 830-1123

October 27, 2010

Dr. Denice Price, Ed.D
MATTIE Academy of Change
17710 Sycamore Street
Carson, California 90746

Dear Dr. Price:

On behalf of the Carson Sheriff's Station, I am pleased to express my support for the MATTIE Academy of Change efforts of intervention drug training among at-risk youth in the City of Carson.

We look forward to establishing a partnership with the MATTIE Academy of Change through educational programs that have proven to be a success with the Los Angeles County Sheriff's Department.

Sincerely,

LEROY D. BACA, SHERIFF

A handwritten signature in dark ink, appearing to read "Bernice Abram", written over a horizontal line.

Bernice Abram, Captain
Commander, Carson Station

A Tradition of Service Since 1850



CALIFORNIA STATE UNIVERSITY, LONG BEACH
MESA SCHOOLS PROGRAM, COLLEGE OF ENGINEERING

October 22, 2010

To Whom It May Concern:

The California State University, Long Beach (CSULB) Math, Engineering, Science, and Achievement Program (MESA) have been engaged in one of the most ambitious and promising partnership between the LAUSD schools since 1980. Therefore, we are expanding our partnership to include M.A.T.T.I.E. (Multicultural, Achievement, Technology, Teaching, Innovative, Experiences) Academy Charter School.

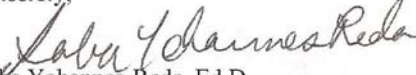
The MESA program aims to prepare students for college, supporting them until they successfully complete high school. The CSULB MESA center sends engineering students to work as tutors and mentors between three to four hours per week to provide instructional support to students in the classroom setting and after school tutoring in math, science, and hands-on engineering, math and science projects (MESA Day projects). In addition, MESA provides support that includes professional development for MESA teachers that allows them to improve math and science learning for their students, parent orientation meetings, college tours, and financial aid information.

I know from firsthand experience how schools with large numbers of low-income students rely on Academic Preparation programs like MESA to fill critical gaps in tutoring, mentoring, college counseling and curriculum development. In particular, low income students could use additional support from programs like MESA to be exposed to opportunities in math, science and technology based professions.

Seventy percent of MESA's pre-college students go on to college in math-based fields. MESA has been named as one of the most innovative public programs in the country by the Ford Foundation and Harvard University, and its mentoring program has been honored by the White House.

I encourage your support to increase the number of the students that will be served at the district and look forward to our partnership to improve student's success in higher education.

Sincerely,


Saba Yohannes-Reda, Ed.D
CSULB MESA School Program Director

1250 Bellflower Boulevard, EN2-302, Long Beach, California 90840-8306. Phone: 562/985-8764. Fax: 562/985-9334
www.csulb.edu/colleges/coe/mesa



California State University
Dominguez Hills

November 29, 2010

OFFICE OF THE PRESIDENT
1000 East Victoria Street • Carson, CA 90747
(310) 243-3301 • Fax (310) 243-3858

Dr. Denice Price
President and CEO
MATTIE Academy of Change
1119 Rhea St.
Long Beach, CA 90806

Dear Dr. Price,

California State University Dominguez Hills (CSUDH) proposes to partner with The Multicultural-Achievement Technology, Teaching & Innovative Experiences (M.A.T.T.I.E.) Academy of Change Charter School. CSUDH will provide college connected enrichment activities for grades 6-12. Examples of the support activities and academic services to M.A.T.T.I.E. students and parents include:

1. Admission to CSUDH for qualified students;
2. Students in eleventh and twelfth grades will have the opportunity to enroll in available college level classes and labs when offered through the Young Scholars Program;
3. Workshops on higher education options and admission requirements;
4. Workshops on higher education financial aid information and application support;
5. Tours of the CSU Dominguez Hills campus;
6. College student mentoring opportunities; and
7. College transition support to admitted CSUDH students.

Please contact Dr. Mitch Maki at (310) 243-3308 if you have any questions.

Sincerely,

Mildred García, Ed.D.
President



National Congress of Black Women, Inc.
South Bay Chapter

BOARD MEMBERS
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CHAIR

OLIVIA VERRETT
1ST VICE CHAIR

DR. DENICE PRICE
2ND VICE CHAIR

TINA KEELY
3RD VICE CHAIR

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ALTHEA FRIDAY
CORRESPONDING SECRETARY

LINDA SMITH
TREASURER

CRYSTAL STREETS
MEMBERSHIP CHAIR

DR. GRETA D. PRICE
CHAPLIN

DR. CARMEN SCHAYE
HISTORIAN

DR. VERGIE SEYMORE
HISTORIAN

November 18, 2010

To whom it may concern:

The National Congress of Black Women Inc., South Bay Chapter (NCBW-SBC) is pleased to provide this letter of support to the charter school planned for operation in the Los Angeles Unified School District in the Carson community.

The mission of The Multicultural Achievement, Technology, Teaching Innovative Experiences or M.A.T.T.I.E. Academy of Change (MAOC) is aligned with our mission of improving lives of families through services and education. For this reason, we advocate for the continuous improvement of California's education systems, and welcome the fresh and innovative learning approaches proposed by the developers of M.A.T.T.I.E. Academy of Change. We find that the creators of M.A.T.T.I.E. are as just as dedicated to the active involvement and empowerment of parents as they are committed to supporting students throughout their learning experiences.

We believe, as they have stated in community forums, that M.A.T.T.I.E. will be instrumental in closing the achievement gap of African- American students, specifically, underserved males. The plan of the Academy is to staff its facility with skillfully trained and very exceedingly competent educators who will set high standards in English, math, science and technology. They understand that nurturing is germane to helping their students achieve those standards. Additionally, the staff and parents are willing to work together to achieve these goals, which can only improve the overall quality of education and life for all participants.

We are proud to endorse the application for the approval and creation of M.A.T.T.I.E. Academy of Change.

Sincerely,

Wilma Wilson

Wilma Wilson
NCBW-SBC, Chair

P.O. Box 11006 ~ Carson, CA 90749 ~ Telephone (310) 863-6229



November 24, 2010

To Whom It May Concern:

Helping Kids to Recover, Inc. (HKR) is a non-profit community based organization that provides Outpatient Drug Free services designed to meet the needs of at-risk-youth age 12 to 20.

HKR is certified by the State of California Department of Alcohol and Drug Programs and contracts with the County of Los Angeles-Department of Public Health/Substance Abuse Prevention and Control.

HKR will collaborate with MATTIE Academy Charter School of Change in order to provide the school with a prevention and intervention school-based program. The following services will be available to students:

- Alcohol and Drug Education, Assessment, Counseling and Treatment Planning
- Anger Management
- Individual, Family & Group Counseling
- Mentoring
- Crises Intervention
- Referral for Mental Health Services
- Vocational/Education Training
- Gang Prevention And Intervention
- Life Skills
- Self-Esteem
- Parenting Classes/Child Development
- HIV/Aids Education/Sexually Transmitted Diseases

Sincerely,

Chynethia Boyd, M.B.A., RAS
Executive Director
Helping Kids to Recover, Inc.
637 E. Albertoni Street Suite 200
Carson, CA 90746
Tel: (310) 217-0616
Fax: (310) 217 -0545
E-mail: cboydhkr@yahoo.com

"Helping Children Discover Their Value"



THE SAVING STATION CHURCH
4812 CRENSHAW BLVD. LOS ANGELES, 90043
323 296 2902 FAX 323 296 1974 TOLL FREE - 1 888 881 8899
Pastor, D.K. Stedham

11/27/2010

To: Whom it Concerns

From: Pastor, D.K. Stedham

Subject: Character Reference - Educator, D. Price

I would like to express my deepest desire to share the impeccable character of Dr. D. Price. During my 20 years of civil service as a police officer in the city of Long Beach, I have been impressed with the dedicated services of Dr. Price. Even after retirement from police work and now serving the inner-city community of south-central Los Angeles, as an ordained minister of the Gospel of Jesus Christ, I'm still awed by the compassionate service of Dr. Price as she works so fervently to help so many people better the quality of their lives. Especially in the field of education.

If by chance she receives a favorable decision to continue to better, develop, and manage people for a better quality of life, I would be delighted to work with her to teach young people the importance of criminal justice and civil obedience. Young, urban youth really need to learn how the system works in their primary and secondary education journey.

Please feel free to contact me at the contact numbers above if you need anything further.

Thanx, and God Bless.

Pastor, D.K. Stedham

APPENDIX F: Budget

MATTIE Academy of Change financial plan includes the following worksheets:

- Assumption Worksheet
- Planning Budget
- 5000 Series Breakdown
- Salary Worksheet



ASSUMPTION WORKSHEET

School Name: **MATTIE Academy of Change Charter School**

Enter Data in Yellow Boxes Automatically Generated Please Leave White Boxes Empty

Worksheet Contains the Following Calculators:

- 1) Enrollment
- 2) Certificated Staff
- 3) Classified Staff
- 4) Benefits
- 5) Books & Supplies
- 6) Entitlement Block Grant Funding

Enter Projected Enrollment	Enter Target ADA % default = 92%	Enter No. of English Language Learners	Enter No. of Free/Reduced Lunch Students
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Enrollment

YEAR ONE	Enrollment	ADA %	ADA #	EL #	FRL #	Total ELL & FRL
Grades K-3	-	92%	0.00	-	-	-
Grades 4-6	100	92%	92.00	25	80	105
Grades 7-8	250	92%	230.00	63	200	263
Grades 9-12	475	92%	437.00	119	380	499
TOTAL	825	92%	759.00	206	660	866

Students Per Teacher
#DIV/0! K - 3
25.00 4 - 12

YEAR TWO	Enrollment	ADA %	ADA #	EL #	FRL #	Total ELL & FRL
Grades K-3	-	92%	0.00	-	-	-
Grades 4-6	100	92%	92.00	25	80	105
Grades 7-8	250	92%	230.00	63	200	263
Grades 9-12	475	92%	437.00	119	380	499
TOTAL	825	92%	759.00	206	660	866

Students Per Teacher
#DIV/0! K - 3
25.00 4 - 12

YEAR THREE	Enrollment	ADA %	ADA #	EL #	FRL #	Total ELL & FRL
Grades K-3	-	92%	0.00	-	-	-
Grades 4-6	100	92%	92.00	25	80	105
Grades 7-8	250	92%	230.00	63	200	263
Grades 9-12	475	92%	437.00	119	380	499
TOTAL	825	92%	759.00	206	660	866

Students Per Teacher
#DIV/0! K - 3
25.00 4 - 12

ASSUMPTION WORKSHEET – MATTIE Academy of Change Charter School

YEAR FOUR

	Enrollment	ADA %	ADA #	EL #	FRL #	Total ELL & FRL
Grades K-3	-	92%	0.00	-	-	-
Grades 4-6	100	92%	92.00	25	80	105
Grades 7-8	250	92%	230.00	63	200	263
Grades 9-12	475	92%	437.00	119	380	499
TOTAL	825	92%	759.00	206	660	866

Students Per Teacher
#DIV/0! K - 3
25.00 4 - 12

YEAR FIVE

	Enrollment	ADA %	ADA #	EL #	FRL #	Total ELL & FRL
Grades K-3	-	92%	0.00	-	-	-
Grades 4-6	100	92%	92.00	25	80	105
Grades 7-8	250	92%	230.00	63	200	263
Grades 9-12	475	92%	437.00	119	380	499
TOTAL	825	92%	759.00	206	660	866

Students Per Teacher
#DIV/0! K - 3
25.00 4 - 12

COLA 2.0%

Salaries

Certificated Staff Salaries

1000	Teachers			Other Certificated			Administrators			Total Certificated
	# Teachers	Avg. Salary	Teacher Total	# Other	Avg. Salary	Aides Total	# Admin	Avg. Salary	Admin Total	
Year One	33.0	\$ 53,875	\$ 1,777,880	4.0	\$ 77,500	\$ 310,000	5.0	\$ 111,000	\$ 555,000	\$ 2,642,880
Year Two	33.0	\$ 54,953	\$ 1,813,438	4.0	\$ 79,050	\$ 316,200	5.0	\$ 113,220	\$ 566,100	\$ 2,695,738
Year Three	33.0	\$ 56,052	\$ 1,849,706	4.0	\$ 80,631	\$ 322,524	5.0	\$ 115,484	\$ 577,422	\$ 2,749,652
Year Four	33.0	\$ 57,173	\$ 1,886,700	4.0	\$ 82,244	\$ 328,974	5.0	\$ 117,794	\$ 588,970	\$ 2,804,645
Year Five	33.0	\$ 58,316	\$ 1,924,434	4.0	\$ 83,888	\$ 335,554	5.0	\$ 120,150	\$ 600,750	\$ 2,860,738

Classified Staff Salaries

2000	Aides (Classified)			Support		
	# Aides	Avg. Salary	Aides Total	# Support	Avg. Salary	Support Total
Year One	13.0	\$ 27,154	\$ 353,000	2.0	\$ 24,000	\$ 48,000
Year Two	13.0	\$ 27,697	\$ 360,060	2.0	\$ 24,480	\$ 48,960
Year Three	13.0	\$ 28,251	\$ 367,261	2.0	\$ 24,970	\$ 49,939
Year Four	13.0	\$ 28,816	\$ 374,606	2.0	\$ 25,469	\$ 50,938
Year Five	13.0	\$ 29,392	\$ 382,099	2.0	\$ 25,978	\$ 51,957

2000	Administrators			Clerical/Office			Other (e.g. IT)			Total Classified
	# Admin	Avg. Salary	Admin Total	# Office	Avg. Salary	Office Total	# Other	Avg. Salary	Other Total	
Year One	-	\$ -	\$ -	3.0	\$ 16,000	\$ 48,000	8.0	\$ 29,117	\$ 232,936	\$ 681,936
Year Two	-	\$ -	\$ -	3.0	\$ 16,320	\$ 48,960	8.0	\$ 29,699	\$ 237,595	\$ 695,575
Year Three	-	\$ -	\$ -	3.0	\$ 16,646	\$ 49,939	8.0	\$ 37,485	\$ 299,880	\$ 767,020
Year Four	-	\$ -	\$ -	3.0	\$ 16,979	\$ 50,938	8.0	\$ 38,235	\$ 305,878	\$ 782,360
Year Five	-	\$ -	\$ -	3.0	\$ 17,319	\$ 51,957	8.0	\$ 38,999	\$ 311,995	\$ 798,007

ASSUMPTION WORKSHEET – MATTIE Academy of Change Charter School

Benefits

Staff Benefits and Health Plan					
3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 382,093	\$ 6,500	68	\$ 442,000	\$ 824,093
Year Two	\$ 389,735	\$ 6,695	68	\$ 455,260	\$ 844,995
Year Three	\$ 407,023	\$ 6,896	68	\$ 468,918	\$ 875,941
Year Four	\$ 415,163	\$ 7,103	68	\$ 482,985	\$ 898,149
Year Five	\$ 423,466	\$ 7,316	68	\$ 497,475	\$ 920,941

Books & Supplies (\$ Per Student)

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 200.00	\$ 100.00	\$ 226.00	\$ 300.00
Year Two	\$ 204.00	\$ 102.00	\$ 230.52	\$ 306.00
Year Three	\$ 208.08	\$ 104.04	\$ 235.13	\$ 312.12
Year Four	\$ 212.24	\$ 106.12	\$ 239.83	\$ 318.36
Year Five	\$ 216.49	\$ 108.24	\$ 244.63	\$ 324.73

General Purpose Entitlement Block Grant

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact y

8000	% from Source
State Portion	99%
Local District/	1%
TOTAL	100%



CHARTER SCHOOL PLANNING BUDGET

School Name: MATTIE Academy of Change Charter School
 Operating Years: Startup - Year 5
 Time Period:

	Enter Data in Yellow Boxes
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COLA 2.0%

Object Code	Description	Startup	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES							
Revenue Limit Sources							
8015	General Purpose Entitlement Block Grant 2010-11 level						
	Grades K - 3	\$5,277	\$ -	\$ -	\$ -	\$ -	\$ -
	Grades 4 - 6	\$5,128	\$ 471,776	\$ 481,212	\$ 490,836	\$ 500,652	\$ 510,866
	Grades 7 - 8	\$5,278	\$ 1,213,940	\$ 1,238,219	\$ 1,262,983	\$ 1,288,243	\$ 1,314,008
	Grades 9 - 12	\$6,142	\$ 2,684,054	\$ 2,737,735	\$ 2,792,460	\$ 2,848,340	\$ 2,905,306
	Total, Revenue Limit Sources		\$ 4,369,770	\$ 4,457,165	\$ 4,546,309	\$ 4,637,235	\$ 4,729,980
Federal Revenues							
8290	No Child Left Behind (Title I)		\$ -	\$ 314,799	\$ 336,396	\$ 321,126	\$ 324,339
8110	CDE PCS Grant	\$ -	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ 593,258	\$ 608,405	\$ 623,552	\$ 638,699	\$ 655,108
8280-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ 75,500	\$ 75,500
	Total, Federal Revenues	\$ -	\$ 893,258	\$ 1,223,204	\$ 959,948	\$ 1,035,325	\$ 1,054,947
Other State Revenue							
8480	Categorical Block Grant \$400		\$ 303,600	\$ 387,090	\$ 394,832	\$ 402,728	\$ 410,783
8321	Special Education - State		\$ 57,084	\$ 58,226	\$ 59,391	\$ 60,578	\$ 61,789
8556	State Lottery \$128		\$ -	\$ 98,773	\$ 98,708	\$ 100,682	\$ 102,696
8536	Class Size Reduction \$1,071		\$ -	\$ -	\$ -	\$ -	\$ -
8584	EIA \$318		\$ 275,468	\$ 280,977	\$ 288,596	\$ 292,328	\$ 298,175
8536	All Other State Revenues		\$ 114,405	\$ 114,405	\$ 114,405	\$ 114,405	\$ 114,405
	Total, Other State Revenues		\$ 750,557	\$ 937,470	\$ 953,932	\$ 970,722	\$ 987,848
Other Local Revenue							
8600	Transfers from Sponsoring LEA	\$ 1,894,521	\$ -	\$ -	\$ -	\$ -	\$ -
8660	Interest	\$ -	\$ -	\$ 18,233	\$ 21,448	\$ 22,479	\$ 24,387
8699	Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8700	Other Grants	\$ -	\$ 100,000	\$ 100,000	\$ 200,000	\$ 200,000	\$ 250,000
8710	All Other Local Revenues	\$ -	\$ 982,823	\$ 1,002,416	\$ 1,002,505	\$ 1,022,553	\$ 1,043,002
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Local Revenues	\$ 1,894,521	\$ 1,082,823	\$ 1,120,650	\$ 1,223,953	\$ 1,245,032	\$ 1,317,389
	TOTAL REVENUES	\$ 1,894,521	\$ 7,096,407	\$ 7,738,489	\$ 7,684,140	\$ 7,888,313	\$ 8,090,163
EXPENDITURES							
Certificated Salaries							
1100	Teacher Salaries		\$ 1,539,713	\$ 1,813,438	\$ 1,849,706	\$ 1,886,700	\$ 1,924,434
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 61,589	\$ 72,538	\$ 73,988	\$ 75,488	\$ 76,977
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 310,000	\$ 316,200	\$ 322,524	\$ 328,974	\$ 335,564
1300	Certificated Supervisor and Administrator Salaries		\$ 542,500	\$ 566,100	\$ 577,422	\$ 588,970	\$ 600,750
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries	\$ 388,813	\$ 2,453,802	\$ 2,768,275	\$ 2,823,641	\$ 2,880,113	\$ 2,937,716
Classified (non-certificated) Salaries							
2100	Instructional Aide Salaries		\$ 328,000	\$ 360,080	\$ 367,261	\$ 374,606	\$ 382,099
2200	Non-certificated Support Salaries		\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
2300	Non-certificated Supervisor and Administrator Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2400	Clerical and Office Salaries		\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 232,838	\$ 237,595	\$ 299,880	\$ 305,878	\$ 311,995
	Total, Non-certificated Salaries	\$ 85,000	\$ 656,936	\$ 695,575	\$ 767,020	\$ 782,360	\$ 798,007
Employee Benefits							
3101-3302	STRS/PERS/OASDI/Medicare (10.2%-Certificated; 16.87%-Classified)		\$ 242,433	\$ 389,735	\$ 407,023	\$ 415,183	\$ 423,466
3401-3402	Health and Welfare Benefits		\$ 74,272	\$ 122,400	\$ 124,848	\$ 127,345	\$ 129,892
3501-3502	Unemployment Insurance 1%		\$ 29,587	\$ 34,838	\$ 35,907	\$ 36,625	\$ 37,367
3601-3602	Workers' Compensation Insurance 4%		\$ 124,430	\$ 138,554	\$ 143,626	\$ 146,499	\$ 149,429
3701-3702	Retiree Benefits		\$ 263,534	\$ 293,071	\$ 304,283	\$ 310,369	\$ 316,576
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Employee Benefits	\$ 219,640	\$ 734,256	\$ 978,399	\$ 1,015,687	\$ 1,036,001	\$ 1,056,721
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials		\$ 165,000	\$ 168,300	\$ 171,666	\$ 175,099	\$ 178,601
4200	Books and Other Reference Materials		\$ 82,500	\$ 84,150	\$ 85,833	\$ 87,550	\$ 89,301
4300	Materials and Supplies		\$ 186,450	\$ 190,179	\$ 193,983	\$ 197,862	\$ 201,819
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 261,900	\$ 266,850	\$ 274,599	\$ 281,099	\$ 287,862
4700	Food		\$ 593,258	\$ 608,405	\$ 623,552	\$ 638,699	\$ 655,108
	Total, Books and Supplies	\$ 290,550	\$ 1,289,108	\$ 1,317,884	\$ 1,349,632	\$ 1,380,309	\$ 1,412,681
Services and Other Operating Expenditures							
5200	Travel and Conferences		\$ 27,500	\$ 28,550	\$ 29,407	\$ 30,299	\$ 31,197

PLANNING BUDGET (Continued) – MATTIE Academy

Object Code	Description	Startup	Year 1	Year 2	Year 3	Year 4	Year 5
5300	Dues and Memberships		\$ 2,500	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125
5400	Insurance		\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
5500	Utilities and Housekeeping Services	\$ 9,000	\$ (4,500)	\$ 4,835	\$ 4,774	\$ 4,917	\$ 5,065
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ -	\$ 78,000	\$ 78,280	\$ 80,628	\$ 83,047	\$ 85,539
5800	Professional/Consulting Services and Operating Expend.	\$ 134,100	\$ 978,333	\$ 1,068,310	\$ 1,090,057	\$ 1,112,251	\$ 1,134,900
5900	Communications (Phones, ISP, Internet)	\$ 1,440	\$ 59,782	\$ 60,988	\$ 62,208	\$ 63,452	\$ 64,721
	Total, Services/Other Operating	\$ 144,540	\$ 1,187,625	\$ 1,296,388	\$ 1,324,244	\$ 1,352,717	\$ 1,381,822
	Capital Outlay						
6100-6170	Land and Land Improvements		\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings		\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries		\$ -	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)		\$ -	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ 105,300	\$ 10,211	\$ 10,211	\$ 10,211	\$ 11,487	\$ 11,487
6500	Equipment Replacement		\$ -	\$ -	\$ -	\$ -	\$ 52,181
	Total, Capital Outlay	\$ 105,300	\$ 10,211	\$ 10,211	\$ 10,211	\$ 11,487	\$ 63,668
	Other Outgo						
7110-7143	Tuition to Other Schools		\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		\$ 279,809	\$ 268,815	\$ 95,119	\$ 97,901	\$ 101,824
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers		\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (3%-5%) 5% set as default		\$ 233,669	\$ 242,213	\$ 247,057	\$ 251,998	\$ 257,038
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Other Outgo	\$ -	\$ 513,478	\$ 511,028	\$ 342,176	\$ 349,900	\$ 358,862
	TOTAL EXPENDITURES	\$ 1,233,843	\$ 6,845,414	\$ 7,577,759	\$ 7,632,610	\$ 7,792,887	\$ 8,009,477
	Cash Reserve Requirement (3% of Categorical and Block Grants)		\$ 140,201	\$ 145,328	\$ 148,234	\$ 151,199	\$ 154,223
	Excess of Revenues over Expenditures and Reserve	\$ 660,678	\$ 110,791	\$ 15,402	\$ (96,704)	\$ (55,773)	\$ (73,537)
	Beginning Cash Balance (less reserves)	\$ -	\$ 680,678	\$ 771,469	\$ 788,871	\$ 690,167	\$ 634,395
	<i>Net Cash Balance</i>	<i>\$ 660,678</i>	<i>\$ 771,469</i>	<i>\$ 788,871</i>	<i>\$ 690,167</i>	<i>\$ 634,395</i>	<i>\$ 600,858</i>
	<i>Cumulative Reserve Total</i>		<i>\$ 140,201</i>	<i>\$ 285,529</i>	<i>\$ 433,763</i>	<i>\$ 584,962</i>	<i>\$ 739,185</i>
	Total Cash Balance Including Reserves	\$ 660,678	\$ 911,670	\$ 1,072,400	\$ 1,123,930	\$ 1,219,357	\$ 1,300,043

5000 Series Breakdown – MATTIE Academy
Services and Other Operating Expenses

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	\$ 7,500	\$ 7,950	\$ 8,189	\$ 8,434	\$ 8,687
Teacher Travel	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Administration Conference Fees	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Adminstration Travel	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
TOTAL 5200	\$ 27,500	\$ 28,550	\$ 29,407	\$ 30,289	\$ 31,197
Dues and Membership					
California Charter Schools Assoc Membership	\$ 2,500	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125
Other Membership Dues	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5300	\$ 2,500	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125
Insurance					
General Liability Insurance (Including D & O)	\$ 41,000	\$ 42,230	\$ 43,497	\$ 44,802	\$ 46,146
Other Insurance	\$ 9,000	\$ 9,270	\$ 9,548	\$ 9,835	\$ 10,130
TOTAL 5400	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Utilites and Housekeeping					
Power/Electricity	\$ -	\$ -	\$ -	\$ -	\$ -
Water	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Hookup	\$ -	\$ -	\$ -	\$ -	\$ -
Trash/Recyclinig	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065
Custodial Service	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5500	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065
Rentals, Leases, Repairs					
Facility Lease	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Repairs	\$ -	\$ -	\$ -	\$ -	\$ -
Copier Lease & Repair Contract	\$ 51,000	\$ 52,530	\$ 54,106	\$ 55,729	\$ 57,401
Phone System	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Other Leases/Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5600	\$ 76,000	\$ 78,280	\$ 80,628	\$ 83,047	\$ 85,539
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Legal/Audit Expenses	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Education Consulting Services	\$ 150,000	\$ 153,000	\$ 156,060	\$ 159,181	\$ 162,365
Workshops for Teacher Development	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061
Workshops for Students	\$ -	\$ -	\$ -	\$ -	\$ -
Student Field Trips	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Athletic Fees/Use Contracts	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Contracted Services: Business Management Services (incl. COO, Fundraising, Business Svcs, IT Services, Finance, Acctg, Human Resource, Admin/Attendance, Risk Mgmt, Facility Mgmt, Safety)	\$ 830,000	\$ 846,600	\$ 863,532	\$ 880,803	\$ 898,419
Contracted Services:	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5800	\$ 1,047,000	\$ 1,068,310	\$ 1,090,057	\$ 1,112,251	\$ 1,134,900

5000 Series Breakdown – MATTIE Academy
Services and Other Operating Expenses

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Communications					
Postage & Postage Meter Rental	\$ -	\$ -	\$ -	\$ -	\$ -
Landline Phone Service and Long Distance	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
Cell Phone Service	\$ -	\$ -	\$ -	\$ -	\$ -
Website Hosting	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Service Provider	\$ 9,792	\$ 9,988	\$ 10,188	\$ 10,391	\$ 10,599
TOTAL 5900	\$ 59,792	\$ 60,988	\$ 62,208	\$ 63,452	\$ 64,721

Salary Worksheet – MATTIE Academy

Certificated Staff Salaries

1100 Teachers

COLA 2.0%

				Salary (by year of School Operation)				
	Name (may wish to leave blank)	Subject	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
1				\$ 45,700	\$ 46,814	\$ 47,546	\$ 48,497	\$ 49,467
2				\$ 45,700	\$ 46,814	\$ 47,546	\$ 48,497	\$ 49,467
3				\$ 45,700	\$ 46,814	\$ 47,546	\$ 48,497	\$ 49,467
4				\$ 45,700	\$ 46,814	\$ 47,546	\$ 48,497	\$ 49,467
5				\$ 45,700	\$ 46,814	\$ 47,546	\$ 48,497	\$ 49,467
6				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
7				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
8				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
9				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
10				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
11				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
12				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
13				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
14				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
15				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
16				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
17				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
18				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
19				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
20				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
21				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
22				\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
23				\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
24				\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
25				\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
26				\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
27				\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
28				\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
29				\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
30				\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
31				\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
32				\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
33				\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
				\$ 1,709,500	\$ 1,743,890	\$ 1,778,564	\$ 1,814,135	\$ 1,850,418

1200 Pupil Support/Teacher Aides

	Name	Subject	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
1				\$ -	\$ -	\$ -	\$ -	\$ -
2				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

1300 Supervisors and Administrators

	Name	Position	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
1		Chief Executive Officer		\$ 170,000	\$ 173,400	\$ 176,868	\$ 180,406	\$ 184,013
2		Curriculum & Instruction Administrator		\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
3		Principal		\$ 105,000	\$ 107,100	\$ 109,242	\$ 111,427	\$ 113,655
4		Assistant Principal		\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
5		Assistant Principal		\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
				\$ 555,000	\$ 566,100	\$ 577,422	\$ 588,970	\$ 600,750

1900 Other Certificated

	Name	Position	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
1		Counselors		\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
2		Counselors		\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
3		Special Education Coord Health Services		\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
4		Coordinator		\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
				\$ 310,000	\$ 316,200	\$ 322,524	\$ 328,974	\$ 335,554

Classified (Non-certificated) Staff Salaries

2100 Instructional Aides

	Name	Position	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
1		Staff Assistants		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061
2		Staff Assistants		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061

Salary Worksheet – MATTIE Academy

3		Staff Assistants		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061
4		Staff Assistants		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061
5		Staff Assistants		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061
6		Staff Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
7		Staff Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
8		Instructional Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
9		Instructional Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
10		Instructional Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
11		Instructional Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
12		Instructional Assistants		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
13		Health Services Assist		\$ 32,000	\$ 32,840	\$ 33,293	\$ 33,959	\$ 34,638
				\$ 353,000	\$ 360,060	\$ 367,261	\$ 374,606	\$ 382,099

2200 Non-certificated Support

	Name	Position		Year 1	Year 2	Year 3	Year 4	Year 5
1		Parent Liaison		\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978
2		Parent Liaison		\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978
				\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957

2300 Non-certificated Supervisor and Administrator

	Name	Position		Year 1	Year 2	Year 3	Year 4	Year 5
1				\$ -	\$ -	\$ -	\$ -	\$ -
2				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2400 Clerical and Office

	Name	Position		Year 1	Year 2	Year 3	Year 4	Year 5
1		Admin Assistant		\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
2		Clerk		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
3		Clerk		\$ 28,000	\$ 28,560	\$ 29,131	\$ 29,714	\$ 30,308
				\$ 96,000	\$ 97,920	\$ 99,878	\$ 101,876	\$ 103,913

2900 Other Non-certificated (IT support, etc.)

	Name	Position		Year 1	Year 2	Year 3	Year 4	Year 5
1		Food Service		\$ 15,000	\$ 15,300	\$ 15,608	\$ 15,918	\$ 16,236
2		Food Service		\$ 15,000	\$ 15,300	\$ 15,608	\$ 15,918	\$ 16,236
3		Food Service		\$ 15,000	\$ 15,300	\$ 15,608	\$ 15,918	\$ 16,236
4		Food Service		\$ 15,000	\$ 15,300	\$ 15,608	\$ 15,918	\$ 16,236
5		Custodial/Maintenance		\$ 15,195	\$ 15,499	\$ 15,809	\$ 16,125	\$ 16,448
6		Custodial/Maintenance		\$ 15,195	\$ 15,499	\$ 15,809	\$ 16,125	\$ 16,448
7		Custodial/Maintenance		\$ 15,195	\$ 15,499	\$ 15,809	\$ 16,125	\$ 16,448
8		Technology/Media Assist		\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
				\$ 145,585	\$ 148,497	\$ 151,467	\$ 154,496	\$ 157,588

Summary Information for Planning Budget Worksheet

Certificated Salaries				Year 1	Year 2	Year 3	Year 4	Year 5
1100	Teacher Salaries			\$ 1,709,500	\$ 1,743,890	\$ 1,778,564	\$ 1,814,135	\$ 1,850,418
1170	Substitute Teacher Salaries (4% of Teacher Salaries)			\$ 68,380	\$ 69,748	\$ 71,143	\$ 72,565	\$ 74,017
1200	Certificated Pupil Support/Teacher Aide Salaries			\$ -	\$ -	\$ -	\$ -	\$ -
1300	Certificated Supervisor and Administrator Salaries			\$ 555,000	\$ 566,100	\$ 577,422	\$ 588,970	\$ 600,750
1900	Other Certificated Salaries			\$ 310,000	\$ 316,200	\$ 322,524	\$ 328,974	\$ 335,554
Total, Certificated Salaries				\$ 2,642,880	\$ 2,695,738	\$ 2,749,652	\$ 2,804,645	\$ 2,860,738
Classified (non-certificated) Salaries								
2100	Instructional Aide Salaries			\$ 353,000	\$ 360,060	\$ 367,261	\$ 374,606	\$ 382,099
2200	Non-certificated Support Salaries			\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
2300	Non-certificated Supervisor and Administrator Salaries			\$ -	\$ -	\$ -	\$ -	\$ -
2400	Clerical and Office Salaries			\$ 96,000	\$ 97,920	\$ 99,878	\$ 101,876	\$ 103,913
2900	Other Non-certificated Salaries (IT support, etc.)			\$ 145,585	\$ 148,497	\$ 151,467	\$ 154,496	\$ 157,588
Total, Non-certificated Salaries				\$ 642,585	\$ 655,437	\$ 668,545	\$ 681,916	\$ 695,555
Employee Benefits								
3101-3302	STRS/PERS/OASDI/Medicare (10.2%-Certificated; 16.87%-Classified)			\$ 377,978	\$ 385,537	\$ 393,248	\$ 401,113	\$ 409,135
3401-3402	Health and Welfare Benefits			\$ 442,000	\$ 455,260	\$ 468,918	\$ 482,985	\$ 497,475

APPENDIX G: Implementation Plan

MATTIE ACADEMY IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
SITE	Start-up	CEO	COLLABORATING W/LAUSD	RECEIVE CERTIFICATE OF OCCUPANCY	SURVEYS
ADMINISTRATION	Start-up	CEO & BUS MGMT SVCS	COLLABORATING W/BOARD	ADMINISTRATION OF POLICIES & PROCEDURES	STAFF SURVEYS, EVALUATIONS
EDUCATIONAL/ OPERATIONS	Start-up	PRINCIPAL & BUS MGMT SVCS	COLLABORATING W/BOARD	ADMINISTRATION OF EDUCATION, PROGRAMS & OPERATIONS	STUDENT/PARENT SURVEYS, TESTIMONIALS, RANDOM SAMPLE TESTS STUDENTS
ADMISSIONS/ ENROLLMENT	Start-up	PRINCIPAL & BUS MGMT SVCS	COLLABORATING W/LAUSD & COMMUNITY	STUDENT ENROLLMENT, TESTIMONIALS	STUDENT/PARENT SURVEYS, TESTIMONIALS
STAFFING	Start-up	CEO & PRINCIPAL	COLLABORATING W/LAUSD & BUS MGMT SVCS	STAFF HIRED STAFF PROF DEV TRAINING & EVALUATIONS	DAILY/WEEKLY OBSERVATIONS W/NOTES, INTERACTION W/STAFF & PROGRESS REPORTS
FINANCIAL MANAGEMENT	Start-up	CEO & BUS MGMT SVCS	COLLABORATING W/LAUSD & PRINCIPAL	PROCEDURES IMPLEMENTED	INTERNAL/EXTERNAL FINANCIAL REPORTS, ANNUAL AUDIT

PROPOSAL ELEMENT <i>What element of your proposal will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
SPECIAL EDUCATION	Start-up	PRINCIPAL	COLLABORATING W/LAUSD & COMMUNITY	STAFF PROF DEV TRAINING & EVALUATIONS	STUDENT/PARENT SURVEYS, TESTIMONIALS, RANDOM SAMPLE TESTS STUDENTS
INSTRUCTIONAL PROGRAM	Start-up	PRINCIPAL	ALL STAKEHOLDERS (Teachers, Parents, Partners, Community)	STAFF PROF DEV TRAINING & EVALUATIONS STUDENT PROGRESS REPORT	CAHSEE & CST SCORES, PARENT SURVEYS
FOOD SERVICE	Start-up	CEO & BUS MGMT SVCS	COLLABORATING W/LAUSD	PROCEDURES IMPLEMENTED	SURVEYS, TESTIMONIALS, RANDOM SAMPLE TESTS STUDENTS
HEALTH & SAFETY	Start-up	CEO & Principal	COLLABORATING W/LAUSD & BUS MGMT SVCS	PROCEDURES IMPLEMENTED	SURVEYS, TESTIMONIALS, RANDOM SAMPLE TESTS STUDENTS
GOVERNANCE	Start-up	CEO	COLLABORATING W/BOARD, TRAINERS, & COMMUNITY	VARIOUS COMMITTEES ARE FORMED	INVOLVEMENT IN PROJECT ACTIVITIES
PARENT INVOLVEMENT	Start-up	CEO & PRINCIPAL	COLLABORATING W/PARENTS, TRAINERS	PARENT TRAINING & WORKSHOPS,	PARENTS ACTIVELY ENGAGED IN ALL ASPECTS OF SCHOOL

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
COMMUNITY SERVICE	Start-up	CEO	COLLABORATING W/COMMUNITY PARTNERS	STUDENT ENROLLMENT	STUDENT/PARENT SURVEYS, TESTIMONIALS
COLLEGE OUTREACH	Start-up	PRINCIPAL	COLLABORATING W/VARIOUS COLLEGES	STUDENT ENROLLMENT	STUDENT/PARENT SURVEYS, TESTIMONIALS
INSTRUCTIONAL PROGRAM	YEAR-2	PRINCIPAL	COLLABORATING W/GOVERNANCE COUNCIL	STAFF PROF DEV TRAINING & EVALUATIONS	STUDENT/PARENT SURVEYS, TESTIMONIALS, RANDOM SAMPLE TESTS STUDENTS
FINANCIAL MANAGEMENT	YEAR-2	BUS MGMT SVCS	COLLABORATING W/CEO & PRINCIPAL	FUNDING FOR EXPENDITURES	INTERNAL/EXTERNAL FINANCIAL REPORTS, ANNUAL AUDIT
WACS Accreditation	YEAR-2	CEO	COLLABORATING W/PRINCIPAL	WACS SCHOOL VISIT	ACCREDITATION
INSTRUCTIONAL PROGRAM	YEAR-3	PRINCIPAL	COLLABORATING W/GOVERNANCE COUNCIL	STAFF PROF DEV TRAINING & EVALUATIONS	STUDENT/PARENT SURVEYS, TEST SCORES
FINANCIAL MANAGEMENT	YEAR-3	BUS MGMT SVCS	COLLABORATING W/CEO & PRINCIPAL	FUNDING FOR EXPENDITURES	INTERNAL/EXTERNAL FINANCIAL REPORTS, ANNUAL AUDIT
INSTRUCTIONAL PROGRAM	YEAR-4	PRINCIPAL	COLLABORATING W/GOVERNANCE COUNCIL	STAFF CHANGES, STUDENT ENROLLMENT	STUDENT/PARENT SURVEYS, TEST SCORES
FINANCIAL MANAGEMENT	YEAR-4	BUS MGMT SVCS	COLLABORATING W/CEO & PRINCIPAL	FUNDING FOR EXPENDITURES	INTERNAL/EXTERNAL FINANCIAL REPORTS, ANNUAL AUDIT

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
INSTRUCTIONAL PROGRAM	YEAR-5	PRINCIPAL	COLLABORATING W/LAUSD & COMMUNITY	STAFF CHANGES, STUDENT ENROLLMENT	STUDENT/PARENT SURVEYS, TEST SCORES
STRATEGIC PLANNING	YEAR-5	CEO	COLLABORATING W/PRINCIPAL & LAUSD	SCHOOL-WIDE ASSESSMENTS	TEST SCORES, ANNUAL AUDITS
FINANCIAL MANAGEMENT	YEAR-5	BUS MGMT SVCS	COLLABORATING W/CEO & PRINCIPAL	FUNDING FOR EXPENDITURES	INTERNAL/EXTERNAL FINANCIAL REPORTS, ANNUAL AUDIT

APPENDIX H: Signed Assurances Form

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM

✓ ☒ Independent Charter ☐ Affiliated Charter

Name of School **MATTIE ACADEMY OF CHANGE**

Name of Applicant Group/Applicant Team **MATTIE Academy of Change**

Lead Applicant Dr. Denice Price

Title of Lead Applicant Chief Executive Officer

Mailing Address _____

Phone Number _____

Fax Number 310-635-6766

Email Address _____

Website (if available) _____

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ✓ ☒ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☐ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure

retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant DR. Denise C. Price

Title of Lead Applicant Chief Executive Officer

Signature of Lead Applicant Denise C. Price, Ed.D. Date 11-30-10

Name of Board President* Naomi C. Ferns

Signature of Board President* Naomi C. Ferns Date 11-30-10

*The additional name and signature of the Board President is only applicable to organizations with a Board.