

Applicants must submit completed applications with this cover page to [psc@lausd.net](mailto:psc@lausd.net) - please refer to the Applicant Information Packet for detailed submission guidelines.

**APPLICANT CONTACT INFORMATION**

<b>Applicant Team:</b>	<b>Forefront Educational Group</b>	<b>School Interested in Operating:</b>	<b>July, 2010</b>
<b>Lead Contact:</b>	<b>Reginald Brunson</b>	<b>E-mail:</b>	<b>accesscharter@sbcglobal.net</b>
<b>Phone:</b>	<b>310-713-0045</b>	<b>Mailing Address:</b>	<b>1904 S. Bedford St. Los Angeles CA 90034</b>
<b>Website (if available):</b>			

**PROPOSAL OVERVIEW**

For purposes of tracking applications throughout the review cycle, please provide the following information. Please note this information will not be considered in the evaluation process but needed for internal administrative processing.

<b>Model:</b>	<input type="checkbox"/> Traditional <input type="checkbox"/> iDesign <input type="checkbox"/> Pilot <input type="checkbox"/> ESBBM <input type="checkbox"/> Dependent Charter <input type="checkbox"/> Magnet <input checked="" type="checkbox"/> Independent Charter <input type="checkbox"/> Other: _____		
<b>Number RFP proposal pages:</b>	<b>26</b>	<b>Number of appendices pages:</b>	<b>161</b>
<b>Applying for other PSC schools?</b>	<b>YES</b>	<b>If yes, please list those other schools:</b>	<b>South Region #1 Griffith Joyner EL</b>

- **Proof that you are not a for profit entity.**
- Forefront Educational Group will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

Board President Reginald Brunson

Signature \_\_\_\_\_ Date \_\_\_\_\_

- Forefront Educational Group agrees that the student composition at each new and 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-economics status, English Learners, Standard English Learners, students with disabilities, foster care placement), with on going review mechanisms in place to ensure retention and student composition at each school continues to reflect that o the overall school community.

Board President Reginald Brunson

Signature \_\_\_\_\_ Date \_\_\_\_\_

- Financial Data – Please see Appendix for Budget
- Forefront Educational Group agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and the other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District’s Special Education Policies and Procedures Manual, an Integrated Student Information System (“ISIS”), and Welligent, the District-wide web-based software system used for online IEP’s and tracking of related services provided to students during the course of their education.

Board President Reginald Brunson

Signature \_\_\_\_\_ Date \_\_\_\_\_

- Student population for the proposed school in zip code 90003

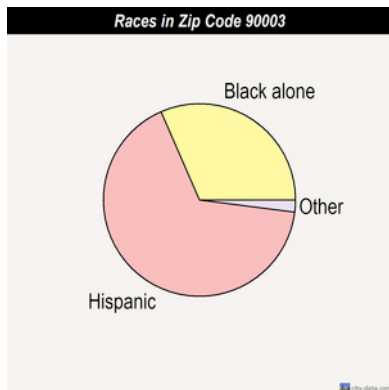
*Most common places of birth for the foreign-born residents:*

Mexico (75%)  
 El Salvador (13%)  
 Guatemala (7%)  
 Honduras (2%)  
 Other Central America (1%)  
 Nicaragua (1%)  
 China, excluding Hong Kong and Taiwan (0%)

Foreign-born population: 23,736 (40.8%) (17.4% of them are naturalized citizens)

This zip code: 40.8%

Whole state: 26.2%



Average household size:

This zip code: 4.0 people

California: 2.9 people

Average Adjusted Gross Income (AGI) in 2004: \$21,366 (Individual Income Tax Returns)

Here: \$21,366

State: \$58,600

Salary/wage: \$21,481 (reported on 87.5% of returns)

Here: \$21,481

State: \$49,455

Estimated median household income in 2008: \$29,774

This zip code: \$29,774

California: \$61,021

Residents with income below the poverty level in 2008:

This zip code: 35.3%

Whole state: 13.3%

Source: <http://www.city-data.com/zips/90003.html>

The student population of school will be a reflection of the data submitted. A large percent of the population are from Mexico in addition the median household income is well below that of California. This population directly reflects that of zip code 90044 where there was academic success at a Prop 39 location on the Budlong Avenue Elementary School campus. The school was 98% Latino, 98% Free and Reduced Lunch, and 51% English Language Learners. The students at this site during the 2007-2008 scored 707 on the CST and meet all AYP goals.

- ***Forefront Educational Group's Vision:***

Forefront Educational Group will cultivate a level of collective efficacy towards high academic achievement, which will incorporate parents, students, staff and the community.

- ***Forefront Educational Group's Mission:***

Forefront Educational Group will provide students with a rigorous and relevant education through hands-on activities as well as the use of technology. This will prepare them to be life-long learners in a world where critical thinking and proficiency in technology will be the keys to success in the 21<sup>st</sup> century.

- ***Educational Plan***

The Forefront Educational Group's educational plan is centered on our belief in a longer school day, collective efficacy, and technology. The extended learning day will keep students in a safe, structured, instructional setting for eight and a half hours. This will allow teachers the time to work with students longer, give students more time with the teacher to gain maximum achievement, and allow parents a larger window of opportunity to be a part of the school community. Secondly, our belief in collective efficacy will permeate the entire school community, from the school site staff, teachers, students, parents, and the community. It's vital that all stakeholders believe in the effectiveness of the schools programs, teachers, students, and administration. Lastly, the use of technology will be a key component to the educational program. The use of Promethean hardware and software, computers, projectors, web -based and computer programs, and the Internet will allow all stakeholders to be effective teachers and learners. Our curriculum is standards based with a proven track record in schools with this demographic. The instruction will be based on with results of classroom assessments. We believe that all students learn differently so we will assess in different ways to allow all children the ability to show what they know. The results will drive the instruction of the student and the professional development of the teachers.

(The Educational Plan is in Appendix 1)

- ***Community Impact***

The reason Forefront Educational Group wants to serve this community is because of the positive experience Mr. Brunson had at Budlong Elementary. This is a community that demands and deserves the best possible education for their children. Parents were very involved in the school and wanted to see it succeed. They made sure that students were well behaved, on time and ready to receive their teachers' instructions. There was a high level of parent participation at parent workshops, Coffee with the Principal, fundraisers, and in the classrooms. With this type of foundation along with an extended school day we believe that we will be able to meet the needs and expectations of these parents.

- ***Leadership/Governance***

The Leadership Team of the Forefront Educational Group is comprised of four individuals that want to see students achieve on a global market. Reginald Brunson has been an educator for thirteen years starting in LAUSD and now in the Charter Community. Sean Main has worked in the entertainment industry for twenty-three years serving the post productions needs of various studios. Michael McAllister is CEO of an international company that manufactures army insignia. Amy Streets is a Human Resource Specialist and Recruiting with sixteen years of experience. David J. Blazek is a Sales Management Professional with fifteen years experience with Wells Fargo Bank. All of the members of Forefront Educational Group believe in the goals that we've set in our mission, vision, and educational plan. (Resumes are in Appendix 1)

- ***Fiscal Plan***

Our fiscal plan is geared to the idea that we want a longer school day, a belief that all stakeholders are apart of the school, and a strong base in technology. With that in mind we've planned strong professional development in all curricular areas, modern technology equipment and software, and community involvement. (Budget is in Appendix 1)

## **2. Curriculum and Instruction**

a)

The curriculum for Forefront Educational Group's curriculum will be aligned to the State Standards and State Frameworks. Forefront Educational Group will address all standards by subject areas and grade levels. The Forefront Educational Group's curriculum utilizes the CA state standards for the development of all lesson plans, units and projects. Research shows that it is particularly essential to low income and minority populations that students are always aware of what it is they are learning, why they are learning something and how the learning relates to their own lives.

Each student will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Student texts and instructional materials will be identified and selected abased on the following criteria:

- Alignment with state standards

- Research-based and evaluation data showing success with similar student populations
- Alignment with school’s mission and vision.

Multimedia computers and classroom libraries in all rooms will provide reinforcement in explicit skills instructions and ensure access to a variety of literary works at each grade level.

(The Scope and Sequence for all curricular areas are in appendix 2.)

b) Track Record of Proposed Curriculum

**Rational for Textbook Adoption**

Imagine It! is the result of 45 years of research and field study. The program meets the California Criteria, Standards, and Framework, as well as all of the elements recommended by the National Reading Panel: instruction in phonological and phonemic awareness, explicit phonics, fluency, vocabulary, and comprehension, as well as robust instruction in writing. The programs cover all daily Reading, Language Arts, and Writing curriculum requirements, while meeting all of the standards for Science and Social Studies. Imagine It! fully integrates state-of-the-art technology tools to enhance learning. Imagine It! meets the requirements of No Child Left Behind as a research-based program.

There are three options within the Imagine It! series: Imagine It! is the core K-6 program, designed to meet California State Standards. Imagine It! English Language Development (ELD) is an expanded version of Imagine It! Specifically designed for teachers with students whose primary language is not English. ¡Imaginalo! helps students develop Spanish literacy that can be used in combination with Imagine It! or alone.

A Summary Report of the Instructional Effectiveness of the “Harcourt Research Program”

By Paul Lloyd

Summary of Results

The increase in test scores on both of the nationally standardized test, the Stanford Achievement Test and on the Harcourt Math Assessment are both positive and statistically significant for all subtests and total test scores at both grades 2, 5, and 7.

**Schools using Harcourt Math**

Watts Learning Center CST Advanced/Proficient	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2008	53%	73%	78%	72%
2007	54%	87%	74%	42%
2006	76%	66%	55%	21%

c.) Addressing the Needs of All Students

#### d.) Accelerated Learning

### **HOW LEARNING BEST OCCURS**

The 1983 federal report *A Nation at Risk*, which highlighted the growing achievement gap between the U.S. and other countries, recommended that school districts have longer school day, which would resemble more closely to the schedules in higher-performing Europe and Asia. The Harvard Family Research Project found that extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status.

Forefront Educational Group will have five primary benefits of adding time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students. The Harvard Family Research Project identified a range of benefits associated with well-designed and well-run after-school and summer programs, including positive outcomes for academics, social/emotional health, risky behavior prevention, and health and wellness (Little, P. M., Wimer, C., & Weiss, H. B., "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve". Cambridge, MA: Harvard, 2008.)

In Los Angeles, the only elementary schools that provide over eight hours of instruction is KIPP Raices Academy, which is K-1 and currently how no data of how an extended learning program will be effective for disadvantaged students. However, in New York, Promise Academy 2 in Harlem, had 100 percent of their third-graders at or above grade level on the 2008 statewide math test. At Promise Academy 1, 97 percent of the third-graders were at or above grade level in math (<http://www.hcz.org/programs/promise-academy-charter-schools>.)

Learning best occurs when several elements are effectively integrated. Forefront Educational Group will utilize "Best Practices" in order to effectively furnish a quality instructional program. The staff of Forefront Educational Group will clearly understand that learning best occurs when:

- There is a belief from all stake holders that all students can and will achieve (i.e. Collective Efficacy)
- Bloom's Taxonomy is incorporated into the instructional strategy. *Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation*
- When Dr. Howard Gardner's theory of multiple intelligences is used to allow every child the opportunity to learn and show what they know. *Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical-Mathematical*
- A school emphasizes the influence of culture, peers, and adults on the development of a child. *Vygotsky's Socialcultural Theory*

- A school design incorporates best practices that have already proven successful in a similar environment.
- Education goals are clear and concise
- A constructive educational environment and flexible curriculum adaptive to the needs of individual students.
- There is a school wide commitment to high student achievement.
- Teachers are motivated and fully engaged in the educational process.
- Parents are involved in the educational process.
- Academic intervention, when needed, is provided (i.e. Response to Intervention)
- All needs of the individual student are being met (i.e. physical, emotional, and mental).
- There is teacher recognition and high expectations for professional growth.
- There is teacher participation in governance and curriculum development.
- There is parent participation in governance and curriculum needs assessment.
- There is an intimate educational setting (small class size) that will allow for more focused and individualized attention.

(Details for each sub group are in appendix 2 for Addressing the needs of all students and Accelerated Learning