


APPENDIX

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i> <div style="text-align: center; font-weight: bold; margin-top: 5px;">Community-Powered Public Schools of Los Angeles (Dave Sievers)</div>				
Address: <div style="text-align: center;">P.O. Box 2063 Monrovia, Ca. 91017</div>		Phone Number: 		
Website (if applicable) <div style="text-align: center; font-weight: bold;">www.CPPSCHOOLS.ORG</div>		Email Address: <div style="text-align: center; font-weight: bold;">info@CPPSCHOOLS.ORG</div>		
School site for which your team is submitting a Letter of Intent:		SRES # 5		
Grade configuration of your school:		K-6		
School model for which you are applying:		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Traditional <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter </div> <div> <input type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter </div> </div>		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. No 2. 3.		
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. 09/05/12 – 06/21/13 2. 12/24/12 – 01/11/13 3. 03/25/13 – 03/29/13		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dave Sievers		(845) 527-7520	info@cppschoools.org	LAUSD Teacher
2.				
3.				
4.				

COMMUNITY-POWERED PUBLIC SCHOOLS

ALTERNATE APPLICANT HISTORY DATA SHEET – APPENDIX F

(Includes Section A question 2 on page 2)

When LAUSD created the Public School Choice (PSC) process, it was designed with three groups in mind to run the schools: LAUSD, PSC teams, and Corporate Teams (charters.) The idea of the *community* running a school with elected representatives was not considered – until now.

However, this school model poses a problem: how do you elect a board for a school that hasn't even been created yet?

CPP Schools believes it has a solution for this problem: create a true partnership between LAUSD and the community. **CPP Schools will submit the PSC Choice plan, and ask the district to help organize the school until elections can be held.** CPP Schools asks that the LAUSD personnel department staff the new school, and once the school opens, the CPP School plan requires elections to be scheduled in order to complete the Local Board of Directors for the School, as per Section B-6b of this RFP.

CPP Schools is an organization that believes LAUSD should shift from running schools to instead providing the resources, training, support, staff, and facilities needed for the *community* to run its own schools.

As such, CPP Schools will not run any schools, but facilitate the transition of schools from LAUSD-managed to community-managed through a school and community based "Local Board of Directors for the School" organizational structure using the ESBMM school model.

CPP Schools will have no managerial interest in the school beyond submitting the initial Request for Proposal (RFP). CPP Schools' current scope of activity is limited to writing school proposals for adoption by the LAUSD school board. CPP Schools currently has one person in the organization, Mr. David Sievers, an LAUSD teacher and the founder of CPP Schools.

LAUSD has the resources to staff a school that no team, including CPP Schools, can possibly match:

LAUSD SCHOOL DISTRICT EMPLOYEES: *

K-12 Teachers 29,221

Adult Teachers 1,798

Early Childhood Teachers 729

TOTAL TEACHERS: 31,748

K-12 Administrators 2,007

Adult Administrators 130

Early Childhood Administrators 58

TOTAL ADMINISTRATORS: 2,195

Other Certificated Support Personnel 4,615

Regular Classified Personnel 30,344

TOTAL EMPLOYEES: 68,902

*Source: http://www.teachinla.com/Research/faq_notebook/2010-2011/A-1.pdf

CPP Schools believes leveraging the strengths of LAUSD with the knowledge of the community will lead to great schools. The 2011 Request for Proposal (RFP) guide asked: **(1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do the work?**

- 1.) CCP Schools has a very detailed and specific strategy for success as outlined in **Section 1 – School Data Analysis**. The CPP Strategy differs from other data-driven school plans in this way: the CPP Schools Plan is *designed* to change as student data changes, unlike other plans that designed around a fixed set of data.
- 2.) The CPP Schools plan is driven by a single core strategy that is based upon community management of the school. It is LAUSD supporting the community managed school, especially in terms of the LAUSD personnel department staffing the new school as specified by the CPP Schools plan in the Staffing Section B-8, will lead to a successful launch of the new school.

The to-be elected local school community board of directors will be a significant, and positive, change for the school; no one knows the school better, and who should represent it, than the school community?

The community has the most to gain from a good school, and the community will always work the hardest to make the school a success. After all, the community is permanent; why shouldn't the community run the school?

Good schools are critical for communities hoping to attract families looking for good schools for their children and employers looking for skilled workers. A great school is an asset the community can be proud of.

Applicant teams, superintendents, favorite teachers, administrators and charter organizations will come and go and will never have as much at stake as the community.

PSC School Site: SRES#05 Design Team Name: Community-Powered Public Schools www.cppschoools.org
 (Data from SRES05 Relief School Hope Elementary)

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	56.6	53.7	40	Mastery Learning (ML)	CST DATA	20	10
	<i>English Learners</i>	80.0	85.1	70	(ML)	CST DATA	55	40
	<i>Special Education</i>	90.5	76.2	70	(ML)	CST DATA	55	40
	<i>African American</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Latino</i>	56.1	53.9	40	(ML)	CST DATA	20	10
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadvantaged</i>	56.2	53.6	40	(ML)	CST DATA	20	10
2	% of all students scoring Prof or Adv	43.4	46.3	60	Mastery Learning (ML)	CST DATA	80	90
	<i>English Learners</i>	20.0	14.9	30	(ML)	CST DATA	45	60
	<i>Special Education</i>	9.5	23.8	30	(ML)	CST DATA	45	60
	<i>African American</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Latino</i>	43.9	46.1	60	(ML)	CST DATA	80	90
	<i>White</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadv.</i>	43.8	46.4	60	(ML)	CST DATA	20	10
CST MATH								
3	% of all students scoring FBB/BB	42.8	40.2	25	(ML)	CST DATA	10	5
	<i>English Learners</i>	61.8	55.6	30	(ML)	CST DATA	20	10
	<i>Special Education</i>	81.8	77.3	60	(ML)	CST DATA	40	30
	<i>African American</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Latino</i>	43	40.5	30	(ML)	CST DATA	20	10
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadv.</i>	42.4	39.9	30	(ML)	CST DATA	20	10
4	% of all students scoring Prof or Adv	57.2	59.8	75	Mastery Learning (ML)	CST DATA	90	95
	<i>English Learners</i>	38.2	44.4	70	(ML)	CST DATA	80	90
	<i>Special Education</i>	18.2	22.7	40	(ML)	CST DATA	60	70
	<i>African American</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Latino</i>	57.0	59.5	70	(ML)	CST DATA	80	90
	<i>White</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	0.0	0.0	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadv.</i>	57.6	60.1	70	(ML)	CST DATA	80	90
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	18.0	17.0	70	(ML)	CST DATA	80	90
8	% EL Students Scoring Proficient	55.9	56.5	70	(ML)	CST DATA	80	90

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	on CELDT							
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate							
10	CAHSEE Pass Rate (10 th grade)							
11	% Students In A-G Courses Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements							
RETENTION RATE (high schools only)								
	# First Time 9th Graders							
	% Retained 9 th Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	96.1	96.3	96.3	CPP Schools Plan (CPPS Plan)	Board Report	96.3	96.3
14	Attendance Rate for All Staff	96.1	96.3	96.3	CPPS plan	Board Report	96.3	96.3
15	Number of Suspensions	0.6	0.6	0.0	CPPS plan	Board Report	0.0	0.0
16	School Experience Survey: % Parents Participating	34.0	54.6	90	CPPS plan	Board Report	95	99
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	91.0	97.4	90	CPPS plan	Board Report	95	99
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

Community-Powered Public Schools

Design Team Name

11/18/11

Date



Dave Sievers

Applicant Team Representative Signature

Local District Superintendent Signature

Mission & Vision of the School

Community-Powered Public Schools (CPP Schools) began with one question: why aren't all LAUSD students growing to their full potential upon graduation, if they graduate?

LAUSD students are just as smart as other students, and a majority of teachers are very dedicated. So why are the schools still broken?

CPP Schools believes wherever there are broken schools, it means the community and the schools are not working together.

CPP School's mission is to get the school and community working together as one team.

To accomplish this, CPP Schools proposes an *elected* local community school board structure to run the school:

- 2 community members and 2 alternates (elected by the community)
 - 2 parents and 2 alternates (elected by parents)
 - 2 teachers and 2 alternates (elected by teachers)
 - 2 administrators and 2 alternates (elected by administrators)
 - 2 staff members and 2 alternates (elected by staff members)
 - 2 students and 2 alternates* (elected by students) *high schools only.
- (Please see Section B-6b for complete details about the board)

The vision of CPP Schools is to have the entire community support the work teachers and students do together: Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential.

A Local Community Board for the School will make a powerful team:

- The Board will write an annual plan for the school community.
- When the Local Community Board for the School holds the plan, the school can maintain progress even when key teachers, administrators, or staff members leave.
- The Board will focus on getting parents and the community involved with the school outside of the classroom, while the administration, faculty and staff will focus on the inside of the classroom.
- Parents and Community Members that are elected to the Local Board of Directors for the School will be paid for their service.

Designing Data Driven & Student Centered Instructional Programs

CPP Schools will use Mastery Learning, a method of teaching that has been proven to make a significant difference for student achievement in over 337 independent studies.

Mastery Learning means the teacher does not begin the next lesson until all students understand the lesson being taught. In a traditional classroom, it is the *student* who is responsible for keeping up with the work. In a Mastery Learning classroom, the *teacher and student* work in partnership to master the lesson.

The Local Board of Directors for the School structure means the school is organized so the entire school

community helps students succeed in the classroom, not just the teacher.

Instructional Program

There is a difference between intelligence and skill. Our students have the intelligence to use cell phones, computers and play video games, what they need to do is to turn that intelligence into skills in science, math, reading and writing. The more skills you have, the more opportunities you have in life. CPP Schools will use Mastery Learning to make sure our students have the academic skills needed to succeed in college or a job training program.

Students with disabilities – School-wide supports for students with disabilities.

Socio-economically disadvantaged students – The school will provide supplies to students who need them.

Special needs students – CCP Schools will help train volunteers for respite services for Special Needs Parents.

Gifted students – Mastery Learning will provide enrichment activities.

English Language Learners – CPP Schools' curriculum will teach the language skills our students need.

Standard English Learners – Mastery Learning has been proven to make a significant difference in the classroom.

School Culture

School should be a time where students discover what they like to do and find a dream for their future. CPP Schools believes students should not only study, but they should take at least two field trips a year with their teachers to visit museums and other places of interest. Schools should be more than working in the classroom; it should be a time of growing into a mature young adult who is happy and optimistic about having a successful future.

Parent Engagement & Involvement

The parents and community members that serve on the Local Board of Directors are the most important part of the CPP Schools plan: without the community and school working as a team, the school will fail. CPP Schools also believes that the parents and community members elected to the board should be paid for the important work that they do.

Staffing

CPP Schools believes a majority of teachers are extremely dedicated; the school just needs better methods of teaching and working with the community. Once elected, it is the local community school board that will guide the hiring of teachers and the principal. In the meantime, the district has a very professional personnel department that can find great teachers to open the school.

CPP Schools needs you. If you like this proposal, please tell your friends about it and contact the LAUSD school board and ask for the CPP Schools plan. Thank you.

Please visit www.CPPSchools.org (Spanish and English) for complete details about the proposal.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Dave Sievers

Applicant Team Contact Phone Number: (845) 527-7520

Applicant Team Contact Email: info@cppschoools.org Website: www.cppschoools.org

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CPP Schools is willing to work together with other PSC 3.0 applicant teams.

RESUMEN DE PLAN DE ESCUELA INFORMATIVO PSC 3.0

FOR: [WWW.IMPULSADOS EN LA COMUNIDAD DE LAS ESCUELAS PÚBLICAS.CPPSCHOOLS.ORG](http://WWW.IMPULSADOS.EN.LA.COMUNIDAD.DE.LAS.ESCUELAS.PUBLICAS.CPPSCHOOLS.ORG)

PROPUESTO POR: DAVE SIEVERS

FOR: SRES # 5

Misión y visión de la escuela
<p>Impulsado por la comunidad pública escuelas (CPP) comenzó con una pregunta: ¿por qué no todos los estudiantes LAUSD párr su completo potenciales de crecimiento después de su graduación, si se gradúen?</p> <p>Estudiantes LAUSD hijo sólo tan inteligentes como otros estudiantes, y la mayoría de los profesores hijo muy dedicado. ¿Así ¿por qué hijo las escuelas aún roto?</p> <p>CPP escuelas cree siempre allí se atribuyen las escuelas, significa la comunidad y las escuelas no están trabajando juntos.</p> <p>CPPEscuelade la misión es llegar a la escuela y la comunidad trabajan juntos como un equipo.</p> <p>Para lograr esto, las escuelas CPP propone una estructura de Junta de escuela de comunidad local <i>elegido</i> para ejecutar la escuela:</p> <ul style="list-style-type: none"> • 2 miembros de la comunidad y 2 suplentes (elegidos por la comunidad) • 2 padres y 2 suplentes (elegidos por los padres) • 2 profesores y 2 suplentes (elegidos por los profesores) • 2 administradores y 2 suplentes (elegidos por los administradores) • 2 funcionarios y 2 suplentes (elegidos por los miembros del personal) • 2 alumnos y 2 suplentes * (elegido por los estudiantes) * escuelas secundarias sólo. <p>(Véase la sección B-6b para obtener información detallada acerca de la Junta)</p> <p>La visión de las escuelas de CPP es toda la comunidad apoyar los profesores de trabajo y estudiantes hacen juntos: excelente enseñanza + listo de los estudiantes a aprender = estudiantes alcanzan su pleno potencial.</p> <p>Una Junta de Comunidad Local para la escuela hará un poderoso equipo:</p> <ul style="list-style-type: none"> • La Junta escribirá un plan anual para la comunidad escolar. • Cuando la Junta de Comunidad Local para la escuela mantiene el plan, la escuela puede mantener progreso aun cuando dejan claves profesores, administradores o funcionarios. • La Junta se centrará en conseguir los padres y la comunidad involucrada con la escuela fuera de las aulas, mientras la administración, Facultad y personal se centrará en el interior de las aulas. • Padres y miembros de la comunidad que hijo elegidos para el Consejo Local de administración de la escuela se pagará por sus servicios.
Diseñar controladas por datos & alumno centrado en programas educativos
<p>CPP escuelas utilizarán maestría aprendizaje, un método de enseñanza que se ha demostrado para hacer una gran diferencia para el esta de los estudiantes en 337 más estudios independientes.</p> <p>Aprendizaje de dominio significa el profesor no comenzar la siguiente lección hasta todos los estudiantes comprenden la lección se enseña. En un aula tradicional, es el <i>estudiante</i> quien es responsable de mantenerse al día con el trabajo. En un aula de aprendizaje de dominio, el <i>profesor y el alumno</i> trabajan en asociación para dominar la lección.</p> <p>El Consejo de Administración Local para la estructura de la escuela significa la escuela se organiza para la comunidad escolar toda ayuda a los estudiantes un tener éxito en el aula, no sólo el maestro.</p>

Programa de instrucción
<p>Hay una diferencia entre la inteligencia y habilidad. Nuestros estudiantes tienen la inteligencia para usar teléfonos celulares, computadoras y video juegos, lo deben hacer es convertir esa inteligencia en habilidades en Ciencias matemáticas, lectura y escritura. Las habilidades más tienes, las oportunidades más que tienes en la vida. CPP escuelas utilizarán maestría aprendizaje para asegurarse de nuestros estudiantes cuenten con las habilidades académicas necesarias para tener éxito en la escuela o un programa de capacitación de empleo.</p> <p>Estudiantes con discapacidad: toda la escuela apoya para estudiantes con discapacidad.</p> <p>Desventaja socioeconómica de los estudiantes: la escuela proporcionará suministros un los alumnos las necesiten.</p> <p>Estudiantes con necesidades especiales – ayudará un tren PCC de las escuelas de voluntarios para servicios de respiro para padres de necesidades especiales .</p> <p>Estudiantes superdotados – maestría aprendizaje ofrecerá actividades de enriquecimiento.</p> <p>Estudiantes del idioma inglés: plan de estudios de las escuelas CPP enseñará las habilidades lingüísticas nuestros estudiantes necesitan.</p> <p>Estudiantes de inglés estándar: aprendizaje de dominio ha sido probado para hacer una diferencia significativa en el aula.</p>
Cultura escolar
<p>Escuela debe ser un tiempo donde los estudiantes despide lo les gusta hacer y encontrar un sueño para su futuro. CPP escuelas cree estudiantes no deben sólo estudio, sino debe tomar al menos dos viajes al año con sus profesores para visitar museos y otros lugares de interés. Las escuelas deben ser más trabajar en el aula; debe ser un momento de crecimiento en un adulto joven maduro es feliz y optimista acerca de tener un futuro exitoso.</p>
Participación y compromiso de padre
<p>Los padres y miembros de la comunidad que sirven en el Local de la Junta de directores son la parte más importante del plan de escuelas de CPP. Sin la comunidad y el trabajo de la escuela como un equipo, se producirá un error en la escuela. CPP escuelas también cree que los padres y miembros de la comunidad elegido miembro del Consejo se preste para el importante trabajo que hacen.</p>
Dotación de personal
<p>CPP escuelas cree que una mayoría de profesores son extremadamente dedicada; la escuela sólo necesita mejores métodos de enseñanza y trabajar con la comunidad. Una vez elegido, es la Junta de escuela de comunidad local que guiarán la contratación de profesores y el director. Entretanto, el distrito tiene un departamento de personal muy profesional que puede encontrar grandes maestros para abrir la escuela. Las escuelas de CPP te necesita. Si te gusta esta propuesta, dile a tus amigos y póngase en contacto con el Consejo escolar LAUSD y pedir el plan de escuelas de CPP. Gracias.</p> <p>Por favor visite www.CPPSchools.org (español e inglés) para obtener información detallada acerca de la propuesta.</p>
Información de contacto del equipo solicitante
<p>Plomo o nombres de miembros del equipo: Dave Sievers</p> <p>Número de teléfono de contacto de equipo del solicitante: (845) 527-7520</p> <p>Solicitante equipo contacto correo electrónico: info@cppschoools.org sitio Web: www.cppschoools.org</p> <p>Copyright © 2011, impulsado por la comunidad escuelas públicas.</p> <p>Escuelas de CPP está dispuesta trabajar junto con otros equipos de candidatos del PSC 3.0.</p>

CPP Schools Proposed School Calendar

CPP Schools will follow the traditional L when published.

First Day of School: 09/05/12

Last Day of School: 06/21/13

Number of Instructional Days: 180

Number of Holidays: 20

Number of PD Days: 14

DAILY SCHEDULE FOR ELEMENTARY

Regular Schedule (Kindergarten - 5th grades) Horario Regular (Kinder - quinto grado)	Time Hora
First Bell	7:45 a.m.
School Begins	7:50 a.m.
First Recess	9:00 a.m.
Second Recess	9:30 a.m.
Third Recess	10:00a.m.
First Lunch	11:00 a.m.
Second Lunch	11:40 a.m.
Third Lunch	12:20 p.m.
Dismissal (Mon, Wed, Thur, Fri)	2:09 p.m.
* Dismissal-Banked Days (Tuesday)	1:09 p.m.

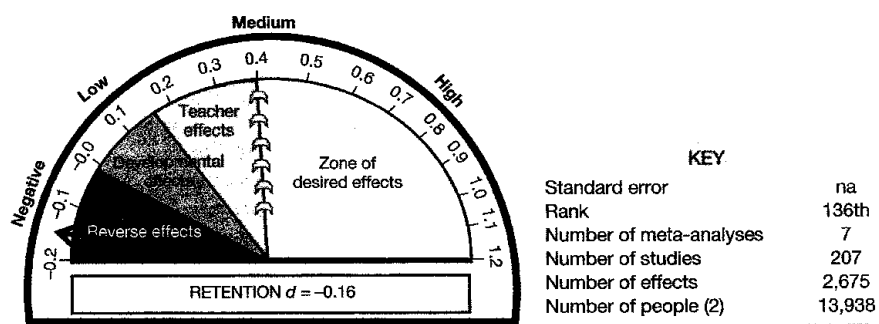
Pre-Kinder Schedule (Mon -Thur) Horario de Prekinder (lun -jue)	Time Hora
School Begins (Morning Pre-Kinder)	7:50 a.m.
Dismissal (Morning Pre-Kinder)	10:10 a.m.
School Begins (Afternoon Pre-Kinder)	11:40 a.m.
Dismissal (Afternoon Pre-Kinder)	2:00 p.m.

Minimum Day Schedule (Kindergarten - 5th grades) Horario de Día Mínimo (Kinder - quinto grado)	Time Hora
First Bell	7:45 a.m.
School Begins	7:50 a.m.
First Recess	9:00 a.m.
Second Recess	9:30 a.m.
Third Recess	10:00 a.m.
Dismissal (Kinder - 5th grades)	12:19 p.m.
Lunch	12:19 p.m.

Shortened Day Schedule (Kindergarten - 5th grades) Horario de Día Corto (Kinder - quinto grado)	Time Hora
First Bell	7:45 a.m.
School Begins	7:50 a.m.
First Recess	9:00 a.m.
Second Recess	9:30 a.m.
Third Recess	10:00 a.m.
First Lunch	11:00 a.m.
Second Lunch	11:40 a.m.
Third Lunch	12:20 p.m.
Dismissal (1st - 5th grades)	1:34 p.m.

CPP SCHOOLS POLICY FOR PROMOTION AND RETENTION

CPP Schools will not retain any student as that has been shown to have significant adverse effects on student achievement.



Source: Visible Learning, Hattie, page 97

CPP Schools Job Description for the Principal

Job Purpose

Will serve as the lead administrator (principal) of the school site that serves students in the Los Angeles Unified School District. The person selected will be responsible for the implementation of the instructional program as approved by the Local Board of Directors for the School, and the operation of the school and all other site facilities.

Responsible to

The Local Board of Directors for the School.

Subordinates

Assistant Principals, number and responsibilities To Be Determined, Certificated and classified personnel.

Functions

Principal Functions:

Responsible for hiring an administrative team.

Implements the Annual School Plan as written by Local Board of Directors for the School; reports to the Board as needed and provides a yearly report on the successes and failures of the Annual Plan.

Serves as a resource for, and liaison to, the stakeholders of the Community-Powered Public School community..

Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.

Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, and Gifted and Talented students.

Provides leadership for, and facilitates collaboration with, all stakeholders on identifying goals for student achievement; assesses progress toward meeting goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.

Prepares guidance for school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.

Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.

Organizes and conducts school extra-curricular activities and fundraising events.

Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.

Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

Maintains positive public relations and outreach contacts with parents and community groups.

Provides effective professional development and training for all stakeholders to improve student achievement.

Ensures the maintenance of a clean physical environment that is conducive to good health and safety.

Evaluates the performance of certificated and classified personnel assigned to the school site.

Functions:

During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.

Performs other duties as assigned.

Qualifications

on

An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.

At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.

At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology to meet the requirements of the District's Master Plan for English Learners.

For additional information on Master Plan requirements, refer to LAUSD Human Resources Division bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Experience

ed)

At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.

tion to or concurrent with the eight years required above:

At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.

At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position

- Certificated experience at a minimum of two locations.
- Desirable Technology skills and experience aligned to district data systems; familiarity with distance learning programs; familiarity with options programs and options students needs.

(NOTE: No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.)

Knowledge, Skills, Abilities, and Personal Characteristics

- Ability and integrity in dealing with confidential matters.
- Ability to provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.
- Knowledge of District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts.
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
- Commitment to standards of assessment and accountability as specified in the District- wide reform movement.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.
- Ability to observe, evaluate, and utilize subordinates effectively.
- Knowledge of effective administrative and managerial practices and the ability to implement them.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the fields of elementary and secondary education.
- Knowledge of staff development and in-service resources and the ability to implement them.
- Knowledge of secondary and elementary curriculum, District instructional objective, and best instructional methods and strategies.
- Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to elementary and secondary education.
- Ability to make formal, public presentations.
- Knowledge of, and skill in, budget preparation and control.
- Ability to communicate effectively with students, supervisors, peers, teachers, other District personnel, parents, community and union representatives, and other stakeholders, both individually and as a group.
- Ability to compose and comprehend written communication.
- Ability to effectively utilize computer technologies, such as email and word processing programs.

- Ability to cope with crisis situations and the need to make immediate decisions.
- Ability to cope with high volume work and multiple tasks.
- Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
 2. Standard or General Administration Credential
 3. General Supervision Credential
 4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description
 5. One elementary and one secondary level credential from among the following:
 6. Elementary School Administration or Supervision Credential
 7. Secondary School Administration or Supervision Credential
-

Los Angeles Unified School District
SPECIAL EDUCATION

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION

DIVISION OF
APPENDIX E

Applicant Team Name: Community-Powered Public Schools www.CPPSchools.org

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>Response to Intervention (Rti) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
Outcome 2	Intervention Programs	<p>Response to Intervention (Rti) approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Rti shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of supplementing core curriculum with the web-based math program, ALEKS, and other programs like remedial math, reading, etc. Extended School Year (ESY) program shall be offered to eligible students with disabilities. The program shall provide 2.5 credits per course, and designed to limit regression of learned skills. The SST counselor shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The school shall continue to provide professional development opportunities for general education and special education teachers so as to maximize access and achievement of</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		students with disabilities in the core curriculum and in the implementation of RtI. District-wide assessments shall be used to monitor progress.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>If the IEP committee determines that the student's behavior is a manifestation of his/her disability, the school shall design and implement systematic procedures to promote lasting, positive changes in the student's behavior.</p> <p>The school shall run a 3-Tiered Behavioral system.</p> <p>Tier 1: Benchmark (80-90%) - Successful school-wide and classroom positive discipline plan shall be implemented and behavioral progress shall be monitored.</p> <p>Tier 2: Strategic (10-15%)- Supplemental interventions such as social skills training, social skills groups, and counseling shall be made available to students, and students' behavioral progress shall be monitored.</p> <p>Tier 3: Intensive (5-10%)- A behavioral support system shall be developed with a focus on the individual student, and data shall be frequently collected to assess response to intervention.</p> <p>All school site staff shall receive training for functional behavioral assessment of students with disabilities whose behavior impedes learning. The school shall provide staff with professional development on best practices in suspension alternatives and ethical discipline, and also mandate its use by support staff. Professional development in classroom management and behavioral strategies shall be provided to classroom staff as part of the implementation of the Discipline foundation policy.</p> <p>Students in the special education program shall include students who demonstrate learning and behavioral needs that significantly affect performance in one or more academic areas. These students shall be served in either the Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) or Other Intervention (OI) classes.</p> <p>Approximately 10% of students throughout LAUSD require Special Ed Services.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

APPENDIX E

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Community-Powered Public Schools www.CPPSchools.org

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		also be scheduled at a place and time acceptable to both parents and school.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Response to Intervention (RtI) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>Special education instruction must be explicit, intensive, and supportive. In order to effectively provide instruction to students who may be struggling with reading, core general education textbooks shall be supplemented with abridged versions that address the CA content standards. To improve student performance, a multi-tiered approach to instruction that focuses on appropriate grade-level instruction shall be implemented. This shall include grade-level and intensive intervention tied to IEP goals and CA content standards. Benchmark assessment information and progress monitoring shall be used to intervene and appropriately provide support to students, and</p>

Los Angeles Unified School District
SPECIAL EDUCATION

DIVISION OF

APPENDIX E

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION
Applicant Team Name: Community-Powered Public Schools www.CPPSchools.org

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>teachers shall continue to receive the training that is required for the implementation of these benchmark assessments. Ongoing progress monitoring shall be used to ensure that the needs of students are being appropriately identified and met. Core curriculum, including strategies aimed at supporting differentiated instruction in special day programs shall be improved. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of using the web-based Math program, ALEKS, and students with disabilities shall be included in all aspects of math instruction and intervention.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Alternate Standards shall apply, but not limited to 1) students with moderate, severe/profound intellectual disabilities. 2) Students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors who have failed to respond to functional and systematic behavioral interventions in a less restrictive environment.</p> <p>A comprehensive, individualized behavior management system that includes proactive teaching, rehearsal of social/daily living skills, and structured and consistent reinforcement systems shall apply to qualifying students, as stated in their IEPs. Acquisition of age and grade appropriate academic, social, and emotional skills through the above alternate standards would enable students to access the general education curriculum, meet California graduation requirements, and also prepare students to become productive members of society.</p> <p>The school shall ensure maximum integration of students with moderate to severe/profound intellectual disabilities, in compliance with outcome 7 of the mandated consent decree. School administrators shall regularly review the IEPs of students with moderate, severe/profound intellectual disabilities to ensure that integration/mainstreaming opportunities and percentage of time outside of general education indicated in IEP correlate with students' schedules.</p>
<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>The school shall provide a range of programs and related services to all students eligible for special education. Program services shall include, but not limited to, Autism Spectrum Disorder (ASD), Deaf and Hard of Hearing (DHH), Least Restrictive Environment (LRE). Related services shall include, but not limited to, Adapted Physical Education (APE), Assistive Technology (AT), Speech</p>

Los Angeles Unified School District
SPECIAL EDUCATION

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Los Angeles Unified School District

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SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Community-Powered Public Schools www.CPPSchools.org

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p><i>General Education with direct special education support in the general education classroom</i></p> <p>Students in the resource specialist program (RSP) shall receive special education support for the general education curriculum in the general education setting. The special education teacher shall be in the general education classroom to provide direct instruction, instructional support or assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher shall be responsible for monitoring the student progress on IEP goals.</p> <p><i>General Education with direct special education support outside the general education classroom</i></p> <p>When special education support cannot be appropriately provided in the general education setting, the student shall receive selected services or all services he/she needs in a Resource Specialist Program (RSP), Special Learning Disability Special Day Class (SLD/SDC), multiple disability orthopedic (MDO), Community Based Instruction (CBI), Mental Retardation (MR) or Other Intervention (OI) programs. The special education teacher shall be responsible for monitoring the student's progress on IEP goals, and providing accommodations and modifications to the general education curriculum to make it more accessible to students.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The IEP is the foundation of quality education for every student with a disability, and all students who receive special education and related services are required by law to have an IEP. The IEP process guarantees effective teaching, learning, and better results for students with disabilities. Parental involvement is a key component of the IEP process. Parents shall be actively engaged in all aspects of the IEP process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to the student's educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter.</p> <p>The school shall conduct meetings to write, review/revise every student's IEP in a timely manner, in accordance with state and federal law. A minimum of 98% of IEP translations shall be completed within 60 days of the IEP meeting date.</p> <p>Once an IEP meeting is scheduled, the school shall promptly notify all participants. Parents shall be notified in a timely fashion to make sure they have an opportunity to attend. IEP meetings shall</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and Language, and Transition. Support services shall include technical assistance to students and parents in the areas of behavior intervention, instruction, and support for inclusive environments. The school shall monitor the delivery of supports and services through the Welligent Services Tracking System user data. Resource specialists, special day program teachers, and related service providers shall be required to complete service tracking system logs, and also be held accountable for providing services specified in student IEPs.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Transition services shall be provided to students with special needs age 14 (and sometimes younger) in accordance with IDEA 2004. Transition planning for a student beginning at age 14 or younger shall involve helping the student plan his or her courses of study so that the classes the student takes will lead to his or her post school goals. Transition services for a student beginning at age 16 or older shall involve providing the student with a coordinated set of services to help the student transition from high school to post high school activities. These activities include, but are not limited to post secondary education, vocational education, integrated employment (including supported employment), continuing or adult education, adult services, independent living, and/or community participation.</p> <p>Transition services shall be based on the individual student's needs, taking into consideration the student's strengths, preferences, and interests. These services shall be delivered through direct and/or indirect support coordinated by a transition support teacher.</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>CPP SCHOOLS will provide full social supports for all students through the student supports peer support program at CPP SCHOOLS, as well as full inclusion and recruitment in all student activities. School districts have an obligation, under the federal Individuals with Disabilities Education Improvement Act (IDEIA) to provide students with disabilities an equal opportunity to participate in extracurricular and non-academic activities. These activities may include athletics, counseling services, health services, transportation, recreational activities, clubs and special interest groups sponsored by the public agency, referrals to agencies that provide assistance to students with disabilities, and employment services to students, including both public agency employment and assistance with outside employment. All students shall be encouraged to actively participate in these activities. SPED students have a lot to contribute!</p>

MCD OUTCOME		COMPONENT	SCHOOL PLAN
			The school shall take necessary measures, including the provision of supplementary aids and services determined as appropriate and necessary by a student's IEP committee, to provide nonacademic and extracurricular services and activities in the manner necessary to afford every student an equal opportunity for participation in these services and activities.
Federal requirement	Providing Extended School Year		Extended School Year (ESY) services shall be provided if a student's IEP team determines, as mandated by California school law and the 2004 IDEIA statute and regulations, that the services are necessary for the Free and Appropriate Public Education (FAPE) to the student. If the IEP team determines that a student is ineligible for ESY, the student may be referred to the general education inter-session program.
			All students who are eligible to participate in ESY shall receive 20 days of instructional services per academic year (a 4-week program), including holidays, unless otherwise specified in their IEP. The ESY program shall run for 4 hours a day and students may take a maximum of two classes (2 hours per session). The program shall provide 2.5 credits per course, and designed to limit regression of learned skills and not for the purpose of earning credits.
Federal Court requirement	MCD Outcomes (to be woven among others)		CPP SCHOOLS will comply with all federal consent decrees as mandated by law, and also do more than that: comply, to the best of our ability, with the spirit of the law to correct the injustices the law was designed to remedy.
All	Professional Development		Professional development that leads to effective implementation of RtI requires that administrators, teachers, support personnel, and instructional aides/paraprofessionals possess the requisite skills to conduct RtI. School-site professional development shall occur both within and across administrative structures. Professional development shall be linked to ongoing assessment and student need, and follow-up professional development shall be focused on meeting these identified needs. Teachers shall be trained to examine current instructional practices, improve existing skills, and to gain new knowledge and skills to ensure better-quality targeted instruction. All school personnel assigned to provide instruction to students shall participate in ongoing, job-embedded professional development that will lead to effective research-based instruction with

SCHOOL PLAN		
MCD OUTCOME	COMPONENT	
		the Rt ³ approach. Special education teachers and instructional aides/paraprofessionals who provide instructional support to students in the core curriculum shall be included in training along with their general education colleagues. All school-site educators shall receive training on the district-adopted intervention program so as to effectively serve students in the tiered intervention model.
Outcomes 6, 8, 16	Staffing/Operations	CPP SCHOOLS will provide certified teachers to staff the following classroom settings: Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) and Other Intervention (OI) programs. Additional supports include instructional aides, MCD clerk, file clerks, translators and a Bridge Coordinator.
	Fiscal	Budgeting will align with LAUSD's transparent budgeting process. Additional funds will come from grants and endowments that the CPP Schools Board of Directors will seek as part of the CPP SCHOOLS Local School Board Plan. Seeking supplemental outside funding for SPED is vital, as SPED teachers and staff need to attend conferences and workshops in the latest instructional and support methodologies for SPED students, as well as attend mobility fairs and conferences, and bring the latest technological and mechanical aides and supports to parents. Additionally, training students and parents to provide respite services will aid our parents of disabled students at CPP SCHOOLS greatly.
Outcome 14	Parent Participation	Parental involvement is a key component of the IEP and education process. Parents shall be actively engaged in all aspects of the education process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to his/her child's educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter. This provision will help to ensure that parents are not limited in their ability to participate in their child's education because of language or communication barriers. A minimum of 90% of parent's complaints shall be responded to within 30 days. Parents shall be encouraged to actively participate in the IEP process, and have regular knowledge of how their child is responding to interventions. Evidence shall be provided of recorded attempts

MCD OUTCOME		COMPONENT	SCHOOL PLAN
			to convince parents to attend IEP meetings in accordance with Section 300.345(d) of the 2004 IDEA regulations. Parents shall be given an opportunity to make suggestions and gain access to written intervention plans with details about how the school is helping their child. Parents shall also be encouraged to attend PTA meetings and engage in volunteer activities on school campus or parent center.

<input type="checkbox"/> Traditional	<input type="checkbox"/> Pilot	<input type="checkbox"/> Network Partner	<input checked="" type="checkbox"/> ESBMM
<input type="checkbox"/> Independent Charter <input type="checkbox"/> Affiliated Charter			
Name of School <u>SRES # 5</u>		Name of Applicant Group/Applicant Team <u>COMMUNITY-POWERED PUBLIC SCHOOLS</u>	
Lead Applicant <u>Dave Sievers</u>		Title of Lead Applicant <u>LAUSD TEACHER</u>	
Mailing Address <u>P.O. Box 2063 MONROVIA, CA 91017</u>			
Phone Number <u>(845) 527-7520</u>		Fax Number _____	
Email Address <u>info@cppschoools.org</u>		Website (if available) <u>WWW.CPPSCHOOLS.ORG</u>	

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 Dave Sievers

Title of Lead Applicant LAUSD TEACHER

Signature of Lead Applicant



Date

11/15/11

Name of Board President* _____

Signature of Board President* _____

Date _____

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