

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

(Multicultural Achievement Technology Teaching & Innovative Experiences)

ACADEMY OF CHANGE

Charter School

Charter School Petition

Presented to

Los Angeles Unified School District

333 S. Beaudry Avenue

Los Angeles, CA 90017

January 7, 2011

Revised May 13, 2011

Table of Contents

Letter of Intent to Apply for a Charter School.....	1
MATTIE ACADEMY Charter Briefing.....	2
AFFIRMATIONS and ASSURANCES.....	9
Initial Screening Checklist.....	10
Element 1 – The Educational Program.....	25
Element 2 – Measurable Student Outcomes.....	51
Element 3 – Method by Which Student Outcomes will be Measured.....	53
Element 4 - Governance.....	56
Element 5 – Employee Qualifications.....	65
Element 6 – Health and Safety.....	76
Element 7 – Racial and Ethnic Balance.....	80
Element 8 – Admission Requirements.....	84
Element 9 – Financial Audits.....	88
Element 10 – Suspensions and Expulsions.....	90
Element 11 – Retirement Programs.....	98
Element 12 – Attendance Alternatives.....	99
Element 13 – Employee Rights.....	100
Element 14 – Dispute Resolution.....	101
Element 15 – Employer Status and Collective Bargaining.....	103
Element 16 – Procedures to be Used if the Charter School Closes.....	104
Other Items.....	109
APPENDIX A: Articles of Incorporation and By-Laws.....	112
APPENDIX B: Conflict of Interest Policy.....	113
APPENDIX C: Discipline Policy.....	114
APPENDIX D: Special Education Plan.....	121
APPENDIX E: Organization Chart.....	129
APPENDIX F: Budget.....	131
APPENDIX G-1: Instructional Strategies.....	140
APPENDIX G-2: Professional Development Calendar.....	144
APPENDIX G-3: Instructional School Calendar.....	145
APPENDIX G-4: Curriculum Development Timeline.....	146
APPENDIX G-5: Implementation Plan.....	148
APPENDIX H: Demographics.....	152
APPENDIX I: Other Documents.....	159

Letter of Intent to Apply for a Charter School

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Innovation and Charter Schools Division**

Name of proposed charter school	<u>MATTIE ACADEMY OF CHANGE</u>
General location of proposed charter	<u>Carson, Calif.</u>
Projected Grade Levels-Year 1	<u>6-12</u> Projected Grade Levels-Year 5
	<u>6-12</u>
Projected Enrollment-Year 1	<u>525</u> Projected Enrollment-Year 5
	<u>525</u>

Lead Petitioner Information:

Name	<u>Dr. Denice Price</u>
Address	<u>17710 Sycamore St., Carson, California 90746</u>
Phone number(s)	<u>562-480-2947</u> Fax <u>310-635-6766</u>
E-mail address	<u>denicecp@aol.com</u>

Other members of the Charter Development team

Greta Price **Erik McKee**
Harvetta Kashka **Aldina Washington**
Blanche Cook _____

Certification:

X__ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

X__ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

<u>Denice Price</u>	_____	_____
PRINT NAME	SIGNATURE	DATE

MATTIE ACADEMY Charter Briefing

MATTIE Academy of Change Charter School (MATTIE Academy) is a public middle/high school planning to serve 525 inner-city, at-risk students in grades 6 thru 12 in a No Child Left Behind Title I area of Carson California. We do not charge tuition, nor do we discriminate by race, ethnicity, national origin, gender or disability. The target neighborhood and facility is in Carson California.

The city of Carson does meet the board policy of low API scores at the middle and high school level.

MATTIE Academy has not applied to any other jurisdiction for charter approval. We do not have any sister schools in the district or any other jurisdiction.

Mission and Vision

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.

Board of Directors

MATTIE Academy shall function as a nonprofit organization pursuant to California law. The school will be governed pursuant to the bylaws adopted by the incorporators. The governing board's major roles and responsibilities will include 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, selecting and evaluating the top

administrative staff. The Board of Directors will be non-sectarian in all its programs, policies, and practices. Members of the Board of Directors will be selected based on community involvement, subject area expertise, and their dedication and commitment to the education of youth.

The Board of Directors will include six (6) board members, and no less than three (3). The Board of Directors will represent the community-at-large by including educators, business leaders, clergy, community activists, and parents. Additionally, one representative of the Los Angeles Unified School District will sit on the school's governing board. In order to prevent any real or perceived conflict of interest or incompatibility of office, this district representative will serve as a non-voting member who facilitates communication and mutual understanding between the charter school and the district.

The Board of Directors are selected on their individual expertise along with their love for children and the opportunity to help and make a difference in the life of a child. A short snippet of information on each member is listed below and the full resume can be found in appendix.

- **Roger Branch Jr.** – Mr. Branch received his Associates Degree in Accounting and Finance and has been an employee for the U.S. Postal Service as an Accounting Technician. Mr. Branch is responsible for the accounting of thirty two post offices in the Inglewood area. Mr. Branch is very involved with his community by volunteering in public schools for Local District 8 in Los Angeles Unified School District for the past ten years.
- **Naomi C. Ferns** – Naomi Ferns has over thirty years of experience working in the Compton Unified School District in various positions including, but not limited to, Executive Assistant to the Superintendent/Associate Superintendent, Assistant to the Superintendent/Director of Secondary, Director of Student Support Services, Elementary/Middle School Principal, Psychologist and classroom teacher.

Naomi Ferns has a Bachelor of Arts Degree in Elementary Education from California State University, Long Beach. While attending California State University, Long Beach, Naomi Ferns continued her education and received a Masters Degree in Elementary Education. In an effort to enhance her educational knowledge, Naomi Ferns attended Pepperdine University where she completed graduate courses in Curriculum, Administration and Psychology.

- **William D. Keith, M.D.** – Dr. Keith has a private practice limited to dermatology specializing in general medical dermatology, cosmetic dermatological surgery, related skin diseases, and dermatologic medical-legal evaluations. Dr. Keith received his Bachelors of Science Degree of Pharmacy from the University of Washington, School of Pharmacy in addition to a graduate degree from the School of Public Health. Dr. Keith received his medical degree from the University of Washington, School of Medicine in 1973 then went on to finish his internship, residency and fellowship.
- **Michael Luther DDS, MPH** - 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 receiving a Master of Public Health Degree. Dr. Luther later returned to Howard University to complete a residency in Orthodontics.

Dr. Luther has been involved in the financial community as Co-Founder of “Funding Your Dream” a nonprofit organization to help inner city businesses obtain start-up funding. Additionally Dr. Luther was a founding Board Member of Line Hawkes Inc., a venture capital fund with 350 million dollars under management.

As a member of the Kappa Alpha Psi Fraternity, Dr. Luther serves as a mentor and advisor to youth with special emphasis on college preparation and career choices.

- **Bishop Emery Lindsay** - Bishop Lindsay is a graduate of Central Baptist Theological Seminary, and 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”.
- **Joycelyn Adams** - Joycelyn Adams has over 15 years experience in the public school system. She has worked as an Administrative Assistant in a large urban elementary school. She has served as President of the School Site Council, as parent representative and presented in the National Equity Schools conference with the Foster Elementary School.

Top Leaders / Charter Development Team

A graduate of UCLA, Denise C. Price Ed.D earned her doctorate degree in Educational Leadership. Dr. Price’s dissertation was; “A Description of the Parental Involvement Program at the Stephen C. Foster Elementary School”. Dr. Price has served as a principal, teacher and counselor for several districts in Los Angeles County. Additionally, she served as an external evaluator and a contracted consultant for the Los Angeles County Office of Education assigned to LAUSD Local District 8. She has also served as assistant professor in Educational Administration (Graduate) at CSUDH and CSULB. Dr. Price has managed the administrative operations at various schools while overseeing multi-million dollar general fund and categorical budgets. She has also coached and provided assistance to new and aspiring principals as well as support to principals of “high priority schools” in Los Angeles County. When Compton Unified School District’s test scores were below national average, Dr. Price was recruited by the State Administrator to provide leadership as a Principal and led her students in grades K-5 to substantial improvements. Dr. Price recently completed the ACSA Superintendent’s Academy and received recognition from Turning Point magazine as a Living History Maker in the educational category. She has also published an article in ACSA, Educational Leadership Magazine “Do the Right Thing,” October 1997.

Greta D. Price, Ed.D. has served in Long Beach Unified School District as a No Child Left Behind Administrator, Staff Development Coordinator and a Language Arts Specialist for the federally funded Title I program. As a Coordinator of Categorical Projects, Instructional Improvement Coach, and District Coordinator of Staff Development, Dr. G. Price’s ability to use various skill sets to meet the needs of the school district is imperative to curriculum enhancement. When representing the district on the Middle School California State Textbook Selection Committee, Dr. G. Price was an intricate part of the state textbook adoption process. In addition to her attributes, Dr. G. Price sat on the Executive Board of the National Council of Teachers of English where she represented and made decisions for the nations Middle Schools in English Language Arts. Dr. G. Price, a graduate of the University of California Los Angeles, completed the Superintendent’s Academy and the Curriculum Academy.

Mr. Erik McKee is a USC graduate with a B.S. in Public Administration and a M.S. in Counseling and Educational Administration. He has experience working with at-risk students in low

performing school districts in both Southern and Northern California. He has served as Principal in various school districts at the Middle, High, and Adult school level. As an Assistant Principal, he received recognition for implementing an attendance/tardy policy that reduced trancies and tardiness. Under his leadership as principal, the school embraced the High Performance Site-Based Management Model, a Collaborative with USC, the Haynes Foundation and Los Angeles County Office of Education. In addition, Mr. McKee served as a Guidance Counselor at Bancroft Middle School in the Long Beach unified School District. Additionally, Mr. McKee has successfully led the self-study in WASC accreditation, 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. As a former NFL player, Mr. McKee is a motivational speaker, anti-drug advocate, personnel recruiter for teachers and is determined to highlight the importance of education to our youth. He was featured in Education Week, December, 1995 for his accomplishments.

Ms. Aldina Washington: Received a Masters in Business Administration from Keller Graduate School of Management with a focus in Finance, Human Resources, Operations, and Project Management. She also holds 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.

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

Ms. 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 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 Information Technology 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.

Dr. 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 is: "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.

Prop. 39 –Application Submitted?

Per LAUSD, Prop 39 application is not necessary at this time.

Source of Funding

The budget of MATTIE Academy is geared directly toward the structure and needs of the school. The main sources of funding will be through the Charter Schools General Purpose Entitlement, State Apportionments, and Federal Categorical funding. An application to the Joseph Droans Foundation and other philanthropic foundations that focus on educating at-risk students in underserved communities, is in progress.

MATTIE Academy has partnered with Ed Futures, Inc as it relates to the school's operational and financial responsibilities. Ed Futures is an educational management organization (EMO) that was formed to create performance-oriented, cost-effective, public brick and mortar, K-12 charter schools in underserved communities. Ed Futures, funded by the Walton Foundation, will be profit and loss responsible for the setup, launch, and operation of the charter.

Ed Futures (EDF) shall be responsible for all MATTIE Academy operational activities, including start up needs, such as personnel, equipment, books, supplies, materials and cash flow. It is understood that while EDF is responsible for obtaining such funds all funds will either be grant, operating or debt capital.

It is recognized between the parties that EDF has the authority to capture and direct the utilization of any excess of revenues over expenditures. In the event that expenses exceed revenues, EDF, under agreement, would be responsible for any cost overruns. (See EdFutures letter in Appendix F)

Our budget has been crafted with the basic intent of hiring competent, capable and responsible persons in all capacities.

Long-range financial planning includes identifying and seeking support from government agencies, foundations, corporations and other organizations that provide funds for charter schools.

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

The following Best Teaching Practices will be implemented at MATTIE ACADEMY.

- 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

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)
- Provide CAHSEE TEST PREP to students who will be taking the test this school year. Our goal is to ensure that the students have a strong understanding of the test format and the types of questions/problems on the test. This will help the students feel prepared to take the test.
 - Daily Reinforcement Activities will be provided by the period one teacher in the following areas: Vocabulary Development – a word for the week, a Writing Prompt, a Math Problem, and a Conflict-Resolution Situation which allow students to state how they would resolve the conflict. Our goal is to support the student’s retention of important knowledge/skills on a consistent basis.
 - The teachers in the school’s daily instructional program will implement the California State Content Standards for each core subject. MATTIE will instill this practice to be in compliance with the California Educational Subject Frameworks. This practice will ensure that our students are learning what is expected for each subject at their grade level.
 - The school will invite the Los Angeles County Office of Education to do presentations on Teaching Practices that will enhance our instructional program as their workshops reflect the latest research based factual evidence of effective teaching practices. Our goal is to keep our teachers abreast of the latest information that improves a schools’ academic program and our teachers’ instructional delivery performance.
 - The school will invite the various city agencies such as the Department of Health; the Office provides a Substance Abuse Program designed for teens that inform students the dangers of Substance Abuse. Many teen students have personal issues that require professional help. We hope to inform our students of the various agencies that they can go to for help regarding issues that are affecting their lives.
 - The school’s Per Diem Educational Consultants will provide Professional Development to the staff on a regular basis. Topics to be addressed will be based on the students’ learning needs and on the effective teaching strategies that would address a specific learning need. SDAIE teaching practices will be addressed in the staff development workshop to ensure that teachers’ will address the learning needs of our English Language Learners. Our goal

is to ensure that all students are receiving a high quality instructional program that prepares them for the 21st Century workforce.

- The school will provide small classes of the core subject classes with 29 students or less. This arrangement will provide the teacher the opportunity to support the immediate learning needs of the students in the class. It is a best teaching practice to provide students with a nurturing learning environment that allows students an opportunity to be an active participant in the learning process.
- The school will provide a weekly Intervention Day whereby students can select a subject that interests them. The school will offer a 12 week Writing Program whereby students can develop their writing skills, a Life Skills class that teaches daily living skills that support them in taking care of their individual needs, a Computer course that supports the students' learning the various programs that can be used in the workforce, such as Excel, Access, etc. Another important intervention class will be a class that describes the types of jobs that are in the workforce and the requirements that they will need to enter that specific job market.
- The school will have After School Enrichment program which will include tutorials and a comprehensive Resource Center that will be available to all students.

AFFIRMATIONS and ASSURANCES

MATTIE Academy of Change shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Initial Screening Checklist

See following pages

**Los Angeles Unified School District
Innovation and Charter Schools Division**

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter School Name: MATTIE Academy of Change Date: 01/06/2011
 Contact Person: Dr. Denice C. Price Phone No.: 562-480-2947 Fax No.: 310-635-6766

SUMMARY CONTENTS							
* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
_____ _____ _____ 147 147	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: • conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children <u>or</u> • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 					47605 (1) (2) 47605(3)	

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
2, 10 2, 10 2, 10 10 10 10 10	<p>2. Assurances that school will:</p> <ul style="list-style-type: none"> • be non-sectarian in programs, admission policies, employment practices and other operations • not charge tuition • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements • not require any child to attend a charter school nor any employee to work at a charter school • if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. • A charter school shall admit all students who wish to attend. 						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
27	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
27	4. Duration of initial charter petition: 5 years						47607 (a) (1)
100	5. Renewal process/timeline						47607 (a) (1) (2)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
51	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
100	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
58	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
103-104	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
103-104	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
74 73	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
85-86	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisorial oversight						47605 (g) 47613.7
85	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
85-86	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
97-98	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

OPERATIONAL CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		27	1. Description of the educational program of the school (<i>Element 1</i>)				
28	<ul style="list-style-type: none"> an identification of those whom the school is attempting to educate 						
28	<ul style="list-style-type: none"> description of what it means to be an educated person in the 21st century 						
29	<ul style="list-style-type: none"> how learning best occurs 						
133	<ul style="list-style-type: none"> goals of the program 						
29-41	<ul style="list-style-type: none"> how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school 						
29-41	<ul style="list-style-type: none"> instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. 						
42-45	<ul style="list-style-type: none"> specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. 						
44	<ul style="list-style-type: none"> attendance requirements including length of school day and year 						
41-42	<ul style="list-style-type: none"> instructional materials and the process by which curriculum, materials and instructional activities are to be selected 						
49	<ul style="list-style-type: none"> reference to NCLB as it relates to student achievement and credentialing 						
29,133	<ul style="list-style-type: none"> instructional strategies 						
137	<ul style="list-style-type: none"> teacher recruitment 						
138	<ul style="list-style-type: none"> professional development 						
44	<ul style="list-style-type: none"> school calendar 						
27-28	<ul style="list-style-type: none"> daily schedule 						
145	<ul style="list-style-type: none"> mission/vision 						
141	<ul style="list-style-type: none"> demographics/academic achievement of surrounding schools 						
31-33	<ul style="list-style-type: none"> implementation plan 						
49-50	<ul style="list-style-type: none"> High School only <ul style="list-style-type: none"> - meet A-G requirements 						
49	<ul style="list-style-type: none"> - transferability 						
50	<ul style="list-style-type: none"> - WASC 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
51	2. Measurable student outcomes to be achieved by students (Element 2)						47605 (b) (5) (B)
51-54	<ul style="list-style-type: none"> • extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals • when and how often pupil outcomes will be assessed including any assessments of innovative components 						
51-54	<ul style="list-style-type: none"> • specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress 						
51-52	<ul style="list-style-type: none"> • identification of who will be accountable for student progress as it relates to student achievement 						
54	<ul style="list-style-type: none"> • reference to NCLB 						
53	<ul style="list-style-type: none"> • CAHSEE (HS only) 						
—	<ul style="list-style-type: none"> • CELDT 						
51-54	<ul style="list-style-type: none"> • API 						
52-54	<ul style="list-style-type: none"> • AYP 						
52-54	<ul style="list-style-type: none"> • CST 						
—	<ul style="list-style-type: none"> • graduation rate (HS only) 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
55-56	3. Method by which pupil progress in meeting pupil outcomes is measured (Element 3)						47605 (b) (5) (C) 47605 (c)(1)
55-56	<ul style="list-style-type: none"> • use of standardized test scores in measuring pupil progress 						
55-56	<ul style="list-style-type: none"> • use of variety of assessment tools 						
55-56	<ul style="list-style-type: none"> • use of longitudinal, survey and other data in measuring pupil progress (in- house assessments) 						
55-56	<ul style="list-style-type: none"> • methods to ensure that all statewide standards are met and pupil assessments conducted 						
55-56	<ul style="list-style-type: none"> • process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning 						
55-56	<ul style="list-style-type: none"> • process for conducting pupil assessments pursuant to EC § 60602.5 						
55-56	<ul style="list-style-type: none"> • description of all assessment tools including in house assessments 						
55-56	<ul style="list-style-type: none"> • identification of the grading policy 						
55-56	<ul style="list-style-type: none"> • district required language for testing 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
58 61 57- 60,126 57,60, 62 57 108 108 59 58 57	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> • process which ensures staff, students and other stakeholder involvement • methods by which schools consult with parents and teachers regarding school's educational programs • decision-making process, organizational chart, and relevant site committees • assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act • what, if any, relationships district/county will maintain with the charter school and how it will be accomplished • process for amendments to charter • articles of incorporations and bylaws of nonprofit corporation • selection process of board members and governance committees • audit and inspection of records • district required language for governance 						47605 (b) (5) (D) 47605 (c)(2)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
63-64 64,147 63-64 64-72 64-72 63-64 64 63 63-64	5. Qualifications to be met by individuals to be employed by the school (Element 5) <ul style="list-style-type: none"> • process for staff selection • job descriptions for positions • credentials, requirements and qualifications of staff • employee compensation-general description • identification of the roles and functions of staff members • measures of assessment of performance • procedure to be used for adequate background checks • process for recruiting teachers • procedure for monitoring credentials 						47605 (b) (5) (E) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
73-75	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (Element 6)						47605 (b) (5) (F) 47605(g)
73-75	<ul style="list-style-type: none"> school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 						
73-75	<ul style="list-style-type: none"> how the school will ensure that its facilities are safe 						
73-75	<ul style="list-style-type: none"> how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) 						
64	<ul style="list-style-type: none"> role of staff as mandated or non-mandated child abuse reporters 						
64	<ul style="list-style-type: none"> TB requirements 						
73-75	<ul style="list-style-type: none"> employee fingerprints 						
73-75	<ul style="list-style-type: none"> student immunization requirement 						
75	<ul style="list-style-type: none"> address of the facilities to be used by the charter school 						
76	<ul style="list-style-type: none"> compliance with state building code, federal ADA requirements 						
76	<ul style="list-style-type: none"> assurance of Certificate of Occupancy prior to school opening 						
73	<ul style="list-style-type: none"> contains District required language regarding health and safety procedures 						
78	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (Element 7)						47605 (b) (5) (G)
78	<ul style="list-style-type: none"> geographic areas that will be targeted in the outreach effort 						
79	<ul style="list-style-type: none"> state languages to be utilized in the outreach 						
77-78	<ul style="list-style-type: none"> district required language for this element 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
81 82-84 83 83 81 81	<p>8. Admission requirements, if any (Element 8)</p> <ul style="list-style-type: none"> • admission assurances preferences • lottery assurance and procedures • waiting list • preference (if applicable) • states the charter school will admit all pupils who wish to attend • efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)
85-86	<p>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (Element 9)</p>						47605 (b) (5) (I)
87-89 87-89 90-91 88 88-89 88-89 110 90-91 87	<p>10. Procedures by which students can be suspended or expelled (Element 10)</p> <ul style="list-style-type: none"> • procedure for involving parents, students and staff in designing and implementing a discipline policy • due process for students • appeals of disciplinary action • procedures for ensuring rights of students • list of suspension and expulsion offenses • suspension and expulsion procedure • general discipline approach • procedures for rehabilitation readmission and interim placement • district required language regarding special education students 						47605 (b) (5) (J)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
94	<p>11. Procedures for dealing with staff issues (Element 11)</p> <ul style="list-style-type: none"> • relationship between the teachers and the district/county bargaining unit • process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined • labor procedures which will be applied to employees • process for resolving complaints/grievances • process for ensuring due process • manner by which staff members will be covered by STRS, PERS, Social Security or Medicare • process for staff recruitment, selection, evaluation and termination • Procedure for processing and monitoring credentials • Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)
95	<p>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (Element 12)</p> <ul style="list-style-type: none"> • inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment • not require any child to attend a charter school nor any employee to work at a charter school • District required language regarding attendance alternatives 						47605 (b) (5) (L)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
96	<p>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (Element 13)</p> <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						47605 (b) (5) (M)
97	<p>14. Procedures to resolve disputes relating to provisions of the charter (Element 14) See LAUSD "District Required" Language</p> <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 						47605 (b)(5) (N)
99	<p>15. Declaration of Exclusive Public School Employer (Element 15)</p>						47605 (b)(5) (O)
100	<p>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (Element 16)</p> <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
106 105-106 105	<p>Other Items:</p> <p>17. Description of the manner in which administrative services of the school are to be provided</p> <ul style="list-style-type: none"> responsibility for evaluating employees criteria and procedures used in evaluation how hiring decisions are made 						47605 (g)
129-132 131-132 127 127	<p>18. Budget for the financial operation which is consistent with the requirements of any school district budget</p> <ul style="list-style-type: none"> proposed first year operational budget (including start-up costs) financial projections for first three years process for investment procedures and deposit of funds procedure for ensuring adequate cash flow 						47605(g)
107 107	<p>19. Liability of district/county to handle payments if charter school defaults</p> <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 general assurances "District Required" language 						47604
77	<p>20. Court-ordered Integration Language</p> <ul style="list-style-type: none"> action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

***LAUSD – Specific Language**

The address of the Charter school is Carson, CA.

The phone number of the Charter school is 310-984-6985

The contact person for the Charter school is Dr. Denice Price, 17710 Sycamore Street, Carson, California 90746, 562-480-2947, denicecp@aol.com

The term of this charter shall be from 2011 to 2016.

The grade configuration is Grades 6-12.

The number of students in the first year will be 525.

The grade level(s) of the students the first year will be Grades 6-12.

The opening date of the charter school is September 6, 2011.

The admission requirements include: Residency in the district, and eligible to attend Grades 6-12. No other requirements exist.

The operational capacity will be 525 students.

The instructional calendar will be: LAUSD Single Track Calendar

The bell schedule for the charter school will be: Block Schedule

If space is available, traveling students will have the option to attend.

***Special Education Program**

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, MATTIE Academy will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and MATTIE Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special education Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding (“MOU”) by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

***Modified Consent Decree Requirements**

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

Identify the students the school proposes to serve

We propose that the MATTIE Academy of Change, a public high school will serve 525 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. 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, 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. We have developed an instructional program to educate and matriculate each child, regardless of where they are on that spectrum

to achieve our 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.

The student teacher ratio in all grade levels will be 29 to 1. The following is a breakdown of the enrollment projection:

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	150	92%	138.00	38	120	158
Grades 9-12	275	92%	253.00	69	220	289
TOTAL	525	92%	483.00	131	420	551

*EL is English Learners

*FRL is Free/Reduced Lunch Students

Demographic data of the target population (this is done by completing the attached matrix);

See Appendix H Demographics

Academic achievement data;

MATTIE Academy will be held accountable for adhering to STATE and FEDERAL mandates as all public schools in the nation. We are aware that the expected target API score for all schools is 800. The schools in the surrounding areas have not met their API. (See schools below)

Banning HS - 640

Carnegie MS - 698

Annalee Ave Elem - 696

Carson HS - 645

Curtiss MS - 650

Broadacres Elem - 706

MATTIE recognizes that schools with special challenged populations may need time to achieve this target. MATTIE intends to demonstrate a strong increase in student academic performance by all subgroups enrolled at the school by surpassing the non chartered public schools in the area. In addition, MATTIE will attempt to have a participation rate on the CST that exceeds the minimum of 95%.

School's Mission and Vision

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.

Motto “On Time..., On Task..., and on a Mission..”

What it means to be an “educated person” in the 21st century;

The purpose of education in the beginning of the 21st Century is to prepare people to lead productive lives, to enjoy their constitutional rights of “life, liberty, and the pursuit of happiness”.

An educated person will be well versed in the trends driven by the transition from a product-oriented society to that of an information society - one in which access, management, and application of large amounts of information for services-related productivity will be paramount. The educated person will have a practical and theoretical grasp of technology in its many forms and will be capable of seeing opportunities for technology applications to new and emerging problems of a social and personal nature. This person will also understand how to search for understanding and answers to life’s challenges, and will do so with a keen eye towards the diverse constellation of culture, gender, and other influences.

Educated persons will have skills in application of knowledge so that they may be capable of making connections between history, constituencies, personal strengths and deficits to the present day in many contexts. In these contexts, the educated will be capable of collecting, analyzing, interpreting, elucidating, disseminating, and evaluating information. Yet, the educated person of tomorrow will find balance among the burgeoning society, science and technology, and the humanistic dimensions of life, seeking out an understanding of art, music, dance, physicality, and character development.

How learning best occurs;

Students learn through a variety of experiences. They learn when they are challenged and given the necessary support and resources that enable them to meet expected goals and objectives as required in an academically rigorous yet motivational environment. This environment must include emphasis on the arts, ethical values, the social, physical and emotional well being of each student and experiences that give meaning to what the student is taught. Cultural events such as International Festival, African American History Month Celebration, Latin American History Month celebration and Cinco de Mayo Festival, serve to enrich student learning.

The school will provide a high quality, standards- and research- based instructional program focused on the students achieving and exceeding state academic standards. In addition to the core instructional program, enrichment, extended learning and intervention activities will be provided to support student learning and give students an opportunity to develop a personal understanding and appreciation of the world outside the classroom. These and other extended

learning and enrichment activities broaden the knowledge base of the students, provide the context in which they learn and add meaning to the study of the California Content Standards.

How the goals of the program enable students to become self-motivated, competent, and lifelong learners.

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.

Instructional Program

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 Development 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 (ESL) 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.

School Curriculum

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 two 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.

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
2 Electives

***Strong Academic Support**

Double blocked classes for struggling readers and writers.

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

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

Geometry

Physical Education (1 semester)

Fine Art

3 Electives/College Prep Mathematics

12th Grade

English-4

Economics (1 semester)

Government (1 semester)

Science Elective

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.

Math Elective

4 Electives of Career Development

The curriculum has been designed to meet or exceed the California Curriculum Standards as well as comply with the federal mandate specified in No Child Left Behind. In addition, up-to-date textbook materials, published ancillary resources, and Internet learning sites will challenge students and make real-world connections to instruction. The school will have the flexibility of using any state-adopted textbooks, whether current or obsolete. Furthermore, the instructional program is designed to meet the needs of students, provide developmentally appropriate challenges, and support personal growth through mentoring.

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:

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

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.

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.

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

Independent Study Program (ISP)

Independent study will be an 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.

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 voluntary: a choice made by the student, parent, guardian, or caregiver, and the teachers—not an administrative decision of last resort

Attendance records will be based on a student's work within the terms and conditions of his or her written agreement and not on traditional "seat-time." In ISP the student's performance, measured by the terms in the agreement, is converted by the supervising teacher into school days. The computed schooldays are reported as if the student were physically in attendance.

Therefore, in addition to the requirements of compulsory school attendance, independent study must be the voluntary choice of each student, and each student must be motivated to study on his or her own as prescribed by the agreement. These are essential components for a student's progress and educational success.

ISP will be a short-term program designed for students with chronic attendance problems, extenuating, or "Special circumstances." These include personal problems, house arrest, financial hardships, and out of town emergencies. The purpose of the program is to provide students an intervention alternative opportunity to resolve these special circumstances and get on track and focus to work in regular classroom setting. The duration of this Independent Study Program is from 2-4 weeks.

Students are issued textbooks and packets that they can complete independently at home and return by a given deadline. The individual student handout packets are based on state adopted textbooks that are being used in the classroom in the core curriculum areas (English Language Arts, Math, Science, and Social Studies), and include assignments such as writing prompts and preparation for the CAHSEE. The students' submitted packets will be assessed/graded to reflect the students' academic progress. Assessment will include projects, posters, essays, etc. Special Education students will be given opportunity to work with the RSP teacher per their prescribed IEP. For Special Education students, an IEP meeting will be held to change the placement of the student when he or she is placed on Independent Study.

Students are referred by the counselor to the Student Success Team (SST) on a case-by-case basis. The SST discusses each student's case and makes recommendation to place student in short term Independent Study.

The counselor/coordinator will explain the objectives and requirements and outline the responsibilities of both parent/guardian and student. Parents/guardians are required to sign a form acknowledging that they understand the requirements and responsibilities of the program. After signing the forms, students are assigned to counselor or coordinator who will give them their weekly assignments.

Students will report to an assigned coordinator/counselor weekly to turn in and pick up weekly assignments. Students will sign in and out. The coordinator/counselor will keep track/record of students' attendance and will be responsible for grading students' work.

Service Learning

Service learning credits will be given to students who serve as peer tutors or cross-age tutors in lower grades. Any service performed within the community such as volunteering in local hospitals, senior living homes, parks and recreational facilities will also qualify as credit.

School Curriculum Meets State Standards

As described above, the school's core curriculum will be comprised of the California Curriculum Standards as the primary source of the school's curriculum. However, other published programs designed to meet the needs and desires of the community will enhance the program. These programs include approved textbook series that correlate with the California Curriculum Standards as well as programs in character education; service learning; and enrichment for art, music, and physical education. Since the school will participate in statewide testing and will comply with local and state performance tests, the school's curriculum is expected to meet state standards.

How the teaching methodologies and instructional program address the needs of the

targeted student population;

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 CSULB MESA program, and California State University Dominguez Hills (CSUDH).

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.

Congresswoman 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.

The **Winners for Life Program** also known as The “Alliance” Mentoring Program for charter schools, public schools, and youth organizations. “Winners for Life” mentoring program is designed to make significant impacts on the lives of African American males. They fully understand that staff and administration have a strong commitment to improving the lives and academic achievement of all students. The program is specifically designed to work with African American males.

The “Watkins Award” alumni and other scholar athletes will work with African American Males to foster academic achievement, community awareness and responsibility while developing their self esteem and goal setting abilities. The program utilizes sports and athletes to deliver these important messages

The evidence (research base) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter’s targeted population;

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.

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. Many of the 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
- Carson Parents

Textbooks and Other Instructional Resources

The school will purchase comprehensive sets of textbooks, curriculum materials and computers. Correlations with the California State Standards will be the primary criterion for selection. A curriculum committee consisting of the principal and teachers will review textbook offerings to ensure that the materials satisfy both teacher and student needs. Complete programs will be purchased for English/language arts, mathematics, science, and social studies. To ensure a seamless educational experience with surrounding communities, State adopted textbooks will be used.

Note that textbooks are to be used to support the overall curriculum and California Content Standards. Textbooks are not the curriculum but are important resources to teachers to address required content and skills.

How the school will recruit teachers who are qualified to deliver the proposed instructional program;

A variety of national and local outreach efforts will be used to recruit qualified and talented teachers who are able to carry out the mission of the school. The position will be advertised in Education Week, EDJoin in local newspapers as well as Internet services including Craig’s List. The focus of such outreach will be working in a supportive professional environment with competitive pay and benefits, without traditional restraints of working within the public school environment. EdFutures’ expertise in recruitment, training and hiring will be beneficial to the instructional program.

How the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program;

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.

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.

The school’s academic calendar and sample daily schedule, which explain the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.

Students will be on a block schedule. A sample schedule 9-12 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 7

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

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 29:1 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.

Instructional Minutes

The school will comply with and/or exceed the state minimum requirements for 6th – 8th grade level of 54,000 instructional minutes and 64,800 instructional minutes for grades nine through twelve. MATTIE Academy of Change will include all educational time under immediate supervision of a certified teacher and tutorial time in the middle of the day with a “closed” campus.

In addition, MATTIE will have an After School Enrichment program designed to supplement the educational program.

Typical Day at School

High School

When students arrive on campus they will go to a designated area after passing the security clearance for electronic devices and weapons. Breakfast will be served 7:15 am -7:45 am. Once the students have eaten breakfast, all students will report to their assigned classes. Instruction will begin at 7:55 am. Classroom teachers begin with welcome activities that include, but not limited to, the reading of the Daily Bulletin, which includes the word of the week for vocabulary building, writing prompts to improve student writing skills, and character building conflict resolution scenarios for discussion.

Students will be in class for a ninety minute block of time. Student schedules will consist of core classes in English, Math, Science, and Social Studies. Students will be scheduled according to their ability level (i.e., Basic, Proficient and Advanced). Some students' schedules will consist of electives and Physical Education. Schedules are delineated by Even and Odd days, these days and classes rotate weekly.

On a typical day at MATTIE Academy a visitor will see a high adult to student ratio throughout the day. Caring adults helping to maintain discipline and teaching core values will be obvious. Starting from 7:55 am and ending at 2:40 pm, the student day will include a rigorous curriculum being taught with an emphasis on the state content standards with relevance to students for maximum learning and the development of critical thinking skills. A visitor will observe fully engaged, happy, and self-confident students that are eagerly learning in the classroom or physical activities including sports and physical education. The core values will be reflected in the behavior of all involved at MATTIE Academy. Objectives of the lesson will be clearly stated on the board in the language of the learner. Students will be actively engaged and working collaboratively in groups.

Middle School

A typical day at the middle school will be the same as above except the teachers will team teach the core curriculum. Group A teachers will teach English, Language Arts, Social Studies while Group B teachers will be teaching Science and Math. All teachers will have the same cadre of students. Group A students will rotate to Group B, Group B will switch to Group A. All students will be in elective /exploratory class. Middle School students and classes will be located in separate academy on MATTIE campus.

After school enrichment and supplemental activities will begin at approximately 3:00 pm for all students, grades 6-12. The mission of the **After-school Enrichment Resource Center** is to help enrich the lives of disadvantaged boys and girls ages 10 to 17 by augmenting the quality of their academic, social and emotional needs in a fully, supportive and professional environment. As a result of completing 21 Challenges that correspond to seven areas of concentration in 21-week intervals these youth will discover and espouse the intrinsic values that will ultimately advance personal growth and empowerment. Subsequent to successfully completing these core applications— *Testing CAHSEE, College Prep & Empowerment, Goal Setting & Implementation, Creative Thinking & Self-Actualization, Civic Responsibility & Leadership, Oral Presentation, Health & Fitness and Social Enrichment*—program participants will be formally recognized in a ceremony acknowledged by family, friends and community.

The MATTIE Academy school day will be Monday through Friday. There will be 180 days in the calendar year. See Appendix G for Instructional School Calendar.

Describe how the instructional program will meet the needs of:

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 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.

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.

Socioeconomically disadvantaged students;

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 such as 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

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.

Special education students

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.

The implementation plan for the school’s instructional program, including a timeline for implementation of various components of the plan.

As identified in Appendix G Implementation Plan, MATTIE Academy plans to implement this proposal in the first year. Appendix G also includes the Curriculum Development Timeline. 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.

If the proposed school will serve high school students, describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.)

Transferability of Course Credits

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 systems. Parents informed through Parent Rights Handbook, news letters, parent meetings, career day, college bound day.

A to G Admission Criteria

University of California “A-G” Entrance Requirements

Subject	Years Required
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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.

Element 2 – Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

*LAUSD - Specific Language

Set specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following:

- API scores
- AYP AMOs
- CST scores
- CAHSEE scores (if applicable)
- Graduation rates (if applicable)

MATTIE Academy for Change is held to the same accountability requirements for API and AYP AMOs as any other public school. MATTIE Academy’s school-wide goals are to outperform the nearest schools - Curtis Middle School, Carnegie Middle School, Banning High School and Carson High School – as the school strives to meet the state and federal performance targets:

- API score of 800 (or growth as required, if applicable)
- AYP AMOs as required, currently to reach 100% by 2013-14
- All subgroups make at least 80% of the school target
- CST participation rate of at least 95%

In addition, MATTIE Academy for Change holds the following goals:

- **California Standards Test:** A target of 60% proficient in year 3 increasing to 75% proficient in year 5 students scoring proficient or above in English/Language Arts and Math
- **CAHSEE:** Passing rates of 90% or higher by grade 12
- **Graduation:** Rates 90% or higher
- **English Learners:** English Learners at MATTIE
- will progress on average one band increase on the CELDT each year.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Student Attendance:** MATTIE Academy will maintain at least 95% Average Daily Attendance.
- **Parent Satisfaction:** MATTIE Academy will demonstrate a high level of parent satisfaction -- 80% or higher -- based on surveys.

To achieve the above goals, MATTIE Academy will have a plan in place to prepare students for the CST and CAHSEE, The current iteration of this plan is:

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. Department chairpersons will distribute the test prep materials to their grade levels.
8. Teachers' lesson plans 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.

The following are current implementation components:

1. Release time will be provided for professional training/staff development for entire staff.
2. Site administrators will monitor classrooms to see that the test prep plan 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.

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

*LAUSD - Specific Language

****Testing***

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Describe the methods for assessing attainment of student outcomes and how these assessment measures are consistent with the school’s proposed instructional program;

MATTIE Academy will assess core student performance using state assessment instruments, which are consistent with the school’s mission and instructional program.

Mission: To foster learning, achievement, technological sophistication, and citizenship preparation for students in Grades 6 - 12 in the City of Los Angeles whose educational needs are underserved because of economic, political, and social conditions that work against them.

Instructional Program: 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.

Identify additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered;

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

- **Quarterly benchmarks.** MATTIE Academy will use a nationally-normed assessment, STAR by Renaissance Learning, in English and Math to provide a value-added growth measure of student progress quarterly
- **CST-aligned Diagnostic.** MATTIE Academy will use an assessment predictive of CSTs scores, Link-It! Express for California Learns, quarterly to assess student progress toward CST goals.
- **Classroom-based tests, quizzes, and homework assignments.** In all content areas, MATTIE Academy will administer publisher assessments throughout each unit (informal) and at the end of each unit (formal)
- **Portfolios of written work graded pursuant to school-developed rubrics.** In all English and Social Studies, MATTIE Academy will use portfolios to document growth over time at least twice year, as major portfolio assignments are created, revised and completed.
- **Lab results graded pursuant to school-developed rubrics.** In Science, MATTIE Academy will use rubrics to assess the development of students’ scientific thinking and process at least twice a year

- **Public presentations of projects graded pursuant to school-developed rubrics.** MATTIE Academy will use rubrics to assess the development of students' higher order thinking and process skills at least twice a year through interdisciplinary or discipline-specific projects
- **Teacher observations/narratives.** In all content areas, MATTIE Academy will use observation and narratives to assess qualitative aspects of student progress twice a year
- **Student self-evaluations** In all content areas, MATTIE Academy will use student self-evaluations to provide additional insight into student progress twice a year

MATTIE Academy for Change will provide in-depth support for identified groups or individuals in need of additional support:

- 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
- Analyze 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

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.

Assure that state mandated assessments will be administered;

Per California Law, all students will be assessed annually via California required tests. Staff will use the results in addition to other assessments for diagnostic, remedial, and enrichment purposes.

Describe how assessment data will be used to inform instruction and professional development on an ongoing basis.

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.

Element 4 - Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)

*LAUSD – Specific Language

MATTIE Academy of Change and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School

The MATTIE Academy of Change Charter School will comply with the Brown Act.*

*Members of the [Charter School’s] executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

MATTIE Academy of Change 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 Parent’s Association will also create and operate the Parent Education and Resource Center. Through workshops, parent advising and other programs, the Center will assist parents in assuming the supportive role that will enhance their children’s academic achievement.

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.

A central tenet of the MATTIE ACADEMY is parental involvement, both hands-on in the classroom and in advisory roles as well. Parents will be involved at every level management and operations. The school will develop policies and procedures governing parent participation in the School. These will include the minimum number of hours of service expected in an academic year, and the activities and jobs to be carried out by parents.

MATTIE ACADEMY of Change 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.

Members of the MATTIE Academy executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.*

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).*

The charter school and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.*

Grievance Procedure for Parents and Students

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy*

“The MATTIE Academy of Change Charter School will comply with the District policy related to charter schools, as it may be changed from time to time, after notice and reasonable opportunity for input from the Charter School Collaborative.”

Responding to Inquiries

The MATTIE Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MATTIE Academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by MATTIE Academy.

Audit and Inspection of Records*

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the

Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate

State whether the school is proposing to be an independent or affiliated charter;

The MATTIE Academy of Change will be an independent charter school.

Affirm that the school will be operated by a nonprofit public benefit corporation;

The MATTIE Academy of Change will be operated by a nonprofit public benefit corporation. Evidence of nonprofit status is shown in Appendix A.

Provide by-laws for the nonprofit public benefit corporation;

The nonprofit corporation by-laws are shown in Appendix A.

The charter school and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.*

BOARD OF DIRECTORS

MATTIE Academy Charter School Board of Directors 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

Resumes of the MATTIE Academy Board are in Appendix I.

How often the governing board will meet;

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.

The process for selecting governing board members;

Charter School Board members will be selected on the basis of the special skills, talents, and expertise that support the educational and moral development of the students of the school. As needed to replace members, a search will be conducted within the community by the existing board to identify candidates who possess the following:

- A shared vision and commitment to the school's mission
- Credibility and integrity in the community
- Significant educational, professional, or practical qualifications.

Candidates will be interviewed by existing board members and asked to indicate the value that they will offer to the board and the school. The entire board will vote on the candidates and make their final selections.

Removing Governing Board Members

Any member may be removed with or without cause at any regular or special meeting of the Charter School Board by the affirmative vote of a majority of the members then in office. A member who fails to attend three (3) consecutive meetings of the board without any reasonable excuse shall be automatically removed from the board unless the board affirmatively decides to retain such member.

The manner for posting meeting notices, distributing agendas and recording governing board actions.

The school will comply with Open Meetings law and will announce meetings through postings on the school's web site, at the school, and with flyers sent home with students. The school's website will have a Board folder where agendas, minutes, and board actions will be posted.

School Governance Council

MATTIE Academy Charter School will have an on-site Governance Council. The School's Governance Council shall consist of the CEO, principal, parents, teachers, classified staff representation, and local community members. The Governance 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. 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.

Involvement in the Governance Council and the various Governance Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of MATTIE's students. All Governance Council and committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governance Council and committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be

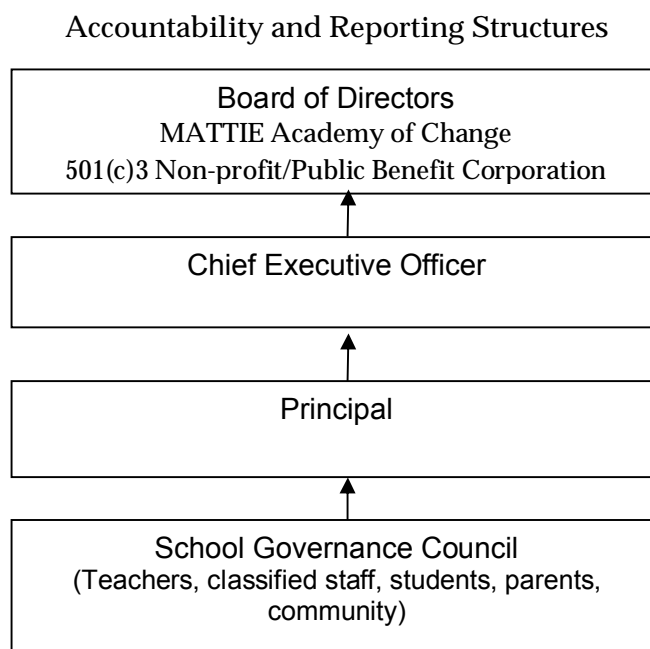
posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

The Governance Council will develop a school wide plan to increase academic performance of all students. Members of the governance council 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 governance council 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.

Committees will be formed as the need arises. Committees will be formed to make decisions in the following areas: Budget, Personnel, Curriculum, Professional Development/Training, (administration, faculty and parents) School environment, and School governance systems. Committees will meet weekly, have agendas, rotate chairpersons.

Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council, as needed.

Provide an organizational chart showing the relationship of the governing board to the leadership of the school;



The above chart reflects the relationships of the decision-makers of MATTIE Academy of Change. A full organizational chart for the school is provided in the appendix.

Provide an assurance that the governance meetings will comply with the Brown Act;

The MATTIE Academy of Change charter school will comply with the Brown Act by guaranteeing the public's right to attend and participate in its meetings. As described above, all Board of Directors, Governance Council, and committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Board of Directors, Governance Council, and committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website.

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 Governance Council. These criteria include commitment to MATTIE Academy's mission and goals, a high level of professionalism, and a high level of accomplishment. The Governance 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.

Ensuring parental involvement

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.

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. Although this agreement is not legally binding, and students cannot be removed from the school if parents do not fulfill its terms, the Parent Agreement 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.

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

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.

Contain an assurance that members of the Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest;

The MATTIE Academy of Change Charter School Board, school administrators, managers, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

*LAUSD – Specific Language

MATTIE Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

Describe the necessary qualifications for school employees;

All professional staff (administrators and teachers) will be required to have state certification appropriate to their positions and meet the minimum requirements for licensure as defined by the state board of education. Prospective employees will be asked to submit evidence during the application process. All school staff will be required to undergo a criminal background check and fingerprinting through the local police department prior to hiring.

MATTIE ACADEMY has partnered with EdFutures, Inc (EDF) to provide operational functions and staff from experienced personnel. The EDF personnel assigned onsite will also be required to undergo a criminal background check. All other non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school’s staffing plan and the school’s adopted personnel policies.

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.

Along with requisite professional background and experience, administrators, other non-instructional staff, teachers, teachers’ aides, and all others having on-site duties at MATTIE ACADEMY satellites will be expected to demonstrate appropriate personal maturity and moral integrity sufficient to justify their participation in educational and other life-shaping experiences for children and youth.

Given the special concern of MATTIE ACADEMY to prepare students for the workplace in the 21st century, teachers and teachers’ aides will especially be expected to have knowledge of and experience with educational methodologies and technologies currently in use, with special attention to how they relate to educational approaches and methods.

- MATTIE Academy will comply with the provisions and procedures of Education Code 44237 – California Education Code Section 47605(b)(5)(f), including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee will be permitted to commence work at MATTIE Academy until clearance has been obtained from the Department of Justice.
- Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and received background clearances prior to volunteering without the direct supervision of a credentialed employee.
- All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Charter Authorizer.
- Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.
- All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

These policies and procedures will be incorporated as appropriate in the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies

Persons who work at the charter school shall be selected, employed, and released by the charter school which will set the terms and conditions of employment. The school will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law.

The following pages contain the job descriptions of employee positions at the MATTIE Academy Charter School.

Job Descriptions

Chief Executive Officer (CEO)

REPORTS TO: Board of Directors

Qualifications: Master's Degree, Doctorate
Experience Minimum, three years successful administrative.
Must possess Administrative Services credential, Secondary teaching credential and Pupil Personnel Services credential

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.

Principal

REPORTS TO: Chief Executive Officer (CEO)

The Principal should possess leadership abilities and a comprehensive educational vision that is consistent with the school’s mission and educational program. In addition, the Principal should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving a high-risk population, including minority children in the inner city, is required.

Qualifications: Must possess an Administrative Services credential/ and Master’s Degree
 Experience Minimum, three years successful administration; Possess either Secondary teaching or Pupil Personnel Services credential.

Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting
- Knowledge of flexible school scheduling, especially “continuous progress” systems which differentiate instruction for individual students, based on assessments of their academic skills
- Capacity to build a school culture which mobilizes the effort of students, staff, and parents to achieve the mission of all students achieving at high levels
- Knowledge of effective practices motivating students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school’s student population
- Capacity to facilitate groups to plan and make decisions
- Capacity to build relationships which foster the development of staff
- Capacity to analyze data on student learning to identify needs for improvement in instruction
- Capacity to observe, evaluate, and select effective teaching and teachers
- Skill in oral and written communications
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments
- Experience working under time pressure and maintaining a positive work environment

Beliefs and Attitudes

- Unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Persistence and resourcefulness in overcoming obstacles to solve problems
- Acceptance of personal responsibility for the educational results of the school
- Flexibility/willingness to embrace change
- High personal ethical standards
- Comfort with smart, highly skilled, assertive staff members
- Sense of humor, can make work playful
- Lifetime interest in how people learn and on one’s own personal development

Program Facilitator

REPORTS TO: Chief Executive Officer (CEO)

The Program Facilitator supports plans, organizes, coordinates and administers a variety of education-related categorical and special projects, services, functions, and activities; and performs all other related duties.

Qualifications: Bachelors Degree, with major coursework in Education or Business.

Experience: Five years of job-related experience with demonstrated competence in an Administrative Services position.

Knowledge and Skills

- Skill in planning, organizing and coordinating service and staff functions
- Ability to interpret administrative regulations and office procedures
- Analytical ability to closely review complex and sensitive situations and recommend appropriate forms of action
- Ability to design, implement, and evaluate program evaluation and reports
- Skill in communicating both orally and in writing with business, education, and community leaders
- Skill in collecting and assembling data, preparing reports, monitoring progress
- Skill in budget preparation
- Ability to modify system procedures and programs within area of responsibility

Responsibilities

- Program coordinaton and operations
- Monitors and tracks assigned grant development activities
- Provides technical assistance to the Office and School District staff
- Responsible for special projects
- Program evaluation
- Selects, trains, and delegate responsibility support staff
- Develops and monitors budgets and expenses as appropriate to projects grants and programs as assigned

Assistant Principal - Middle / High school

REPORTS TO: Principal

QUALIFICATIONS:

- Masters Degree in Educational Administration; Administrative Credential
- Three years teaching/counseling experience
- Teaching and administrative experience at the High School Level preferred
- Successful applicant will need to demonstrate proficiency in the following areas:
- Staff relations, School Community, Leadership Qualities, Educational Proficiencies, and Administrative Skills.

RESPONSIBILITIES:

1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance.
2. Provides purpose and direction for schools/county.
3. Demonstrates cognitive skills to gather analyze and synthesize information to reach goals.
4. Manages group behaviors to achieve consensus.
5. Enhances quality of total school/county organization.
6. Organizes and delegates to accomplish goals.
7. Communicates effectively.
8. Assumes responsibility for assisting in the general supervision of all school activities involving pupils, teachers, and other school personnel.
9. Assists in establishing and maintaining an effective learning climate in the school.
10. Assumes responsibility for the school in the absence of the principal.
11. Assists in the provision of a school-wide discipline program.
12. Maintains high standards of student conduct and enforces discipline according to due process for the rights of students.
13. Maintains school records in areas such as discipline and grades.
14. Supervises the maintenance of accurate records on the progress and attendance of students and works with the County Attendance Director on the attendance and drop-out prevention programs.
15. Evaluate and supervise staff.
16. Performs additional reasonable job-related responsibilities assigned by the building principal.

Teacher(s)

The most important qualifications for our teachers are: (1) caring about our students; (2) familiarity with or willingness to be trained in the school's curriculum sequence and learning styles; (3) ability to demonstrate effectiveness in teaching, preferably in a culturally diverse setting; and (4) a willingness to work hard and to take responsibility and exercise leadership for the school as a whole.

Reports to: Principal/Assistant Principal

Qualifications: Bachelor's degree and State Certification/license as defined by the state board of education. Subject to background checks, conducted in a manner consistent with the law, prior to hiring. If assigned to work with special education and related services or bilingual education, state certification in area of assignment.

Responsibilities:

- Accountable for designing, implementing, and monitoring the learning experiences of each student and class.
- Provide comprehensive instruction consistent with state curriculum standards
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Analyze data from assessments of student work to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Work collaboratively with school staff, students, parents, and community partners and responsible for communicating regularly with parents.
- All staff must meet and maintain the behavior established in the charter school's Code of Ethics.
- Other duties, as assigned.

Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices that motivates students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

Special Education Teacher/Coordinator

Reports to: Principal

Qualifications: Bachelors degree/certification as Special Ed. Teacher
Minimum

Requirements: Special Education teachers need to comply with all Federal and State laws regarding students with disabilities.

Responsibilities:

- Uses appropriate assessments to screen students in need of special education services and support.
- Plans and monitors implementation of individualized educational programs (IEPs) for students identified with special learning needs.
- Provides individualized and small group instruction according to student IEPs.
- Provides individualized and small group counseling on education and personal problems that relate to the student's growth and development.
- Conferences frequently with parents and staff members on each pupil's progress.
- Special Education Teachers will analyze data from assessments of student work in collaboration with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties, as assigned

Knowledge and Skills:

- Experience implementing academic standards and curricula to special education students in an educational setting.
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective classroom management practices motivating special education students to adhere to high standards of conduct.
- Capacity to analyze data on student learning to identify needs for improvement in instruction for the special education population.
- Skill in oral and written communications.
- Capacity to work as an effective team member by interpreting the abilities and disabilities of special education students to the entire staff.

Counselor

Reports to: Principal or Assistant Principal

Qualifications: Bachelors degree/certification as school counselor

Responsibilities:

- Provide individual planning sessions for each student in the areas of academic planning and career awareness
- Conduct small group counseling sessions in response to identified needs within the school system. Topics may include academic skill building, social development, career awareness, conflict resolution, family issues, making healthy choices
- Assist in transition to middle school, high school, and post secondary options
- Interpret tests, student data and other assessments and appropriately discuss results with students and parents in a counseling environment
- Provide information and skills to parents, school staff, administration, and the community to assist them in helping students in academic, career, and social development
- Take a leadership role in working counseling content into the curriculum, staff development, and parent education programs
- Assist parents in addressing school related problems; refer parents to outside agencies and specialists when necessary
- Inform parents and students of test results and their implications for educational and career planning
- Advocate for equal access to programs and services for all students
- Plan and coordinate programs such as career and college fairs, scholarship programs, and other extensions of the counseling curriculum
- Coordinate parent education programs to assist students in making smooth transitions from, middle to high school, and planning post secondary options

- Coordinate School wide testing program (*i.e.*, STAR and CAHSEE)
- Coordinate graduations and promotional
- Work collaboratively with school staff, students, parents, and community partners and responsible for communicating regularly with parents.
- All staff must meet and maintain the behavior established in the charter school's Code of Ethics.
- Other duties, as assigned.

Knowledge and Skills:

- Experience implementing comprehensive counseling programs including academic and career preparation, interpersonal skills, and crisis management
- Capacity to support a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices that motivates students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

Administrative Assistant

Reports to: Chief Executive Officer

Qualifications: Bachelor's degree (B. A.) from four-year college/ university; or three to five years' related experience and/or training; or equivalent combination of education and experience.

Responsibilities:

- Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business details
- Prepares and communicates reports.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens manager's telephone calls, and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.

- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Will require the teacher to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Proficiency with MS-Word, Excel, PowerPoint, Access, Internet software, E-mail

Staff Assistants/Instructional Assistants

Reports to: Principal/ Assistant Principal

Qualifications: Minimum requirements:
High School Diploma, written and oral communications skills; ability to work with secondary students (both individually and in small groups); some proficiency with computer technology.

Responsibilities:

- Assist in the implementing and monitoring of learning experiences of each student and class as prepared by teachers.
- Work collaboratively with students, staff, parents, and community partners.
- Support the emotional and social growth of young children by assisting them in developing caring interaction skills.
- Learn and apply a variety of assessment mechanisms.
- Work with a flexible schedule.
- Infuse technology into instruction and assessment and participate in training needed to acquire the skills to carry out these functions.
- Perform other duties and responsibilities, as assigned by administration.

Health Services Coordinator

Reports to: Principal

Qualifications: Minimum requirements include a current California RN license, Bachelors degree or equivalent experience
valid California Drivers License and use of an automobile.

Responsibilities:

- Provide nursing services to children
- Nursing services include, but not limited to, first aid, immunization assessment and follow-up, communicable disease control, health education, health appraisals, development of school health plans, and child abuse reporting

See Appendix E for MATTIE Academy organization chart.

See Appendix I for additional job descriptions

State that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;

All professional school employees will hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Non-certified teachers will not be employed.

Assure that the school will maintain current copies of all teacher credentials and that they be readily available for inspection;

Current copies of all teacher credentials will be placed in a Teacher Credentials folder in the main office so that it can be easily accessed by parents, district officials, or the community. This information will be shared with parents during parent orientation and other parent meetings.

Identify the steps the school will take, if necessary, to minimize the use of teachers holding emergency permits.

The school does not expect to employ teachers without clear renewable credentials.

Element 6 – Health and Safety

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

*LAUSD – Specific Language

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

Insurance Requirements

No coverage shall be provided to the charter school by the District under any of the District’s self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school’s insurance primary despite any conflicting provisions in the charter school’s policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence, and \$3,000,000 per aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: *"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the MATTIE Academy of Change charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives,

employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The MATTIE Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. The MATTIE Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The MATTIE Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

Asbestos Management:

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

Health and Safety

Prior to commencing instruction, The MATTIE ACADEMY Charter School will adopt and implement a comprehensive health, safety, and risk management policy. These policies will be developed in consultation with the school's insurance carriers and at a minimum include the following:

- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires and earthquakes.
- Training for staff and students relative to preventing contact with blood-borne pathogens.
- Requiring that instructional and administrative staff receive training in emergency response, including "first responder" training or its equivalent.
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines and adhere to the Ed Code 49423.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy for requiring immunization of the students as a condition of attendance. MATTIE will employ a Health Coordinator who will ensure compliance, screening, immunization and maintaining health records and other State mandated health issues.

Provide, if known, the address of the facilities to be used by the charter school;
1254 E. Helmick Ave, Carson, CA, 1000 East Victoria , Carson, Ca.90747

Through MATTIE's research, planning, and development process, we've identified Curtiss Middle School as a potential facility to operate our school. Curtiss MS located in Carson is a 1600 seat capacity campus. The campus is shared with Magnolia Science Academy. Curtiss current enrollment is approximately 780 students and Magnolia Science Academy current enrollment is approximately 250 students.

This campus can accommodate MATTIE's proposed enrollment of 525 students. This campus is ideal not only for accommodation purposes, but MATTIE's presence gives the community an additional education option. As indicated in our petition, the parents in the immediate community support MATTIE's education plan and have expressed a strong interest in having our school operate in their community.

California State University Dominguez Hills (CSUDH) is a MATTIE partner and plans to support our efforts. MATTIE CEO and Associate Vice President of CSUDH are currently working on plans to allow MATTIE to operate on the campus. Per the CSUDH agreement grades 9-12 will be provide opportunity to take college courses on campus for credit. We plan to use vacant classrooms to accommodate MATTIE high school students and staff.

Assure that the schools' facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance;

The school facility will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Assure that a that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school;

Once the facility is secured, a Certificate of Occupancy will be obtained and submitted to the district prior to 45 days of the school's opening.

Assure that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. (If the school safety plan has already been developed, please include it as an attachment to the petition.)

A school safety plan will be developed and submitted for approval prior to the school's opening. The plan will be specific to the site and involve staff input. Copies will be available in the school office and will be reviewed periodically with staff.

Element 7 – Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

*LAUSD – Specific Language

Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and MATTIE Academy of Change are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The MATTIE Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school. As required under NCLB, all NCLB-PSC students attending MATTIE Academy shall have the right to continue attending MATTIE Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to MATTIE Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

MATTIE Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extracurricular activities at the school. MATTIE Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at MATTIE Academy under the NCLB-PSC program increases in subsequent years, MATTIE Academy agrees to

discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

Federal Compliance*

To the extent that MATTIE Academy is a recipient of federal funds, including federal Title I, Part A funds, MATTIE Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. MATTIE Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

MATTIE Academy also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

What methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)

The target student population is located in attendance areas of low academic performance, which is reflected in the API of the schools in that area.

MATTIE Academy will implement a student recruitment program that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material, in English and other languages, appealing to the various racial and ethnic groups in the target area.

- Holding public forums in churches, community halls, civic buildings, social clubs, and augmenting these forums with press releases and media ads
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.
- Referrals from area elementary, middle and high schools
- Referrals from the district.

What geographic areas will be targeted in outreach efforts;

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) that feeds into Phineas Banning and Carson High Schools; 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*).

MATTIE Academy will actively recruit a diverse student population from the L.A. Unified School District and surrounding areas and will cultivate parents who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies. The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process, using either a waiting list or any other non-discriminatory process.

What languages will be used to do outreach;

English and Spanish will be used to do outreach.

How these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the District;

To create a school community that reflects the diversity of the district, the school will recruit students from a significantly wide range of ethnic, linguistic and racial populations.

Recruitment strategies will include:

- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the district;
- The development of outreach materials in other languages to reach parents who are not English speakers;
- Outreach to community groups, agencies, and other organizations that have direct contact with the racial and ethnic communities in the district;
- Outreach meetings in several areas of the district to reach prospective students and parents;
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the school's commitment to diversity.
- The employment of variety of outreach strategies, including written materials, community presentations, mailings, and press releases and public service announcements for broadcast media, to reach families who rely on varying sources for their information;
- An enrollment timeline that allows for a broad based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

- The school will, on a quarterly basis, provide the district with information and records summarizing the outreach efforts that have been undertaken in the immediately preceding quarter.

Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

*LAUSD – Specific Language

McKinney-Vento Homeless Assistance Act*

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

MATTIE Academy charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A);

Because the school will be a public school committed to equal opportunity, the school will be non-sectarian and employ no admissions exams or special admissions requirements. Admission to shall be open to all district residents on a non-discriminatory basis without regard to race, color, national origin, disability, creed, sex, ethnicity, behavior, age, ancestry, and proficiency in English language.

Describe any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes.

Other than residence in the district, the school will have no specific admissions requirements. The school will adhere to non-discrimination statutes. Specifically, pupils will be considered for admission without regard to ethnicity, race, disability, national origin or any other criterion identified at law as being applicable to charter schools. The school will strive to achieve, through its outreach practices, a racial and ethnic balance of students and staff, which reflects the entire school district, and the racial and ethnic balance at the neighboring District schools. The school clearly understands that federal and state law, as well as District policy, preclude race as a factor to be used in the enrollment/admissions process.

Describe the efforts the school will employ to recruit academically low-achieving and economically disadvantaged students;

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.

Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity.

a. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.

During the enrollment process, parents will be told orally and provided with a written statement regarding possible over enrollment and the process to be used to conduct a lottery and the procedures to establish a waiting list. A date/time for the lottery will be included. If a lottery is needed, affected parents will be contacted by telephone letting them know that the lottery will be held and that they may attend as an observer. They will be told that following the lottery, status letters will be sent out via U.S. mail

b. The method the school will use to verify lottery procedures are fairly executed.

The lottery will be conducted by the administration of the school including the principal, a teacher, and the administrative secretary. Other participants will include a member of the Charter School Board, a representative from the school system, and representatives from local community organizations and agencies. The procedure will be conducted in a public meeting that allows parental observation.

The lottery will follow a process whereby all students who apply for enrollment in excess of grade-level capacity will be recorded on individual slips of paper (name, grade, other siblings who apply and their grade levels). The lottery committee will select names from covered grade-level boxes that will then be recorded in order. Students who are selected up to the grade-level capacity will be sent a letter of acceptance and other students will be recorded on a waiting list.

Siblings of lottery-selected students will be automatically selected to ensure that the needs of families with children attending the school are met. Children of the school's founders will receive preference for attendance, a student whose parent or guardian is a member of the governing board of the charter or is a full-time teacher, professional, or other employee of the charter school.

c. The timelines under which the open enrollment period and lottery will occur.

Enrollment Procedures (Initial Year)

- Students will enroll following the charter approval and recruitment activities.
- If any grade level enrollment exceeds capacity, those in excess of grade level capacity will be chosen through a lottery
- A lottery will be held August 1
- Once selected by lottery, parents will have 1 week to accept enrollment
- Names selected through this lottery will be placed on a Waiting List and as slots become available, students will be contacted in the order they were selected (by grade level). This waiting list will be in effect through the end of the next school year.
- Students who did not enroll as described above (August 1 and beyond)
 - Once the lottery waiting list is exhausted, all other students will be accepted, as space allows.

Enrollment Procedures (for Years 2-5)

- Current Students (February 1 – February 28)
 - Letter sent to parents February 1, inviting them to confirm returning to the school
 - All who respond prior to March 1 will be accepted

- All who do not respond will be treated as New Students, described below
- New Students (March 1 – March 25)
 - Staff will analyze the number of grade level openings
 - If any grade level enrollment exceeds capacity, all New Students will be chosen through a lottery
 - A lottery will be held the last school day in March
 - Once selected by lottery, parents will have 1 week to accept enrollment
 - Names selected through this lottery will be placed on a Waiting List and as slots become available, students will be contacted in the order they were selected (by grade level). This waiting list will be in effect through the end of the next school year.
- Students who did not enroll as described above (August 1 and beyond)
 - Once the lottery waiting list is exhausted, all other students will be accepted, as space allows.

d. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.

The lottery will be held in the school at approximately 7:30 pm, so that working parents may attend.

e. The date and time the lotteries will occur so most interested parties will be able to attend.

The lottery will be held annually, as needed, at 7:30 pm on August 1 (if August 1 is during a weekend, it will be held the next business day).

f. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.

The following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) siblings, including foster siblings of children enrolled in the school, (3) children of teachers, and (4) children of founders. Students exempted from the lottery under items (3) and (4) together will not to exceed 10% of the student population.

Weighted preference will be given to (1) pupils that reside within the LAUSD attendance area with a weight of 2x and (2) students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 404 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution, with a weight of 2x. ,

All other categories of students will participate in the lottery with no weighted preference.

g. The procedures the school will follow to determine waiting list priorities based upon lottery results.

The lottery will determine a grade-level specific waiting list. As grade-level openings occur, students will be invited to enroll. The waiting list will be in effect for the current school year and will be re-established, as needed, the following year. Siblings of selected students will be accommodated, to the extent possible.

h. The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.

Parents/guardians of waiting list selected students will be contacted in writing and given one week to accept enrollment. After that time, the next student will be selected and invited to attend.

i. The records the school shall keep on file documenting the fair execution of lottery procedures.

Following each lottery, a summary of the proceedings will be filed in the school office. Including will be the date/time the lottery was held, a list of all students who participated in the lottery, the names of participants who oversaw the proceedings, sign-in sheets for all parents who attended, and a finalized list of students selected in the lottery, including the waiting list in order of selection. Grade levels of students will be noted.

Note: Notwithstanding the foregoing, the school may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the district within 45 calendar days of approval by the charter school's governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

Element 9 – Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

*LAUSD – Specific Language

District Oversight Costs*

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves*

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services*

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records*

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office

of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The MATTIE Academy will develop and maintain internal fiscal control policies governing all financial activities.

The MATTIE Academy has partnered with EdFutures (Business Management Services) whose team will provide the services to develop and maintain internal fiscal control policies governing all financial activities.

Ensure that annual, independent financial audits employing generally accepted accounting principals will be conducted.

An annual independent fiscal audit of the books and records of the school will be conducted as required under charter schools Act, section 47605(b)(5)(l) and 47605(m). The school's books and records will be kept in accordance with generally accepted accounting principals, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

Describe the manner in which audit exceptions and deficiencies will be resolved.

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 California Department of Education by the 15th of December of each year. The CEO, Principal, along with the audit committee, will review any audit exceptions or deficiencies, if any, and report to the Charter School Board with recommendations of how to resolve them. The Charter School 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.

Describe the plans and systems to be used to provide information for an independent audit.

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

Element 10 – Suspensions and Expulsions

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities

MATTIE ACADEMY will develop and maintain a comprehensive set of student discipline policies. These policies will be distributed as part of the school’s student handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

The charter school will use the following definitions:

Suspension: Dismissed from attendance at school for any reason not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

Expulsion: Removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Pupils who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the charter school’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school’s board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

Special Education Discipline Language for Charter Petitions

In the case of a special education student, or a student who receives 504 accommodations, the MATTIE Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the MATTIE Academy administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student's IEP, the student may be expelled.

Consequences for Misconduct

Attendance at MATTIE is voluntary, therefore in order to maintain our school's environment of excellence in education, we will maintain high expectations regarding Attendance, Behavior and Conduct. Students are expected to cooperate with school rules and policies.

MATTIE's guidelines for student intervention are:

- 1st referral results in student being conferenced and redirected by teacher.
- 2nd referral results in a verbal warning and parent/guardian is notified.
- 3rd referral results in a mandatory parent conference with teacher.
- 4th referral results in a mandatory parent conference with teacher and administrator.
- Continued disruptive behavior may result in student being recommended for suspension or expulsion (see below for due process rights)

Suspensions

The MATTIE Academy **On Campus Suspension Program (OCS)** 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.

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

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet with the school Principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension.

Suspension Appeal Procedures

If a student is to be suspended for more than five consecutive days to twenty total days within the year, the following procedures apply.

- The student must be given written notice of the proposed long-term suspension and of the reasons therefore.
- If the student or his/her parents contest the proposed disciplinary action, a hearing shall be held before the Board of Directors to determine whether cause exists for the disciplinary action.
- The student shall have the right to be represented by counsel at the hearing before the Board of Directors, to present evidence on his/her own behalf, and to confront and cross examine adverse witnesses.
- The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time and place of the disciplinary hearing.
- The disciplinary hearing shall be held within thirty days from the date the student was originally suspended.
- The decision of the Board of Directors shall be final.

In case where the student is recommended for expulsion after suspension, the student will remain suspension status until the expulsion hearing and will participate in a home study or other alternative program

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).

Students will not be suspended or expelled for academic failure. Students will only be suspended or expelled for actions for which they could be suspended or expelled from LAUSD schools, as defined by Education Code Sections 48900 to 48926. Prior to any student discipline decision, the student will be afforded due process, including, but not limited to, the student's written or oral (which is to be transcribed to written) statement of the event(s). The student's parent or guardian will be notified in advance of enactment of the suspension or expulsion. Written notification will set forth the violation involved and the factual basis for suspension or expulsion.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment.
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

MATTIE Academy understands the obligations with regard to discipline of students eligible for special education services and agrees to comply with all laws governing discipline of special education students. MATTIE Academy will provide immediate written notice to LAUSD of pending discipline of special education students.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School's Board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's Board shall readmit the pupil, unless the Charter School's Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

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

Procedures for rehabilitation, readmission and interim placement.

Pupils who are expelled will be given a rehabilitation plan upon expulsion as developed by the Charter School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from the school or another school district will be at the sole discretion of Charter School Board and the pupil and parent or guardian or representative. Considerations will include whether the pupil has successfully completed the rehabilitation plan and a determination as to whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the school at the time the pupil seeks readmission.

General discipline policies in place at the school;

The bottom-line purpose if the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

MATTIE Academy Discipline policy can be found in Appendix C.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Special Education Discipline

Before initiating any suspension, expulsion, or exclusion that will result in a change of placement for a child with a disability, the school shall convene a meeting of the Student Support Team. The Student Support Team will determine whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability or whether the conduct in question was the direct result of the school's failure to implement the IEP. If the school, the parent, and relevant members of the IEP Team determine that failing to implement the IEP caused the conduct, the conduct will be determined to be a manifestation of the student's disability and the school will take immediate steps to remedy those deficiencies. In this case, the Student Support Team will either:

- Conduct a functional behavioral assessment, unless the school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
- If a behavioral intervention plan already has been developed, review it and modify it, as necessary, to address the behavior; and

- Return the student to the placement from which the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the behavior intervention plan.

If a parent disagrees with the manifestation determination decision made by the Student Support Team, the parent may appeal the decision by requesting an expedited due process hearing.

During such meetings, the team will consider all information relevant to the behavior subject to disciplinary action including evaluations and diagnostic results, observations of the child, and the child's individualized educational program and placement. The team will determine whether the behavior was a manifestation of the child's disability. If not a manifestation of the child's disability, the team will determine if the child's disability did not impair the ability of the child to understand the effect and consequences of the specified behavior, and whether the disability impaired the child's ability to control the specified behavior. The team will prepare a report of findings and conclusions. If suspended, expelled, or excluded the school will provide a free appropriate public education in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., on the 11th school day that a child is removed and during any subsequent school day in which the child is removed from school.

Should a pattern of discipline actions result in interruption of services, the team will meet to discuss the matter and if appropriate, provide services as described above. Whenever possible, parents will be asked to shadow their child at school rather than a suspension. Students need to be present to ensure that they receive the best possible education available.

If as a result of the team's deliberations, a change in placement is warranted due to disciplinary action, the parent shall be notified in writing of the team's findings and recommendations. That notification will be consistent with previously stated efforts to communicate effectively with the parent.

Element 11 – Retirement Programs

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

Identify, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system.

MATTIE CEO will be responsible for ensuring that EDF (Business Management Services) efficiently manage MATTIE employee records and their contributions to the various retirement systems, federal, and social security programs.

MATTIE employees will participate in the State Teacher’s Retirement System (STRS) and/or Public Employees Retirement System (PERS). Employees who elect to participate in STRS or PERS must remain in the chosen system during their employment, unless a two-thirds majority of the permanent teaching staff votes for an alternative retirement system. If the vote is not unanimous, the change will take place at the start of the subsequent fiscal year. Teaching staff will have access to other school-sponsored retirement plans according to the policies developed by the Charter School Board and adopted as employee policies. All other employees included those in PERS will contribute to Social Security and Medicare to the extent required by federal law. The school will work with the Los Angeles County Office of Education (LACOE) to forward, in a timely fashion, any required payroll deductions and related data. LACOE will be the only agency that will report the contributions to both STRS and PERS. MATTIE ACADEMY Charter School will either use LACOE’s reporting system or a system compatible with LACOE.

The school will also make contributions for worker’s compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Employees participating in STRS must participate in Social Security and Medicare, and the school will offer a health insurance program to its employees.

Element 12 – Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Element 12 Required Language

Pupils who choose not to attend MATTIE Academy may choose to attend other public schools in their district of residence or pursue an inter district-transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

*LAUSD – Specific Language

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Outline LAUSD employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.

The school will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school will not discriminate based on ethnicity, creed, gender, religion, or disability. Teachers and non-certified staff will employees of the school.

The school will hire on the basis of qualifications, promote on the basis of merit, and when an employee must be terminated, will terminate on the basis of performance, reorganization, downsizing, behavior, conduct, or any lawful reason and consistent with any applicable employment agreement or personnel polices.

The Charter School Board retains the authority to establish and to adjust teacher and other salaries and award stipends.

Element 14 – Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

*LAUSD – Specific Language

The staff and governing board members of MATTIE Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MATTIE Academy, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and MATTIE Academy shall be resolved in accordance with the procedures set forth below:

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School:	MATTIE Academy of Change
c/o School Director	
To Director of Charter Schools:	Director of Charter Schools
	Los Angeles Unified School District
	333 South Beaudry Avenue, 20th Floor
	Los Angeles, California 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of

mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Employer Status and Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

State clearly whether the school will be the exclusive employer for the purposes of collective bargaining.

The MATTIE Academy charter school will be the exclusive employer for all school employees for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Procedures to be Used if the Charter School Closes

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

*LAUSD – Specific Language

Revocation

The District may revoke the charter of MATTIE Academy of Change if MATTIE Academy commits a breach of any terms of its charter. Further, the District may revoke the charter if MATTIE Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992.

Furthermore, the District may revoke the charter of the MATTIE Academy of Change on any of the following grounds:

- MATTIE Academy of Change committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- MATTIE Academy of Change failed to meet or pursue any of the pupil outcomes identified in the charter.
- MATTIE Academy of Change failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MATTIE Academy of Change violated any provisions of law.

Prior to revocation, and in accordance with California Education Code section 47607(d), the District will notify the MATTIE Academy in writing of the specific violation, and give the MATTIE Academy a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The following are closing procedures that abide by California Education Code §47605(b)(5)(P), should the school close for any reason. The decision to close MATTIE Academy of Change either by the Charter School governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the LAUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., Director, Financial Officer, President of the Charter School’s governing board, to oversee and conduct the closure process.
2. Written notification to parents/guardians/caregivers of the enrolled students of the MATTIE Academy of Change will be issued by MATTIE Academy of Change within 72 hours after the

determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.

a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements and a transcript, and State testing results.

d. The charter school will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date . If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known.

e. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the pickup of the student records.

f. The charter school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

g. The Charter school will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)

3. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

4. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.

5. Written notification to the California Department of Education and the Los Angeles County Office of Education and the Special Education Local Planning Area (SELPA) in which the Charter School participates, of the Closure Action shall be made by the MATTIE Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of these correspondences to the ICSD.

6. The MATTIE Academy of Change shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

7. A financial closeout audit of the school will be paid for by the MATTIE Academy of Chang to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by MATTIE Academy will be the responsibility of the MATTIE Academy of Change and not LAUSD.

MATTIE Academy of Change understands and acknowledges that MATTIE Academy of Change will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. MATTIE Academy of Change understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the MATTIE Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The MATTIE Academy of Change Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, MATTIE Academy of Change will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

11. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

12. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

13. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Copy the LAUSD on all correspondence.

14. Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end MATTIE Academy of Change right to operate as a charter school or cause MATTIE Academy to cease operation. MATTIE Academy of Change and District agree that, due to the nature of the property and activities that are the subject of this

petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

***Facilities**

Proposed Charter School Location Carson, CA

Proposed Charter School to be located within the boundaries of LAUSD

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services

for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

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

Other Items

Description of the manner in which administrative services of the school are to be provided

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.

Evaluation

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.

**Liability of district/county to handle payments if charter school defaults
general assurances “District Required” language**

The MATTIE Academy Charter School has been formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school’s founders presume that the Los Angeles Unified School District will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the Los Angeles Unified School District does not complete its responsibilities for charter school oversight under the Charter Schools Act, the District may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school’s assets, staff, Board of Directors members, and, where appropriate, Los Angeles Unified School District personnel. In the event of Charter School closure, any liability or debt incurred by MATTIE Academy Charter School will be the responsibility of the Charter School and not LAUSD. The MATTIE Academy Charter School understands and acknowledges that the MATTIE Academy Charter School will cover the outstanding debts or liabilities of the Charter School.

APPENDIX A: Articles of Incorporation and By-Laws

APPENDIX B: Conflict of Interest Policy

APPENDIX C: Discipline Policy

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.

APPENDIX D: Special Education Plan

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	The school district staff will actively search for students by requesting permanent records from feeding middles 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.
Outcome 2	Intervention Programs	<p>Intervention Program for English Language Arts & Mathematics: 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 I, 2, and 3 by reviewing multiple assessment measures. Administrators and teachers will determine participants 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 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 assessed data measures and to record academic growth of each special education student for the school year.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<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>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<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>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>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 9th grade centers grade, the Career High school grades 9-12, and both alternative campuses.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
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.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	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 established 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.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	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.

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.
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.
Federal Court requirement	MCD Outcomes (to be woven among others)	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.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
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>
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>

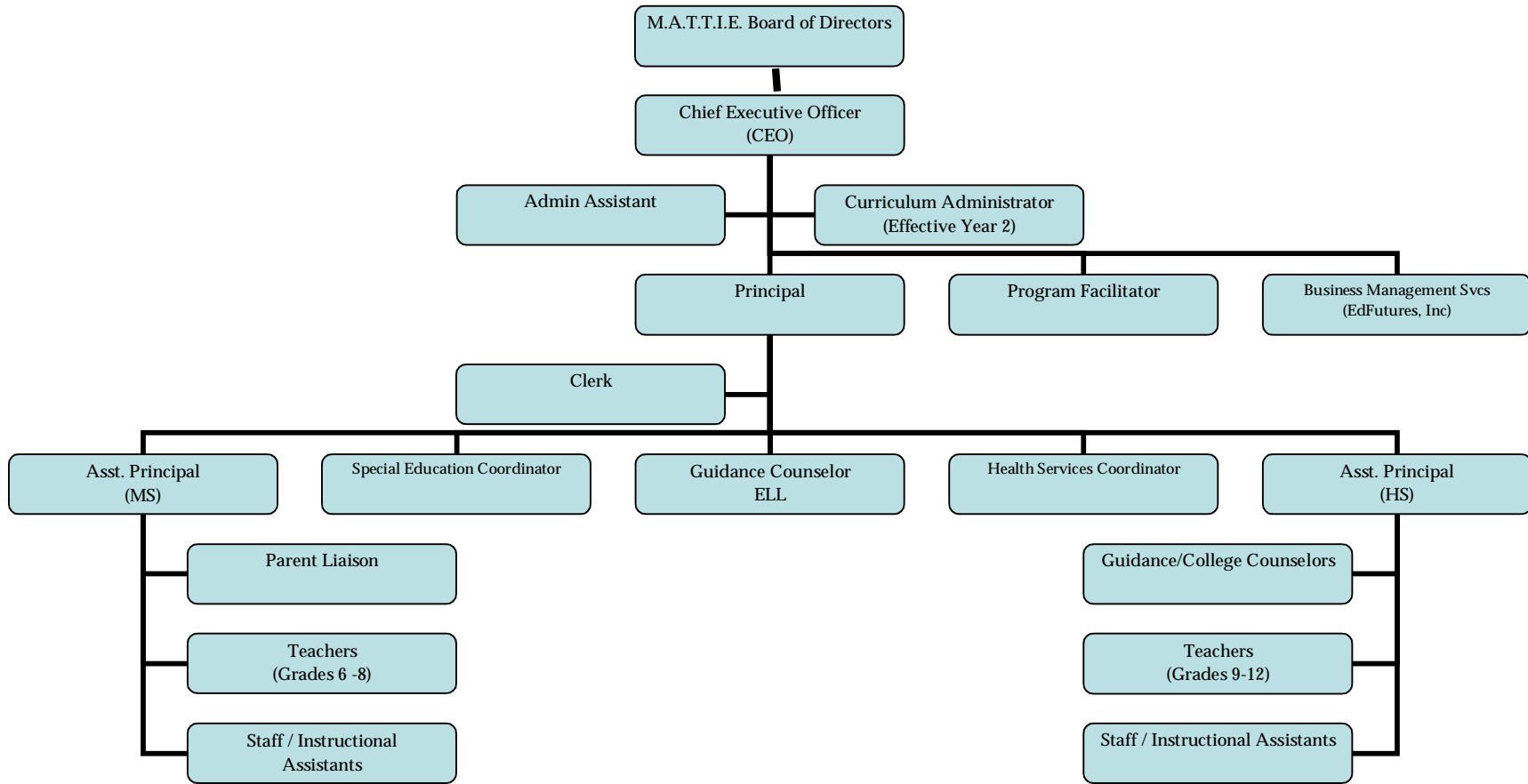
MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<p>The school shall annually adopt a budget as a planning tool to implement its strategic plan. The budget will be approved by the Board, and implemented by the management staff. In order to manage the resources of the school, a budget will be prepared to reflect 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, • 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.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
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 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: Organization Chart

See following page.

MATTIE Organization Chart



APPENDIX F: Budget

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.

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 has partnered with EdFutures, Inc (EDF) for which its duties include the 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 of Change financial plan, see Excel file on CD
Filename: *Mattie Academy FinancialPlan-525-final050611*

The proposed MATTIE Academy start-up, planning budget, and cash flow projections are in the following worksheets.

Start-Up Budget

School Name: MATTIE Academy of Change Charter School

Operating Year: Start-up Year (i.e. Prior to School Opening)

Time Period:

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

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	0	
Projected Enrollment 4-6	100	
Projected Enrollment 7-8	150	
Projected Enrollment 9-12	275	
Total Projected Enrollment	525	
Certificated Salaries:		
Certificated Teachers FTE	\$ 70,547	
Certificated Instructional Aides	\$ -	
Certificated Administrations and Management	\$ 71,667	
Total Certificated Staffing Startup	\$ 142,213	
Classified Salaries		
Director	\$ 21,667	2-6 months Admin Salary
Admin Support	\$ 15,000	2-6 months Admin support
Sub-total	\$ 36,667	
Benefits		
STRS/PERS/OASDI/Medicare (16.5% salaries)	\$ 27,205	
Health and Welfare Benefits	\$ 45,500	
Unemployment Insurance	\$ 1,789	1% of total salaries
Workers' Compensation Insurance	\$ 10,733	6% of total salaries
Retiree Benefits	\$ 15,143	
Other Employee Benefits	\$ -	
Sub-total	\$ 100,369	
Facilities		
Lease Deposit, prepaid rent & rent	\$ -	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ -	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ -	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ -	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ -	Contingent on lease, may be incorporated into lease.
Sub-total	\$ -	
Initial Staff Development		
Staff Orientation	\$ 25,500	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ -	
Sub-total	\$ 25,500	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ -	Contingent on grades, classrooms & enrollment: 1desk/student @ \$135; 1 table/4 students @\$100
Students Chairs	\$ -	2 chairs per student @ \$20 - \$50 each
Staff Workstations, Desks & Chairs	\$ -	Two chair(s)/one desk per staff or teacher @ \$300-500
Book shelves	\$ -	One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets	\$ -	One per certificated teacher & one per classified staff @ \$300-500
Fire Proof Storage Student Records & MIS Backup	\$ 1,000	One @\$500-\$1000
Bulletin Boards, Dry Erase Boards	\$ -	One - Two per certificated teacher \$150
Storage Cabinets	\$ -	As needed
Sub-total	\$ 1,000	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ 105,000	\$200-300 per student
Teacher/Students Computer(s)	\$ 25,500	One per every 10-20 students. One per certificated teacher @\$1500-2000
Classroom Printer(s)	\$ 2,000	One per every 5-7 Computers @ \$500-1000
Classroom Software License(s)	\$ 7,350	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Classroom Fax Machine(s)	\$ -	One fax machine for instructional communications @ \$100 - \$500
Television(s)	\$ -	One for every 5 certificated teachers @ \$350-\$500
VCR(s)/DVD(s)	\$ -	One for every 5 certificated teachers @ \$150-\$200
Overhead Projector(s)	\$ -	One for every 5 certificated teachers @ \$250-\$400
Video Display Projection System(s)	\$ -	One for every 5 certificated teachers @ \$1000-\$1500
Projection Screen(s)	\$ -	One for each classroom @ \$150
Public Address System	\$ -	One for the school @ \$750-1500
Sub-total	\$ 139,850	

Start-up Budget – MATTIE Academy (continued)

Office Equipment & Supplies		
First Aid Kit(s)	\$ 300	One - Two per school @ \$300
Copier Lease or Purchase?	\$ 1,000	Assumption - Lease
Initial Office Supplies & Equipment	\$ 5,000	
Fire Extinguishers	\$ 1,050	As required by occupancy - assume one per classroom @ \$50
Cleaning Equipment/Supplies	\$ 1,000	
Telephone System	\$ -	One for the school @ \$500-1500
Admin Computer(s)	\$ 4,500	One per admin staff @ \$1500
Admin Printer(s)	\$ 1,000	One public & one secure printer @ \$500-1000
Admin Software License(s)	\$ 1,500	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Admin Fax Machine(s)	\$ 500	One for admin communications @ \$350-\$750
Tool Kit	\$ 150	One for the school @ \$150-\$350
Misc	\$ -	
Sub-total	\$ 16,000	
Professional Services & Consultants		
Legal	\$ 7,500	Assumes contracts @ \$2500-\$7500
Testing, Accountability & Assessment	\$ 2,500	Assumes contracts @ \$2500-\$7500
Finance & Operations	\$ 15,000	Assumes contracts @ \$2500-\$7500
Special Education	\$ 12,500	Assumes contracts @ \$2500-\$7500
Technology	\$ 12,500	Assumes contracts @ \$2500-\$7500
Sub-total	\$ 50,000	
TOTAL	\$ 511,599	

CHARTER SCHOOL PLANNING BUDGET

School Name: MATTIE Academy of Change Charter School

Operating Years: Startup - Year 5

Time Period:



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COLA	2.0%
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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	\$ 360,909	\$ 368,127	\$ 375,489	\$ 382,999
	Grades 7 - 8 \$5,278		\$ 728,364	\$ 866,753	\$ 884,088	\$ 901,770	\$ 919,805
	Grades 9 - 12 \$6,142		\$ 1,553,926	\$ 1,729,096	\$ 1,763,678	\$ 1,798,951	\$ 1,834,930
	Total, Revenue Limit Sources		\$ 2,754,066	\$ 2,956,758	\$ 3,015,893	\$ 3,076,211	\$ 3,137,735
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		\$ 377,528	\$ 405,603	\$ 415,701	\$ 425,799	\$ 436,739
8260-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ 75,500	\$ 75,500
	Total, Federal Revenues	\$ 300,000	\$ 677,528	\$ 720,402	\$ 752,097	\$ 822,425	\$ 836,578
Other State Revenue							
8480	Categorical Block Grant \$400		\$ 193,200	\$ 258,060	\$ 263,221	\$ 268,486	\$ 273,855
8321	Special Education - State		\$ 57,084	\$ 58,226	\$ 59,391	\$ 60,578	\$ 61,789
8556	State Lottery			\$ 61,583	\$ 65,805	\$ 67,121	\$ 68,464
8536	Class Size Reduction \$1,071		\$ -	\$ -	\$ -	\$ -	\$ -
8584	EIA \$318		\$ 175,298	\$ 185,291	\$ 191,064	\$ 194,886	\$ 198,783
8536	All Other State Revenues		\$ 114,405	\$ 114,405	\$ 114,405	\$ 114,405	\$ 114,405
	Total, Other State Revenues		\$ 539,987	\$ 677,564	\$ 693,886	\$ 705,476	\$ 717,297
Other Local Revenue							
8600	Transfers from Sponsoring LEA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8660	Interest	\$ -	\$ -	\$ 5,336	\$ 10,398	\$ 15,563	\$ 21,760
8699	Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8700	Other Grants	\$ -	\$ 400,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
8710	All Other Local Revenues	\$ -	\$ 625,433	\$ 668,278	\$ 668,345	\$ 681,711	\$ 695,343
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Local Revenues	\$ 250,000	\$ 1,025,433	\$ 923,614	\$ 928,743	\$ 947,274	\$ 967,103
	TOTAL REVENUES	\$ 550,000	\$ 4,997,013	\$ 5,278,337	\$ 5,390,619	\$ 5,551,385	\$ 5,658,712
EXPENDITURES							
Certificated Salaries							
1100	Teacher Salaries		\$ 814,000	\$ 881,280	\$ 898,906	\$ 916,884	\$ 935,221
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 32,560	\$ 35,251	\$ 35,956	\$ 36,675	\$ 37,409
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 300,000	\$ 306,000	\$ 312,120	\$ 318,362	\$ 324,730
1300	Certificated Supervisor and Administrator Salaries		\$ 430,000	\$ 438,600	\$ 447,372	\$ 456,319	\$ 465,446
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries	\$ 142,213	\$ 1,576,560	\$ 1,661,131	\$ 1,694,354	\$ 1,728,241	\$ 1,762,806
Classified (non-certificated) Salaries							
2100	Instructional Aide Salaries		\$ 281,000	\$ 311,620	\$ 317,852	\$ 324,209	\$ 330,694
2200	Non-certificated Support Salaries		\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
2300	Non-certificated Supervisor and Administrator Salaries		\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
2400	Clerical and Office Salaries		\$ 111,195	\$ 113,419	\$ 115,687	\$ 118,001	\$ 120,361
2900	Other Non-certificated Salaries (IT support, etc.)		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Non-certificated Salaries	\$ 36,667	\$ 530,195	\$ 565,799	\$ 577,115	\$ 588,657	\$ 600,430
Employee Benefits							
3101-3302	STRS/PERS/OASDI/Medicare (10.2%-Certificated;16.87%-Classified)		\$ 250,253	\$ 264,886	\$ 270,183	\$ 275,587	\$ 281,099
3401-3402	Health and Welfare Benefits		\$ 273,000	\$ 294,580	\$ 303,417	\$ 312,520	\$ 321,896
3501-3502	Unemployment Insurance 1%		\$ 19,548	\$ 22,269	\$ 22,715	\$ 23,169	\$ 23,632
3601-3602	Workers' Compensation Insurance 4%		\$ 84,270	\$ 89,077	\$ 90,859	\$ 92,676	\$ 94,529
3701-3702	Retiree Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Employee Benefits	\$ 100,369	\$ 627,071	\$ 670,812	\$ 687,174	\$ 703,952	\$ 721,156
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials		\$ 105,000	\$ 112,200	\$ 114,444	\$ 116,733	\$ 119,068
4200	Books and Other Reference Materials		\$ 52,500	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,534
4300	Materials and Supplies		\$ 118,650	\$ 126,786	\$ 129,322	\$ 131,908	\$ 134,546
4400	Non-capitalized Equipment(computers, printers, servers)		\$ 157,500	\$ 168,300	\$ 171,666	\$ 175,099	\$ 178,601
4700	Food		\$ 377,528	\$ 405,603	\$ 415,701	\$ 425,799	\$ 436,739
	Total, Books and Supplies	\$ 139,850	\$ 811,178	\$ 868,989	\$ 888,355	\$ 907,906	\$ 928,487

PLANNING BUDGET (Continued) – MATTIE Academy

Services and Other Operating Expenditures						
5200	Travel and Conferences	\$ 25,000	\$ 26,050	\$ 26,832	\$ 27,636	\$ 28,466
5300	Dues and Memberships	\$ 1,500	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750
5400	Insurance	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
5500	Utilities and Housekeeping Services	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636
5800	Professional/Consulting Services and Operating Expend.	\$ 91,500	\$ 940,000	\$ 961,650	\$ 981,269	\$ 1,001,291
5900	Communications (Phones, ISP, Internet)	\$ 1,440	\$ 59,792	\$ 60,988	\$ 62,208	\$ 63,452
	Total, Services/Other Operating	\$ 92,940	\$ 1,130,792	\$ 1,159,073	\$ 1,183,922	\$ 1,209,319
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	\$ 1,000	\$ 97	\$ 97	\$ 109	\$ 109
6500	Equipment Replacement	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Capital Outlay	\$ 1,000	\$ 97	\$ 97	\$ 109	\$ 109
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)	\$ 2,854	\$ 2,911	\$ 2,970	\$ 3,029	\$ 3,089
7221-7223AO	All Other Transfers of Apportionments to Other LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (3%-5%) 3% set as default	\$ 88,418	\$ 96,445	\$ 98,373	\$ 100,341	\$ 102,348
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Other Outgo	\$ -	\$ 91,272	\$ 99,356	\$ 101,343	\$ 105,437
	TOTAL EXPENDITURES	\$ 513,039	\$ 4,767,164	\$ 5,025,257	\$ 5,132,359	\$ 5,241,554
	Cash Reserve Requirement (4% of Categorical and Block Grants)		\$ 117,891	\$ 128,593	\$ 131,165	\$ 133,788
	Excess of Revenues over Expenditures and Reserve	\$ 36,961	\$ 111,958	\$ 124,488	\$ 127,095	\$ 168,545
	Beginning Cash Balance (less reserves)	\$ -	\$ 36,961	\$ 148,918	\$ 273,406	\$ 400,501
	<i>Net Cash Balance</i>	\$ 36,961	\$ 148,918	\$ 273,406	\$ 400,501	\$ 576,545
	<i>Cumulative Reserve Total</i>		\$ 117,891	\$ 246,483	\$ 377,648	\$ 511,436
	Total Cash Balance Including Reserves	\$ 36,961	\$ 266,809	\$ 519,890	\$ 778,149	\$ 1,087,980

CASH FLOW PROJECTION

School Name: MATTIE Academy of Change Charter School

Operating Years: Year 1 - Year 3

Time Period:



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

Note: Your Fundraising, Grants, Local Revenue, and Loan Financing has not been automatically entered into this worksheet as each school will expect to receive this revenue at different times of the year. The amount you've allocated in your planning budg

Year 1 of Operations	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 1	Total
BEGINNING CASH	\$ 36,961	\$ 89,080	\$ 373,705	\$ 373,719	\$ 1,168,268	\$ 943,057	\$ 300,965	\$ 692,107	\$ 432,117	\$ 247,640	\$ 1,083,297	\$ 844,536	\$ 593,724	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion				\$ 936,382			\$ 660,976		\$ -	\$ 1,166,708	\$ -	\$ -	\$ -	\$ 2,754,066
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition				\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 37,753	\$ 377,528
Other Federal Revenue		\$ 300,000							\$ -		\$ -		\$ -	\$ 300,000
Other State Revenue														
Categorical Block Grant			\$ 65,688			\$ 46,368			\$ 27,048	\$ 13,524	\$ 13,524	\$ 13,524	\$ 13,524	\$ 193,200
Special Education Local Plan Area (SELPA)			\$ 28,542.15						\$ 28,542.15					\$ 57,084
California Lottery (quarterly)														
Class Size Reduction			\$ -			\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid			\$ 59,601			\$ 42,071			\$ 24,542	\$ 12,271	\$ 12,271	\$ 12,271	\$ 12,271	\$ 175,298
All Other State Revenues				\$ 29,436	\$ 7,368	\$ 27,457	\$ 12,745	\$ 11,280	\$ 6,716	\$ 6,716	\$ 6,716	\$ 5,971		\$ 114,405
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants (\$400,000.00 in budget)	\$ -	\$ -	\$ 250,000	\$ 100,000	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400,000
All Other Local Revenue (\$625,432.50 in budget)	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 52,119	\$ 625,433
Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000
TOTAL REVENUE	\$ 52,119	\$ 352,119	\$ 705,951	\$ 1,155,691	\$ 147,240	\$ 205,769	\$ 763,593	\$ 101,152	\$ 176,719	\$ 1,279,090	\$ 122,383	\$ 121,638	\$ 63,548	\$ 5,247,012
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ -	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 143,324	\$ 1,576,560
2000 Classified Salaries	\$ -	\$ -	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 48,200	\$ 530,195
3000 Employee Benefits	\$ -	\$ -	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 57,006	\$ 627,071
4000 Books and Supplies	\$ -	\$ -	\$ 324,471	\$ -	\$ -	\$ 486,707	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 811,178
5000 Services and Other Operating Expenditures	\$ -	\$ 57,670	\$ 102,789	\$ 102,789	\$ 114,097	\$ 102,789	\$ 114,097	\$ 102,789	\$ 102,789	\$ 114,097	\$ 102,789	\$ 114,097	\$ 114,097	\$ 1,130,792
6000 Capital Outlay	\$ -	\$ -	\$ 32	\$ -	\$ -	\$ 11	\$ -	\$ -	\$ 54	\$ -	\$ -	\$ -	\$ -	\$ 97
7000 Other Outgo	\$ -	\$ -	\$ 20,290	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,982	\$ -	\$ -	\$ -	\$ 91,272
TOTAL EXPENDITURES	\$ -	\$ 57,670	\$ 696,112	\$ 351,319	\$ 362,627	\$ 838,036	\$ 362,627	\$ 351,319	\$ 351,372	\$ 433,609	\$ 351,319	\$ 362,627	\$ 248,530	\$ 4,767,164
REVENUE LESS EXPENDITURES	\$ 52,119	\$ 294,449	\$ 9,839	\$ 804,372	\$ (215,387)	\$ (632,267)	\$ 400,966	\$ (250,166)	\$ (174,653)	\$ 845,481	\$ (228,936)	\$ (240,988)	\$ (184,982)	\$ 479,848
Reserve Requirement		\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 9,824	\$ 117,991
NET INCREASE (DECREASE)	\$ 52,119	\$ 284,625	\$ 15	\$ 794,548	\$ (225,211)	\$ (642,091)	\$ 391,142	\$ (259,990)	\$ (184,477)	\$ 835,657	\$ (238,760)	\$ (250,812)	\$ (194,806)	\$ 361,957
CASH BALANCE	\$ 89,080	\$ 373,705	\$ 373,719	\$ 1,168,268	\$ 943,057	\$ 300,965	\$ 692,107	\$ 432,117	\$ 247,640	\$ 1,083,297	\$ 844,536	\$ 593,724	\$ 398,918	\$ 398,918
CASH BALANCE WITH RESERVES	\$ 89,080	\$ 383,529	\$ 383,368	\$ 1,197,740	\$ 982,354	\$ 350,086	\$ 751,053	\$ 500,886	\$ 326,233	\$ 1,171,715	\$ 942,779	\$ 701,791	\$ 516,808	\$ 516,808

Cash Flow Projection – Year 2

Year 2 of Operations

MATTIE Academy of Change

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 2	Total
BEGINNING CASH	\$ 398,918	\$ 457,617	\$ 844,467	\$ 788,695	\$ 721,510	\$ 642,234	\$ 568,418	\$ 484,583	\$ 365,771	\$ 719,512	\$ 652,370	\$ 691,276	\$ 639,003	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 163,592	\$ 327,183	\$ 218,122	\$ 218,122	\$ 218,122	\$ 218,122	\$ 218,122	\$ 521,309	\$ 260,655	\$ 260,655	\$ 260,655	\$ 42,533	\$ 2,927,190
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565	\$ 2,565		\$ 30,776
Federal Revenue														
Child Nutrition				\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 40,560	\$ 405,603
Other Federal Revenue		\$ -							\$ 125,920		\$ 125,920		\$ 62,960	\$ 314,799
Other State Revenue														
Categorical Block Grant		\$ 11,592	\$ 23,184	\$ 15,456	\$ 15,456	\$ 15,456	\$ 15,456	\$ 15,456	\$ 53,820	\$ 26,910	\$ 26,910	\$ 26,910	\$ 11,454	\$ 258,060
Special Education Local Plan Area (SELPA)			\$ 29,112.99						\$ 29,112.99					\$ 58,226
California Lottery (quarterly)			\$ 15,396			\$ 15,396			\$ 15,396			\$ 15,396		\$ 61,583
Class Size Reduction		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid		\$ 10,518	\$ 21,036	\$ 14,024	\$ 14,024	\$ 14,024	\$ 14,024	\$ 14,024	\$ 32,547	\$ 16,274	\$ 16,274	\$ 16,274	\$ 2,250	\$ 185,291
All Other State Revenues				\$ 29,436	\$ 7,368	\$ 7,368	\$ 12,745	\$ 11,280	\$ 6,716	\$ 6,716	\$ 6,716	\$ 26,061		\$ 114,405
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Interest	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445		\$ 5,336
Fundraising (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Grants (\$250,000.00 in budget)	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 250,000
All Other Local Revenue (\$668,277.50 in budget)	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690		\$ 668,278
Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TOTAL REVENUE	\$ 58,699	\$ 494,401	\$ 474,610	\$ 376,298	\$ 354,229	\$ 369,625	\$ 359,606	\$ 358,142	\$ 884,080	\$ 409,813	\$ 535,733	\$ 444,555	\$ 159,756	\$ 5,279,546
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ -	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 151,012	\$ 1,661,131
2000 Classified Salaries	\$ -	\$ -	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 51,436	\$ 565,799
3000 Employee Benefits	\$ -	\$ -	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 60,983	\$ 670,812
4000 Books and Supplies	\$ -	\$ 86,899	\$ 130,348	\$ 43,449	\$ 43,449	\$ 43,449	\$ 43,449	\$ 86,899	\$ 130,348	\$ 86,899	\$ 86,899	\$ 86,899		\$ 868,989
5000 Services and Other Operating Expenditures	\$ -	\$ -	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907	\$ 115,907		\$ 1,159,073
6000 Capital Outlay	\$ -	\$ -	\$ 44	\$ 44	\$ 1	\$ 1	\$ 1	\$ -	\$ 1	\$ 1	\$ 3	\$ 1		\$ 97
7000 Other Outgo	\$ -	\$ 9,936	\$ 9,936	\$ 9,936	\$ -	\$ 9,936	\$ 9,936	\$ -	\$ 9,936	\$ -	\$ 19,871	\$ 19,873		\$ 99,358
TOTAL EXPENDITURES	\$ -	\$ 96,834	\$ 519,666	\$ 432,767	\$ 422,789	\$ 432,724	\$ 432,724	\$ 466,237	\$ 519,623	\$ 466,238	\$ 486,112	\$ 486,112	\$ 263,431	\$ 5,025,259
REVENUE LESS EXPENDITURES	\$ 58,699	\$ 397,566	\$ (45,056)	\$ (56,470)	\$ (68,560)	\$ (63,100)	\$ (73,118)	\$ (108,096)	\$ 364,456	\$ (56,425)	\$ 49,621	\$ (41,557)	\$ (103,675)	\$ 254,287
Reserve Requirement		\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 10,716	\$ 128,593
NET INCREASE (DECREASE)	\$ 58,699	\$ 386,850	\$ (55,772)	\$ (67,186)	\$ (79,276)	\$ (73,816)	\$ (83,835)	\$ (118,812)	\$ 353,740	\$ (67,141)	\$ 38,905	\$ (52,273)	\$ (114,391)	\$ 125,694
CASH BALANCE	\$ 457,617	\$ 844,467	\$ 788,695	\$ 721,510	\$ 642,234	\$ 568,418	\$ 484,583	\$ 365,771	\$ 719,512	\$ 652,370	\$ 691,276	\$ 639,003	\$ 524,612	\$ 524,612
CASH BALANCE WITH RESERVES	\$ 575,508	\$ 973,074	\$ 928,018	\$ 871,548	\$ 802,989	\$ 739,989	\$ 666,770	\$ 558,674	\$ 923,131	\$ 866,706	\$ 916,327	\$ 874,770	\$ 771,095	\$ 771,095

Cash Flow Projection – Year 3

Year 3 of Operations	MATTIE Academy of Change													Accrued Year 3	Total
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
BEGINNING CASH	\$ 524,612	\$ 578,898	\$ 1,018,037	\$ 1,011,362	\$ 950,465	\$ 820,148	\$ 778,801	\$ 726,381	\$ 668,379	\$ 777,225	\$ 731,254	\$ 829,974	\$ 796,029		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion		\$ 175,631	\$ 351,263	\$ 234,175	\$ 234,175	\$ 234,175	\$ 234,175	\$ 234,175	\$ 507,380	\$ 253,690	\$ 253,690	\$ 253,690	\$ 19,515	\$ 2,985,734	
General Purpose Entitlement - Local Revenue (In L)	\$ 1,774	\$ 3,548	\$ 2,365	\$ 2,365	\$ 2,365	\$ 2,365	\$ 2,365	\$ 4,337	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168		\$ 30,159	
Federal Revenue															
Child Nutrition				\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 41,570	\$ 415,701	
Other Federal Revenue		\$ -							\$ 134,558		\$ 134,558		\$ 67,279	\$ 336,396	
Other State Revenue															
Categorical Block Grant		\$ 15,484	\$ 30,967	\$ 20,645	\$ 20,645	\$ 20,645	\$ 20,645	\$ 20,645	\$ 44,730	\$ 22,365	\$ 22,365	\$ 22,365	\$ 1,720	\$ 263,221	
Special Education Local Plan Area (SELPA)			\$ 29,695.25						\$ 29,695.25					\$ 59,391	
California Lottery (quarterly)			\$ 16,451			\$ 16,451			\$ 16,451			\$ 16,451		\$ 65,805	
Class Size Reduction		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Impact Aid		\$ 11,117	\$ 22,235	\$ 14,823	\$ 14,823	\$ 14,823	\$ 14,823	\$ 14,823	\$ 32,806	\$ 16,403	\$ 16,403	\$ 16,403	\$ 1,580	\$ 191,064	
All Other State Revenues				\$ 29,436	\$ 7,368	\$ 7,368	\$ 12,745	\$ 11,280	\$ 6,716	\$ 6,716	\$ 6,716	\$ 26,061		\$ 114,405	
Other Local Revenue															
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 866	\$ 10,398	
Fundraising (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grants (\$250,000.00 in budget)	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000	
All Other Local Revenue (\$668,344.88 in budget)	\$ 51,645	\$ 55,695	\$ 55,695	\$ 55,695	\$ 55,695	\$ 55,695	\$ 55,695	\$ 55,695	\$ 55,690	\$ 55,690	\$ 55,690	\$ 55,690		\$ 664,272	
Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUE	\$ 54,286	\$ 512,342	\$ 509,539	\$ 399,577	\$ 377,508	\$ 393,960	\$ 382,885	\$ 383,392	\$ 872,632	\$ 399,468	\$ 534,027	\$ 435,266	\$ 131,664	\$ 5,386,546	
DISBURSEMENTS															
1000 Certificated Salaries	\$ -	\$ -	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 154,032	\$ 1,694,354	
2000 Classified Salaries	\$ -	\$ -	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 52,465	\$ 577,115	
3000 Employee Benefits	\$ -	\$ -	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 62,470	\$ 687,174	
4000 Books and Supplies	\$ -	\$ 62,185	\$ 62,185	\$ 62,185	\$ 109,534	\$ 37,015	\$ 37,015	\$ 17,767	\$ 355,342	\$ 37,015	\$ 37,015	\$ 70,979		\$ 888,236	
5000 Services and Other Operating Expenditures	\$ -	\$ -	\$ 118,392	\$ 118,392	\$ 118,392	\$ 118,392	\$ 118,392	\$ 118,392	\$ 118,410	\$ 118,392	\$ 118,392	\$ 118,332		\$ 1,183,880	
6000 Capital Outlay	\$ -	\$ 88	\$ -	\$ -	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 2		\$ 97	
7000 Other Outgo	\$ -	\$ -	\$ 55,739	\$ -	\$ -	\$ -	\$ -	\$ 25,336	\$ 10,134	\$ 10,134	\$ -	\$ -		\$ 101,343	
TOTAL EXPENDITURES	\$ -	\$ 62,272	\$ 505,283	\$ 449,545	\$ 496,895	\$ 424,376	\$ 424,376	\$ 430,464	\$ 752,855	\$ 434,510	\$ 424,376	\$ 458,281	\$ 268,968	\$ 5,132,199	
REVENUE LESS EXPENDITURES	\$ 54,286	\$ 450,070	\$ 4,256	\$ (49,967)	\$ (119,387)	\$ (30,416)	\$ (41,490)	\$ (47,071)	\$ 119,777	\$ (35,041)	\$ 109,651	\$ (23,016)	\$ (137,303)	\$ 254,347	
Reserve Requirement		\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 10,930	\$ 131,165	
NET INCREASE (DECREASE)	\$ 54,286	\$ 439,140	\$ (6,675)	\$ (60,898)	\$ (130,317)	\$ (41,346)	\$ (52,421)	\$ (58,002)	\$ 108,846	\$ (45,972)	\$ 98,721	\$ (33,946)	\$ (148,234)	\$ 123,183	
CASH BALANCE	\$ 578,898	\$ 1,018,037	\$ 1,011,362	\$ 950,465	\$ 820,148	\$ 778,801	\$ 726,381	\$ 668,379	\$ 777,225	\$ 731,254	\$ 829,974	\$ 796,029	\$ 647,795	\$ 647,795	
CASH BALANCE WITH RESERVES	\$ 825,381	\$ 1,275,451	\$ 1,279,707	\$ 1,229,739	\$ 1,110,353	\$ 1,079,937	\$ 1,038,447	\$ 991,375	\$ 1,111,152	\$ 1,076,110	\$ 1,185,762	\$ 1,162,746	\$ 1,025,443	\$ 1,025,443	

APPENDIX G-1: 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.

APPENDIX G-2: 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
	Benchmark Assessments

APPENDIX G-3: Instructional School Calendar

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



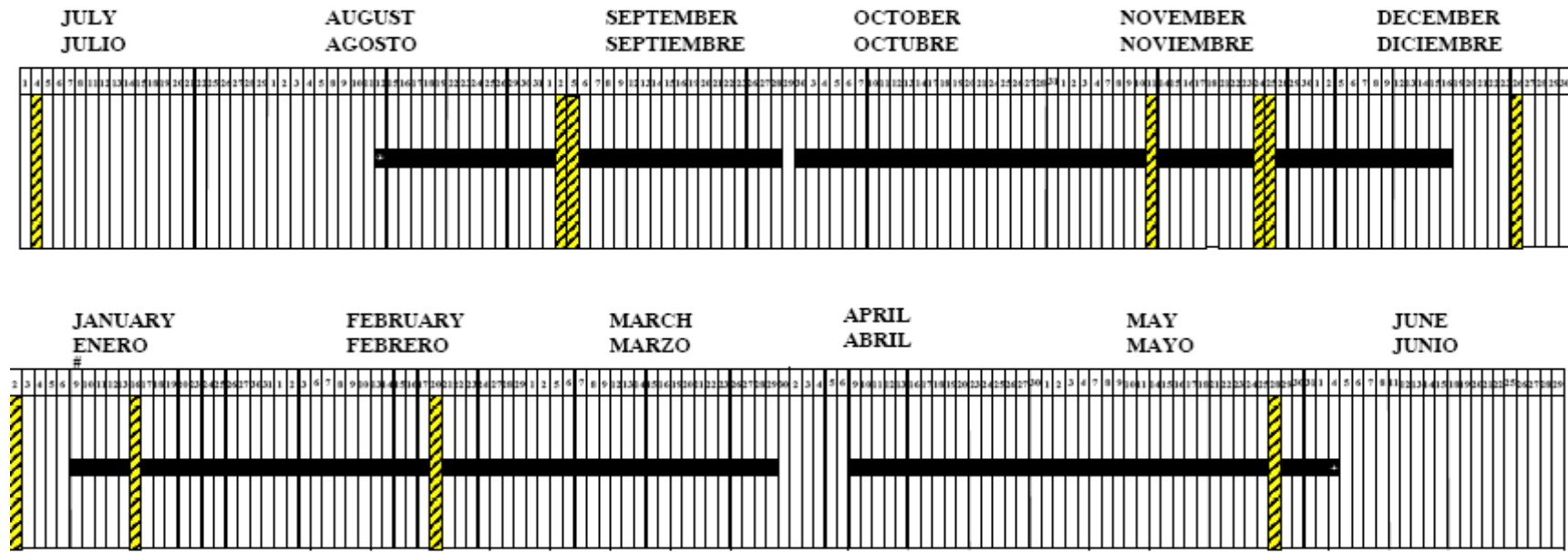
**LOS ANGELES UNIFIED SCHOOL DISTRICT
 DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**



DATE
10/18/2010

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

TENTATIVI



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

APPENDIX G-4: Curriculum Development Timeline

TIMELINE OF CURRICULA

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

In order to open the school on September 6, 2011, the school will begin the design of the Instructional Program during the months of *May through July 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

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

June-July: 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 McKee, Dr. Greta Price, Assistant Principal, Mary Zavala, ELL Counselor)

June-July: Analyze and disaggregate test data (Principal, Erik McKee, Dr. Greta Price, Counselors, Teachers)

July-Sept: 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
JUN-JUL 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
JUNE 2011 – 6TH/7TH/ 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
JULY 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
AUG 29 – SEPT 2 PD Meetings– Welcoming New Staff/Teachers, School Opening Procedures, Policies, Academic Expectations, Friendly School Culture			

APPENDIX G-5: 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 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>
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/LAUDS & 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: Demographics

(Surrounding Schools Data)

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Phineas Banning HS	2,460	No	In PI	Yes	No	613	2	6	71	15	25	90	5	2
Carson HS	2,476	No	In PI	Yes	No	611	2	1	49	10	10	48	23	18

Enrollment by Ethnicity for 2009-10

School Enrollment by Ethnicity

School	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Phineas Banning HS	2238	2	6	38	26	104	35	11	0	2,460

Phineas Banning High School Code - 19-64733-1930650

Socio-economically Disadvantaged - 1941

English Learners - 1358

Students with Disabilities - 358

2009 Base API – 613 **2010 Target API** – 622

School	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Carson HS	1198	13	52	106	577	424	67	39	0	2,476

Carson High School Code - 19-64733-1931526

Socio-economically Disadvantaged - 1318

English Learners - 619

Students with Disabilities - 223

2009 Base API – 611 **2010 Target API** – 620

2010 Base

School: Annalee Avenue Elementary
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-6015820
 School Type: Elementary

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	248		696	5	701
Black or African American	222	Yes	691	5	696
American Indian or Alaska Native	0	No			
Asian	0	No			
Filipino	1	No			
Hispanic or Latino	19	No	740		
Native Hawaiian or Pacific Islander	0	No			
White	2	No			
Two or More Races	4	No			
Socioeconomically Disadvantaged	179	Yes	669	7	676
English Learners	10	No			
Students with Disabilities	26	No	579		

2010 Base

School: Broadacres Avenue Elementary
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-6016117
 School Type: Elementary

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	220		706	5	711
Black or African American	213	Yes	705	5	710
American Indian or Alaska Native	0	No			
Asian	0	No			
Filipino	0	No			
Hispanic or Latino	4	No			
Native Hawaiian or Pacific Islander	0	No			
White	2	No			
Two or More Races	1	No			
Socioeconomically Disadvantaged	145	Yes	684	6	690
English Learners	1	No			
Students with Disabilities	30	No	481		

2010 Base

School: Andrew Carnegie Middle
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-6057913
 School Type: Middle

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	1347		698	5	703
Black or African American	244	Yes	650	8	658
American Indian or Alaska Native	6	No			
Asian	14	No	823		
Filipino	209	Yes	819	A	A
Hispanic or Latino	736	Yes	682	6	688
Native Hawaiian or Pacific Islander	95	No	660		
White	34	No	647		
Two or More Races	9	No			
Socioeconomically Disadvantaged	989	Yes	686	6	692
English Learners	366	Yes	610	10	620
Students with Disabilities	144	Yes	435	18	453

2010 Base

School: Glenn Hammond Curtiss Middle
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-6066294
 School Type: Middle

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	869		650	8	658
Black or African American	502	Yes	641	8	649
American Indian or Alaska Native	2	No			
Asian	3	No			
Filipino	9	No			
Hispanic or Latino	342	Yes	656	7	663
Native Hawaiian or Pacific Islander	5	No			
White	6	No			
Two or More Races	0	No			
Socioeconomically Disadvantaged	660	Yes	645	8	653
English Learners	193	Yes	599	10	609
Students with Disabilities	80	No	393		

2010 Base

School: Carson Senior High
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-1931526
 School Type: High

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	2414		640	8	648
Black or African American	407	Yes	586	11	597
American Indian or Alaska Native	14	No	662		
Asian	41	No	795		
Filipino	535	Yes	737	5	742
Hispanic or Latino	1196	Yes	611	9	620
Native Hawaiian or Pacific Islander	104	Yes	597	10	607
White	60	No	678		
Two or More Races	57	No	612		
Socioeconomically Disadvantaged	1371	Yes	634	8	642
English Learners	606	Yes	560	12	572
Students with Disabilities	231	Yes	412	19	431

2010 Base

School: Phineas Banning Senior High
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-1930650
 School Type: High

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	2417		645	8	653
Black or African American	89	No	598		
American Indian or Alaska Native	1	No			
Asian	3	No			
Filipino	28	No	756		
Hispanic or Latino	2218	Yes	645	8	653
Native Hawaiian or Pacific Islander	36	No	603		
White	33	No	712		
Two or More Races	9	No			
Socioeconomically Disadvantaged	2024	Yes	647	8	655
English Learners	1286	Yes	581	11	592
Students with Disabilities	380	Yes	425	19	444

APPENDIX I: Other Documents

Resolution from Board of Directors
Resumes for Lead Petitioners
Board of Directors Questionnaires
Resumes for Board Members
Credentials for Interested Teachers
Letters from the Community and Partners
Additional Job Descriptions