

Charter Academy

DRAFT

Proposal for Start-Up Charter School

la. Introduction

Midville California is a city of contrasts. A wealthy, affluent population forms the basis for many stereotypes. On the other hand, a growing ethnically-diverse and socio-economically disadvantaged families are forced to attend public schools without the attention or care for individual academic achievement, whereas affluent families primarily choose private schools. The misperception among state, local, and affluent families serve as a direct barrier to serving students of economically and educationally-disadvantaged families. As this population continues to grow and a greater focus placed on reforming public schools, the need has become exceedingly clear.

Charter Academy will be established to support these growing needs by providing individualized, standards-based instruction through methodologies and strategies proven effective in working with educationally-disadvantaged students. Specialized curriculum will provide choices for students to discovery learning in a structured, teacher orchestrated manner, to develop the skills necessary for academic achievement and positive social development.

UNKNOWN SUCCESS OF PRESENT ACADEMY JUST FOR KIDS...STILL WAITING FOR ASSESSMENT SCORE RESULTS

lb. Innovative Vision

- a. Demographic characteristics and performance levels of the students the charter school is seeking to serve

Charter Academy (herein referred to as Charter) will serve a minimum of 400 students in grades kindergarten through fifth grade in the Los Arboles community of Midville. Of the neighboring seven elementary schools, 86% of students qualify for free and/or reduced priced meals and an astonishing 65% are failing to meet state performance benchmarks in reading and 49% in mathematics. More importantly, four of the seven named elementary schools are participating in the Immediate Intervention/Underperforming Schools Program – an important factor when considering the need and relevance of implementing a charter school. The following matrix identifies these scores.

Name of School	API Score	API Rank	Percentage of English Learners	Percentage of Participants in Free or Reduced Price Lunch	Percentage of Students Scoring below the 50 th percentile in Reading	Percentage of Students Scoring below the 50 th percentile in Mathematics
Cada Avenue	652	4	48%	85%	58%	40%
Shreyl Avenue	684	5	55%	74%	59%	42%
Sunny Avenue	594	2	72%	91%	72%	60%
Lime Avenue	665	4	51%	79%	61%	46%
Heart Street	632	3	61%	94%	68%	45%
Full and Bright	654	4	63%	83%	63%	49%
Canola View	595	2	69%	93%	74%	59%

On average, economically-disadvantaged students scored 32 points lower when compared to other statistically significant subgroups. It is also important to note that two of seven schools rank in the bottom two deciles according to the Academic Performance Index as reported on Dataquest (<http://datasource.com>). Charter will develop state-of-the-art facilities to accommodate and meet the growing needs of the community by offering standards- and research-based curriculum to close the academic gap between affluent and economically disadvantaged students through the use of assessment-driven instruction.

b. Modes and methods of instruction (e.g. site based, independent study, combination)

Charter will support on-site instruction through a well-balanced environment of structured classroom time and the freedom to explore in project-based activities. Charter will employ methods of instruction that are research-based and unique to the identified needs of each student through a pathway model that will be put in place to ensure mastery of cognitive, social, and physical growth, while remaining sensitive to the cultural and economic status of each student and their family. Through exploration, direct experience, and discovery, each student will have the capability to sustain his or her learning through a customized education plan, whereby demonstrating what the student has learned. Teacher guided instruction will allow each student to discover opportunities that enrich and support the integration of Montessori and state-adopted curriculum. Charter will host a specialized curriculum, currently in development, to support the need for academic success among our students. The uniqueness of developing a specific curriculum will ensure that each student, regardless of present academic performance will be positioned for continued success and ultimately be a life-long learner. Collaborative efforts with local businesses will support off-site activities by providing volunteers to read, coach, and participate in enrichment opportunities that promote positive peer relationships and intergenerational learning experiences. Additionally, collaborative efforts will financially support off-site activities to enhance the creativity and exploration of “real-world” experiences.

c. Broad, overall program goals

The design of Charter Academy supports the overarching goal of improving the quality of life for all students in Los Arboles by providing them with the necessary skills and knowledge to academically succeed and remain life-long learners. The mission of Charter is to cultivate an active village of parental, community, and stakeholder involvement to provide an individual, personal, and conceptual learning environment for each student.

UNSURE OF STUDENT RECRUITMENT PROCESSES

d. Philosophical, theory, and research base for the vision

The vision for Charter Academy is centered around the research of Maria Montessori and Reggio Emilia. **NO INFORMION ON EMILIA RESEARCH-EXPAND** Research has shown that the best predictor of future success is a positive sense of self-esteem. Based on self-directed, noncompetitive activities, students attending Charter will develop strong self-images and the confidence to face academic challenges with optimism. Teaching and learning will be personalized to the maximum extent to allow for optimized learning experiences for all students.

e. Educational objectives that will be accomplished through the charter school

The commitment and dedication to ensure all students receive the highest level of education is the ultimately vision of Charter Academy. Through a culturally and ethnic balance, students can be assured they will receive equal access to all educational and enrichment activities. Educational objectives will be outlined in each student’s individual plan, whereby family and teacher involvement is required to ensure each student achieves local and state standards for academic success. Individual plans will be based upon each student’s learning style to facilitate a positive and reinforced academic future. The student will be empowered to investigate, problem solve, and share successes with the community, parents, and staff.

The instructional design addresses identified needs of all students, including students with special needs and gifted students, to facilitate high academic achievement levels according to the California content standards. Charter will employ a “best practices” approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction. Strategies to meet state content standards and local benchmarks are document in each student’s education plan. Additionally, methods of instruction include a team approach whereby families are and will participate in the design of Charter and parents will be encouraged to volunteer in the classroom and school activities.

CURRICULUM GUIDE DOES NOT PROVIDE AGE OR GRADE-LEVEL ACHIEVEMENTS

- f. Summary of what the charter school hopes to achieve and how it will better serve students than what is available currently

The purpose of Charter is to improve student learning, encourage the use of different and innovative teaching methods, and create new professional opportunities for teachers (including the opportunity to be responsible for the learning program at the school site). The charter will provide parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability.

- g. Description of how the charter will contribute to educational reform

Charter’s vision will provide a model for achieving high success with students from economically disadvantaged, disenfranchised, and historically marginalized populations. This will be accomplished by providing developmentally and culturally-appropriate standards and support. The model will draw upon research that is proven to improve the academic success of students, as well as several decades of combined experience working with economically disadvantaged youth. **STILL WAITING FOR**

DEMOGRAPHIC AND ENROLLMENT INFORMATION

II. Educational Capacity:

- a. Activities for implementing standards-based curriculum and instructional programs

Charter’s curriculum will encompass standards-based curriculum and goes beyond to actively engage students to achieve at high levels. All students will experience learning opportunities that emphasize high order thinking skill and integrate academic and applied content. Access to cutting edge technology will empower students to research, navigate, and expand their opportunities through a global, project-based environment. By incorporating the theories of Montessori with standards-based curriculum, students will have the opportunity to academically succeed and become life long learners.

CURRICULUM GUIDE DOES NOT PROVIDE ALIGNMENT STRATEGIES...UNKNOWN IF THE SCHOOL WILL PURCHASE STANDARDS-BASED MATERIALS

Charter will draw upon the experience and technical support of outside experts, conduct site visits to other schools, and to research successful models of teaching and learning in order to ensure that standards-based curriculum is integrated into the thematic approach of separate classroom disciplines.

- b. Plan for clear and measurable outcomes for student performance

The annual California Standardized Testing and Reporting (STAR) program provides data for the school community, sponsoring district, and the public community. Not only will standardized assessments be used, but Charter will complete by July 2004 a complete realm of assessments that are based upon the curriculum, which will already be strongly linked to state content standards. Informal (observations, surveys, and focus groups) and formal (standardized tests, curriculum measurements, and individual education plan benchmarks) assessments will be used to measure the following outcomes:

- Academic Performance Index (API) ranking will increase by 5% the first year and 10% each subsequent year;

- Students scoring below the state standard of 50 percent, will improve their reading, language arts, mathematics, and science subtest scores by five percentile points each year, as evidenced by the CAT-6;
- All enrolled students will be reading at or above grade-level by grade three, as evidenced by reading/writing rubrics and curriculum measurements;
- Students attending Charter Academy will maintain a 95% attendance rate, as evidenced by enrollment logs; and
- All enrolled students will complete a minimum of two project-based activities to share with the school community, as evidenced by the student's education plan and certificates of achievement.

- c. Plans for a comprehensive student assessment program aligned with the charter school's educational mission and student outcomes

Proper assessment and timely feedback are crucial to the learning process and to the continued academic success of students. Results from academic assessments will demonstrate that students will make strong academic progress in each content area. Assessment results will be used by teachers to determine the extent to which students reach benchmarks associated with state and local standards. Each student's mastery of state content standards will be entered into an electronic database to provide teachers with access to effectively modify and plan individualized instruction based upon a students' progress towards those standards. The database will enable classroom teachers to view, review, and share assessment results together to facilitate instructional planning and best practices based on state standards and multiple measures.

THE ABOVE PARAGRAPH DOES NOT EXPLAIN AN "ASSESSMENT SYSTEM" ...UNKNOWN ABOUT INDIVIDUAL, AGE, OR GRADE-LEVEL ASSESSMENTS

- d. Plans for student interaction with teachers (EC 47605(1))

Classroom teachers will be responsible for coordinating efforts with each parent and student to develop an individualized student education plan. Student plans will identify both academic and enrichment activities to be completed throughout one academic year. The plan will be modified throughout the year, if necessary, to accommodate the individual student's learning style and the changes thereof. Specifically, the classroom teacher will conduct weekly reviews of the education plan to ensure that progress towards achieving individual academic success is measured, documented, and reported. The education plan will also highlight community functions and projects that the student and/or family are actively participating in. In the event a student is falling behind, college mentors or community volunteers may assist in providing after school services with intensified instruction to ensure that all students will meet and exceed their academic goals. It is important to note that all academic goals are directly aligned with state standards and local benchmarks. All classroom teachers will be trained in recognizing and adapting all learning modalities and multiple intelligences including verbal/linguistic, visual/spatial, bodily/kinesthetic, and musical/rhythmic. Instructional strategies and materials that take students' diversity into account will be utilized.

- e. Plans and resources for professional development

Professional development will be conducted on an ongoing basis through structured standards-based workshops, content-level planning meetings, and multiple learning modality workshops. These sessions will center around improving each students' academic progress and social development. Classroom teachers will meet bimonthly during a structured inservice to engage in planning and team building activities. Additionally, a five-day summer retreat will be supported by the charter school to sponsor external agencies in delivering technical assistance and training regarding best practices of charter school instruction. Such agencies include the Charter School Development Center and CANEC.

III. Business Capacity

- a. Comprehensive design for effective school functioning which supports educational vision and demonstrates understanding of the charter process and laws

The business operations of Charter Academy will center around an accountability and responsibility to the students, parents, community, sponsoring local education agency, and state agencies. Governing board members will be responsible to the organization in securing adequate resources and overseeing the disposition of those resources to meet individual student needs.

Additionally, a strong partnership with the Charter Schools Unit of the Los Arboles Unified School District (sponsoring agency) provides for a seamless network of information related to the operations of a charter. Applicable laws and accountability measures will be strictly followed to ensure that all students receive equal access and opportunities while attending the charter. Ongoing, monthly meetings with LAUSD and existing charter schools makes available a network of providers to ensure that policies and procedures are aligned throughout the public school district, while remaining sensitive to the needs and teaching practices of Charter.

To assure the establishment of a high quality program, Charter has developed a relationship with Excellent Education Through Charter Schools (ExED). ExED will assist charter board members to develop an independent charter school through monitoring and coaching of effective-practices in charter school operations. ExED has assisted several independent charter schools in California and is well prepared to create a highly functioning charter. Further demonstration of functioning strategies include the hiring of experienced and highly-qualified personnel and by providing a structured, stakeholder effort for continuous improvement through reflective inquiry and collaborative decision-making.

- b. A three-year financial plan that demonstrates the fiscal viability of the school, including revenue and expenditures, and an understanding of the funding methods available to charter schools

ExED and Charter are in the process of developing a three-year financial plan that will be aligned with accounting methods of LAUSD and state reporting codes. The financial plan will include and identify revenue and expenditures, which will be authorized and reviewed by the governing board. Input for yearly expenditures will be solicited from key stakeholders, parents, and classroom teachers in order to identify practical and useful means of financial resources. Revenue will be secured through entitlements based upon the state direct funding model and local funding for students in grades kindergarten through fifth made available to district-sponsored charter schools.

- c. Development of governance and management structures, including the role of the authorizing public chartering agency in governance, provision of services, and oversight of the charter school

A fully established six member advisory board will offer expertise and evaluate educational and business strategies employed. The advisory board will be comprised of professionals, consultants, the executive director of the charter, and sponsoring district representatives. The advisory board provides a direct link to the latest research on effective practices for charter schools, whereby optimizing the learning experiences of students and decision-making processes of the governing board. Accountability reports will be generated on an annual basis with the support of the sponsoring district and disseminated to community members, upon request, after the sponsoring district has reviewed and commented on school progress. Accountability reports will assess areas of curriculum and instruction, fiscal responsibility, facility maintenance, personnel, family/parental involvement, and community relations.

The advisory board will be supported by a seven-member governing board which will be composed of two key community stakeholders, one parent, one classroom teacher, two advisory board member, and the

charter school director (principal). Each board member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinarily prudent person, and the Duty of Loyalty: to refrain from doing anything that would work injury to the organization. More specifically, there are several basic functions of the board: 1) to further define and/or refine the organization’s mission, strategy, and policies; 2) plan and budget to meet the organization’s goals; 3) evaluate the organization’s effectiveness; 4) hire and evaluate staff; 5) develop financial resources for the organization; 6) represent the organization to the broader community; and 7) develop school policies and ensure compliance with all local and state laws. These functions will allow for the implementation and governance of Charter to function at optimal levels. The day-to-day management and operation of the charter will be the responsibility of the charter director who will be authorized to enter into contracts that are included in the approved school budget, hire and evaluate personnel, and maintain facility operations.

Advisory Committee	Governing Board
2 Higher Education Professors	2 Community Members
1 Los Arboles City Official	1 Parent
1 LAUSD Representative	2 Advisory Board Members
1 Executive Director	1 Charter Director (Principal)
1 ExED Representative	1 Classroom Teacher

WAITING FOR INFORMATION AND VITAE ABOUT EUGENE AND TATYANA

d. Location of and plans for the maintenance of school facilities

Charter Academy will be housed adjacent to an existing preschool presently owned by Milton C. Megabucks. Through a firm commitment to provide continuity of educational services, parents and Advisory Board members understand the importance of providing a “one-stop” campus, therefore, initial planning phases of the location have involved all stakeholders through a series of public forums to gather input regarding the safety, design, and location of the campus. The facility will be maintained by community volunteers and outsourced custodial services. Yearly maintenance will be supervised by the Charter Director.

UNSURE ABOUT USE OF FACILITIES...WAITING

e. Resources to be used for facilities

The identified Executive Director has been actively working with an independent contractor to build facilities that are aligned with ADA, state, federal, county, and city code. The facility will hold twenty classrooms, an auditorium/gymnasium, library, media center, and administrative offices. The Executive Director has worked closely with the Advisory Board to ensure that all accommodations for student, parent, and teacher use are appropriate for classroom instruction. Funding for the general operation of the facility will be made available through appropriations provided by appropriate education code and block grants..

f. Experience and knowledge of personnel

Charter Academy personnel will draw upon the knowledge and expertise a wide network of Los Arboles charter schools. Experienced and highly dedicated external consultants will be employed to conduct on-site professional development and facilitate site visitations to model charters throughout the state. Specifically, the advisory board is comprised of professionals who have long-standing relations with charter school development. Current advisory board members include: Dr. Alfred E. Newman, Associate of Business at the University of California-Los Arboles; Dr. Willard Small, Professor at Academic School of Management at the University of California-Los Arboles; Mr. Peter Crinthos, CEO of the Nada Mas Foundation; Mr. W.S. Smith, Director of FedEx; Dr. Arnez, Director of Charter Schools Unit for Los Arboles Unified School

District; Mr. David Gonzales, Los Arboles City Councilman; and Mr. Sal Fornesic, Coordinator of Charter Academy.

WAITING FOR SUCCESS INFORMATION ABOUT ACADEMY JUST FOR KIDS

The governing board will be established and put in place beginning December 2003 through the leadership of the Charter Director. Following the assembly of the governing board, recruitment efforts will be underway to staff the instructional and educational components of Charter. All core staff will be fully credentialed and qualified to teach their respective students in the content area of expertise. Additionally, the librarian/media specialist technician will have appropriate qualifications and/or certificates to perform their duties.

UNSURE OF ACTUAL QUALIFICATIONS OF CHARTER DIRECTOR OR ANY OTHER PERSONNEL TO BE HIRED IN THE FIRST YEAR....WHAT GRADE LEVELS WILL BE OPEN IN SEPT. 04 OR WILL IT BE ON A GRADUAL SCALE

g. Process for recruiting qualified personnel

The established advisory board will be charged with developing initial bylaws and articles of incorporation, which will be used for the governance structure of the governing board. The advisory board will launch an aggressive campaign statewide through electronic bulletin boards and professional publications to secure one classroom teacher and one charter director. It is anticipated these positions may be filled through recruitment efforts conducted by word-of-mouth due to the vast network of collaboration among the advisory board. Recruitment efforts will begin in August, 2003 and the positions will be filled by December, 2003. The advisory board will screen all applicants and interview the candidates. Great care and emphasis will be given to assuring that the charter director understands and is committed to the vision of Charter Academy, that he/she is experienced and has a passion for working in economically disadvantaged communities, and has a wealth of experience successfully working with staff, students, and parents. Upon hiring, the charter director and lead classroom teacher will be positioned to recruit through newspapers, word-of-mouth, and community flyers two community members and one parent who wish to serve on the governing board. These positions ensure that the charter school is culturally sensitive to parents and community members by making available a key contact for voice.

The governing board will convene by February, 2004 and ready to submit the charter petition to the Los Arboles Unified School District board. Continuing into the summer of 2004, the governing board shall be charged with hiring classroom teachers. The governing board will develop selection criteria and protocols for the hiring process. Charter Academy envisions that many of its teachers will be recruited through informal contacts, however it will also utilize teacher recruitment resources such as Charter Teachers R Us and CANUFINDTHEM network.

IV. Collaboration and Networking Strategies

a. Involvement of parents and other community members in the development of the charter proposal and plans for their involvement in the school

Charter Academy will collaborate with parents and community members through public forums, electronic mail, and flyers to both inform and request feedback regarding the educational practices and environment of Charter Academy. To ensure parental and community voice in deciding charter issues, representations of each group are made available through the governing board. Parents and community members will represent not only the demographic makeup of our community, but also the community at-large to ensure that an innovative and family-like culture remains constant throughout school operations. Participation as classroom volunteers, field study supervisors, planning and implementation of off-campus activities, school

site maintenance, talent or skill sharing are all ways in which parents will feel a sense of ownership and pride as an active partner in their child’s education. Parents will also have current reports of their child’s progress through the individual education plans, which will be discussed and modified as deemed appropriate with classroom teacher. Parent choices about learning for their individual child are incorporated into the individual education plan, whereby reinforcing an intergenerational learning component to all core content subject areas taught. The plan will reinforce individualized learning after-school and during non-school days, whereby each student will develop the self-confidence to be a life-long learner.

b. Description of external partnerships

External partnerships with local businesses, institutions of higher education, the sponsoring school district, established charter schools, and experienced consulting firms provides for a comprehensive support network and a diverse collection of agencies who are ready and willing to establish a charter for the sole purpose of improving student academic performance. The advisory board will be initially responsible for the cultivation and securing of expanded partnerships, whereby more institutions will be partners in the charter’s development and implementation. Currently, the advisory board has secured commitments and established partnerships with numerous organizations including:

STILL WAITING FOR LETTERS OF SUPPORT

Academy Just for Kids	New Vision Foundation
ExED	City of Los Arboles
Los Arboles Unified School District	E3 Marketing, LLC
University of California-Los Arboles; Anderson School of Mgmt.	Banana Rama Capital Corporation
Midville Chamber of Commerce	Entrepreneurial Studies Center
ExxonMobil Pipeline Company	

A key partnership with FEDEX will revolutionize public education in Los Arboles by demonstrating that high achieving public schools can be sustained in this large city. FEDEX offers services in both areas of developing the school, and once opened, managing the various business functions. The ongoing commitment to maximize resources for the delivery of education will be the driving force for a long-term partnership that brings vision into reality.

c. Plans for developing an effective school culture

The following school culture defines Charter Academy:

DEVELOP

Development of school culture requires a long period of time whereby stakeholders develop trust and respect. Ground rules are often developed over time to accommodate the learning and working styles of individuals involved, as well as the history and context of Charter. External resources will be secured to coach charter staff in developing sound methods for conflict resolution, constructive criticism, and harmonious working environment. Through these experiences, Charter Academy will establish ground rules and norms for operation in a culture of teamwork and responsibility sharing.

d. Description of relationship with authorizing public chartering agency

Los Arboles Unified School District (LAUSD) will be the authorizing public chartering agency and has established a series of workshops and training seminars to educate charter administrative staff about the coordination of services between charter schools and LAUSD. The district has established a rubric comprised of fifteen elements required for the board to approve a charter petition. Through ongoing informal communications and formal workshops, Charter Academy is well positioned to submit a charter petition that meets and exceeds the requirement of LAUSD. The advisory board of Charter Academy will

produce annual accountability reports, which will provide an in-depth analysis of these fifteen elements including educational soundness, financial outlook, and facility maintenance. Because a LAUSD district representative will participate on the advisory board, a direct link to services made available is established. LAUSD will make available fee-based services including special education, nurses, transportation, food services, and facilities when requested. Services needed by the charter will first be requested from LAUSD in hopes of strengthening an already positive relationship.

- e. External means of technical support

ExED will work with Charter Academy to provide financial oversight on a monthly basis, effective practices for charter operation, and staff development workshops to ensure the charter school exemplifies a model program approach to educational reform. A fully functioning advisory board has established key linkages with institutions of higher education and national organizations to solicit research and effective practices for charter operation. Research and resources have been secured through the Institute for Public Policy Research, the Coalition of Essential Schools, the Charter Schools Development Center, and WestEd.

- f. Collective knowledge and experience of developers and/or operators

The advisory board holds a wealth of knowledge and experience to fully implement a model charter school with the intent to disseminate and be replicated. The advisory board is comprised of individuals who not only have a strong and fundamental base of experience in traditional public schools, three of the six Advisory Board members have been instrumental in opening, implementing, and sustaining charter schools throughout the Los Arboles area. Their financial, management, marketing, educational, and entrepreneurial skills make available a fully functional “brain” capable of educational reform through a charter school. The advisory board members include: Dr. Alfred E. Newman, Associate of Business at the University of California-Los Arboles; Dr. Willard Small, Professor at Academic School of Management at the University of California-Los Arboles; Mr. Peter Crinthos, CEO of the Nada Mas Foundation; Mr. W.S. Smith, Director of FedEx; Dr. Arnez, Director of Charter Schools Unit for Los Arboles Unified School District; Mr. David Gonzales, Los Arboles City Councilman; and Mr. Sal Fornesic, Coordinator of Charter Academy.

V. Overall Program Evaluation

- a. Plans for a comprehensive program monitoring and assessment structure that includes data from statewide accountability measures

STILL WAITING FOR ASSESSMENT/TESTING INFORMATION

The governing board will be commissioned to oversee the evaluation and monitoring of program components through strategies that are directly linked to measurable goals and benchmarks. Specifically, the evaluation plan calls for the administration of assessment instructions and the collection and analysis of data to evaluate changes in academic performance based on Academic Performance Index scores and normal curve equivalent score gains in reading, mathematics, science, and language arts. Similarly, the evaluation plan collects records of participation, completions, and growth in skills and knowledge on part of the staff and parents according to the specification of goals and benchmarks.

The governing board will provide data-driven reports to the advisory board to review program progress and recommend improvements or modifications. The recommendations for improvement will be presented back to the governing board, who may wish to solicit community input to address any shortcomings. School plans and policies will be modified, if appropriate, and the implementation of revised plans will be carried out by the charter director.

The evaluation plan will involve several levels: 1) maintain complete data so that we can aggregate and disaggregate student achievement data; 2) maintain data on specific students and their families to that we

can monitor student achievement; 3) ensure both process and outcome evaluations; and 4) college qualitative data. All data will be individualized and documented in each student's individual education plan to ensure that both parents and classroom teachers have a clear understanding of the outcome-based learning steps to ensure academic success.

Because ongoing program assessment is key to maintaining the integrity of our mission and vision of successful educational reform, we will utilize both a formative and summative approach for the evaluation and integration of our educational capacity, business and organizational management, plus collaboration and networking for the benefit of our students and their families. The educational capacity, business management, and collaboration efforts are further detailed in the workplan, which identified key activities and persons responsible for implementing charter strategies.

- b. A description of measurements to be used to evaluate the success of the charter school's program

Measurements to be used to evaluate the success of charter school components will include both quantitative and qualitative data, which will be used in the governing board's report to the advisory board. The following table identifies charter components (educational capacity, business and organizational management, and collaboration), specific measurements, and timeline to allow for continuous monitoring of program progress, while at the same time guiding staff in adopting recommendations for improvement. It is important to note these measurements will begin during the implementation phase of this start-up grant (please see workplan for details).

UNSURE IF THESE MEASUREMENTS WILL BE USED...NO ASSESSMENT INFORMATION RECEIVED YET

Educational Capacity		
Ranking	API (SAT-9); CST	Annually
Special Needs	Special Needs District Intake Assessment	Annually
Student Achievement	Content area academic achievement (curriculum tests, project/assignment proficiency)	Monthly
Student Achievement	Reading/writing levels (student compositions, submissions, individual education plan exercises, writing/reading rubrics)	Monthly
Student Achievement	Teachers' assessment of students' progress, review of education plans	Weekly
Student Participation	Enrollment, attendance, retention (school records)	Daily
Student/Family Satisfaction	Interviews/surveys/focus groups, modification in programs based on parent feedback	Quarterly
Business Management		
Site Management	Staff input (group discussion and surveys), staff mentoring records, meeting of workplan timelines, low teacher/student ratio, staff qualifications, professional development	Monthly
Financial Management	School fiscal records, balanced budget	Monthly
Collaboration		
Community	Media and correspondence, community and partner surveys, school records and annual charter school reports	Monthly
Family Involvement	Interviews, surveys, participation, and activity logs	Monthly

- c. Accountability plans to measure the viability of the charter school and its faithfulness to the charter

The governing board shall have the responsibility to produce annual reports to the advisory board. The report will identify the degree to which Charter is accomplishing the purposes and function of the charter. To fulfill this, the governing board will work with an external evaluator to conduct an annual review of charter school components based upon the three components mentioned above. The evaluation report, together with the governing board report, will provide the advisory board with well-rounded information to make informed decisions about charter improvement. Decisions for improvement will be made public and shared with the school community.

VI. Grant Project Proposal

a. Grant project goals and objectives

The advisory board has been actively planning all scopes of starting Charter Academy. A comprehensive workplan is directly tied to our vision where individualized and conceptual learning for each student is evidenced by continuous improvement in academic performance. Three priority goals, aligned with measurable outcomes and based on adherence to grant requirements, are identified in the workplan below. The workplan provides each goal/objective, the expected outcome (product or activity), timeline, persons responsible, progress indicator, and use of grant funds.

b. Tangible work products and activities to be performed with grant funds

c. Individuals responsible for completion of work and their correlating qualifications, including their track records in developing and/or operating other successful charter schools

d. Costs for each work product and activity to be performed with grant funds, by grant phase

UNSURE, REALLY ABOUT WHAT THEY WANT TO SPEND MONEY ON. REVIEWED BUDGET...BUT NO COMMENT

e. Use and impact of other funds for support of the project; identify source(s) and ongoing support, if available

f. Timelines for completion of work products and activities, by grant phase

g. Individuals responsible for completion of work and their expertise

h. Procedure for monitoring progress and evaluating successful completion of each phase of the grant

An external evaluation firm will be asked to monitor and evaluate charter operations. An external agency will be asked to provide an objective, unbiased review in order to provide the governing board with qualitative and quantitative data for effective decision-making. The evaluation will be formative and summative to determine the extent to which project goals and objectives have been completed.

i. How grant funds will be used to support the educational vision, grant project goals, and objectives and other variable of effective schools

All activities and grant funds are designed to establish the foundation for a fully functional charter school devoted to the academic success of educationally disadvantaged students in our community. establish an atmosphere where student learning

j. Adherence to grant requirements

WORKPLAN

The workplan provides each goal/objective, the expected outcome (product or activity), timeline, persons responsible, progress indicator, and use of grant funds.
 Start-Up Phase

Goal 1 — To Develop Policies and Governing Documents to Operate a Charter School (Business Management)

Objective	Expected Outcome	Timeline	Persons Responsible	Progress Indicator	Use of Funds
Objective 1.1 — By July 2003, the Advisory Committee will convene to assemble charter petition	Approval by the board of education of Los Arboles Unified School District	Submission of petition by October, 2003 Approval of petition by February, 2004	Advisory Board; Executive Director	Charter Petition Approval and dissemination of charter	Consultant Fees
Objective 1.2 — By October 2003, fully functional financial plan will be assembled	Three-year financial plan	Ready for submission with charter petition, October 2003. Monthly financial report analysis beginning February, 2004	Advisory Board; FEDEX; Executive Director	Accounting software and ledgers in place aligned with state and district accounting codes	Consultant Fees
Objective 1.3 — By October 2003, a fully functional management plan will be assembled	Policy of Governing Board Members Advisory Board Ground Rules Governance Guidelines	Ready for submission with charter petition, October 2003.	Advisory Board; FEDEX	Approval and commitment of all advisory members	Consultant Fees
Objective 1.4 — By August 2003, facility construction will begin to accommodate student population	State-of-art facilities	Begin construction in August 2003 Completion of construction in June 2004	Advisory Board; Business Community Members	Facility meets all state, federal, and local building codes for charter school facilities	None (financed)

Implementation Phase

Goal 1 — To Develop Policies and Governing Documents to Operate a Charter School (Business Management)

Objective	Expected Outcome	Timeline	Persons Responsible	Progress Indicator	Use of Funds
Objective 2.1 —The Advisory Board will have developed recruitment and screening protocol	The hiring of: 1 Charter Director and 1 Lead Classroom Teacher	Recruitment efforts to begin in August 2003 and positions filled by December 2003.	Advisory Board; FEDEX; Executive Director	Employment contracts secured	Consultant Fees
Objective 2.2 — The Charter Director shall appoint Governing Board Members.	The appointment of: 2 Community Members; 1 Parent; and 2 Advisory Board Members	Recruitment efforts to begin in December 2003 and positions filled by March 2004	Executive Director; Charter Director; and Advisory Board	Duty of Service contracts signed	Charter Director; Lead Classroom Teacher
Objective 2.3 — The Governing Board will develop charter operating documents	Personnel Manual School Policies Operating Budget Guidelines	Development beginning in March 2004 Completion in July 2004	FEDEX; Governing Board	Documents approved by the Advisory Board Submitted to sponsoring agency for comment	Consultant Fees; Charter Director; Materials and Supplies
Objective 2.4 — The Governing Board will equip facilities with the necessary equipment to carry out charter elements	Equipped classrooms with necessary materials Athletic equipment in place Technologies placed in accordance to Technology Plan	Development beginning in June 2004 Completion in August 2004	Governing Board	All equipment in place for school opening in September 2004	Charter Director; Lead Classroom Teacher; Materials and Supplies; and Equipment

Goal 2 — To Build Academic Instruction (Educational Capacity)

Objective	Expected Outcome	Timeline	Persons Responsible	Progress Indicator	Use of Funds
Objective 2.1 — Individual education plans shall be developed and aligned to curriculum paths	Individual Education Plan based upon proficiency of student	Begin development in December 2003 Completion in June	Advisory Board; FEDEX; Executive Director; Charter Director	Curriculum paths	Consultant Fees; Charter Director; Lead Classroom Teacher

		2004			
Objective 2.2 — Hire qualified and skilled classroom teachers	Maintain a student:-teacher ratio of 1:20	Recruitment efforts to begin in March 2004 and positions filled by June 2004	Executive Director; Charter Director; and Governing Board	Classroom teacher contracts	Charter Director; Lead Classroom Teacher
Objective 2.3 — Conduct staff development regarding state standards, effective practices, and model curriculum	Continuity among teaching styles with anticipated outcomes	Workshops sessions to begin July 2004 Ongoing	FEDEX; Executive Director; Charter Director	Staff reviews	Consultant Fees; Workshop Expenses
Objective 2.4 — Evaluate effectiveness of curriculum implementation and academic progress of students	Academic success and progress	School opening in September 2004 Ongoing; Annually	Governing Board; Classroom Teachers	Based upon evaluation plan (pg. ____)	Curriculum materials and supplies

Goal 3 — To Build Upon an Effective Collaborative Among Key Stakeholders (Collaborative and Network)

Objective	Expected Outcome	Timeline	Persons Responsible	Progress Indicator	Use of Funds
Objective 3.1 — Parents shall be responsible and active participants in the education of their children	Parent involvement in school related activities (enrichment) Every parent to volunteer at least two times per academic year in school site activities (educational)	Parent notification of charter opening – March, 2004 Monthly newsletters beginning July, 2004 and continuing Parent/Classroom teacher conferences beginning Sept., 2004 and continuing quarterly	Charter Director; Classroom Teachers	Individual education plans (noting parent involvement in intergenerational activities – project-based in support of student plan completion)	Charter Director; materials and Supplies
Objective 3.2 — The governing board shall expand collaborative membership	Business-to-school and school-to-business events in support of real-world activities	Business notification of charter opening – March, 2004 Collaborative	Governing Board; Executive Director	Enrollment logs, number of activities supported and sponsoring by businesses	Materials and Supplies

	Volunteers and mentors to participate and work with students in project completion	appreciation events beginning in August, 2004 and continuing yearly			
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