

**APPLE ACADEMY CHARTER PUBLIC SCHOOLS
CHARTER PETITION FOR FIVE-YEAR TERM (2012-2017)
SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT
NOVEMBER 1, 2011**

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CCSA Letter of Support

Title Page

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Innovation and Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	<u>Apple Academy Charter Public Schools</u>		
General location of proposed charter	<u>4900 S. Western L.A. 90062</u>		
Projected Grade Levels-Year 1	<u>K-5</u>	Projected Grade Levels-Year 5	<u>K-5</u>
Projected Enrollment-Year 1	<u>1,000</u>	Projected Enrollment-Year 5	<u>1,300</u>

Lead Petitioner Information:

Name David Cunningham, Jr.
Address 4871 Dockweiler St. LA, 90019
Phone number(s) 213-610-8382 Fax _____
E-mail address Putt-dcun@msn.com

Other members of the Charter Development team

A.J. Duffy

Caprice Young

Certification:

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

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

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

DAVID S. CONNOLLY JR. David Connolly Jr. 8/12/2011
PRINT NAME SIGNATURE DATE

Los Angeles Unified School District Charter School Application
Revised May 3, 2011

CHARTER BRIEFING PAGE

NAME OF ORGANIZATION APPLYING FOR CHARTER: Apple Academy Charter Public Schools (A California Nonprofit Public Benefit Corporation)

NAME OF THE PROPOSED CHARTER SCHOOL: Apple Academy Charter Public Schools¹

PROJECTED GRADES SERVED YEAR 1: K- 5/YEAR 5: K-5

PROJECTED ENROLLMENT YEAR 1: 645 YEAR 5: 1525

FACILITY STATUS/LOCATION: 4900 S. Western Ave., Los Angeles, CA 90062

PROP. 39-APPLICATION SUBMITTED? We plan to submit our Prop. 39 application on November 1, 2011.

DOES THE LOCATION MEET BOARD POLICY?

Our target area in South Los Angeles meets Board policy due to the following critical factors: There are 18 traditional public elementary schools within a two-mile radius of our facility location who meet the LAUSD Board policy criteria of being overcrowded (five serve 900 students or more), have low API scores (only two over 800 and 10 are in Year 5 PI Status) and are failing to meet their Annual Yearly Progress (10 did not meet their School-wide Growth Target and seven did not meet their subgroups. An additional three met theirs only due to being in Safe Harbor)

BOARD OF DIRECTORS:

The Board of Directors is comprised of an exceptional group of dedicated professionals whose realm of experiences spans the business, education and community sectors. Board Resumes and Questionnaires for each are included in Appendix A.

David Cunningham Jr., President and Chairman of the Board
Owner, Dave Cunningham and Associates
Member, Los Angeles Convention Center Authority

Caprice Young, Secretary and Treasurer
CEO and President, EnCorps Teachers Program

Janice Mazyck
Principal, Mazyck Advisors, LLC

Ref Rodriguez
CEO and President, Partners for Developing Futures, Inc.
Founder and Corporate Treasurer, Partnerships to Uplift Communities (PUC)

Bruce Corwin
CEO and Chairman, Metropolitan Theatres Corporation

Mike Roos
Founder and Chief Consultant of Mike Roos and Company

¹ Apple Academy Charter Public Schools will open its first charter school in one location; however, we intend to operate one school at multiple sites, of which all will carry the name of Apple Academy Charter Public Schools , also referred to herein as "AACPS" or "Charter School.

APPLE ACADEMY CHARTER PUBLIC SCHOOLS MISSION AND VISION:

The mission of the Apple Academy Charter Public Schools is to provide all students with a personal learning experience that encourages creativity, curiosity and a life-long pursuit of education. As a community of learners, all staff, parents and community members will participate in helping our students achieve academic and personal success. We will fulfill this mission by:

- Utilizing an interdisciplinary, inquiry-based approach aligned with the way we believe students learn best
- Implementing rigorous, research-based curriculum, instructional practices and assessment in line with our educational goals
- Creating an inclusive school culture that values commitment, acceptance, character and excellence
- Enhancing teacher leadership through actionable professional development practices
- Empowering parents and the community through information and education

When our vision is fulfilled, we will have prepared a new generation of global community leaders.

Students who have attended Apple Academy Charter Public Schools will have a solid foundation of knowledge, skills and abilities that enable them to be self-motivated, competent and lifelong learners. The students will have learned how to learn and mastered the discourse that occurs between teachers and peers to question, analyze, evaluate and reflect. Each student will be literate, in every sense of the word as proficient readers, writers, listeners and speakers. Students will have a basic understanding of what it means to be a contributing member of a community and aware of the steps necessary to achieve their own goals from middle school through college preparatory high school and into post-secondary education. As a result of their participation in a variety of experiences in all subjects, but in particular mathematics, science, technology and the arts, students will know their potential for success as global leaders, first in the immediate community and then as the future workforce of America.

SOURCE/CORE OF MONEY:

The Board of Directors has secured a prequalification with Charter School Capital pending charter approval and is moving forward with a fundraising strategy to secure additional resources from a variety of contributors (foundation grants, corporate donations and individual donations). Major funding will derive from state revenue categorical funds and federal revenue for which Apple Academy Charter Public Schools are eligible. Additionally, we will be seeking other philanthropic support that will support non-core programs.

3-5 TOP LEADERS/CHARTER DEVELOPMENT TEAM:

David Cunningham Jr., *Founder, President, and Chairman of the Board/Lead Petitioner*

Mr. Cunningham is a business executive who was elected to the Los Angeles City Council in 1973 to succeed Council Member Tom Bradley, who had been elected mayor that year. He represented the 10th district until 1986, when he resigned; however, he has continued work in business, politics and education. He now owns Dave Cunningham and Associates, a governmental and public affairs firm and was previously vice president of Cunningham, Short, Berryman and Associates, a consulting firm specializing in governmental and economic problems before his election to the City Council. He has been president of the board of directors of the UC Riverside Alumni Association since 2010 and a member of the Los Angeles Convention Center Authority. Mr. Cunningham received an associate's degree from Stowe Teachers College in St. Louis, Missouri, and was in the U.S. Air Force as a cartographer. He earned a bachelor's degree in political science and economics from the University of California, Riverside; the following year he did an internship as administrative aide to Assemblyman Charles Warren, and then moved to Lagos, Nigeria, to become West Africa regional manager for the DuKane Corporation. He subsequently joined the Hughes Aircraft Company as manager of community relations. There, he co-managed the Hughes

Active Citizenship Program. He went on to earn a master's degree in urban studies from Occidental College.

Caprice Young, *Board Secretary and Treasurer*

A nationally respected education innovator, Dr. Young is the CEO and President of EnCorps, Inc., a not-for profit organization providing talented Math, Science, Technology and Engineering teachers to inner city secondary schools by recruiting and developing mid and senior career professional from industries and professions in these fields. She is known for working skillfully across major sectors, having held top leadership positions in technology, education, government and business.

Dr. Young also has served on numerous boards, including the Board of Education of the Los Angeles Unified School district, on which she served as president, as well as the Governor's Advisory Committee on Education Excellence (California), the Fordham Foundation, and the National Alliance for Public Charter Schools, among others. She is a recipient of the Coro Foundation Crystal Eagle Award for Achievement in Public Service. She earned her bachelor's degree from Yale University, a Master of Public Administration from the University of Southern California, and her Doctorate of Education from the University of California, Los Angeles.

AJ Duffy, *Chief Executive Officer*

Mr. Duffy's teaching career began in early education as he taught in a daycare center for working parents in Philadelphia followed by community day care centers in Venice, California. He joined LAUSD in 1974 as a Special Ed assistant and substitute teacher at Salvin Special Education Center and after earning his teaching credential he taught at Drew Junior High, Franklin HS and Palms MS. He has been a union activist since 1983, serving in numerous capacities including Editor, Teachers for Change Newsletter, UTLA Board of Directors, UTLA House of Representatives, CTA State Council and AFT/NEA National Delegate. He is the current UTLA President serving since 2005 in this capacity. AJ Duffy received his Associate degree from New York City Community College in Marketing Management, and his B.S. in community organizing from Antioch College. He holds a General Education credential in Social Studies and a Special Education credential.

Laurie Inman, *Chief Academic Officer*

Dr. Laurie Inman is the Southern California Program Director for EnCorps Teachers Program, a non-profit organization who helps skilled professionals in the fields of science, technology, engineering, and math make their transition into teaching. She is also an adjunct Associate Professor, teaching in the MAT@USC. Her background includes over 20 years of experience in K-16 teaching, in school and district level administration, as well as in teacher training and professional development.

Dr. Inman taught grades K-4 and adult education, was an elementary school principal and the Assistant Director of Curriculum, Instruction and Professional Development for the Long Beach Unified School District. She spent twelve years as a literacy consultant and partner with Smar²tel Learning Links, LLC, working with traditional public, charter and private schools. She was responsible for the design, development, and implementation of California state-approved training curriculum and building the capacity of administrators and teachers in a distributed leadership training model in literacy. Dr. Inman earned her Ed.D in Educational Leadership with a concentration in Teacher Education in Multicultural Societies at USC. She also holds a M.Ed. from the University of LaVerne and graduated from CSU, Long Beach with a Bachelor of Arts degree in Communicative Disorders.

OTHER JURISDICTIONS: Apple Academy Charter Public Schools has not applied to any other jurisdictions for approval.

SISTER CHARTERS: Apple Academy Charter Public Schools has no sister charters.

WHAT INNOVATIVE ELEMENTS OF YOUR CHARTER COULD BE CONSIDERED BEST PRACTICES AND REPLICATED BY OTHER SCHOOLS?

Apple Academy Charter Public Schools will utilize research-based instructional practices to meet the needs of our student population with a focus on literacy and the national movement for preparing 21st century learners. To offer a truly innovative learning environment within these practices, AACPS will differentiate our content and delivery methods, and focus on the actions of teachers in their classrooms through inquiry and performance, as this is where innovation truly occurs.

Innovation in Content –

Interdisciplinary, Inquiry-Based Approach - AACPS will provide students with an interdisciplinary, inquiry-based approach to meet the demands of 21st century learning. This approach focuses on authentic learning and the application of methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.. This will ensure that students are able to solve complex problems and think critically about tasks, as they use a variety of different techniques. Our goal is to ensure that students at AACPS are competent not only in the basics of content areas, but also the basics of productive and creative thinking and processing. More importantly, we want to capitalize on the natural curiosity our children will bring from their homes, neighborhoods and previous educational settings. Inquiry draws from strategies that students use outside of school: experimenting, questioning, thinking and rethinking as well as verbalizing and sharing. Finally, inquiry allows students to work in collaboration with others using effective communication to acquire new skills and co-construct knowledge with others. This approach, which also lends itself to problem-based learning activities will also recognize the contributions that our parents and community stakeholders can make to the school on a regular basis.

Innovation in Delivery Methods

High-Yield, Research-Based Instructional Strategies - Based on the meta-analysis conducted by researchers at Mid-continent Research for Education and Learning (McREL), nine instructional strategies have been found to have a strong effect on student achievement for all students, in all subject areas at all grade levels (Marzano, Pickering and Pollock, 2001). All teachers at AACPS will use these high-yield strategies, as one school-wide effort, to ensure equity and access for all students. The manner in which the strategies are implemented will be based on the assessed needs of the students and how each complements our inquiry-based methodology. As a teaching community, we are cognizant that these strategies are not the only ones that will work within our student population. These will be one piece of the effective pedagogy utilized to meet the needs of AACPS students.

Brain-based Learning - Brain-based learning is a new paradigm in teaching that integrates instruction with the optimal method in which the brain learns and stores information. It is about the engagement of strategies based on principles of how our brain works (Jensen. 2010). However, there are variables that occur both inside and outside the classroom that can be addressed that allow learning to occur. Many of our potential students have or currently do experience poverty, which neuroscience evidence has demonstrated does change the brain in areas such as the emotional, language, memory, stress and processing centers (Tong, Baghurst, Vimpani & McMichael, 2007; Dubow & Ippolito, 1994). Children affected by these inhibitors suffer greatly in school compared to other children (Jensen, 2008). Teachers need to be equipped with strategies for creating successful learning environments and the use of brain-based techniques will be accessed at AACPS. Research on brain-based teaching explains that the brain learns, and recalls learning, through nonlinear patterns that emphasize coherence rather than fragmentation. The more teachers make connecting patterns explicit and accessible for students, the easier the brain will integrate new information (Hart, 1983).

Innovation in Teacher Actions

Action Research – Teacher quality and teacher effectiveness are perhaps the two most discussed concepts in relation to student achievement. Research over the years has proven that there is a degree of truth that teachers make a difference, yet teachers are rarely empowered to explore and find a solution to the problems they experience in the classroom on a daily basis. Teachers at AACPS will be involved in a cyclical process of action research that Mertler (2012) describes as the opportunity to:

- identify a problem of practice
- gather preliminary information including a review of related literature
- develop a plan of action and implement
- collect and analyze data
- develop an innovation and implement
- share and communicate results and the innovation
- reflect on the process

AACPS believes that this process will allow individual teachers, grade levels and the school to increase rigor and relevance in both instruction and practice that will translate into improved teacher and student performance. Teachers will also be modeling the expectation for students to participate in inquiry-based learning.

THE FOUNDING TEAM

Our Founders

Apple Academy Charter Public Schools, a California Nonprofit Public Benefit Corporation, is being founded by experienced educators, business leaders, and community members. Led by former City Councilman David Cunningham Jr., former UTLA president AJ Duffy and Caprice Young, currently CEO/President of EnCorps Teachers Program, the founding team is dedicated to creating an innovative environment for learning. We are fortunate to include educators with proven experience in providing culturally relevant experiences in an environment of high expectations. Together we are creating the educational program of AACPS, in conjunction with the expert guidance of our Board members and the support of the California Charter School Association.

The group began with a core group of five teachers who initiated the development of the charter school with one purpose in mind – to be able to continue providing a high-quality, rigorous and nurturing educational opportunity for the families whose students were abruptly displaced due to the closure of several charter schools. With the support of AJ Duffy, they reached out to David Cunningham, Jr., and Caprice Young, knowing they had the civic credibility, experience and knowledge to guide their efforts.

This Founding Team has not worked together as a group before this endeavor, although several of them have collaborated in other contexts. We came together through mutual respect for each other's strengths, achievements and shared commitment to the children and community of Los Angeles. By working together we will create the type of learning environment in which our potential students will thrive, as scholars and individuals. In many ways, this is a truly groundbreaking team.

This is the first time top Los Angeles' leaders of the teachers union, charter school movement, civil rights community, former elected officials and business community have partnered with a highly qualified team of educators to create public schools. Our team includes people with decades of experience improving public schools through community engagement (LEARN/LAMP), research proven educational strategies, professional development and governance integrity.

Founding Team Achievements and Background

David Cunningham Jr., *Founder, President, and Chairman of the Board/Lead Petitioner*

Mr. Cunningham is a business executive who was elected to the Los Angeles City Council in 1973 and represented the 10th district until 1986. He now owns Dave Cunningham and Associates, a governmental and public affairs firm, is president of the Board of Directors of the UC Riverside Alumni Association and a member of the Los Angeles Convention Center Authority.

Caprice Young, *Board Secretary and Treasurer

A nationally respected education innovator, Dr. Young is the CEO and President of EnCorps, Inc., a not-for profit organization providing talented Math, Science, Technology and Engineering teachers to inner city secondary schools by recruiting and developing mid and senior career professional from industries and professions in these fields. She is known for working skillfully across major sectors, having held top leadership positions in technology, education, government and business.

***Ref Rodriguez**

Dr. Ref Rodriguez is President and CEO of Partners for Developing Futures (Partners). Prior to joining Partners, Ref was Co-Chief Executive Officer of Partnerships to Uplift Communities (PUC), a charter school management organization serving communities in the Northeast San Fernando

Valley and Northeast Los Angeles. He currently serves on the Boards of Partnerships to Uplift Communities, Green Dot Public Schools, and the Alliance for a Better Community.

***Jan Mazyck**

Ms. Mazyck is a senior finance executive with diverse private and public sector experiences. As the principal with Mazyck Advisors, she provides consulting services to clients, such as, ICEF, the City of Atlanta and the City of La Habra. Ms. Mazyck also assumed leadership of the financial advisory team to the Los Angeles County Metropolitan Transportation Authority (LA Metro) executing financings for several rail projects.

***Bruce Corwin**

Bruce is Chairman and CEO of Metropolitan Theatres Corporation and has been deeply involved in civic leadership for decades. Past and present honors include: membership on Mayor Tom Bradley's Blue Ribbon Committee of 40, presidency of the Coro Foundation National Board of Governors, a trustee of the California Community Foundation and the recipient of the prestigious Pioneer of the Year Award.

***AJ Duffy**

Mr. Duffy began his teaching career Philadelphia and joined LAUSD in 1974 as a Special Ed assistant and substitute teacher. He has been a union activist since 1983, and was the UTLA President from 2005-2011.

***Laurie Inman**

Dr. Inman is the Southern California Program Director for EnCorps Teachers Program, and an adjunct Associate Professor for the MAT@USC program. Her background includes over 20 years of experience in K-16 teaching, in school and district level administration, as well as in teacher training and professional development.

Dana Washington

Dana Washington is an administrative assistant at the government and public affairs firm of David Cunningham and Associates. She supplies part-time ongoing administrative support and handles personal assistance duties. Her financial background and experiences have been extensive in the corporate sector.

Retta Woolfenden

Retta Woolfenden is a bilingual educator currently working in South Los Angeles. She is a former social worker of five years who passionately believed in education so much that she changed careers. She received her Master's degree in education in 2007 and has been educating underserved children ever since. Retta has taught her students that with hard work and perseverance anything is possible.

Kahlia Benjamin

Kahlia Benjamin is a well-rounded and reflective educator whose main goal is to help her students achieve their personal best. She is sensitive to her students' needs and does not give up on them nor does she allow them to give up on themselves or accept mediocrity. Her deep passion for teaching and genuine love for her students is evident in all she does.

Lisa Sims

Lisa Sims attended UC Irvine for both her undergraduate and graduate degrees. She has been teaching in South Los Angeles for the past six years. In her spare time she puts her gymnastics skills, as a former nationally competitive gymnast, to use as a volunteer coach for SELA Special Olympics.

Patricia Jimenez-Hardison

Patricia Jimenez-Hardison became a parent at a young age and her passion has been to become a teacher and educate children in the same community she grew up in, South Los Angeles. It is imperative for her to build relationships with the families in order to work together and help all children succeed.

Denise Cajigas

Denise Cajigas is currently in her 6th year of teaching Kindergarten. She grew up and currently resides in Orange County. She attended the University of California Riverside, where she received her Bachelor's Degree in Liberal Studies, Teaching Credential, and her Masters of Education Degree. Her love for children and their eagerness to learn makes every day of teaching for her always enjoyable and exciting!

The Board of Directors/Founding Team for Apple Academy Charter Public Schools (AACPS) respectfully submits this charter petition to the Los Angeles Unified School District for a 5 year charter to establish a grades k-5th rigorous, innovative, 21st century skills, college-readiness model elementary school, site-based program that will serve a culturally and linguistically diverse student population in the Vermont Square area with additional sites (Prop 39) that are in or border nearby communities (e.g., Gardena, Inglewood and/or Compton).

***Refers to leadership with significant school management experience**

Minutes of the
SPECIAL MEETING OF THE BOARD OF DIRECTORS OF
Apple Academy Schools, a California nonprofit public benefit corporation

The Board of Directors of APPLE ACADEMY SCHOOLS, a California nonprofit public benefit corporation (the "Corporation"), was held at 11818 Courtleigh Dr. # 204, Los Angeles, CA 90066 on Monday, August 15, 2011 at 2:00 p.m. Board members present were: David Cunningham, AJ Duffy, Jan Mazyck, Ref Rodriguez and Caprice Young. Bruce Corwin and several teachers involved in the charter petition process were also present.

David Cunningham called the meeting to order at 2:20 pm.

Opportunity for public comment was offered, but there was none.

No closed session was required.

Public Meeting:

Upon a motion made by AJ Duffy and seconded by Caprice Young, the board unanimously elected Bruce Corwin to become a member of the Board of Directors.

Caprice Young moved and Bruce Corwin seconded the following resolution:

Resolved that the board officially designates David Cunningham to be the Lead Petitioner of the Apple Valley Charter Public Schools; AJ Duffy to be the Executive Director/CEO, with the expectation that upon assuming the Executive Director/CEO post once the charters have been approved he will resign from the Board of Directors; and, Dana Washington as the onsite financial manager.

The resolution was approved unanimously.

General news was shared regarding the status of the charter petition.

Upon a motion made by AJ Duffy, seconded by Ref Rodriguez, and unanimously adopted.

Dated: August 15, 2011 by Caprice Young, secretary of the board


 Aug 15, 2011

AFFIRMATIONS AND ASSURANCES

Apple Academy Charter Public Schools, also referred to herein as "AACPS" or "Charter School", 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 47605(d)(3)], 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.

ELEMENT #1: DESCRIPTION OF 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 this program shall include the objective of enabling pupils to become self-motivated, confident, and lifelong learners." Education Code § 47605(b)(5)(A)

The address of the Charter School is 4900 S. Western Ave, Los Angeles CA 90062.

The phone number of the Charter School is (213) 610-8382.

The contact person for the Apple Academy Charter Public Schools is David Cunningham Jr.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is K - 5.

The number of students in the first year will be 645.

The grade level(s) of the students the first year will be K-5.

The scheduled opening date of the Apple Academy Charter Public Schools is August 21, 2012.

The admission requirements include: Apple Academy Charter Public Schools is open to all residents of California and will admit all students who wish to attend.

The operational capacity will be 360 students at 4900 Western with an additional capacity available at 2-4 sites applied for in our Prop 39 application.

The instructional calendar will be 180 days.

The bell schedule for the Apple Academy Charter Public Schools will be 8:00a.m. – 3:30p.m.
If space is available, traveling students will have the option to attend.

A. TARGET STUDENT POPULATION

1. The Need

In July 2011, the Founding Team of Apple Academy Charter Public Schools (AACPS) became aware of the closure of several charter schools, who prior to a management-wide controversy had been serving its students with positive results. Two of these schools, Crescendo Charter School and Crescendo Charter Preparatory Central were located in zip code 90062 and resulted in the displacement of 600 students alone. According to accountability reports available on the California Department of Education (CDE) website, Crescendo Charter School, in its six (6) years of existence, met their Annual Yearly Progress (AYP) in 2006, 2007, and 2008. In 2009 and 2010, they did not meet the Language Arts AMO, but did meet the Math AMO. In 2011, they excelled once again in both areas. Crescendo Charter Preparatory Central opened its doors in September 2007. This school made AYP in their first two years and while they failed to meet the criteria in 2010 and 2011 with the 11% increases in AMOs, they continued to stay ahead of the growth of the local traditional public schools and the LAUSD average (DataQuest, 2011). In addition, students attending these schools had become accustomed to a small, personalized environment focused on student achievement. As these families began to look at choices **within a two mile radius**, they would have had a selection consisting of 26 schools - 18 LAUSD schools and eight (8) charters in a densely populated region within seven (7) additional zip codes. While it might seem that these families had an array of choices, the achievement data of 18 of these schools is less than desirable, based on statistics available from CDE within DataQuest (2011).

Traditional Public Schools (18)

- Fourteen schools are in Program Improvement Status with ten in Year 5, two in Year 3, one in Year 2 and one in Year 1.
- Ten schools did not meet their school-wide targets and seven did not meet their subgroups
- Only two of the 18 schools, 74th Street and Birdielee Bright, have an API above 800.
- Only five of the schools serve less than 500 students.

Charter Public Schools (8)

- Four of the eight charters are in Program Improvement Status with two in Year 3 and two in Year 1.
- Five of the eight charters did not meet their school-wide targets and four did not meet their subgroups.
- In contrast, 50% of the charters are above 800 and the other half are within 16 points, except Dr. Theodore Alexander Science Center who sits at 758.
- Only one school, Celerity Nascent serves more than 500 students.

The students in the Vermont Square area, and in particular zip code 90062, attend one of two traditional public schools or the only remaining charter in the area - Martin Luther King, Jr.

Elementary, Western Avenue Elementary or Garr Academy of Mathematics and Entrepreneurial Studies (GAMES). Both traditional schools have a high number of students participating in the Federal Free/Reduced Lunch program at 99% and 100% respectively, with GAMES at 83%. Each of the traditional schools has more than 500 students with Western at 706 students; both are in Program Improvement. On the other hand, GAMES is not in PI, has an API of 784 and a Similar School Rank of 10, a viable choice for parents. Unfortunately, GAMES has a student enrollment of only 309, with a waiting list of more than 100, thereby eliminating it as a choice for most parents.

Based on this data and because of the school's proposed location, Apple Academy Charter Public Schools will actively recruit both displaced students and those who currently reside in this area of overcrowded schools, low API scores, and schools that are in Program Improvement status.

Although the school will not have specific boundaries and will be open to all children in the State of California, it is expected that the majority of the students will reside in 90062, 90043, 90037, 90008 and 90007. Each of these zip codes closely borders our school location and will offer another choice for families.

DATA AND DEMOGRAPHICS OF THE STUDENTS AND FAMILIES

a. The Growth Plan

AACPS intends to open in August 2012 with 645 students in kindergarten through grade 5 at the facility currently identified and based on projections with the availability of at least two Prop. 39 facilities. Each year, the school will grow by adding additional classes, as students move upward and fill spaces available through attrition. If space allows, we anticipate the student population will increase in the following increments over the next five years:

Apple Academy Charter at 4900 Western Avenue, 90062 (Site 1)

	2012-13	2013-14	2014-15	2015-16	2016-17
Kinder	50	60	60	60	60
Grade 1	45	50	60	60	60
Grade 2	45	50	60	60	60
Grade 3	40	50	60	60	60
Grade 4	30	40	40	60	60
Grade 5	30	30	40	40	60
Totals	240	280	320	340	360

Apple Academy Charter – Site 2

	2012-13	2013-14	2014-15	2015-16	2016-17*
Kinder	50	60	80	80	80
Grade 1	45	50	60	80	80
Grade 2	45	50	50	60	80
Grade 3	40	50	50	50	60
Grade 4	40	40	50	50	50
Grade 5	40	40	40	50	50
Totals	260	290	330	370	400

* Following renewal, we will have the capacity to retain all students in grades where an increase in enrollment will occur (e.g., grade 3 to grade 4)

Apple Academy Charter– Site 3

	2012-13	2013-14	2014-15	2015-16	2016-17*
Kinder	30	60	80	80	80
Grade 1	40	40	60	80	80
Grade 2	40	40	40	60	80
Grade 3	35	40	40	50	60
Grade 4		35	50	50	50
Grade 5			40	50	50
Totals	145	215	310	370	400

* Following renewal, we will have the capacity to retain all students in grades where an increase in enrollment will occur (e.g., grade 3 to grade 4)

Apple Charter Academy - Site 4 (added in Year 3)

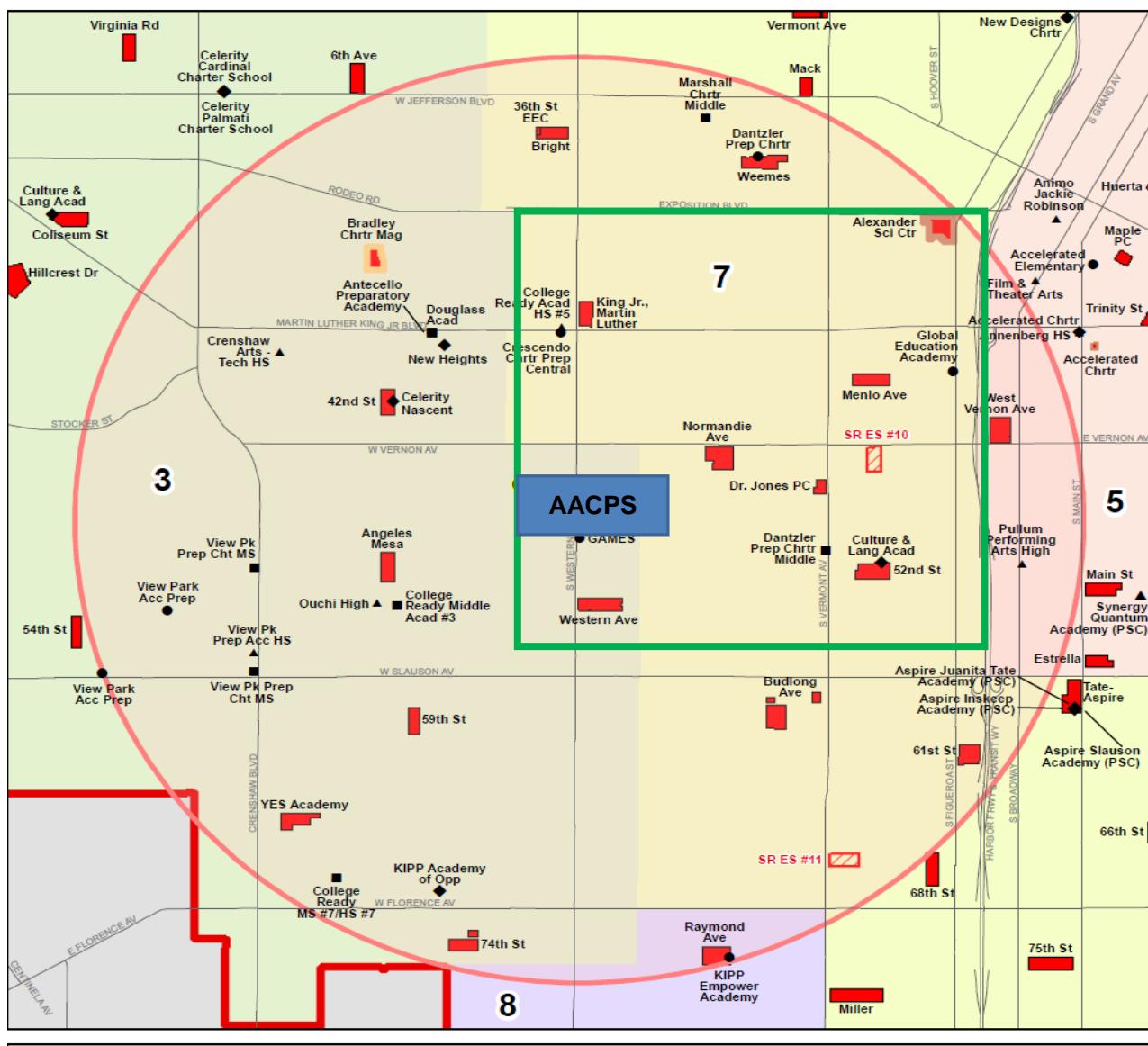
	2012-13	2013-14	2014-15	2015-16	2016-17*
Kinder	-	-	75	75	75
Grade 1	-	-	60	75	75
Grade 2	-	-	40	60	75*
Grade 3	-	-	40	40	60
Grade 4	-	-	50	40	40
Grade 5	-	-	40	50	40
Totals			305	340	365

* Following renewal, we will have the capacity to retain all students in grades where an increase in enrollment will occur (e.g., grade 2 to grade 3)

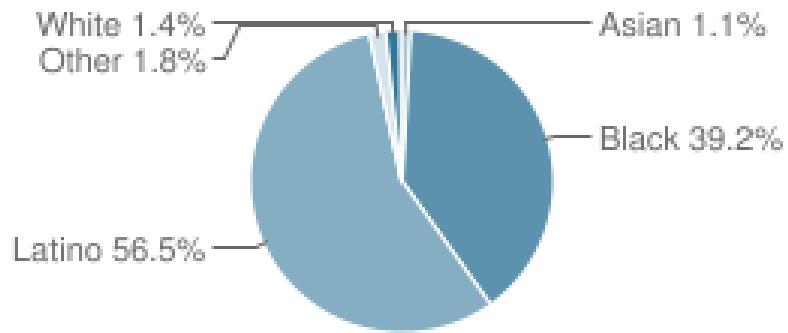
For a description of our student recruitment plan and details regarding how we will achieve racial and ethnic balance that is reflective of the District's population, please see *Element 7: Racial and Ethnic Balance*.

b. The Vermont Square Community

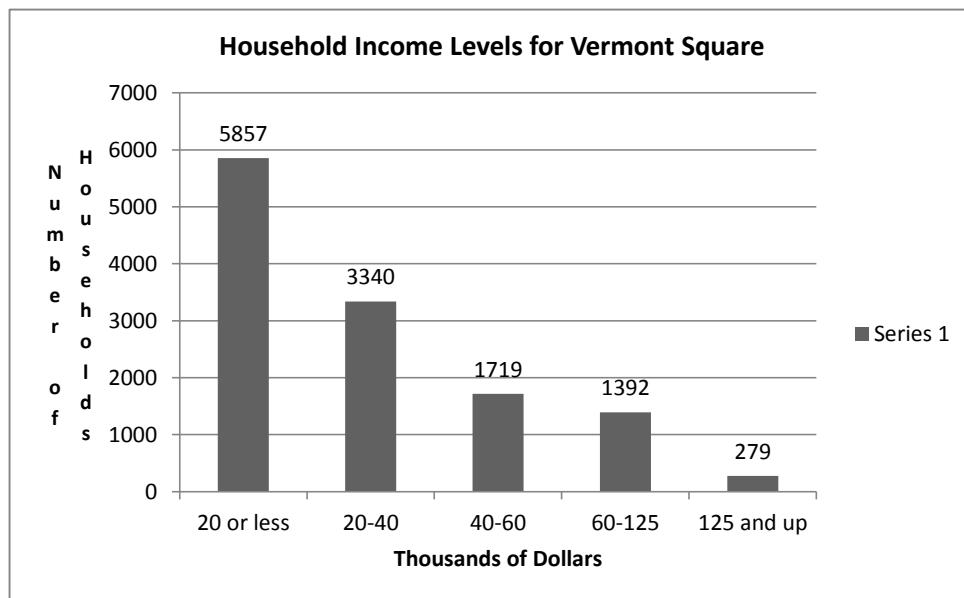
The Vermont Square area (green boundaries) is bordered by MLK Jr. Boulevard on the north, the Harbor Freeway (110) on the east, 54th Street on the south, and Cimarron Street on the west. According to the 2000 census, the population of this area, which consists of seven different zip codes, was 45,284 with 17,798 people per square mile, among the highest densities for the city of Los Angeles and among the highest densities for the county (Census 2000, SCAG, Los Angeles Department of City Planning).



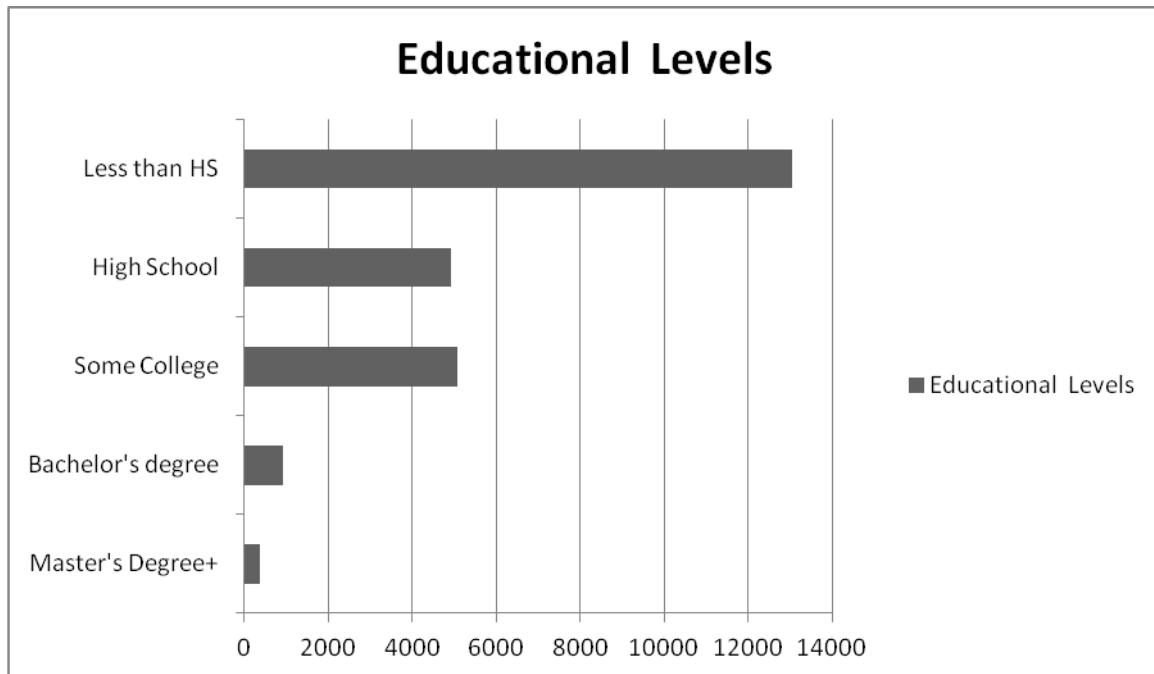
While the percentages for African American and Latinos are high for the county, the ethnicity percentages are moderately diverse for the city of Los Angeles and moderately diverse for the county (Census 2000, SCAG, Los Angeles Department of City Planning). The student population at the surrounding schools demonstrates this same trend; most schools have a large African American population or a large Latino population. Only one charter school, New Heights, is close to having a racial balance.



The median household income of \$29,904 (2008 dollars), is low for the city of Los Angeles, low for the county and significantly lower than the US average (\$56,604). The percentage of households earning \$20,000 or less is high for the county (Census 2000, SCAG, Los Angeles Department of City Planning).



5.3% of residents 25 and older have a four-year degree, low for the city of Los Angeles and low for the county. The percentage of residents 25 and older with less than a high school diploma is high for the county (Census 2000, SCAG, Los Angeles Department of City Planning). The chart on the next page shows the distribution of educational attainment.



Additional Statistics (Census 2000, SCAG, Los Angeles Department of City Planning)

The percentages of widowed females, never married males, widowed males and never married females are among Los Angeles County's highest. There are 2,519 families headed by single parents. The rate is 26.7%, high for the city of Los Angeles and high for the county.

Mexican (31.7%) and Belizean (2.3%) are the most common ancestries. 17,448 (38.5%) of residents are foreign born, about average for the city of Los Angeles and about average for the county. Mexico (50.1%) and El Salvador (24.5%) are the most common foreign places of birth.

Over the last three months, Vermont Square averaged 16.7 violent crimes and 26.0 property crimes per week. The most prevalent crime is theft, including grand theft and thefts from vehicles.

c. The School Community

With the school located on the west border, Apple Academy Charter Public Schools will primarily serve families in zip code 90062; however, due to the proximity of neighborhoods in this area, our statistics also cover 90043, 90037, 90008 and 90007.

The most recent census data (2000) shows a densely populated, urban area where a significant number of families could be served by AACPS.

	Total Population	Family Households (%age)	Family Households-children under 18 (%age)
90062	29279	71.2	40.1
90043	44761	68.9	33.7
90037	56691	75.6	49.3
90008	30840	57.2	27.1
90007	45021	55.4	33.9

Across the five zip codes in the AACPS area, two of the areas have a higher percentage of Latino residents and African American residents are predominant in the other three areas. The location of AACPS resides in the area (90062) with the closest balance of 52% African American and 44% Hispanic or Latino. Two primary languages are spoken, English and Spanish, with the greater percent of residents speaking English. Once again, the closest balance exists in 90062.

	African American	Hispanic or Latino	English only	Spanish
90062	52	44	53.4	43.5
90043	72.4	22.6	74.7	22.6
90037	30.1	67.7	35.6	62.5
90008	78.5	14.3	81.9	13.3
90007	12.8	58.2	34.5	53.7

The educational attainment levels in these five zip codes, demonstrates a disparity across the neighborhoods. Families located in the 90037 area have considerably less education than the others with 62.8% of residents never graduating high school and the larger percentage has less than a 9th grade education. The residents in 90043 and 90008 have the largest percentage of adults with degrees, while 90007 shows the most graduate/professional degrees attained.

	Less than 9th grade	High School No Diploma	HS Grad	Some College	AA/Bachelor's Degree	Master's Degree+
90062	23.8	20.3	22.3	21.2	10.9	1.5
90043	11.1	14.5	20.7	25.7	20.9	7.1
90037	38.2	24.6	17.2	12.5	6.0	1.4
90008	6.0	13.5	19.5	28.1	23.2	7.9
90007	35.6	20.1	13.3	11.9	11.2	9.6

Based on the 2000 census, the median family income in these zip codes fell below the median income of the State, at a significant level in 90007, in particular. The percentage of families living below the poverty line is above the percentage for the United States and is notably far above in 90037. The table below presents the financial data of these areas in detail.

	Median Household Income	# families below poverty level	% of families below poverty level
90062	\$26,901	1,601	25.2%
90043	\$34,069	1,893	17.2%
90037	\$20,275	4,397	38.1%
90008	\$30,472	1,688	21.6%
90007	\$17,644	2,175	31.1%
California	\$47,493		
United States			9.2%

The educational attainment and median household income levels paint a picture of a geographic area with depressed rates of growth. Yet, the parents who reside here like those in all parts of the State, want a high-quality, rigorous education for their children. They want more for their children, so that the cycle of poverty and minimal education can be broken. In order to achieve this, parents want to make a wise choice to have their children attend a school where high expectations exist – a school that will prepare their children to be contributors to their community and the greater society. A school where their child will be served as an individual and as a member of a group; a school where the parent is also part of that community and can depend on school adults to welcome and honor their family. Apple Academy Charter Public Schools is the school that can offer the **commitment, acceptance, character and excellence** that will **empower** students, parents and the community to prosper. With the implementation of a rigorous, research-based curriculum immersed in inquiry, our students will be able to compete in this global society with the skills necessary to succeed.

2. LAUSD Demographic Information – Comparative Data

The data that is found in the following tables shows comparative information for 26 LAUSD traditional and charter public schools within a 2-mile radius of the AACPS location at 4900 Western Avenue. These schools serve 14,376 students in grades K-8. Each of the 18 traditional elementary schools serve grades K-5 (11,811 students), while one charter school, KIPP Empower, only serves grades K-1 (114 students) a second charter, New Heights, serves K-7 (279 students) and another charter, Celerity Nascent, serves K-8 (593 students).

:

- Five of the traditional elementary schools serve 900 -1000 students (61st Street, Budlong, Normandie, Weemes and West Vernon);
- An average of 90.5% of the students at the traditional public schools and 85.75% at the charter schools qualify for free or reduced priced lunch;
- An average of 30.9% of students in traditional public schools are English learners – Alexander Science Center is the only charter that exceeds that average;
- The major ethnicity of the population at 14 of the 18 traditional public schools is Hispanic/Latino; while seven of the charter public schools' major ethnicity is African American;
- An average of 8.1% of all the elementary students in the 26 schools, are identified as Special Education students with Angeles Mesa above that average at 14.1%.
- Only one charter school met the English-Language Arts AMO of 67.6% - View Park Accelerated Preparatory at 78.5%
- Four of the seven charters with students in 2nd grade and beyond met or exceeded the Math AMO of 68.5%, while only one traditional school outside of Safe Harbor met this objective – Birdielee B. Bright at 71.5%
- Charter schools as an aggregate are outperforming traditional public schools in this geographic area

As is consistent with many LAUSD schools in predominantly Latino and African American communities with low education levels and families living below the poverty line, there exist a myriad of challenges. Students enter schools with little to no early education experiences, students are taught by the least experienced teachers, and parents do not always feel a vital part of the school. In the current financial climate, class sizes are growing while the teacher ranks are shrinking and parents, regardless of economic status, are searching for a learning environment

that addresses the whole child and truly involves them as partners. Student achievement is paramount to the success of our students and it must begin in the elementary environment.

2010-11 LAUSD Demographic Information
Public Schools within 2-mile radius of 4900 Western Avenue

LAUSD Schools	# of Students	Multi-Track	2011 PI Status	Met School-wide Growth Target	Met All Subgroup Targets	2011 API Score	API State Ranking	Similar School Rank	% Students Eligible for Free/Reduced Lunch	% Special Ed Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2
42nd Street (K-5)	346	No	Year 5	N	Y	659	1	1	92	13	10.9	71.3	26.7
52nd Street (K-5)	797	No	Year 5	N	N	669	1	1	87	7.9	43.6	81.2	18.3
59th Street (K-5)	374	No	Year 5	N	Y	756	2	8	92	12.5	26.2	52.3	45.4
61st (K-6)	899	No	Year 1	N	N	757	2	7	90	7.5	42.9	86	14
74st St (K-5)	594	No	No	Y	Y	833	7	10	88	9	6.2	72	27
Angeles Mesa (K-5)	396	No	Year 5	N	N	710	1	4	90	14.1	26	48.3	47.2
Bradley Environmental (K-5)	379	No	No	N	N	709	2	3	76	9.2	8.4	70.6	27.8
Bright (K-5)	724	No	Year 3	Y	Y	815	4	7	90	6	26.5	73.6	21.2
Budlong (K-5)	925	No	No	Y	Y	747	1	3	94	7.4	38.8	78	22
Dr. Jones PC (K-5)	203	No	No	N	N	694	6	n/a	96	8.8	39.4	78	22
Menlo (K-5)	762	No	Year 5	Y	Y	761	1	2	93	8.1	41.9	83.8	15.8
MLK Jr. (K-5)	556	No	Year 2	N	N	709	2	2	91	8.6	27.6	71	28
Normandie (K-5)	984	No	Year 5	N	Y	741	1	4	88	10.9	35.2	72.7	26.5
Raymond Avenue (K-5)	553	No	Year 5	N	N	688	1	3	89	10.3	32.1	69	31
Weemes (K-5)	949	No	Year 3	Y	Y	767	2	7	88	8.9	31.1	71	28
West Vernon (K-5)	976	No	Year 5	y	Y	740	1	4	98	8.1	56	91.7	7.6
Western (K-5)	706	No	Year 5	Y	Y	740	1	1	98	11.4	33.2	68	32
YES Academy (K-5)	688	No	Year 5	Y	Y	660	1	1	n/a	9.7	30.2	61.2	38.5
n/a-not available													
Charter Schools	# of Students	Multi-Track	2011 PI Status	Met School-wide Growth Target	Met All Subgroup Targets	2011 API Score	API State Ranking	Similar School Rank	% Students Eligible for Free/Reduced Lunch	% Special Ed Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2
Alexander Science Center (K-5)	379	No	Year 3	N	N	758	4	3	81	7.6	36.9	68	27
Celerity Nascent (K-8)	593	No	Year 3	Y	Y	866	5	10	100	2.8	0	62.8	36.9
Dantzler Prep Charter (K-4)	197	No	No	N	Y	788	7	n/a	73	5	0	94	5
GAMES (K-5)	309	No	No	N	N	784	5	10	85	2.5	0	86	12
Global Ed (K-5)	242	No	Year 1	Y	Y	806	5	8	97	5.7	0	88.1	10.4
KIPP Empower (K-2)	114	No	n/r	n/r	n/r	n/r	n/r	n/r	91	4.3	1.4	n/a	n/a
New Heights (K-7)	279	No	No	N	Y	787	4	9	97	7.1	0	52.7	45.7
View Park Prep (K-5)	452	No	No	Y	Y	887	9	10	62	4.6	0	96.1	1.4

Source: California Department of Education (DataQuest, 2011)

n/r-not relevant

2011 STAR TEST RESULTS

DISTRICT SCHOOLS	% Proficient English-Language Arts	Schools in Safe Harbor	% Proficient Math	Schools in Safe Harbor
42nd Street (K-5)	29.2		39.6	§
52nd Street (K-5)	29.9		40.3	
59th Street (K-5)	43.1		59.7	§
61st (K-6)	41.8		58.4	
74st St (K-5)	59.9		67.5	
Angeles Mesa (K-5)	33.6		39.9	
Bradley Environmental (K-5)	31.3		45.5	
Bright (K-5)	53.2	§	71.5	
Budlong (K-5)	43.3	§	58.3	§
Dr. Jones PC (K-5)	39		44.1	
Menlo (K-5)	40.2	§	65	§
MLK Jr. (K-5)	34.9		48.3	
Normandie (K-5)	37		59	§
Raymond Avenue (K-5)	35.6		40.8	
Weemes (K-5)	47	§	55.1	
West Vernon (K-5)	40.1	§	54.2	§
Western (K-5)	40.7	§	56.7	§
YES Academy (K-5)	32.6		41	
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CHARTER SCHOOLS	% Proficient English-Language Arts	Schools in Safe Harbor	% Proficient Math	Schools in Safe Harbor
Alexander Science Center (K-5)	42.1		57.2	
Celerity Nascent (K-8)	61	§	78.3	
Dantzler Prep Charter (K-4)	43.9		57.1	§
GAMES (K-5)	44.8		68.5	
Global Ed (K-5)	49.4		73.1	
KIPP Empower (K-1)	n/a		n/a	
New Heights (K-7)	41.9		65.7	§
View Park Prep (K-5)	78.3		70.3	
<hr/>				

3. Other Pertinent Factors for the Target Population

At AACPS, we believe that the school is a part of the community and the community a part of the school. With the closing of several charter schools, parents who were pleased with their children's educational experiences were suddenly confronted with the task of finding another school for their sons and daughters. Several of these parents wrote letters in support of Apple Academy Charter Public Schools based on their previous experiences in a small, personal charter environment. As the 2011-12 school year began, parents expressed their frustrations in finding a school for their son/daughter that would meet their needs. Their choices were schools with consistently low test scores, schools in Program Improvement, unsafe environments, large enrollments, a waiting list or no room at all. A small sampling of letters can be found in Appendix B with the larger percentage of documents submitted by meaningfully interested parents are found in our Proposition 39 application.

In addition, over 50 highly-qualified (credentialed) teachers are interested in applying for the positions that will be available should our charter petition be approved. These letters along with evidence of credentials and teacher resumes are included in Appendix C. The support for this school to open in this community is overwhelmingly desired for the benefit of the students.

We know that parents want their children to be prepared for middle and high school, so that their children are college ready and prepared for future success. As they look at the current dropout rate of feeder high schools (DataQuest, 2009-10), they have reason to want a high-quality elementary program that provides a foundation of high achievement:

- George Washington Preparatory High School – 31.9%
- Crenshaw Senior High School – 28.8%
- Manual Arts High School – 25.1%
- Gardena High School – 34.0%

We firmly believe that our community rooted, high quality program can have a positive impact on the demographics of the community and give hope to the next generation of scientist, engineers, doctors, lawyers and educators.

Assurance

Apple Academy Charter Public Schools will be nonsectarian in its programs, admission policies, employment practices and all other operations. AACPS will not charge tuition and will 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.

B. MISSION AND VISION

Our Mission

The mission of the Apple Academy Charter Public Schools is to provide all students with a personal learning experience that encourages creativity, curiosity and a life-long pursuit of education. As a community of learners, all staff, parents and community members will participate in helping our students achieve academic and personal success. We will fulfill this mission by:

- Utilizing an interdisciplinary, inquiry-based approach aligned with the way we believe students learn best
- Implementing rigorous, research-based curriculum, instructional practices and assessment in line with our educational goals
- Creating an inclusive school culture that values commitment, acceptance, character and excellence
- Enhancing teacher leadership through actionable professional development practices
- Empowering parents and the community through information and education

Our Vision - *“Preparing the new generation of global community leaders”*

Students who have attended Apple Academy Charter Public Schools will have a solid foundation of knowledge, skills and abilities that enable them to be self-motivated, competent and lifelong learners. The students will have learned how to learn and mastered the discourse that occurs between teachers and peers to question, analyze, evaluate and reflect. Each student will be literate, in every sense of the word as proficient readers, writers, listeners and speakers. Students will have a basic understanding of what it means to be a contributing member of a community and aware of the steps necessary to achieve their own goals from middle school through college preparatory high school and into post-secondary education. As a result of their participation in project-based learning that builds upon and expands students notions of the wider global community, students will know their potential for success as leaders, first in the immediate community and then as the future workforce of America.

“Sadly, too many people view (California's) diversity as a big problem. I don't. Instead, I say: Imagine! Imagine the potential of that diversity in today's—and tomorrow's—global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically.”

—Jack O'Connell, Former California Superintendent of Public Instruction

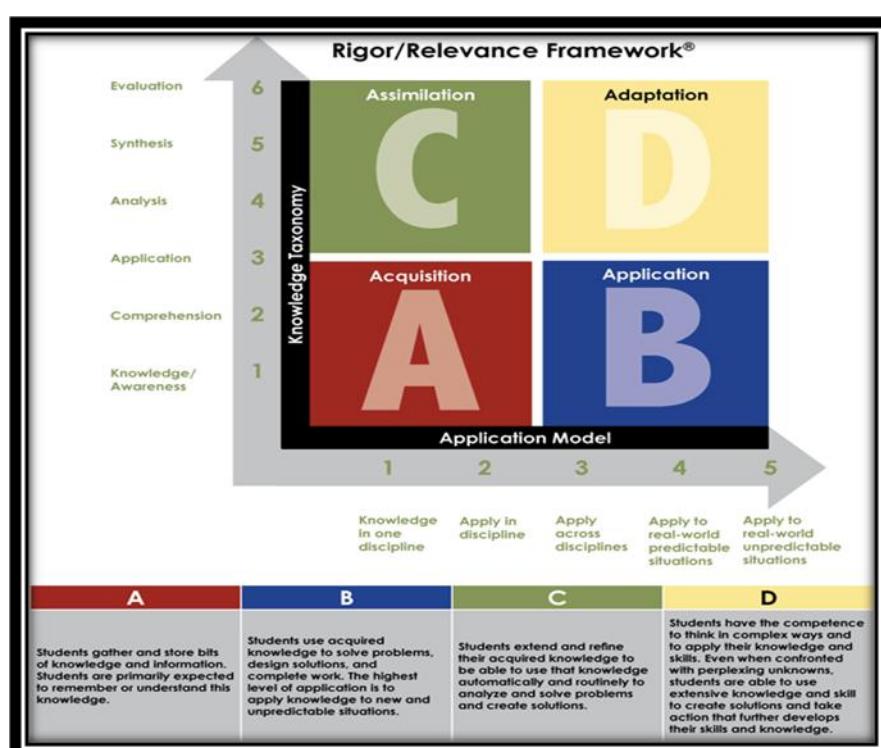
C. EDUCATIONAL PHILOSOPHY

Our Educational Philosophy

We believe that students want to learn in an engaging, interactive, and nurturing environment that encourages curiosity, creativity, collaboration and independence. Research on cognitive and developmental sciences has provided a foundation for how learning occurs. At AACPS, we have a fundamental belief in three core principles of learning that will be incorporated into the culture of teaching, as offered by the National Research Council (2002, pp. 1-2):

1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.
2. To develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
3. A “metacognitive” approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

In addition to these core principles, our work will be grounded in constructivism and sociocultural theory because we believe that children possess funds of knowledge, culturally relevant physical and cognitive tools and a natural curiosity to learn that can be shared with their peers and adults (Vygotsky, 1998; Frere, 1990). We will also align with the Rigor/Relevance Framework (Daggett, 1992), that creates opportunities for students to learn across the disciplines, to support our students mastery of standards and ensure that they excel to their potential. The Rigor/Relevance Framework is a powerful tool for learning that is optimized when students are involved in activities that require both complex thinking, as well as the application of knowledge to real-world situations.



Rigor and relevance in an interdisciplinary, inquiry based approach will emphasize the knowledge and skills necessary for future success, specifically in science, technology, engineering, arts and mathematics (STEAM). This approach will help students to see how these disciplines are related in real life with the underlying foundation of literacy. The importance of focusing here is obvious in the funding that both the federal and state level have put into initiatives that support STEM and STEAM education.

While the “A” in STEAM is a current emphasis, various studies show that access to arts education in school offers distinct benefits to economically disadvantaged youth and students at risk of dropping out (Barry, Taylor & Walls, 1990). Based on our demographics, we know that many of our students live in depressed neighborhoods, below the poverty line and have parents and siblings who have less than a college education. By providing a rich integration of subject matter that requires critical thinking skills, we are setting high expectation for success in all students.

At the 2010 Arts Education Partnership National Forum, Arne Duncan, U.S. Secretary of Education said the following:

“It is not surprising that visual arts instruction improves reading readiness, or that learning to play the piano or to master musical notation helps students to master math. Reading, math, and writing require students to understand and use symbols—and so does assembling shapes and colors in a portrait or using musical notes to learn fractions. Is it any surprise then to learn of the large impact that arts education has on student achievement and attainment, especially among disadvantaged students? Low-income students who play in the orchestra or band are more than twice as likely to perform at the highest levels in math as peers who do not play music. In James Catterall’s well-known longitudinal study, *Doing Well and Doing Good by Doing Art*, low-income students at arts-rich high schools were more than twice as likely to earn a B.A. as low-income students at arts-poor high schools. English language learners at arts-rich high schools were also far more likely than their peers at arts-poor high schools to go on to college. In the annals of education research, these are big effects---and ones we would like to see more schools replicate.”

With these findings at the high school level, it is not only necessary, but it's critical to begin arts education with our younger students in elementary school. By creating an arts-minded community early on, students will be more likely to continue that which they become passionate about and gain the benefits that have been discovered through implementation in schools.

As further reinforcement for arts in the school, IBM surveyed 1,500 chief executive officers from 60 countries and 33 industries worldwide, as part of their 2010 Global CEO Study and found that CEOs believe that creativity helps employees capitalize on complexity. The study also found that creativity is believed to be the most important leadership quality. It is our philosophy that with the inclusion of the Visual and Performing Arts, our students will be able to use every facet of their knowledge, skills and abilities to grow physically, emotionally, socially, and academically.

AACPS' core beliefs about how students learn will combine with our values to enhance our underlying beliefs:

- **We believe that students who believe in themselves have a commitment to high expectations, a strong work ethic and a desire for life-long learning.** First and foremost, the adult community at AACPS will put our children FIRST; this includes our parents. We

accept full responsibility for ensuring all of our decisions and actions are student-centered; that our expectations remain high and that we clearly articulate these expectations, so that students both share and live in high expectations. AACPS adults will model the work ethic that we expect from students; a work ethic that will serve our students well into adulthood. AACPS adults will demonstrate their desire to continue learning through active engagement in action research, lesson study and personal pursuits in professional development that are designed to nurture the students' love of learning now and in the future. Research confirms that lifelong learning enables informed citizens to make positive and rewarding contributions to sustain their environment, their community and the economy. (Lugg, 2000).

- **We believe that students will accept themselves and others when provided a safe, peaceful and nurturing environment.**

Acceptance can be described as an agreement with oneself to appreciate, validate, acknowledge and support who one is at this very moment. It also means respecting the differences among people. The community at AACPS will strive to create an environment that promotes acceptance through words and actions. Students will understand the importance of recognizing the good in themselves as well as others, the power of receiving compliments as well as giving them, and the benefits of working with others. Community Peace Academy in St. Louis, a community with similar demographic characteristics, has successfully increased achievement through the creation of a peaceful environment in which each person is treated with unconditional positive regard and acceptance. This is heard in teachers' conversations about curriculum, seen in student work displays, and experienced through the school's PeaceBuilder awards. Research confirms that schools and communities should select culturally appropriate programs carefully based on evidence that the approach reduces children's behavior problems. As one of nine schools showcased by the U.S. Department of Education in 2000, Community Peace Academy is a model for striving schools.

- **We believe that students will develop positive character traits in an environment that promotes "habits of the heart."** We will promote a respectful learning environment that is rich in nurturing attitudes, responsibility, dependability, friendship, brotherhood, high expectations, courage and hope. All of our actions and interactions will result in building relationships and building community, cultivating respect, responsibility and caring. We believe that if we respect the way that children learn, that they will emulate this same respectful attitude. Dr. Martin Luther King, Jr. once stated that "The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education." AACPS aspires to develop the intelligence and character of all of its students. While scientific research has not been conclusive in the effects of character education, several practitioners like Dr. Philip Vincent Finch, Alan Lockwood, and the Center for the 4th and 5th R's continue to gather data to better inform the education sector.

- **We believe that students will flourish in our culture of excellence and become competent, articulate and productive students.** The school culture of excellence at AACPS will emanate through every spoken word, every learning event, every school/community activity, and every decision made to facilitate the contributions of our

students. We intend to have all students participate in community service through experience-based learning, projects, school contributions to community projects and inviting the community into the school. We believe that academics are only one component of education best learned through hands-on activities that tap into real interest using an interdisciplinary approach. The balanced and inclusive instructional program will center on four pillars of 21st century education confirmed by the research of Basarab Nicolescu (2006):

- *Learning to know* - This is the capability of making connections, adapting to changes and knowing how to learn. Most notably, this refers to the inquiry-based approach to learning such as the scientific process or research and information fluency.
 - *Learning to do* - interdisciplinary learning is framed in the idea of project-based learning or performance tasks that demonstrate the ability to apply knowledge in a creative manner.
 - *Learning to live together* - the interconnectedness of the world makes this aspect even more urgent for a need to be able to collaborate on a local and global scale.
 - *Learning to be* - the life-long journey of self-discovery must be part of the process of learning.
- **We believe that the learner identity of every student will evolve into one of positive self-efficacy and increased performance due to conscious building of relationships.** Reaching out to one student at a time will guide the manner in which we build relationships. Relationships are critical to addressing the unique learning, social and behavior challenges that students bring to their learning environment. The deliberate nurturing of relationships between students and staff will be a key reason for student success. Every student will know that every member of the school community genuinely cares about them and encourages them to achieve at high levels. A high level of positive relationships equals the students' positive responses to higher expectations. If students are to realize greater academic success, they must believe in themselves, be excited about their learning and see the link between what they learn today and who they want to become tomorrow. Research confirms the necessity for Rigor, Relevance and Relationships to co-exist, because the three are integrally connected; if one is missing in our teaching practices, we are not doing our best to prepare students for success in school and in life (National Academies, 2003). While much of the research has been conducted at the high school level, beginning in the early years with children will ensure future success.

AACPS will create an inspired, enthusiastic program for its students with a shared commitment and responsibility for student success.

"Be the change you want to see in this world." -Mahatma Gandhi

An Educated Person in the 21st Century

At Apple Academy Charter Public Schools becoming an “educated person” in the 21st century means that students will gain adaptable knowledge in the core disciplines of reading/language arts, mathematics, science, and social studies. The capacity to read, write, listen and speak goes beyond the basics and s/he is able to act in complex situations. The skills and abilities that accompany these areas as well as the arts, health and physical education will also be acquired and used appropriately. In order to participate and contribute to society, this person must also possess the skills of critical thinking and problem solving, communication, collaboration, creativity and innovation. He or she must value cultural and linguistic diversity, respect and responsibility, independence and interdependence, as well as have a sense of the local and global community as it relates to self and the world.

Empirical studies across the globe in Japan, Germany, Korea, and Australia, have shown promising signs linking the impact of an arts education on non-cognitive workplace skills like stability and dependability:

- Students with high arts exposure showed clear evidence of an understanding of ‘multiple or alternative vantage points;
- Exposure to learning in the arts positively reinforces students’ ability to think critically;
- Significantly higher mean scores on several of the subscales within the California Critical Thinking Disposition Inventory: truth seeking, maturity, and open-mindedness...these categories are highly aligned with creative exploration and the analysis of ill-structured problems with no obvious solution (proactive creativity)

How Learning Best Occurs

Guided by the research on how students learn (NRC, 2002) as stated in our Educational Philosophy and the student population AACPS will serve, we have concluded that an interdisciplinary, inquiry-based approach to teaching and learning will help our students become competent in questioning and acquiring information, while they gain broad academic knowledge. This approach will help students master the state standards and develop habits of thinking that are important in all fields of study. The research of Heidi Hayes Jacobs (1989) on the growing need for an interdisciplinary approach to instruction confirms that relevance is critical for student growth begins with facilitating student understanding of the rationale for educational choices affecting the school life of the student. As a result, teachers must design active linkages between fields of knowledge focused on nurturing different perspectives through themes and problems of life experience. Several LAUSD schools are using a programmatic tool provided by Facing the Future, a non-profit organization with proven results on their interdisciplinary curriculum.

Research also supports our beliefs on integrating disciplines in the content areas because this type of instruction provides meaningful context for English language and literacy development while also improving English skills, providing the means for understanding academic content in other disciplines (Amaral, Garrison, & Klentschy, 2002; Buxton, 1998; Casteel & Isom, 1994; Lee & Fradd, 1998; Stoddart, Pinal, Latzke, & Canaday, 2002).

Within the conceptual framework of Rigor and Relevance, inquiry learning and active learner involvement can lead to important outcomes in the classroom. Students who actively make observations, collect, analyze, and synthesize information, and draw conclusions are developing useful problem-solving skills. These skills can be applied to future "need to know" situations that students will encounter both at school and at work. An additional benefit that inquiry-based learning

offers is the development of habits of mind that can last a lifetime and guide learning and creative thinking.

The Rigor/Relevance Framework also supports the use of instructional strategies that engage students, which includes the high-yield, research-based strategies we will utilize. This active learning stimulates the multisensory portions of the brain and supports the concept of brain-based learning. Research confirms that brain based learning is on-going, purposeful aggregate of environment, instruction and curriculum strategies that enhance learning and capitalizes on the plasticity of the brain (Daggett & Nussbaum).

Another key aspect of our philosophy is the involvement and engagement of students in their own assessment, so that they know where they are, where they need to go, and what it will take to get there. While we will consistently assess learners in a summative fashion, formative assessment “in the moment”, in planned interaction and through curriculum-embedded strategies will provide the data that will drive instruction. A vital part of our assessment process will be specific, corrective feedback. Without this neither learner nor teacher can improve because they will not know what they need to know or to what extent they are fulfilling their goals.

Thus, feedback is also critical to building the capacity of teachers, which will be enhanced through professional development and personalized learning opportunities. When teachers are able to grow through self-selected opportunities, as well as collaborative school-wide goals, we know that their increasing capacity for high-quality instruction will transfer to student-centered environments focused on teaching and learning. Our approach to professional development in a manner consistent with the research supporting our educational philosophy is further described in *Section E: Professional Development*.

Overarching Goals

The high expectations and instructional program that has been set forth by AACPS will only come to fruition if we are able to fulfill the mission and goals that guide our work. With the ultimate goal of developing self-motivated, competent and life-long learners, we must ensure that we facilitate student development through a holistic approach. When schools with a high percentage of socioeconomically disadvantaged students have a clear focus on a limited number of goals, research has found that the schools are more effective and improvement is seen (Hopkins, 2001). With this in mind, every member of the Apple Academy Charter Public Schools community will believe in and work diligently to achieve the following goals:

Increased Student Performance:

The driving force for excellence as AACPS is the increased student achievement of all students through rigorous and relevant curriculum, instructional practices and expectations. Every student who attends our school including English learners, students with special needs, socioeconomically disadvantaged, underperforming and high achieving will master the California State Content Standards. We will facilitate the incremental growth of every student, as we first meet them where they are and then provide access to move them where they should be. Benchmarks and milestones will be set that will constantly inform teachers and allow them to monitor the progress of students. Our students will demonstrate their growth and performance each year on the California Standards Tests, as evidence by the school's Annual Yearly Progress (AYP), Academic Performance Index Score (API) and school survey results. Studies of schools and classrooms that promote high achievement among Latinos and African American populations (Gutierrez, 2000; Ladson-Billings, 1997) note that they are characterized by meaningful relationships between teachers and students, high expectations by teachers, and rigorous curriculums.

Holistic growth of every student:

AACPS students will experience an educational program that focuses on their intellectual, social, emotional and physical needs. Intellectual growth will be developed through preparing our students for their role in the global community. Utilizing our interdisciplinary, inquiry based approach, we will encourage curiosity and imagination helping students make what may seem impossible, a reality. In this way, we develop competent, self-motivated learners who are confident in their ability to succeed. Social and emotional growth will be developed through the collaborative spirit of inquiry; through the relationship-building that is an integral part of everyday school actions; and through the character education that is the foundation of our values. Our holistic approach will also ensure that the physical needs of our students are met, as we reach out to community organizations dedicated to the health and well-being of our children.

Dedication to 21st Century Skills:

AACPS is committed to preparing our students to be the new generation of global community leaders. With our emphasis on STEAM education; interdisciplinary, inquiry-based curriculum and strategies; project-based and community service learning and the relevance of cultural diversity, our students will be capable citizens in 21st century society.

Participate in a School Culture Built on Excellence and Discipline:

Students will learn, work and play together in a way that is respectful to all. Students will learn about honesty and how to appreciate differences, so that they can solve problems, discuss concerns and different points of view, and communicate with each other positively. Through multiple opportunities for collaboration (inquiry and project-based learning), students will develop a willingness to listen to and understand their peers in addition to working together to accomplish greater goals and projects. Students will learn about fairness, responsibility, trustworthiness, caring and other issues that affect their community in a positive way. Building character will allow our students to have a peaceful and safe learning environment.

Empower the School Community as Leaders:

AACPS will be an environment of equity in leadership. While there will be roles that staff members serve inside the school culture, it is our goal that everyone be empowered to lead. Teacher leaders will be the core of our curriculum and instruction development and managers of their professional development. Parent leaders will be organizers of community participation and participants in their own education, as they learn how to support their children's growth. Most importantly, every student will be empowered to lead their learning and growth further promoting their ability to develop into self-motivated, competent, lifelong learners.

D. A TYPICAL DAY AT APPLE ACADEMY CHARTER PUBLIC SCHOOLS

It's 6:30 a.m. on a Wednesday morning and Dr. Prescott¹, the school principal, is opening the doors of Apple Academy Charter Public Schools. Just as she finishes putting her keys away, Felicia and her brother Donald are dropped off by their father, Mr. Jackson. As the four of them share a greeting, Mr. Jackson asks if the Family Science Session is full, as he was able to get permission to leave his job early. Dr. Prescott tells him yes, and that we will make room for the Jacksons, to which the children let out a cheer of excitement. Dr. Prescott and the two early students make their way to Dr. Prescott's office where she quickly puts them to work on a service learning project – stuffing folders for tonight's Family Science Session.

A steady flow of students is arriving at Apple Academy Charter Public Schools as I make my way to see Dr. Prescott, Chief Academic Officer and Principal. As a Board Member, I am looking forward to this annual Board Visit Day and know that the other members will be joining me soon. Since I have been here several times before, I hear "Good morning, Dr. Mora," from many of the students. I decide to head over to the auditorium where I find students sitting at tables eating a bowl of oatmeal and a piece of fruit. I recognize the tune of "Rachmaninoff's Variation on a Theme from Paganini's Variations", playing in the background. All eleven teachers are milling around greeting children, by name, with a smile and a kind word. I know that Mrs. Harvey teaches First Grade, yet she is speaking with a fifth grade student as if he is in her class. I join in the conversation, which is in Spanish, happy to share their language experience. I am also pleased to hear students responding politely with a "Yes, ma'am" when they are asked questions. Suddenly, a bell sounds and the students quickly walk their trays to the collection area before entering into Fellowship Hall.

The morning meeting is being led by student representatives from Mr. Garth's fourth grade class. The Scholar of the Day, Maria Ortiz, is highlighted and she leads the school in the flag salute and makes a few announcements. This is followed by the group of students leading the scholar pledge and school motto. At the end of the meeting, Dr. Prescott reminds students that they have a full day of scholarly pursuits and that she wants them to remain focused in the classroom and demonstrate their achievement for our Board members. She also shares that this will be a perfect time to practice the character traits they have learned each month. She ends with an inspirational quote, which is her gift to the students each day. "Aristotle, a famous philosopher said, 'We are what we repeatedly do. Excellence, therefore, is not an act but a habit.' Have an excellent day!" At exactly 7:55, each teacher followed by two straight, quiet lines of students walk to their classroom to begin their day of learning and exploration. Excellence **is** the standard at AACPS.

As students' enter their rooms, each teacher has the Essential Question that will guide the new interdisciplinary unit listed on the board, with the key concepts and learning objectives for the unit, along with a timeline so that students know exactly what to expect. I decide to go to Mrs. Washington's 5th grade classroom, while each of the other Board members picks a different grade level. I have heard that they will be studying wildlife conservation and I am anxious to see how the various disciplines will be integrated into an inquiry-based lesson. What strikes me first is the learning environment – Mrs. Washington and her students have transformed the classroom into the habitat of the snow leopard. Yes, there is "white snow" everywhere, which I find out quite quickly from Sylvia, the class president, was crafted from white felt and butcher paper that has been shredded and crumpled. She insists that it is very easy to pick up and store, so I shouldn't worry.

¹ All names of Board members, school personnel, students and parents, in this scenario, are fictitious.

Since this is fifth grade, before Mrs. Washington begins the interdisciplinary unit, the students are participating in a 30 minute Advisory. Mrs. Washington tells students that today they will be learning about a note-taking and summarizing strategy that started at Cornell University and is used in law schools. She shares that it will help them determine the most important concepts and details when they are learning and it can be used as a test study guide. Using a PowerPoint presentation and a hands-on demonstration, with students following along step-by-step, Mrs. Washington demonstrates the set-up of Cornell notes. She finishes by saying in today's inquiry she will model what the notes will look like when they are used to take notes during a lesson. She tells the students that they will be transitioning into their inquiry now and there is a seamlessness to their movement.

Mrs. Washington has the students work at their table groups of five to brainstorm what they already know about the key concepts, what questions they might have about the unit, and what might be the issues or concerns that they will want to investigate as they "Think Like A Chemist." After a 15-minute group session and 10 minutes of sharing out, Mrs. Washington sets the stage by describing the culminating activity – they will develop bulletin boards to showcase their scientific diagrams based on the projects they complete and meet California State Standards in English Language Arts, Mathematics, and Science! After a five second silent cheer, the class settles right into the lesson guided by two inquiry questions: What scientific concepts are involved in vapor-making? What changes must occur to turn liquids to gases? Within a 60 minute period, I am able to observe 10 and 11 year old inner city children tackle concepts like chemical reactants, chemical and physical properties of substances and an introduction to the periodic table. They have used their literacy skills of reading, writing, listening (video from Bill Nye the Science Guy on Chemical Reactions) and speaking using the language of the disciplines. Every student, even Michael who has a mild learning disability in language processing has been able to speak during the discussion. The special education teacher who is co-teaching with Mrs. Washington (and will lead tomorrow's lesson) shares that science is Michael's passion and shows me his drawing of atoms and molecules from the last unit. It seems that Michael is quite the artist and was featured on last week's "Wall of STEAM." I decide to visit the wall on my way to Mrs. Harvey's first grade classroom.

As I pass Mr. Carter, our Board Chairman, in the hallway, he begins to share that he just saw the most amazing math lesson in Ms. Sargeant's second grade class, which was interesting because what he thought was math was also science, language arts and music in one. After I explain the beauty of interdisciplinary instruction, he describes what he saw. Ms. Sargeant asked students if they knew what mountaineering might be and students used what they knew about word parts to figure out the meaning. The class explored what kind of skills it might take to be a mountaineer and they make connections to physical education, health, and math. One young man, Henry, pointed out that a mountaineer would also have to use geography and science to be able to find his way. At this point, Mr. Carter shared that he had to remind himself that he was in a second grade class! Then he explained that after the class focused on their inquiry questions and began to explore the sport, Ms. Sargeant posed a math problem – if Admiral Pope climbed 121 feet up the slope of Mount Apple and descended to 54 feet due to altitude sickness, how many feet would he have left to descend? Immediately, the children were abuzz as if a switch had been turned on and as Mr. Carter listened, they were discussing the vocabulary, the operation to use and why, and each student used their white board and marker to complete the problem. In the end, there were three two answers and three different solutions. Mr. Carter showed me what Paul, Shaunte' and Miguel produced:

Paul	Shaunte'	Miguel
1 2 ¹ 1	4 ¹¹ 2 ₁ ¹¹	4 ¹¹ 2 ₄ ¹¹
- 15 4	- 5 4	- 15 4
6 7	6 7	5 7

Ms. Sargeant asked each student to explain how s/he got the answer. Paul explained his strategy which was different from what students are used to and reminded the class that his mother taught him that way. Shaunte' explained her strategy, which she learned in first grade last year and Miguel explained what he did. Mr. Carter was most excited by the next thing the teacher did because it demonstrated Apple Academy's educational philosophy about how students learn.. Instead of letting Miguel erase his answer and just copy the correct one, she explained that when someone makes a mistake, everyone can learn from it. As a class, they corrected Miguel's misconception about regrouping and developed an explanation. They were all "Thinking Like A Mathematician."

Mr. Carter and I quickly figured out that it was 9:35 and we wanted to see how Kindergarten students interacted on the playground. Instead of seeing the students running around in fervor, the Music Specialist had arrived and she had them singing a counting song while jumping over a rope swinging back and forth. Although there were 20 of them, each was standing in line waiting his/her turn. When Denny cut in front of Linda, whose turn was coming up next, we heard her tell him that and I quote, "Denny, if you cut me, you will not be showing your character respect!" Denny apologized and returned to his place in line as he told his friend that he showed Linda his character.

Since it is recess time, I decide to walk over to the Parent Center where a literacy workshop for parents of first grade students is being held. Dr. Prescott has the parents reading to each other, some in Spanish and others in English. The parents are practicing reading aloud and learning fluency practice strategies to use at home. The parents soon understand that fluency is not about reading fast; if students are fluent readers, they are able to decode 98-100% of the words correctly in one minute and understand what they read. They learn how to have their child retell the story, listening for both the big idea and details. Dr. Prescott's PowerPoint presentation and materials are in English and Spanish and parents are enjoying themselves. I stay for refreshments, so that I can ask the parents for their reactions to the training. Everyone wants to know when the next one is occurring.

At 10:00, I enter Mrs. Harvey's class where she is taking the students through a variety of phonemic awareness skills; I see her make anecdotal notes when Cherise and John miss rhyming words. After five minutes, she uses the large Sound/Spelling cards from *California Treasures* to review the sounds learned to date and gives the students another five minutes to form words using the individual Sound/Spelling Cards. For example, Carla spells *car* on the carpet in front of her using the "camera", and "armadillo" cards. With the signal of one clap, students quickly put their cards back into a container; on two claps, they quietly stand in place, and on three claps, they walk to their desks and sit down. Mrs. Harvey explains that it is Personal Learning Time and everyone will have time for their Computer-Assisted Instruction and Personal Instruction with her. She reminds them that each of their computers (which students have numbers that match a computer with the same number) has their personal program ready for them. She instructs Learners 1-10 to get ready for the computers first and asks 11-15 to get out their Accelerated Reader text. She tells Learners 16-20 to meet her at the table. She rings a bell and every student immediately does exactly what Mrs. Harvey asked. It is obvious that these first grade students have practiced the procedures and routines for independent work time. Mrs. Harvey works with Cherise, John and three other students providing an immediate intervention in rhyming ensuring that she gives each student specific, corrective feedback. She then provides them with a decodable that features rhyming words. After 15 minutes, the students rotate and the small group receives intervention in phonics – specifically the spellings for the /s/ sound, as /s/ spelled ce and ci has been introduced. Mrs. Harvey continues this pattern until every student has received 1:1 computer time and small group or individual instruction with her.

Content that first grade students are indeed receiving instruction and practice to further their progress in the acquisition of reading, I continue my visit. I enter the third grade classroom where I see students working in groups. I walk up to the first group and ask them what they are doing. Samuel tells me that they are comparing and contrasting their personal and cultural identity based on the poster that each of them has made. Grace explains that they are finishing up their lesson from the interdisciplinary unit, and she asks if she can read the book that Ms. Smith read, to me., To correlate the idea that within similarities there are differences, Ms. Smith used Leo Lionni's story, *Fish is Fish*. I tell her that if she meets me at the Reading Bench right after she finishes eating lunch, I would love to hear her read. I am ecstatic because the first time that I met Grace in September, she was a shy, reticent English learner having just arrived from Mexico in August. Now, six months later, she has gained confidence and her benchmarks are showing incremental growth in reading, math and English language development. As Ms. Smith has the students place their posters in their designated gallery space, she congratulates them on completing the comparison task with very little assistance from her. She shares that researchers have found that this skill might be the most critical skill that students must know how to do. She announces it is time for lunch.

As I enter the lunch area, I am ready to eat the same meal as the students because it couldn't be any healthier. Apple Academy Charter Public Schools was determined to take a holistic approach to meeting the needs of students. Being health-conscious and green, at AACPS means that students are eating whole wheat breads and pastas, chicken and turkey, vegetables, fruits and healthy baked snacks!

After lunch, I visit Mr. Garth's fourth grade class and am promptly visited by Maria, the Scholar of the Day, whom I met this morning. She asks if I would like to help them build their container gardens and would I like to work with her group. I grab a pair of gloves and dip into the bag of soil, recognizing that they are planting beets, carrots, lettuce, onions, radishes, and herbs. Mr. Garth comes over and explains that incorporating school gardening into his interdisciplinary unit on Consumption in the Environment was based on research that he and Mrs. Washington found that said school gardens encourage students to become active participants in the learning process and as a result science achievement increases (Klemmer, Waliczek & Kajicek, 2005). In fact, the research done in Texas showed that participation was most effective for fourth grade girls and third/fifth grade boys I was curious about the focus of the interdisciplinary lesson and several students were able to share the overarching Essential Question – How is consumption critical to global sustainability? I decided to ask a more appropriate question for what I was seeing, so I asked, "What does that have to do with building container gardens in your classroom? Jesse, who is the focus of the School Study Team this month, explained that the lesson today was asking him to investigate why it would be important to grow his own food and how that might affect him, his family and society. I could see that Mr. Garth had clearly articulated the learning for the day.

It's 2:00 and there is an hour and ten minutes left for kindergarten through third grade students. Two of the groups are currently in the Elective period, so I head over to Room 102, where a group of first grade students are working with Ms. Garcia. Ms. Garcia is a student teacher from USC, who is completing her guided practice at AACPS. She is engaging the students in an English Language Development Lesson that is also being observed by Ms. Arnold, the Elective Coordinator. The first grade students eyes are glued on Ms. Garcia as she reads aloud, *Junie B. Jones Goes to First Grade*. When she finishes, she points out the linguistic pattern on the board that she would like the students to use. She is using pictures cards to reinforce the vocabulary in the story, which is related to objects in the classroom. It is obvious that she has carefully connected the literature to the real classroom to make the lesson relevant for students. She has students who know the Spanish term teach the English students how to say it and then the native English speakers model the sentence

structure. The students eventually return to their seats to write a sentence using the linguistic pattern and another sentence about the story.

As I leave the room at 2:30, I hurry to the playground to see the third grade students in their Elective period with the Physical Education Specialist. I hear Mr. Montgomery tell students that they are going to participate in a lesson followed by an activity and today the focus is rhythmic skills. Of course, one student raises his hand and asks what rhythmic skills are, to which Mr. Montgomery says that today they will be learning a line dance. As the boys look at each other and I think I hear a distant groan, Mr. Montgomery adds that they will also be dribbling a ball during parts of the line dancing. This gets everyone a little excited, but with a short burst of a the whistle, the students are listening again. Mr. Montgomery begins the lesson and it seems he has averted a mutiny. The students will remain here until 3:10 dismissal fulfilling the states requirement of 200 minutes every ten days. At AACPS, they prefer extended P.E. periods, so that students in grades 1-5 receive 40 minutes on Wednesday, Fridays and every other Monday.

With a staggered dismissal, students in grades 1-3 have been dismissed and students in grades 4 and 5 are winding down their last bit of instruction. Back in Mrs. Washington's room, she is asking students to take out their planner, so that she can confirm that they wrote their homework down. She reminds the students to leave their desks organized and prepared for the morning start. As the bell rings at 3:30, the students recite the school motto and leave the room for their next destination. For approximately 75% of the students, this means going to the after-school program.

Jesse Walker, who is the AACPS School Site Council president, says hello and introduces me to the ten parent volunteers who are prepared to provide enrichment for a group of 20 students in their areas of expertise – choral music, Balletfolklorico, painting, basketball, soccer, Spanish, poetry, and reading. In addition, our community partners who teach piano, drumming, and dance (Frances Awe and the Nigerian Drum Ensemble.), visual arts (Meet the Masters) and Science (Iridescent Learning) will work with small groups, too. One Wednesday a month, the students have these opportunities to experience the Visual Performing Arts, foreign language and sports activities that will stretch their own personal boundaries and allow them to experience a global perspective. Teachers have worked with the parents and community partners to help them embed an understanding of the cultural origins and contributions that are inherent in their craft. Mr. Walker explains that the program will end at 5:30 today, so that the parents and their students can attend the Family Science Session.

It has been a long day, but I have been looking forward to the Family Science Session. As I walk into the Parent Center it is full to its capacity of 30 families, yet I notice that there are 31 and know that Dr. Prescott made a special exception for Mr. Jackson and his children. The session is being led by engineering students from USC and a former mechanical engineer who is making her transition into teaching. The families are being taken through the science behind movement and the connection to bugs. By the end of the session, every child has made a robotic sort of creature out of paper clips and paper that wind up and move across the desk. As families leave, Dr. Prescott thanks them for participating and secures their commitment to completing the survey and having their child return it to her personally tomorrow.

As the evening comes to a close, Dr. Prescott and I walk to our cars discussing how school will be even better tomorrow.

E. INSTRUCTIONAL PROGRAM, FRAMEWORK AND METHODOLOGIES

Apple Academy Charter Public Schools will implement a standards-based curriculum supported by the use of a variety of instructional methodologies grounded in research. With our mission, vision and beliefs about how students learn best, we will provide a personal learning experience focused on their academic success. With instruction nestled in the Rigor/Relevance Framework, students will develop the knowledge, skills and abilities of an educated person in the 21st century. With the underlying theories of constructivism and sociocultural interaction, students will learn as a community of learners, each of whom have their own “funds of knowledge.” Students will not simply absorb information; as active learners, they will co-construct their own meaning from what they see and hear from teachers, parents, and other students, in combination with their own actions.

INTERDISCIPLINARY, INQUIRY-BASED PROGRAM

Apple Academy will engage all students in an interdisciplinary, inquiry based program of study that embeds the core content areas with the arts and technology to provide a balanced instructional program. Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems. (Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000). Our approach will give students this challenge within an effective support system.

The use of interdisciplinary curriculum encapsulates a variety of internal methodologies that support the successful implementation of this approach. Research shows that no single methodology is appropriate or relevant in every subject or for every student. Therefore, AACPS will utilize several methodologies that complement our interdisciplinary, inquiry-based approach. These methodologies are critically important to serving the population of students who are socioeconomically disadvantaged and research will demonstrate how students with special needs, English learners and culturally diverse students will experience success, as each of these methodologies is intricately connected to the next.

- (1) Contextual Learning
- (2) Concept Attainment
- (3) Cooperative learning principles
- (4) Socratic Method

In addition, teachers will use classroom assessment techniques that inform their instructional decisions. An example of an interdisciplinary unit published by *Facing the Future* is included in Appendix D and demonstrates contextual learning, concept attainment and cooperative learning principles. The following represents a brief summary of what research shows about the educational effectiveness of each methodology and establishes the validity of each for maximizing the learning of all students.

Contextual Learning

Contextual learning helps student's process new information that is given to them in a way that makes sense to them in their own world of memory, experience and response (Parnell 1995). This approach to learning and teaching assumes that the mind naturally seeks meaning in context, that it does so by searching for relationships that make sense and appear useful, with real world application. Contextual learning is also rooted in a constructivist approach to teaching and learning (Brown 1998; Dirkx, Amey, and Haston 1999). According to constructivist learning theory, individuals learn by constructing meaning through interacting with and interpreting their environments (Brown 1998).

Apple Academy Charter Public Schools' mission and educational philosophy states our belief that students bring a natural curiosity to school and that we must take advantage of this to support creativity and learning. The implementation of interdisciplinary units and the integration of the visual and performing arts will help us to create a learning environment that includes as many different forms of experience as possible to help the student identify a familiar frame of reference, so that the desired learning outcomes can be achieved. The use of themes and topics that are authentic content connectors will strengthen students' ability to build fluency between school subjects and apply them in real-world contexts. Therefore, teachers will select concepts or ideas that will blend the disciplines and create bridges to new knowledge and design hands-on, "minds-on" activities to help students make real-world sense of concepts by applying what they are learning.

This methodology is especially important for learners who are sometimes referred to as "visual-spatial" learners. These are students who tend to have to start with the end in mind; to have a broad based picture of where a concept may fit within the structure of the learning tasks. In such an environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating. Contextual learning allows us to emphasize hands-on problem solving, takes into account student interests; and encourages collaborative learning.

An example of an interdisciplinary unit designed around contextual learning would be a small business in the classroom. First grade students would set up a crayon recycling company (or any company) with the overarching topic being the environment and recycling. Students would learn about manufacturing, marketing, accounting, etc. The subject matter in science, social science, mathematics, and language arts are studied in the real world context of being an entrepreneur and starting one's own business.

Concept Attainment, which is based on the work of Jerome Bruner (1966), uses a structured inquiry process. In concept attainment, the teacher facilitates the process of students figuring out the attributes of a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups. Concept attainment focuses on deep understanding of concept (National Research Council) and is a natural strategy to utilize as we implement the interdisciplinary units of study with students. Graphic organizers and visuals areas used to assist student acquisition, which is pertinent to our population of learners. Research confirms that all thinking abilities can be challenged throughout the activity, which will help our special populations within the school (Alessi & Trollop, 2003). An added advantage is that it creates higher learner motivation and involvement and can be adapted for simple to very sophisticated concepts. It supports all content areas, including the arts (Rowe, 1975) and supports the need for teachers to design inquiry-based learning experiences. A template used for concept attainment is found in Appendix D.

Cooperative learning

Cooperative learning is one of nine research-based, high-yield instructional strategies studied in the meta-analysis conducted by Marzano, Pickering and Pollock (2001). While the strategy itself is recognized research by Johnson & Johnson (1999); it has become one of the more widely used practices used in heterogeneous classrooms. The use of small, cooperative learning groups supports problem-solving and cooperation can be used with any content. It promotes positive interdependence, helps foster mutual responsibility, builds social skills and attends to group processing. At its best, individual and group accountability is present because everyone has to

contribute. Our teachers will apply this strategy systematically placed within our interdisciplinary units to group students according to interest or based on other appropriate criteria. The advantages of utilizing this methodology with our student population, is in the nature of student interaction and co-construction of knowledge. Every student in our school from students with special needs to English learners to struggling readers have knowledge and experiences to offer. Being placed in cooperative groupings for relevant activities will support our culture of community and build self-confidence and the efficacy of each student. There may be no other instructional strategy that simultaneously achieves such diverse outcomes as cooperative grouping. The amount, generalizability, breadth, and applicability of the research on cooperative, competitive, and individualistic efforts provides considerable validation of the use of cooperative learning to achieve diverse outcomes, including achievement, time on task, motivation, transfer of learning, and other benefits (Cohen, 1994a; Johnson, 1970; Johnson & Johnson, 1974, 1978, 1989, 1999a, 2000; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991).

Socratic Method

The Socratic Method was a method of teaching invented by the Greek philosopher Socrates. It stimulates skill development, encourages communication skills and it activates students ability to analyze, critique and evaluate their own thinking, a skill that all 21st century learners need. The Socratic Method involves discussion; by discussing a certain topic or book or thought, students can actively engage with their knowledge instead of simply memorizing or retaining it. Students can also exchange opinions and ideas, and develop excellent speaking and communication skills. The Socratic Method is also a way of teaching using only questions. The teacher asks a series of questions designed to lead the student to the desired conclusion. The Socratic Method can be used in virtually every subject, although in slightly different ways. For example, AACPS will use the Socratic Method with every grade level to facilitate the growth in character development. A lesson on helping students know and do the right thing would be planned as follows:

1. Define the lesson that you want the students to learn. Decide beforehand what idea you want them to come away with.
2. Think up a hypothetical situation to use to begin the discussion.
3. Devise a line of questions designed to pull the students in the desired direction.
4. Make the students take a position by asking, "What would you do if...?"
5. Plan for a dialogue to move in several different directions.
6. Complicate the situation: "What if this happened, what would you do then?"
7. At each step, ask again: "Now what would you do?"
8. Be prepared for different answers that may be inappropriate, irrelevant, etc..
9. Be prepared to offer different scenarios recognizing what students bring from their own family and/or cultural values.
10. Use consensus as a means for conclusion

While planning the use of the Socratic Method requires analysis and time, it has been found to be beneficial. Instruction which includes posing questions during lessons is more effective in producing

achievement gains than instruction carried out without questioning students (Mahlios and D'Angelo, 1983). It also encourages creativity and is one of the most powerful teaching methods in fostering critical thinking.

Each of these methodologies alone is a powerful tool for promoting student learning. The interdisciplinary approach combines their potential to create an effective means for affecting student progress in all content areas. AACPS will also provide ample time for meeting individual needs and making teaching and learning more personal through our differentiated instruction.

DIFFERENTIATED LEARNING

The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Intelligence is not a fixed quantity, but can be amplified through rich learning experiences (Caine & Caine, 1991). This rich experience will be amplified when teachers are addressing student needs individually and in small groups.

The model of differentiated instruction allows teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. While classroom teaching is a blend of whole-class, small group and individual instruction, differentiated instruction is based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. To individualize as much as possible, AACPS will utilize tutors, as support for regular instruction provided by teachers, to assist in meeting the needs of students for greater impact on their responses to our interventions. Tutors will be hired to help in the classroom following instruction, during the Elective block, and in our after-school programs. AACPS will also invest in the use of computer-assisted instruction (CAI) that has been vetted in response to our population. Students will be provided CAI during the Elective block and in our after-school programming based on their identified needs. This approach been successful in schools like Rocketship Education, a charter network in the Bay Area, focused on individualized learning, as they differentiate their instructional program. They do this through 1:1 and small group instruction, as well as 1:1 computer-based instruction. As an aggregate, Rocketship has an API of 868; three of its schools serving students similar to AACPS' demographic have APIs of 839, 859, and 892.

Classrooms are filled with students of different abilities, learning styles and interests (Tomlinson, 2004). The advantage of differentiated learning is the school's ability to meet the needs of gifted students, students with learning disabilities, English learners, high achievers, underperformers, struggling readers and writers; virtually any student in a teacher's room. This methodology will become the single most important key to AACPS' commitment to increasing student performance and achievement.

Finally, AACPS will emphasize the necessity of striking a balance between behavioral and developmental approaches to instruction. This balanced approach will enable AACPS students to acquire capabilities and concepts that are the cornerstone of literacy, mathematics, science, music and healthy living.

DATA DRIVEN INSTRUCTION

To meet the goals set for our school, AACPS will have data at the core of our school's teaching and learning process. In order to ensure that information learned from data is relevant and that actions taken as a result impact student achievement, AACPS will implement a school-wide data system based on the key drivers identified in *Driven by Data* by Paul Bambrick-Santoyo. These key drivers

have been used successfully in urban schools across the country (e.g., North Star in New Jersey, Monarch Academy and Capitol Heights in California –see below) to increase student achievement (Bambrick-Santoyo, 2010).

The key components at AACPS will be assessments, analysis and action in a data driven culture. The collaborative environment that we will create will support our efforts to develop common core assessments that are aligned to State Content Standards and our instructional sequence. Our professional development schedule has been built to include the weekly time needed to support our ability to analyze the data and subsequently utilize the information for action planning.

Implementing the System

During the AACPS Summer Institute in August 2012, the staff will engage in an introduction to effective data driven instruction and build an implementation calendar for creating assessments, implementation, planning meetings and reteaching. The goal will be to gain a strong sense of our data cycle. As soon as we obtain the spring 2012 CST results (we anticipate this information being made available by the LAUSD student data system, student records and/or parent reports), we will utilize the entire process, so that we begin the year with an historical picture of each of our students.

As pre-designed interdisciplinary, inquiry-based units are being planned for implementation and once site-development begins, teachers will be involved in creating standards-aligned assessments ensuring that students are reassessed throughout the year on essential standards. The rigor of the assessments will drive the rigor of instruction with a clear expectation of student mastery. The questions developed for each assessment will be relevant to instruction – in other words, there will be a clear correlation to instruction, assessment and mastery of standards. In addition, formative assessment or checking for student understanding the moment it is learned (“in the moment”) will be important data and teachers will also keep anecdotal records that describe their observations of students working in cooperative groupings, participating in Socratic seminar, and during their hands-on, inquiry work.

As teachers work collaboratively to analyze the data, they will be looking for both the “big picture” and smaller “snapshots” (Bambrick-Santoyo, 2010):

Global Conclusions

- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards: where do we need to work the most?
- How did the class do on old vs. new standards? Are they forgetting or improving on old material?
- How were the results in the different question types (multiple choice vs. open-ended, reading vs. writing)?

Snapshots

- Failed questions—did students all choose same wrong answer? Why or why not?
- Compare similar standards: Do results in one influence the other?
- Break down each standard: Did they do similarly on every question or were some questions harder? Why?
- Sort data by students’ scores: Are there questions that proficient / non-proficient students answered differently, as a general pattern of response, in the content area?
- Look horizontally by student: Are there any anomalies occurring with certain students?
- Why did the student answer the question wrong?

The results of the analysis will allow teachers to have a current picture of how well their students are doing as a whole and as individuals. The CAO will facilitate the process and work to make certain that teachers are able to use the process to stay focused on student performance and instructional plans.

Teachers will also be expected to take time to discuss everything from the student data to teaching strategies. In our culture of action research, they will also watch videos of their grade-level peers and share resources, research, ideas, and stories, analyzing both successful lessons and frustrating ones. All of this will allow them to plan more effective lessons that incorporate contextual learning, concept attainment, and cooperative learning methodologies inherent in interdisciplinary lessons and differentiate instruction. An effort like this will take an intensive amount of time; therefore, AACPS is committing to an early-out day every Monday, which will give teachers 1.5 – 2 hours each week.

As we utilize formative assessment effectively, students will be involved in looking at data also. Student engagement is a critical component to their own progress and students at AACPS will always be able to answer three questions:

1. Where am I going? – *The students will know the knowledge and skills for mastery*
2. Where am I now? – *The students will know how they have done on every assessment*
3. How am I going to get there? *The students will know what they are missing and what it will take to move towards mastery*

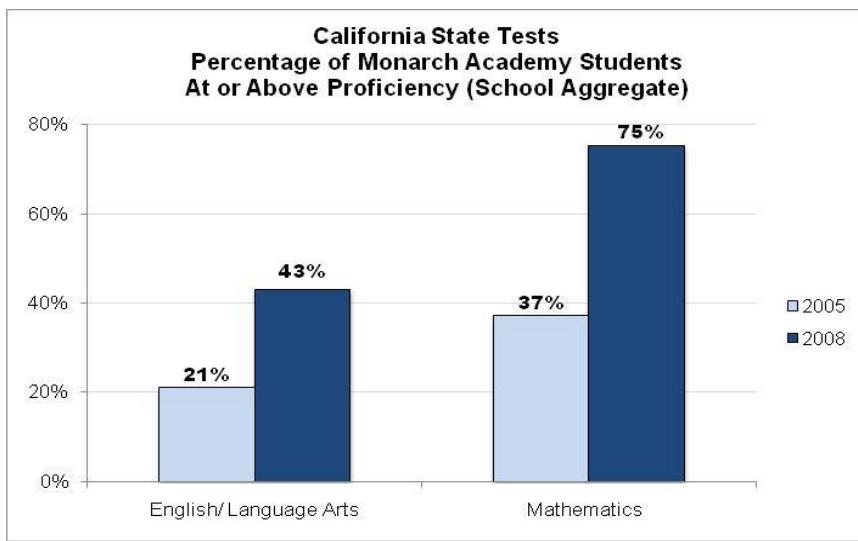
We will also engage parents in Assessment for Learning through parent workshops that share ways for them to support their child's learning and to help them understand how assessments are used as a tool for learning at Apple Academy. We also believe that by asking for their input during Parent Conferences, regarding what their child shares about his/her learning goals, teachers can gain valuable knowledge about each child and his/her capacity to monitor their own learning. Teachers will note all interactions and responses in the anecdotal notes that they bring to the data meetings to use as additional information.

By having a reiterative cycle of assessment in place, focusing closely on the data and what it tells us in the way of patterns, trends and categories and always placing students in the process, our data driven culture can help us, help our students more effectively. We believe that using this system of data driven instruction is appropriate for our site based on the successes schools with similar demographics have had as evidenced in the documentation of schools using the key drivers of assessments, analysis and action in a data driven culture (Bambrick-Santoyo, 2010).

Profiles of two school examples as highlighted in *Driven by Data* (2010):

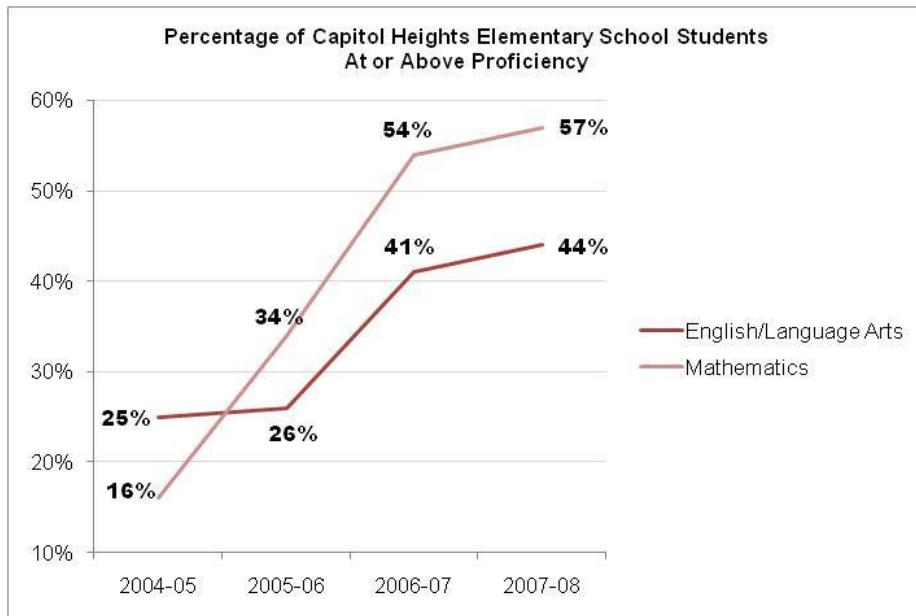
Monarch Academy

- 2007-2008 - 95% of students receiving free/reduced lunch and 80% of student population were ELLs
- 2010 -11: 93% FRL; 64% ELL
- 2010-11: API score – 787; CST ELA Proficient 47.7% school-wide; 57.1% Black; 43.7% ELLs



Capitol Heights

- 2007-08: 70% of students receiving free/reduced lunch and the school is predominately African American and Latino
- 2010-11: 86% FRL; 14% ELL
- 2010-11: API score – 836; CST ELA Proficient 63.6% school-wide; 63.3% Black; 55.6% ELLs



The staff at Apple Academy Charter Public schools is confident that with the use of a strong data system combined with our holistic approach to meeting the needs of our students, we can provide all students with a personal learning experience that encourages creativity, curiosity and a life-long pursuit of education.

FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS

AACPS is committed to developing relationships with all stakeholders in the school. It is crucial that our parents know that the school is a safe, nurturing place for their family and their input and engagement is valued. Epstein (1995) states that when "educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students." (p. 706) At AACPS, the learning experience that we will create for all students will be grounded in several opportunities for community-based learning:

Service Learning

Students at AACPS are vital members of the school community and will come to understand that they are an important part of their larger community. Service to their community will be requirement that is initiated within our interdisciplinary units and extended by student choice outside of the school. Furco & Granicher (2007) conducted a study of service learning projects in districts that made intentional alignments to the State Content Standards. 82.9 % of the participating case study students met or exceeded proficiency on teacher-selected California Academic Content Standards in English Language Arts and History Social Science. Based on a meta-analysis of studies (National Service Learning Partnership, service-learning does appear to have a positive impact on students by helping them to engage cognitively in school and increases motivation and attendance as well. The ultimate goal is that students will internalize the concept of community service and strive to be productive and responsible citizens and leaders in their own communities. Examples of service learning opportunities at AACPS will include but not be limited to:

- Primary Grades
 - Participating in the preparation of school community events (e.g., preparing folders, setting up rooms, creating invitations, greeting parents/community members)
 - Conducting a recycling campaign or canned food drive to help children in another community
 - Writing and sharing correspondence with the elderly in the community
- Upper Grades
 - Cross-age tutoring of younger students
 - Building school container gardens which will add to the beauty of the school, while participating in an interdisciplinary unit on Consumption. Students will be responsible for the continued maintenance of the container gardens and determining how the food grown should be consumed
 - Conducting a campaign to raise and contribute funds to a worthy cause at a national or local level

Community Resources in the Classroom – Parents and Partnerships

National and state trends continue to involve parents and the community on a more intense level. These trends are bringing the community into the classroom and the classroom into the community. AACPS will focus on the effective utilization of community resources to individualize and enhance the students' classroom experience. We will use a variety of strategies, programs and partnerships to integrate the community and the classroom as described below.

Parents as Partners

AACPS embraces its parents as partners in the academic, emotional and social growth of their children. With their contributions at school and in the home, students will have a powerful

educational experience that demonstrates how people work together for important efforts. AACPS will have a parent and school compact that is relevant and student-centered. It will be introduced on the first day of school, in writing, as part of the Welcome packet. It will also be discussed at our Parent Orientation for families that are enrolled and attending for the 2012-2013 school year and each year thereafter. Parents, teachers and the administrators will be expected to sign the compact and each will have a copy. A draft of our potential compact is found in Appendix E. We will also encourage our parents to be Apple Volunteers in classrooms, on the playground and even from home. For our parents who can be on site, we will train several to provide tutoring in reading and mathematics. Others who prefer to help on site, but not in the classroom will be trained to monitor the playground, act as crossing guards and safety monitors and lead after-school program activities contributing their expertise in a relevant area of knowledge and skills (e.g., Balletfolklorico, soccer, knitting, drawing/painting, cooking, singing, etc.) AACPS staff will facilitate their development in pedagogy or how to effectively teach their craft to students with an emphasis on culture and heritage.

Home visits will be a standard of communication at AACPS, as we understand that there are circumstances that prohibit parents from coming on site. We want to have a continual avenue of communication with parents and will provide access to all information through oral and written translations, multiple meeting times and an open-door policy.

Parent Education/Parent Center

To expect parents to be active, capable participants in their child's education, it is our responsibility at AACPS to ensure we provide them with what they need. AACPS will have a Parent Center at each of our sites that are named by the parents and engage the parents in different capacities. The Parent Center will be a hub of empowerment; a place where parents can increase their self-efficacy and engagement through educational opportunities.

The centers will have computers with Internet access, a parent development library of books in English and Spanish with a selection of books on child development and parenting topics, as well as those that will help them improve in personal areas of choice. There will be a range of educational opportunities including but not limited to English Language Development for Adults, Keyboarding, Computer Applications, United States Citizenship, How to Select a Middle and/or High School, How to Design a Learning Environment in the Home and Supporting Your Child While Working Full-Time. A survey will be given to parents at the beginning of each year asking for input into what they would like to learn about and when are the most convenient times to schedule.

In addition to these opportunities, AACPS will also offer Family Sessions in the areas of Literacy, Mathematics, and Science, as well as in other school related topics (i.e. homework policy, understanding the CST results, etc.) It is our goal to develop parent leaders who can be advocates for their child beyond AACPS.

There is a multitude of research that supports our dedication to empowering parents to help their children succeed:

- Parent involvement is critical to early intervention effectiveness and parents want information about specific ways they can help their children's development.(Mahoney, et.al, 1999)
- The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively

parents are involved in their children's learning, the more beneficial are the achievement effects. There are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results and also when they attend and actively support school activities, help out in classrooms or on field trips, and so on. (Cotton & Wiklund, 1989)

Community Partnerships

The goal of community partnerships at AACPS will be two-fold. The first objective will be to develop our students in a holistic manner, which means using community resources to address the needs that are beyond pure academia. We will work with community organizations to bring services to the school and develop a process to help parents bring their children to them.

The second objective will be to bring community resources to the school that will enhance the academic potential of each student. In particular, we want community resources that make their learning relevant. One of the partnerships that is taking shape for support is the non-profit organization, Iridescent Learning, which is led by Tara Chklovski. The mission of the organization is to use science, technology and engineering to develop persistent curiosity and to show that knowledge is empowering. Their mission is aligned to our educational philosophy that science, technology, engineering, arts and math are important.

One aspect of the program that AACPS will participate in is the Family Science Program. Each Family Science Course consists of five sessions of two hours each. Topics are science or engineering based. Sessions are conducted once a week at the school site in the evening from 6:00-8:00 P.M. Families are invited (including younger brothers and sisters). A teacher or school administrator is usually present. Food is provided during the first 15 minutes of the session. A Spanish-speaking instructor is present to translate instruction for non-English speaking families. Formative assessments are conducted in every session, along with pre and post assessments conducted before and after the course, to ensure knowledge transfer.

The first 10 minutes are spent in direct instruction, where the engineers introduce the science and engineering concepts. The engineers then guide the families through conducting their experiments. Each family gets materials to conduct their own experiment. The last 20 minutes of the session are spent on reflection and filling out the Exit Slip questions that check for participant understanding. All instruction is ALIGNED WITH THE STATE SCIENCE OR MATH STANDARDS so that parents are empowered to better support their child's education.

AACPS will also take part in Iridescent Learning's Parents As Leaders Program, a two stage process designed to empower parents to lead the implementation of the Family Science Sessions. The idea is for parents to co-invest in the Family Science Courses and become the driving force of the program. As a first stage, Iridescent provides leadership classes for the parents that will help them organize aspects of the Family Science Courses such as food, materials, translation, facilitating course activities, photo/video documentation of the sessions and recruitment of other families. If we have parents interested in grant writing and fundraising, Iridescent will also train them. This financial support will enable the Family Science Program to become sustainable at the

school and Iridescent can give us long-term support. This could also lead to a parent being put in a leadership position as coordinator.

As evidence of success, Iridescent has piloted the co-investing strategy in two Los Angeles schools. A Needs Assessment Survey shows that 51% of 824 parents expressed interest in co-investing in the Family Science Courses.

If the Parents as Leaders program is successful, Iridescent will go further and give our parents entrepreneurship training, exposure and support that would allow them to be successful, increase their confidence and be the first step towards launching their own enterprises.

A second community partnership that is in the exploration stage is with the University of Southern California. Dr. Laurie Prescott, our Chief Academic Officer, is a professor in the MAT@USC program and has approached the Associate Dean regarding our proposal. We plan to have students from the program complete their Guided Practice segments in our classroom. This experience will be a win-win situation for both sides of the partnership. For the students, they will plan and teach lessons in the classrooms of children who need their enthusiasm and desire to teach in high needs schools in the local community. For parents, they will see how community resources are used to the advantage of their children and the children will be exposed to the idea of attending college. For staff to have an additional “teacher” in the classroom who also utilizes a sociocultural theory of learning to provide culturally relevant teaching, will provide supportive instruction for the students. Anytime there is another person in a classroom, the ratio of teacher to student becomes beneficial to learning.

Each USC Master's student observes in the classroom, plans lessons and teaches using what has been learned in their coursework for a ten-week session. In addition to the classroom teacher, the University Advisor will view the lessons and provide feedback to ensure that the subsequent lessons improve in quality. While the USC student never completely takes over the class, s/he has an opportunity to learn from the AACPS teacher who is an effective, skilled facilitator of learning. Provided that the USC student evolves from the program credentialed and AACPS feels there is a potential fit, s/he will be invited to interview for any known openings in any AACPS facility.

As AACPS settles comfortably into each neighborhood, the School Leadership Team which is composed of administrators, teacher leaders, parent leaders and a community partner, will go out into the community to survey potential community partners to grow the AACPS family.

CURRICULUM: SCOPE AND SEQUENCE

*"To begin with the end in mind means to start with a clear understanding of your destination.
It means to know where you're going so that you better understand where you are now
so that the steps you take are always in the right direction"*
-Stephen R. Covey, 1998, p. 98

AACPS will implement a K-5 curriculum organized around a core of basic content areas as delineated in the State of California's educational frameworks for English-Language Arts, English Language Development, Mathematics, History/Social Studies, Science, Physical Education, Health and the Visual/Performing Arts. The curriculum for each core area will be aligned with the California State Content Standards, to address student mastery of grade level standards, and have 21st century skill development embedded. The organization of our curriculum will combine disciplines and subject matter that traditionally have been taught separately. We believe that to be successful in today's environment, this integration is critical to increasing educational experiences and workplace skills for our students.

AACPS will use two basic approaches to ensuring student mastery of standards in a rigorous and relevant environment. Our major approach will be an interdisciplinary, inquiry-based system of instruction. We will use both publisher-developed (e.g., *Facing the Future*) and AACPS developed curriculum, which will provide a stable basis to begin the year followed by lessons developed specific to the needs and interests of our students. The second approach that we will use will be direct instruction in subject-specific lessons to ensure foundational knowledge and skills, as delineated in grade level content standards, are mastered as a basis for inquiry-oriented engagement. AACPS educators will utilize the processes for curriculum and lesson development found in Understanding by Design (Wiggins & McTighe, 2005). We will use the three-stage approach to "backwards planning" (p. 17) with one goal in mind – learning. Standards will inform our work and students' needs, based on assessment results or data, will guide us. This will fulfill our goal of using data to drive instruction thereby assuring that the needs of students are attended to promptly and effectively. We are determined to provide the foundation in elementary school that will be needed in secondary education environments and beyond. All curriculum that is developed will be aligned to California State Content Standards with the Common Core Standards in hand, but the implementation will be guided by interdisciplinary, inquiry-oriented lessons.

To ensure the understanding of student mastery expectations, each subject matter is presented intact with a description of curricular expectations and the instructional resources to be used during periods of explicit instruction and in conjunction with the interdisciplinary lessons. The entire scope and sequence, for all subject matter described below and , delineated in the Content Standards, can be found in Appendix F. AACPS will adopt the state standards as our scope and sequence, as we commit to each student achieving mastery of grade level standards.

English-Language Arts

Apple Academy Charter Public Schools believes that it is absolutely vital for all students to develop the necessary literacy skills to both meet and exceed CA state standards. The importance of the early development of strong reading skills has become a critical education goal as evidenced by No Child Left Behind (NCLB). Research has demonstrated several key factors that underscore the critical nature of effective reading instruction:

- Students in grade one who are not reading at grade level by the first half of the school year, will never catch up (unless intensive interventions are provided).
- Once students are behind in reading, the gap grows larger each year.

- States use the reading scores at third grade to determine how many prisons they will build in the future
- Students who read below the basic level in Grade 4 are unlikely to read at a proficient level by the end of Grade 12
- The dropout rate is clearly linked to unsuccessful readers.

Every teacher, in every grade at AACPS will become effective teachers of reading and will provide rigor, guidance and practice in the foundational building blocks for proficient reading - phonemic awareness, phonics, fluency, vocabulary and comprehension – as identified by leading researchers (Adams, 1994; National Reading Panel, 2000; Snow, et al, 1998). Although we will use an interdisciplinary approach, students will receive explicit instruction in reading to ensure they are successful readers each year. With a combination of direct instruction of relevant skills, systematic instruction with scaffolding, multiple opportunities for practice, immediate corrective feedback, frequent, formative assessment and ongoing monitoring of progress, this level of success can be achieved (Good, Simmons & Kame'enui, 2001, Moats, 2000, Torgensen, Alexander, Wagner, Rashotte, Voeller, & Conway, 2001; Vaughn & Linan-Thompson, 2004). When also integrated across the curriculum, the learned knowledge and skills will be useable in all circumstances. Just as important are the skills for listening, speaking and writing; therefore every student at AACPS will be able to convey their thoughts and ideas to anyone clearly, both orally and in writing.

AACPS will use a variety of quality programs to teach reading/language arts. *California Treasures* (MacMillan/McGraw Hill) a comprehensive, standards-based core reading program approved by the State Board of Education will be utilized as the main tool for primary English-Language Arts instruction grades K-5. With fluency as a major principle for moving students from decoding to comprehension, AACPS will focus our efforts using *The Six Minute Solution* (Sopris West) school-wide. Additional resources that will add depth for intervention and enrichment in grades 3-5 include, but are not limited to: *California Portals* (Houghton Mifflin), *REWARDS and Step Up to Writing* (Sopris West), *Jamestown Signature Reading* (Jamestown Education) and *Jacob's Ladder Reading Comprehension Program* (Center for Gifted Education). To ensure the needs of our special education students are met, we will also supplement with *Early Literacy Skills Builder* (Attainment Company) which is a research-based and language-rich literacy curriculum for children ages 5-10 with moderate to severe developmental disabilities. Teachers will also use research-based programs with proven effectiveness, such as Reader's and Writer's Workshop (Caulkins) used in Boston Public Schools. Other supplemental programs will be vetted by teachers based on their students' identified, differentiated needs. Teachers will also utilize supplemental literature that is relevant to our communities, modeling literature from various cultures, in addition to Newberry and Caldecott winning literature with titles that can be used in Literature Circles.

In addition, trade books in science and social studies will be integrated into the inquiry-based units in combination with a variety of instructional activities that complement the standards to be mastered in each grade.

English/ Language Arts (CDE, 2007)

Kindergarten - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Literature, Kindergarten Through Grade Twelve (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students..

Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Kindergarten - Writing

Writing Strategies

Students write words and brief sentences that are legible.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions..

Kindergarten - Listening and Speaking

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies.

Grade 1 - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Grade 1 - Writing

Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies..

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 1 - Listening and Speaking

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

Grade 2 - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

Grade 2 - Writing

Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 2 - Listening and Speaking

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

Grade 3 - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature.

They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Grade 3 - Writing

Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 3 - Listening and Speaking

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

Grade 4 - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Grade 4 - Writing

Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students' progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 4 - Listening and Speaking

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

Grade Five - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in

Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Grade 5 – Writing

Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed.

Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 5 - Listening and Speaking

Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

English Language Development

The English Language Development Standards are designed to give an overview of what students must know and be able to do as they move toward full fluency in English. The adoption of the K-5 English-Language Arts program, California Treasures (Basic with ELD) was developed with ELD Instruction as part of the program per the Reading/Language Arts Framework for Kindergarten through Grade 12. AACPS will also use Sopris West's *Early Vocabulary Connections* and *Academic Vocabulary for English Learners (AVEL)* and Hampton Brown's AVENUES to guide student development. English learners will receive daily instruction during English Language Arts instruction (California Treasures), followed by direct instruction based on their identified CELDT levels during the Elective block. Based on their developmental needs, the teacher will determine which of the three supplemental instructional tools listed above will be used to further their acquisition of English proficiency. The program tools by Sopris West focus on vocabulary development and acquisition, while AVENUES is a much broader tool designed to build proficiency in listening, speaking, reading and writing.

English Language Development will be integrated throughout the school day in the interdisciplinary inquiry-based lessons to provide students with real life application of the language. However students will be provided direct instruction and facilitation of language activities during the Elective

block. Below is a summary of the English-language development (ELD) standards (**CDE, 1999** for each domain (listening and speaking, reading, and writing). The summary gives an overview of what students must know and be able to do as they move toward full fluency in English and these standards must be **applied appropriately for students in each grade level** from kindergarten through grade five. For each ELD standard the summary indicates the English-language arts substrand associated with it. AACPS will utilize the full scope of the ELD Standards, which provides specific depth in the four domains, in grade level spans across five proficiency levels (beginning, early intermediate, intermediate, early advanced and advanced), as outlined in Appendix F.

LISTENING AND SPEAKING

Strategies and Applications

English-language arts substrand	Beginning ELD level*
Comprehension	<p>Answer simple questions with one- to two-word responses.</p> <p>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases).</p> <p>Use common social greetings and simple repetitive phrases independently (e.g., "Thank you," "You're welcome").</p> <p>Ask and answer questions by using phrases or simple sentences.</p> <p>Retell stories by using appropriate gestures, expressions, and illustrative objects.</p>
Organization and Delivery of Oral Communication	<p>Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent.</p> <p>Orally communicate basic personal needs and desires (e.g., "May I go to the bathroom?").</p>
English-language arts substrand	Intermediate ELD level*
Comprehension	<p>Ask and answer instructional questions by using simple sentences.</p> <p>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>Ask and answer instructional questions with some supporting elements (e.g., "Which part of the story was the most important?").</p>
Comprehension and Organization and Delivery of Communication	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
Organization and Delivery of Communication	Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).
English –Language arts substrand	Advanced ELD level*
Comprehension	Demonstrate understanding of most idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately.
Organization and Delivery of Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

English – Language arts strand	Beginning ELD level*
Phonemic Awareness and Decoding and Word Recognition	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	Produce most English phonemes while beginning to read aloud.
Vocabulary and Concept Development	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases, and sentences.</p> <p>Recognize simple affixes (e.g., <i>educate</i>, <i>education</i>), prefixes (e.g., <i>dislike</i>, <i>preheat</i>), synonyms (e.g., <i>big</i>, <i>large</i>), and antonyms (e.g., <i>hot</i>, <i>cold</i>).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.</p>
English – Language arts strand	Intermediate ELD level*
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>
Vocabulary and Concept Development	<p>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings.</p> <p>Recognize simple antonyms and synonyms (e.g., <i>good</i>, <i>bad</i>, <i>blend</i>, <i>mix</i>) in written text. Expand recognition of them and begin to use appropriately.</p> <p>Apply knowledge of vocabulary to discussions related to reading tasks.</p>

	<p>Read simple vocabulary, phrases, and sentences independently.</p> <p>Read narrative and expository texts aloud with the correct pacing, intonation, and expression.</p> <p>Use expanded vocabulary and descriptive words in oral and written responses to written texts.</p> <p>Recognize and understand simple idioms, analogies, and figures of speech in written text.</p> <p>Recognize that some words have multiple meanings and apply this knowledge to written text.</p> <p>Recognize the function of connectors in written text (e.g., <i>first</i>, <i>then</i>, <i>after that</i>, <i>finally</i>).</p>
English –Language arts substrand	Advanced ELD level*
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p>
Vocabulary and Concept Development	<p>Apply knowledge of academic and social vocabulary while reading independently.</p> <p>Be able to use a standard dictionary to find the meanings of unfamiliar words.</p> <p>Interpret the meaning of unknown words by using knowledge gained from previously read text.</p> <p>Understand idioms, analogies, and metaphors in conversation and written text.</p>

Reading

Reading Comprehension

English – Language arts substrand	Beginning ELD level*
Comprehension and Analysis of Grade- Level Appropriate Text	<p>Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>how</i>).</p> <p>Understand and follow simple one-step directions for classroom-related activities.</p>
Structural Features of Informational Materials	<p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.</p> <p>Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>

English – Language arts substrand	Intermediate ELD level*
Comprehension and Analysis of Grade-Level-Appropriate Text	<p>Understand and follow simple written directions for classroom-related activities.</p> <p>Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.</p> <p>Read and identify basic text features, such as the title, table of contents, and chapter headings.</p> <p>Respond to comprehension questions about text by using detailed sentences (e.g., “The brown bear lives with his family in the forest”).</p>
Structural Features of Informational Materials	Identify, using key words or phrases, the basic sequence of events in stories read.
English – Language arts substrand	Advanced ELD level*
Comprehension and Analysis of Grade-Level-Appropriate Text	<p>Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships.</p> <p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p>Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice.</p> <p>Write a brief summary (two or three paragraphs) of a story.</p>

Writing

Strategies and Applications

English – Language arts substrand	Beginning ELD level*
Penmanship	<p>Copy the alphabet legibly.</p> <p>Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p>
Organization and Focus	<p>Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).</p> <p>Write phrases and simple sentences that follow English syntactical order.</p>
English – Language arts substrand	Intermediate ELD level*
Organization and Focus	Follow a model given by the teacher to independently write a short paragraph of at least four sentences.
Organization and Focus, Penmanship	Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science).
Organization and Focus	Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even

	<p>though some rules may not be followed.</p> <p>Write simple sentences about an event or a character from a written text.</p> <p>Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>
English – Language arts substrand	Advanced ELD level*
Organization and Focus	<p>Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.</p> <p>Write a multi-paragraph essay with consistent use of standard grammatical forms.</p>
Capitalization	<p>Use capitalization when writing one's own name.</p> <p>Use capitalization at the beginning of a sentence and for proper nouns.</p>
Punctuation	Use a period at the end of a sentence and a question mark at the end of a question.
Capitalization, Punctuation, and Spelling	<p>Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling.</p> <p>Produce independent writing with consistency use of capitalization, punctuation, and correct spelling.</p>

History/Social Studies

History and the social sciences will provide one of the strongest link to themes in the interdisciplinary inquiry-based lessons to be taught at AACPS. Through these standards in particular, teachers will ensure that students learn the skills of chronological and spatial thinking; research, evidence and point of view; and historical interpretation. The instructional resources for instruction will be interdisciplinary curriculum, such as *Facing the Future*, standards-based hands-on lessons, that promote critical thinking on global issues, sustainability and positive solution. With evidence of effect on student achievement from a study conducted in urban and rural settings, these curriculum units are being used in LAUSD schools. The study looked at the curriculum, *Making Connections: Engaging Students in Language, Literacy, and Global Issues*, designed for intermediate-level English language learners and striving readers beginning in grade 5. Based on pre- and post-testing, the research was conducted to determine if it was an effective tool for improving reading comprehension, vocabulary, and content knowledge. Results of the testing showed a statistically significant improvement in student achievement, of 17%, for the group of all 245 students (*Facing the Future*, 2011).

History/Social Science (CDE, 1998)

Kindergarten - Learning and Working Now and Long Ago (p. 4)

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Grade One - A Child's Place in Time and Space (p. 6)

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

Grade Two - People Who Make a Difference (p.8)

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

Grade Three - Continuity and Change (p. 10)

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Grade Four - California: A Changing State (p. 12)

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Grade Five - United States History and Geography: Making a New Nation (p. 15)

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Mathematics

AACPS believes that math is about problem solving. Teachers will not only teach formulas and algorithms but also critical thinking. Teachers will use hands-on projects, collaborative learning and manipulatives to get students to wrestle with the material in a relevant way. Our goals in math are to teach students at every grade level to explore math through investigations and to develop a deeper variety of strategies to problem solve, share solutions, and use math in the world around them.

The instructional approach, like English – Language Arts is two-fold; teaching and learning will occur in interdisciplinary, inquiry based lessons and through focused direct instruction. While some knowledge is best learned in isolation (e.g., operations), it is the application in real world situations that make mathematics essential for students. To ensure that students have the foundational skills, *SRA Real Math* (SRA McGraw-Hill) will be used with the *Earlybird and Primary Mathematics Standards Edition* of Singapore Math as a supplemental tool. AACPS sees an added advantage to using this supplement program as it is correlated with the Common Core Standards. Manipulatives, calculators and technology will support math implementation.

AACPS is committed to providing our students with a strong background in STEAM education or science, technology, engineering, arts and mathematics. Once again, the interdisciplinary lessons and units will support this possibility, as will additional supplements. One in particular produced by the Mind Research Institute is MindMath ST, a math based program with music correlation inherent in the program. The basic scope and sequence for math is presented below followed by a more in depth description of MindMath ST.

Mathematics (CDE, 1997)

Kindergarten

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

- Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
- Students understand and describe simple additions and subtractions:
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

Algebra and Functions

- Students sort and classify objects:

Measurement and Geometry

- Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:
- Students identify common objects in their environment and describe the geometric features:

Statistics, Data Analysis, and Probability

- Students collect information about objects and events in their environment

Mathematical Reasoning

- Students make decisions about how to set up a problem
- Students solve problems in reasonable ways and justify their reasoning

Grade One

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense

- Students understand and use numbers up to 100
- Students demonstrate the meaning of addition and subtraction and use these operations to solve problems
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places

Algebra and Functions

- Students use number sentences with operational symbols and expressions to solve problems

Measurement and Geometry

- Students use direct comparison and nonstandard units to describe the measurements of objects
- Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space

Statistics, Data Analysis, and Probability

- Students organize, represent, and compare data by category on simple graphs and charts
- Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors

Mathematical Reasoning

- Students make decisions about how to set up a problem
- Students solve problems and justify their reasoning
- Students note connections between one problem and another

Grade Two

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense

- Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000
- Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers
- Students model and solve simple problems involving multiplication and division
- Students understand that fractions and decimals may refer to parts of a set and parts of a whole
- Students model and solve problems by representing, adding, and subtracting amounts of money
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places

Algebra and Functions

- Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction

Measurement and Geometry

- Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured
- Students identify and describe the attributes of common figures in the plane and of common objects in space

Statistics, Data Analysis, and Probability

- Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations
- Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways

Mathematical Reasoning

- Students make decisions about how to set up a problem:
- Students solve problems and justify their reasoning:
- Students note connections between one problem and another.

Grade Three

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense

- Students understand the place value of whole numbers
- Students calculate and solve problems involving addition, subtraction, multiplication, and division
- Students understand the relationship between whole numbers, simple fractions, and decimals

Algebra and Functions

- Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships
- Students represent simple functional relationships

Measurement and Geometry

- Students choose and use appropriate units and measurement tools to quantify the properties of objects
- Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems

Statistics, Data Analysis, and Probability

- Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions

Mathematical Reasoning

- Students make decisions about how to approach problems
- Students use strategies, skills, and concepts in finding solutions
- Students move beyond a particular problem by generalizing to other situations

Grade Four

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense

- Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers
- Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals
- Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations
- Students know how to factor small whole numbers

Algebra and Functions

- Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences
- Students know how to manipulate equations

Measurement and Geometry

- Students understand perimeter and area
- Students use two-dimensional coordinate grids to represent points and graph lines and simple figures
- Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems

Statistics, Data Analysis, and Probability

- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings
- Students make predictions for simple probability situations

Mathematical Reasoning

- Students make decisions about how to approach problems
- Students use strategies, skills, and concepts in finding solutions
- Students move beyond a particular problem by generalizing to other situations

Grade Five

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers
- Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals

Algebra and Functions

- Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results

Measurement and Geometry

- Students understand and compute the volumes and areas of simple objects
- Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures

Statistics, Data Analysis, and Probability

- Students display, analyze, compare, and interpret different data sets, including data sets of different sizes

Mathematical Reasoning

- Students make decisions about how to approach problems
- Students use strategies, skills, and concepts in finding solutions
- Students move beyond a particular problem by generalizing to other situations

Science

Sciences will provide one of the strongest links to themes in the interdisciplinary inquiry-based lessons to be taught at AACPS. The Science Framework states that teachers will educate students in important scientific concepts and curriculum while also developing the skills that real scientists would employ. Teachers will provide students with hands-on projects which will allow students to perform meaningful observation and exploration of curriculum, testing hypotheses, and analyzing critical information. Students will learn to collect data, and use multi-sensory approaches to come to conclusions about the curriculum. Students will learn about the world around them in a meaningful and critical way.

Students in grades K – 5 will be provided with a balanced curriculum in the physical, earth and life sciences that will include “hands-on” laboratory activities. All grade levels will utilize state adopted science kits and other supplementary materials designed to provide a balanced science program. Field trips, speakers and other community resources will be utilized to enrich the students’ science experience. As funding becomes available, a science laboratory will be created to increase and extend the variety of “hands-on” activities for all students. Personal and family health will be established components of the curriculum. The concept of “wellness” will be presented as vital to positive school performance and success in life. Earth Day will be observed and celebrated annually within an interdisciplinary unit, in which each grade level will focus on a specific environmental topic. An Open House activity will provide opportunities to share student projects and the importance of environmental awareness. All students will develop scientific process skills such as;

- Work individually and as a team member to collect and share information;
- Conduct investigations to test hypothesis and record results; begin to control variables in an experimental situation;
- Predict probable outcomes; use facts to support conclusions;
- Communicate scientific information in various ways through written materials, pictures, graphs, charts or models;
- Compare and classify objects based on their attributes and characteristics.
- Utilize the scientific method in classroom settings and alternate settings

As stated in mathematics above, AACPS is committed to providing our students with a strong background in STEAM education or **S**cience, **T**echnology, **E**ngineering, **A**rts and **M**athematics. The position of the National Science Teachers Association (NSTA) supports inquiry science as a basic in the daily curriculum of every elementary school student at every grade level. The elementary science program must provide opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. Research in science has shown that elementary school students learn science best when:

- They are involved in first-hand exploration and investigation and inquiry/process skills are nurtured.
- Instruction builds directly on the student's conceptual framework.
- Content is organized on the basis of broad conceptual themes common to all science disciplines.
- Mathematics and communication skills are an integral part of science instruction.

This further supports the value of using an interdisciplinary, inquiry-based approach at AACPS; we will provide equitable access to quality science education that recognizes and respects differences students bring based on their cultures and their previous background experiences. Interdisciplinary materials from Facing the Future will be utilized to begin the year.

Science (CDE, 1998)

Kindergarten

Physical Sciences

- Properties of materials can be observed, measured, and predicted.

Life Sciences

- Different types of plants and animals inhabit the earth.

Earth Sciences

- Earth is composed of land, air, and water.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - Observe common objects by using the five senses.
 - Describe the properties of common objects.
 - Describe the relative position of objects by using one reference (e.g., above or below).
 - Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
 - Communicate observations orally and through drawings.

Grade One

Physical Sciences

- Materials come in different forms (states), including solids, liquids, and gases.

Life Sciences

- Plants and animals meet their needs in different ways.

Earth Sciences

- Weather can be observed, measured, and described.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the

other three strands, students should develop their own questions and perform investigations. Students will:

- Draw pictures that portray some features of the thing being described.
- Record observations and data with pictures, numbers, or written statements.
- Record observations on a bar graph.
- Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
- Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Grade Two

Physical Sciences

- The motion of objects can be observed and measured.

Life Sciences

- Plants and animals have predictable life cycles

Earth Sciences

- Earth is made of materials that have distinct properties and provide resources for human activities.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - Make predictions based on observed patterns and not random guessing.
 - Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
 - Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
 - Write or draw descriptions of a sequence of steps, events, and observations.
 - Construct bar graphs to record data, using appropriately labeled axes.
 - Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
 - Follow oral instructions for a scientific investigation.

Grade Three

Physical Sciences

- Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
- Light has a source and travels in a direction.

Life Sciences

- Adaptations in physical structure or behavior may improve an organism's chance for survival.

Earth Sciences

- Objects in the sky move in regular and predictable patterns.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
 - Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
 - Use numerical data in describing and comparing objects, events, and measurements.
 - Predict the outcome of a simple investigation and compare the result with the prediction.
 - Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Four

Physical Sciences

- Electricity and magnetism are related effects that have many useful applications in everyday life

Life Sciences

- All organisms need energy and matter to live and grow.

- Living organisms depend on one another and on their environment for survival.

Earth Sciences

- The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
- Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
 - Measure and estimate the weight, length, or volume of objects.
 - Formulate and justify predictions based on cause-and-effect relationships.
 - Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
 - Construct and interpret graphs from measurements.
 - Follow a set of written instructions for a scientific investigation.

Grade Five

Physical Sciences

- Elements and their combinations account for all the varied types of matter in the world.

Life Sciences

- Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

Earth Sciences

- Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
 - Develop a testable question.
 - Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
 - Identify the dependent and controlled variables in an investigation.
 - Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
 - Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
 - Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
 - Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
 - Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Physical Education/Health

To ensure that AACPS students are provided a high-quality, comprehensive and developmentally appropriate physical education program on a regular basis, students will receive 200 minutes every ten days. Specifically, they will experience physical education with a physical education coordinator who will work with each class in grades 3-5 for 40 minutes on Wednesdays, Fridays and every other Monday. Students in grades K-2 will have physical education each day for 20 minutes.

Hillman and Buck (2004), researchers from the University of Illinois have determined that there is a correlation between academic achievement and physical fitness. Using the *Fitnessgram*, a reliable assessment tool used nationwide to test fifth, seventh and ninth grade students in California, was used in comparison to state tests to determine this correlation. In a report funded by and prepared for the California Endowment (2008) the following findings support our need to ensure AACPS students are physically fit and academically enhanced:

- Both quantity and quality of California PE are deficient K-12, but the problems are most severe in elementary schools.
- PE quantity and quality are particularly deficient for low -income students and those in racial and ethnic groups at high risk for overweight and obesity.
- Research-based, activity-focused PE programs for schools at all levels have been shown to improve physical activity and provide other benefits, such as improved concentration and decreased disruptive behavior.

With these facts in mind, the physical education program at AACPS will provide vigorous activity 50% of the 40 minute time period using a research-based program that will allow students to meet

the standards, and in grade 5, pass the Fitnessgram. The remaining 50% will be spent providing instruction in grade level concepts, principles, strategies and skills with opportunities for application and practice. AACPS will utilize a part-time physical education specialist and USC student teachers earning their credential in physical education. Every student in every grade level must master each standard listed below.

Physical Education (CDE, 2005)

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Various studies show that access to arts education in school offers distinct benefits to economically disadvantaged youth and students at risk of dropping out (Barry, Taylor & Walls, 1990). AACPS firmly believes in the integration of the arts, which further supports our interdisciplinary, inquiry-based approach and the importance of STEAM education. Students at AACPS will get a balanced, well-rounded education experience that reduces the gaps in knowledge, skills, background experiences and abilities that many students in other California schools experience.

Utilizing the *Visual and Performing Arts Content Standards for California Public Schools* (CDE, 2001) as the foundation, Apple Academy Charter Public Schools will use the arts to ground students in the discipline, detail and focus of the art form, whether it is multimedia (i.e., visual art, video, audio) or performing arts (i.e., music, drama). The Visual and Performing Arts program at AACPS will ensure that each child's individual development will be enhanced through a particular emphasis on music and its relation to the other disciplines, dance, drama, and visual arts. AACPS recognizes that academic rigor is a basic characteristic of a comprehensive education in the arts. Therefore AACPS students will:

- Learn through active practice, rehearsal, and creation or performance of works in the arts
- Read about the arts and artists
- Research, write, and communicate about the arts
- Reflect on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participate in arts criticism on the basis of observation, knowledge, and criteria
- Make connections between concepts in the arts and across subject areas.

The nucleus of the Visual and Performing Arts instructional program will be keyboard music instruction and music theory with an emphasis on its relationship to mathematics. In keeping with the statutory purpose for charter schools of encouraging the use of different and innovative teaching methods, the AACPS will incorporate MIND Institute Math Education Process into the Elective block, as it a software program that will be utilized as computer-assisted instruction. The MIND Education Process is a set curriculum conducted systematically, using prescriptive placement for each student as determined through their online diagnostic assessment. Music has a mathematical architecture. The Math+Music component puts a special emphasis on symmetry, including special songs that equally exercise the left and right hands. When students learn music, they also learn to recognize musical patterns and symmetries, and to connect their understanding of music to mathematical concepts such as addition, fractions, proportions and ratios. The MIND Institute Math Education Process is the utilization of specialized computer-assisted piano keyboard instruction and graphic images and sequences to introduce math principles to assist students in recognizing and grasping math concepts and problem. The alignment to the California State Mathematics Content Standards (1997)and the music strand of the California Visual Performing Arts Standards (2001) is outlined for each grade level on the following pages (67-72). The legend below is a guide to the abbreviations found in the matrices.

Abbreviation	Content Area	Strand
AF	Math	Algebra and Functions
MG	Math	Measurement and Geometry
NS	Math	Number Sense
SDAP	Math	Statistics, Data Analysis and Probability
MR	Math	Mathematical Reasoning
MCE	Visual Performing Arts	Music: Creative Expression
MAV	Visual Performing Arts	Music: Aesthetic Valuing
MAP	Visual Performing Arts	Music: Artistic Perception
MH	Visual Performing Arts	Music: Historical and Cultural Context

Kindergarten -Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	Students will count beats and rest. Describe patterns of beats with physical movement and instruments. (1.2NS)		Identify, describe, and extend simple music patterns (SDAP 1.1) Identify and describe basic elements in music (MAP 1.2)		Use icons or invented symbols to represents beat (MAP 1.1) Identify, sort and classify objects by attributes (AF1.1)
Creative Expression					Identify, describe and extend simple patterns in music, using manipulative. (MCE2.3)
Aesthetic Valuing		Make precise calculations and check the validity of the results (MR 2.2) Create movements that correspond to specific music (MAV 4.1)			
Connections, Relationships, Applications				Compare the length, weight , and capacity of the instrument families (MG1.1)	

First Grade - Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat) (MAP 1.1) Count by 2s (NS 2.4)		Identify simple musical forms (e.g., phrase, AB, pattern). (MAP1.2) Describe, extend and explain ways to get to a next element in simple repeating patterns (SDAP 2.1)		
Creative Expression		Play simple accompaniments on classroom instruments (MCE 2.3) Determine the approach, materials, and strategies to be used (MR 1.1)	Improvise simple rhythmic accompaniments, using body percussion or classroom instruments. (MCE 2.4) Describe, extend and explain ways to get to a next element in simple repeating patterns (SDAP 2.1)		
Aesthetic Valuing				Create movements to music that reflect focused listening. (MAV 4.1) Arrange and describe objects in space by proximity and direction (MG 2.4.)	

Second Grade - Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests (MAP1.1) Recognize fractions of a whole and parts of a group (NS4.2)		Identify simple musical forms, emphasizing verse/refrain (MAP1.4) Solve problems involving simple patterns (SDAP2.2)	Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests. (MAP1.1) Time to the nearest quarter hour (MG1.4)	
Creative Expression		Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments (MCE2.4) Determine the approach, materials, and strategies to be used (MR1.1)			
Aesthetic Valuing		Create developmentally appropriate movements to express tempo. (MAV4.2) Explain the reasoning used and justify the procedures selected (MR2.1)			

Third Grade-Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests. (MAP1.1) Understand the relationship between whole numbers and simple fractions (NS3.0)	Describe the way sound is produced on various instruments (MAP1.5) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns (MR1.1)		Read, write, and perform pentatonic patterns (MAP 1.2) Choose and use appropriate units of measurement tools to quantify the properties of objects (MG1.0)	
Creative Expression		Play rhythmic and melodic ostinatos on classroom instruments (MCE2.3) Determine when and how to break a problem into simpler parts (MR1.2)			
Aesthetic Valuing			Describe how specific musical elements communicate particular ideas or moods in music. (MAV4.3) Graphs will display the texture of the music		

Fourth Grade-Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	<p>Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <p>(MAP1.3) Explain different interpretations of fractions (NS1.5)</p>			<p>Classify how a variety of instruments from diverse cultures produce sound.</p> <p>(MAP1.5) Students use direct comparison and nonstandard units to describe (MG1.0)</p>	
Creative Expression		<p>Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p> <p>(MCE2.3) Explain the reasoning used and justify the procedures selected (MR2.1)</p>			

Fifth Grade -Mathematics and Music Alignment

<i>Visual Performing Arts Strands</i>	Number Sense	Mathematical Reasoning	Statistics, Data Analysis, and Probability	Measurement and Geometry	Algebra and Functions
Artistic Perception	Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation. (MAP1.3) Students compute and understand the relationship between decimals, fractions, and percents (NS1.0)				
Historical and Cultural Context	Identify different or similar uses of musical elements in music from diverse cultures. Sing and play music from diverse cultures and time periods. (MH3.2) Determine the frequency ratios of intervals.) Students compute and understand the relationship between decimals, fractions, and percents (NS1.0)				
Aesthetic Valuing	Identify and analyze differences in tempo and dynamics in contrasting music selections. Determine the frequency ratios of intervals.) Students compute and understand the relationship between decimals, fractions, and percents (NS1.0)				

The Visual and Performing Arts Standards for California Public Schools identify what all students in California public schools should know and be able to do at each grade level. Nevertheless, local flexibility is maintained with these standards. Topics may be introduced and taught at one or two grade levels before mastery is expected. AACPS is committed to providing its students with a road to mastery. Therefore in addition to the aforementioned, at AACPS:

- Students will be provided a variety of arts experiences, including trips to museums, festivals and performing arts performances.
- Students will describe ways that visual and tactile qualities in art communicate ideas, feelings and values. They will express original ideas and views through a variety of art materials. They will evaluate the contributions of known artists to the world around them and utilize objective criteria when discussing art, nature, and the man-made environment. They will identify artists whose contributions represent the many cultural groups found in the United States.
- Students will demonstrate musical understanding through choral performance and keyboard instruments. They will gain theory, including key signature, scales, meter, accidentals, and dynamics. They will recognize and perform music from a variety of cultural traditions. They will demonstrate music-reading skills. Students in fifth grade will have an opportunity to select a musical instrument i.e., woodwinds or brass for personal year-long study.

AACPS will address the area of Theater Arts and Dance through the creation of various musical productions. The musical productions will furnish students with opportunities for learning in a variety of areas, such as;

- Choral Music – Students will be introduced to choral techniques and basic music theory. Students will have an opportunity to support the musical productions and perform separately as a performance ensemble.
- Dance -- Students will learn and develop technique placement and skills. Additionally, students will explore their own creative potential and the importance of dance as a tool for communication and expression. Students will have an opportunity to support the musical productions and perform separately as a performance ensemble.
- Choreography -- Students will learn the basics of choreography and progress into creating their own. Students will have an opportunity to support the musical productions through their creative expression of choreography.
- Acting – Students will learn basic acting principles. Students will begin to define and demonstrate the attributes of a character. Students will experience the audition process in preparation and support of the musical productions.
- Set Design – Students will have an opportunity to learn the basic principles of set design. Students will have an opportunity to support the musical productions through their creative expression of set design.

Technology

Consistent with concept of developing and educated person in the 21st century, students must be able to apply basic technological skills in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities. The National Educational Technology Standards for Students (NETS) help students prepare to work, live, and contribute to this social and civic responsibility. According to the International Society for Technology in Education (2011), these standards identify critical thinking skills and digital citizenship for students to learn and live productively in our emerging global society. AACPS will acquire various mediums for integrating technology in Years 1-5. Initial acquisitions will include Eno Interactive Whiteboards, LCD Projectors, DVD Players, Televisions and Computers. We will continue to work towards acquiring

one computer for every five students that will be shared throughout the school day. The standards identified by the ISTE are in five categories with specific skills listed below:

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.

- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

PROCESS FOR SELECTING CURRICULUM, MATERIALS, INSTRUCTIONAL ACTIVITIES

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction"
-Stephen R. Covey, 1998, p. 98

The process for selecting curriculum, materials and instructional activities will be done as a community of practice facilitated by teacher leaders. The Chief Academic Officer will manage the logistics associated with selection tasks; however, every teacher will become an expert in at least one area of interest. Parents and community members will also have an opportunity to participate in the process as part of the review on the selections made by educators. All materials that are purchased as primary texts or instructional materials will be aligned with content standards as defined by state criteria or in the development of curriculum. Instructional materials and tools must also match the intent of our framework, methodologies and innovative content, which includes:

- ❖ Interdisciplinary and inquiry based
- ❖ Brain-based learning (neuroscience and cognition)
- ❖ Compatible with the use of research-based strategies and differentiated learning
- ❖ Emphasis on character development
- ❖ Adaptable to the needs of our special populations

Teachers will also have discretion in selecting supplementary or secondary resources; however, they will have to defend their selections and gain consensus based on the value to our students and program.

The instructional tools used for the first year will be selected from the current state-approved programs for English-Language Arts and Mathematics. With the predominant use of interdisciplinary instruction, AACPS expects to review a variety of tools immediately upon charter approval to supplement the use of the selected curricular programs/materials listed below. Our goal will be to evaluate materials and resources across a 20 day period, followed by a week's time for parent and community input and final decisions made within five days for a 30-day process.

- ❖ English Language Arts - Core: *California Treasures*, MacMillan McGraw-Hill
- ❖ English Language Arts – Supplementary: *The Six Minute Solution* and *Step Up to Writing*, Sopris West; *Jamestown Signature Reading*, Jamestown Education; *Jacob's Reading Ladder Comprehension*, Center for Gifted Education; *Accelerated Reader*, Renaissance Learning
- ❖ Language Arts Intervention: *REWARDS*, Sopris West; *Early Literacy Skill Builders*, Attainment Company
- ❖ Mathematics - Core: *SRA Real Math*, SRA McGraw-Hill
- ❖ Mathematics – Supplementary: *Primary Mathematics Standards Edition* and *Earlybird Kindergarten Standards Edition*, Marshall Cavendish International (SingaporeMath); Mind Research institute, ST Math-Music, K-5
- ❖ English Language Development: *AVENUES*, Hampton Brown; *Early Vocabulary Connections* and *Academic Vocabulary for English Learners (AVEL)*, Sopris West
- ❖ Interdisciplinary Units (must include History/Social Science and Science): *Facing the Future*

AACPS teachers will be involved in the critical work of developing interdisciplinary units guided by the work of Heidi Hayes Jacobs, the leading education consultant in this field. Utilizing the

guidance provided in *Interdisciplinary Design And Implementation* and *Mapping The Big Picture: Integrating Curriculum And Assessment K-12*, all AACPS teachers and instructional staff will be provided professional development and ongoing assistance in developing this curriculum.

Additionally, staff will have the opportunity to research, review and recommend appropriate supplemental and ancillary curricular materials on an ongoing basis. A textbook adoption committee will be formed consisting of at least one teacher from each grade level in addition to administrators, parents and the Chief Academic Officer. As a result of our data driven culture, AACPS will engage in ongoing curriculum and instructional material evaluation and adoption. All critical decisions will be guided by the needs of our students as identified during analysis and interpretation of the data results.

Each student will have current textbooks and instructional materials in all subject areas consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. All student texts and instructional materials will meet the criteria as set forth by the State of California and will be aligned with the school's mission and vision.

To ensure successful implementation of the AACPS instructional program, all teachers will be trained in the state-approved programs listed above as well as MIND Institute Music (Algebra Readiness Program) and Math Components, the California Standards for the Teaching Profession, classroom management, English Language Development methodologies and teaching strategies that support access by all students. The core of the aforementioned training will occur during the two weeks of in-service training in August prior to the start of the school year and will continue throughout the year. This will provide the essential support teachers need in order to effectively implement the instructional program and is described in detail in the professional development section of this petition. Instructional technology will also serve to support the implementation of the AACPS scope and sequence. Our library-media program will provide teachers and students with access to Internet-connected computers in their classrooms. Further, teachers and students will utilize additional technological devices to enhance the teaching and learning act.

Finally, each classroom will have a library of books and periodicals, which will be used regularly to support student mastery of the core content standards. Likewise, a professional development library will support the learning of all teachers. This library will contain books, journals, magazines, DVDs and tapes that support the areas of professional growth in our instructional program and in education at large. A sampling of titles will be: Hayes - Jacob's *Mapping the Big Picture: Integrating Curriculum and Assessment K-12* and *Interdisciplinary Curriculum: Design and Implementation*, National Research Council's *How Students Learn*, Smith's *Conscious Classroom Management*, Wiggins & McTighe's *Understanding by Design*, Marzano's *Building Background Knowledge*, Lemov's *Teach Like a Champion*, Taulbert's *Eight Habits of the Heart*, Danielson's *Enhancing Professional Practice*, Walker's *Supporting Struggling Readers*, Stiggin's *Classroom Assessment for Student Learning, Driven by Data* (Paul Bambrick-Santoyo, *Reading Research Quarterly, Science, iObservation* online learning and an assortment of titles from ASCD).

Apple Academy Charter Public Schools believes in instructional resources as well as human resources. AACPS will work diligently with partners in education to enhance the learning environment for its students. As an example, informal conversations have occurred with Iridescent Learning who will provide hands-on science instruction to AACPS families. Conversations have also been held with USC to provide student teachers to work with AACPS. Formal Memorandums of Understanding are pending approval of this charter petition.

DESCRIPTION OF THE LEARNING SETTING

Instructional Minutes

Apple Academy Charter Public Schools will be a teacher-led school that is an engaging, interactive and nurturing learning environment. AACPS students will experience an educational program that focuses on their intellectual, social, emotional and physical needs. Intellectual growth will be developed through preparing our students for their role in the global community. We will encourage curiosity and imagination helping students make what may seem impossible, a reality. Social and emotional growth will be developed through the collaborative spirit of inquiry; through the relationship-building that is an integral part of everyday school actions; and through the character education that is the foundation of our values.

Students will learn, work and play together in a way that is respectful to all. Students will learn about honesty and how to appreciate differences, so that they can solve problems, discuss concerns and different points of view, and communicate with each other positively. Through multiple opportunities for collaboration (inquiry and project-based learning), students will develop a willingness to listen to and understand their peers in addition to working together to accomplish greater goals and projects. Students will learn about fairness, responsibility, trustworthiness, caring and other issues that affect their community in a positive way. Building character will allow our students to have a peaceful and safe learning environment.

AACPS will offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5. However, the daily schedule and annual calendar exceeds the minimum number of instructional minutes set forth in Education Code § 47612.5, and the required number of 180 school days. This code requires:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

At AACPS, students will have more than the required number of minutes of instructional time (not including lunch or passing periods) each year. Furthermore, AACPS will comply with the Education Code Section 51210(g) requirement of 200 minutes of physical education for students in grades 1-6 every ten days. AACPS will implement this requirement by providing physical education on Wednesdays, Fridays and every other Monday in grades 2-5 and every day for 20 minutes for students in kindergarten and grade 1. Minutes are accounted for in detail on pages 75-77.

AACPS will organize their daily schedules as extended periods of time structured in learning blocks. Research shows that this manner of scheduling results in more effective use of time, space, and resources; improves instructional climate; helps solve problems related to the delivery of instruction; and assists in establishing desired programs and instructional practices (Canady & Rettig 1995). Rocketship Education, a charter network in the Bay Area, is using a similar structure which has produced increases in student achievement in schools with similar demographics as AACPS. In fact, those schools have APIs of 892, 859 and in its first year, Los Suelos scored an 839. We feel confident that our students can reap the same academic rewards and we expect this to show in incremental growth on our Annual Yearly Performance over the five-year term.

SAMPLE SCHEDULES

Apple Academy Charter Public Schools will provide an academic school year of 180 days of school, as required, between August and June of each school year. While AACPS will strive to stay as contiguous as possible with the LAUSD academic calendar, accommodations that support our student population will be implemented.

Apple Academy Charter Public Schools – 180 Days

2012 – 2013 Calendar

August							September							October								
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S		
		1	2	3	4	5						1	2			1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14		
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21		
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28		
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31						

November							December							January							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
			1	2	3	4						1	2			1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
26	27	28	29	30			24	25	26	27	28	29	30	29	30	31					

February							March							April							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
				1	2	3						1	2			1	2	3	4	5	6
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	18	19	20	21	22	23	24	
25	26	27	28				25	26	27	28	29	30	31	25	26	27	28	29	30		

May							June							July							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
		1	2	3	4	5						1	2			1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28	29	30	24	25	26	27	28	29		

Important Dates																					
Aug 21	First Day of School										Jan 2-11	Winter Break									
Sep 3	Labor Day										Jan 14	M.L. King Jr. Day									
Nov 6-10	Parent Conferences										Feb 15-18	President's Days									
Nov 12	Veteran's Day										Mar 25-29	Spring Break									
Nov 19-23	Thanksgiving Break										May 27	Memorial Day									
Nov 22	Thanksgiving										June 13	Last Day of School									
Dec 24-31	Winter Break																				
Jan 1	New Year's Day																				

Check Important Dates Section

K-1 Weekly Schedule (Tuesday-Friday/Monday Early Out for AAPD – 1:30 – 4:30)

A detailed description of each block of activity is provided on pp. 72-74

Grade Level	Kinder A 20 students	First Grade A 20 students	Kinder B 20 students	First Grade B 20 students	Monday Early Out
7:40 – 8:00	*Morning Meeting in Fellowship Hall				
8:00 – 9:30 (90 minutes)	Elective	STEAM	Literacy	Literacy	8:00 – 9:30 (90 minutes) Literacy
9:30 – 9:45	*RECESS				
9:45 – 11:15 (90 minutes)	Literacy	**Elective	STEAM	Literacy	9:45 – 10:45 (60 minutes) STEAM
11:15 – 11:50	*LUNCH				10:45 – 11:15
11:50 – 1:20 (90 minutes)	Literacy	Literacy	Elective	STEAM	11:15 – 12:00 (45 minutes) Oral Language Development
1:20 – 1:40	*RECESS				12:00 – 12:15
1:40 – 3:10 (90 minutes)	STEAM	Literacy	Literacy	**Elective	12:15 – 1:20 (65 minutes) **Elective
Total Instructional Minutes = 360 (Tuesday-Friday)				Total Minutes Early Out = 260	

*Activities not included in the daily instructional minutes of 360 minutes (260 on Mondays)

**Physical Education for first grade only (20 minutes daily)

Grades 2 - 3 Weekly Schedule (Tuesday-Friday/Monday Early Out with AAPD – 1:30 – 4:30)

Grade Level	Second Grade A 25 students	Third Grade A 25 students	Second Grade B 25 students	Third Grade B 25 students	Monday Early Out
7:40 – 8:00	*Morning Meeting in Fellowship Hall				
8:00 – 9:30 (90 minutes)	**Elective	STEAM	Literacy	Literacy	8:00 – 9:30 (90 minutes) Interdisciplinary Study
9:30 – 9:45	*RECESS				
9:45 – 11:15 (90 minutes)	Literacy	**Elective	STEAM	Literacy	9:45 – 11:15 (90 minutes) Interdisciplinary Study
11:15 – 11:50	*LUNCH				11:15 – 11:45
11:50 – 1:20 (90 minutes)	Literacy	Literacy	**Elective	STEAM	11:45 – 12:40 (55 minutes) **Elective
1:20 – 1:40	*RECESS				
1:40 – 3:10 (90 minutes)	STEAM	Literacy	Literacy	**Elective	12:40 – 1:20 (40 minutes) Physical Education
Total Instructional Minutes = 360 (Tuesday-Friday)				Total Minutes Early Out = 275	

A detailed description of each block of activity is provided on pp. 72-74

*Activities not included in the daily instructional minutes of 360 minutes (275 on Mondays)

**Physical Education (40 minutes required on Wednesdays, Fridays and every other Monday; students may receive PE minutes beyond the required 200 minutes every ten days on the alternate Monday or teachers have the ability to have students participate in extended academic minutes for intervention and/or enrichment activities.)

Grades 4 - 5 Weekly Schedule (Tuesday-Friday/Monday Early Out with AAPD – 1:30 – 4:30)

Grade Level	Fourth Grade A 20 students	Fifth Grade A 20 students	Fourth Grade B 20 students	Fifth Grade B 20 students	Monday Early Out
7:40 – 8:00	*Morning Meeting in Fellowship Hall				
8:00 – 8:30 (30 minutes)	AVID Advisory				
8:30 – 10:00 (90 minutes)	**Elective	STEAM	Literacy 1	Literacy 1	8:30 – 9:45 (75 minutes) Interdisciplinary Study
10:00 – 10:15	*RECESS				
10:15 – 11:45 (90 minutes)	Literacy 1	**Elective	STEAM	Literacy 2	10:00 – 11:15 (75 minutes) Interdisciplinary Study
11:45 – 12:20	*LUNCH				
12:20 – 1:50 (90 minutes)	Literacy 2	Literacy 1	**Elective	STEAM	12:00-12:30 Lunch
1:50 – 2:00	*RECESS				
2:00 – 3:30 (90 minutes)	STEAM	Literacy 2	Literacy 2	**Elective	12:30 – 1:20 (50 minures) **Elective
Total Instructional Minutes = 390 (Tuesday-Friday)				Total Minutes Early Out = 275	

A detailed description of each block of activity is provided on pp. 72-74

*Activities not included in the daily instructional minutes of 390 minutes (275 on Mondays)

**Physical Education (40 minutes required on Wednesdays, Fridays and every other Monday; students may receive PE minutes beyond the required 200 minutes every ten days on the alternate Monday or teachers have the ability to have students participate in extended academic minutes for intervention and/or enrichment activities)

Additional Descriptions

Morning Meeting – Each day the Apple Academy Charter Public School family gathers to recommit to the task at hand – teaching and learning. The routine includes highlighting a student scholar (Scholar of the Day) who leads our community in the flag salute and makes announcements for the day. Additional students, from the Scholar of the Day's classroom, help him/her say the school pledge and motto. The principal of the school shares words of motivation, provides focus for the day and ends with an inspirational quote that the Chief Academic Officer has shared with each principal each morning to begin their day.

Advisory/AVID – Students in grades 4-5 will begin their day in Advisory. This 30 minutes is designed to focus students on skills for success (study skills and communication skills), organization (mental and physical organization within agenda/planner, organizational tools, time management, goal setting, note-taking strategies), and those skills used in inquiry, collaboration, and reading to learn in all content areas Grade 4 and 5 teachers will work with the CAO to prepare the calendar for implementation and select pre-packaged resources (e.g., Curriculum Associates) to guide Advisory in the first year.

Beginning in Year 2, students in grades 4-5 will participate in the AVID program, which is well known in the secondary arena and has had an upper elementary program since 2002. AVID consists of two models of delivery: tutorial and content area instruction. Advisory will use the tutorial model which provides students with opportunities to identify their content area needs through developing questions that focus on their specific need(s). Learning is then facilitated through a critical thinking and questioning period, so that students learn the processes necessary to gain knowledge and skills in the area they selected. The teacher is a facilitator, guiding the students through questions and responses

AVID is a college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AACPS will use the program to create a foundation for building positive futures for our students. We know that young students are capable of raising their critical thinking skills through inquiry at even the 4th or 5th grade level. We want AACPS students to enter sixth grade prepared to challenge the most rigorous curriculum and to enter a college path.

Literacy – The first block of literacy instruction will always support student acquisition of the five core areas that research has determined to be essential for all proficient readers (phonemic awareness, phonics, fluency, vocabulary, and comprehension). This may take on a different look for each grade level and can be divided between the two literacy blocks, if needed. Teachers are expected to use data to determine what knowledge and skills are critical to student learning. This includes diagnostics, benchmark assessments and formative assessment.

In grades K-3, teachers are expected to utilize the research-based strategies of the English – Language Arts program to ensure essential skills of reading, writing, listening and speaking are not skipped to leave gaps in student acquisition. However, adjustments are expected to be made in the content and delivery, when assessment shows the necessity. In grades 4-5, students will receive direct instruction in Language Arts to ensure mastery of grade level standards and literacy will be integrated fully into the interdisciplinary instruction, as described in the next paragraph. Students as they move into the upper grades, must also learn how to apply their literacy skills to achieve content literacy, which can be experienced in the interdisciplinary study.

Interdisciplinary, Inquiry-based instruction will occur during these blocks of time for all grade levels and include a variety of disciplines. However, the number of instructional minutes spent using the programmatic tools (e.g., California Treasures) will vary by grade level. The lower grades (K-3) will spend considerably more minutes per day engaging students in learning foundational knowledge and skills. Supplemental programs (e.g., Step Up to Writing) will be utilized in conjunction with the writing segments of California Treasures, as well as integrated into the interdisciplinary lessons/units. Units will be selected and designed to integrate all curriculum areas; however, this will not realistically occur each day. For example, a unit on conservation integrates science, English-language arts and geography on Day 1; science, geography and math on Day 2; and social studies, science and English-language arts on Day 3. Teachers have to carefully organize their day based on this integration to be sure and cover the other areas with direct instruction. For this example, the teacher would need to be sure to teach mathematics and history/social science on Day 1; English-language arts and history social science on Day 2; and mathematics on Day 3. The beauty of interdisciplinary instruction is that the teacher may take these subjects and have created another lesson, which is critical to the inclusion of the arts. It will be a routine at AACPS to take interdisciplinary curriculum that is purchased and determine if we can improve it to integrate missing content areas. When a subject area just doesn't lend itself to integration, the teachers must plan accordingly to teach foundational skills. The key to ensuring that students receive appropriate data-driven instruction is that they receive direct instruction in English-language arts and math, for learning new critical knowledge and skills and when assessments deem it necessary.

The literacy block periods are also one of the times during the day to differentiated instruction. With the data-driven approach we are taking, teachers will always know where there students are in order to address their identified needs. Teachers will need to decide how to creatively differentiate, but have a choice of content, product or process (Tomlinson, 1994) and individual and small group instruction with immediate corrective feedback.

STEAM – During this block, teachers will provide instruction in mathematics, when an interdisciplinary lesson doesn't include it or when additional direct instruction and practice are needed, which is also applicable to science. However, the idea for this block will be to use it to introduce the interaction between these core disciplines and how they are correlated in the world outside of the classroom. Project-based activities will be the predominant strategy in this block; therefore teachers will have planned a sequence of instruction that exposes students to Mathematics; Science, Technology, and Arts, which may or may not have an engineering component. AACPS will turn to Iridescent to assist us with ideas and lessons that can be taught during this block.

Elective – The Elective Block will be orchestrated by an Elective Coordinator (EleC) who will plan this entire block to support individual needs. The EleC will utilize a variety of key personnel to provide specialized services to small groups of students to make this segment as personal as possible. The EleC will also supervise the independent learning sessions that provide computer assisted instruction (*Imagine Learning*), computerized supplementary programs (Accelerated Reader) and intervention. Interventions which require direct instruction rather than computer assisted instruction will be provided during Elective. Any additional intervention that needs to occur will guide some of these offerings and we will incorporate students' interests, as appropriate. Student choice invokes critical thinking, decision-making, and reflection. When students are asked to select from alternatives, they are encouraged to take responsibility for their learning process (Beane, 1997; Caine & Caine, 1994).

All students in grades 2-5 will rotate into a 40-minute segment with a physical education specialist during the Elective two to three days each week for a total of five every ten days to fulfill state

requirements. Students in K-1 will be provided physical education instruction by their classroom teacher for 20 minutes each day.

Using the results of the CELDT and language arts assessments, any student demonstrating need will be provided small group English Language Development to ensure gains in oral language development and listening skills. This time is in addition to the English Language Development students receive throughout the day that is embedded into the Literacy and STEAM blocks.

While the arts will be included in interdisciplinary units and STEAM lessons, it would be impossible to address every art area. Therefore, the EleC will use this time to bring in our partners (e.g., Frances Awe and the Nigerian Drum Ensemble.) for specific instruction in dancing and drumming or the time will be used to develop, practice and prepare for a school production that will include set design (visual arts), and performance (theater arts/dance/music). Students in grades 3-5 will also have an opportunity to play a musical instrument to expand upon the music-infused curriculum that is already provided.

- Music is a good example of a skill builder that can significantly improve students' academic operating systems. Music training enhances self-discipline, wide brain function, and verbal memory (Chan, Ho, & Cheung, 1998).
- It has been found to improve performance in the core mathematical system for representing abstract geometry, detecting geometric properties of visual forms, relating Euclidean distance to numerical magnitude, and using geometric relationships between forms on a map to locate objects in a larger spatial layout (Spelke, 2008).
- In addition, the rehearsal process develops focused attention, which in turn enhances memory (Jonides, 2008).
- Finally, music enhances student's long-term will and effort. It takes so long to reach proficiency that students learn the power of persistence, which is more strongly correlated with good grades than IQ itself is (Duckworth & Seligman, 2006).

We will use the potential of the Elective block to solidify our holistic approach to the growth of our students. We will also use as many parent volunteers as possible to assist our efforts and reduce student numbers in groups. An added value to utilizing this Elective block is that it eliminates the need to pull students out of their classroom during key learning time to provide individual or small group services.

Monday Early-Out Day for Apple Academy Professional Development (AAPD)

One day per week, on Mondays, students are on a shortened schedule, so that teachers have ample opportunity for ongoing, systematic professional development, grade level articulation and collaborative sessions. This day was purposely chosen because it will allow teachers to learn and then refine their scheduled lessons for the week. With a focus on data at every meeting, we will review where are students are, where they need to go and the best way to get there. The schedule at each grade level segment is adjusted to ensure students receive rigorous, relevant and appropriate instruction. A brief description of those adjustments is described below:

Grades K/1 – The early grades are critical to promoting proficient readers and writers to the next grade level. With this in mind, the focus for these grade levels every Monday is on literacy, oral language development and integrated mathematics skills. First grade students will still receive physical education.

Grades 2 /3 – Mondays will always set the stage for the interdisciplinary unit and/or lesson that will focus instruction for the week. Both morning blocks will have students engaged in inquiry; however, if based on student data there is a need for a targeted language arts or mathematics lesson, teachers may make modifications. Physical education is provided.

Grades 4 /5 – Similar to grades 2 and 3, upper grade students will also receive interdisciplinary instruction after their everyday session of Advisory, with the same permission for modifications. Physical education is provided.

TEACHER RECRUITMENT

Apple Academy Charter Public Schools will actively recruit and place “highly-qualified” teachers in every classroom, as required by No Child Left Behind. Teachers with a record of successful student achievement in urban settings, particularly in low-performing schools, will be actively sought out. Additionally, to address the needs of the student population, AACPS will also seek teachers who hold a graduate degree and/or special certification for working with students with disabilities, struggling readers, gifted and talented students, and English learners.

In recent years, significant attention has been placed on the impact a teacher has on student growth and achievement. However, years of studies debating various factors tend to support the following outcomes:

- There are significant positive relationships between education coursework and teacher performance (Ashton & Crocker, 1978)
- The fit between the teaching assignment, the teacher’s knowledge and the teacher’s experience is likely to influence teacher effectiveness (Little 1999)
- Students who have highly effective teachers three years in a row grow significantly (Jordan et al., 1997)
- “Beyond verbal skills, subject matter knowledge and academic ability, teachers’ professional knowledge and experience also make an important difference in student learning...enthusiasm, flexibility, perseverance, concern for children and many specific teaching practices make a difference in learning...the strongest guarantee of teacher effectiveness is a combination of all of these elements.” (Darling-Hammond & Sykes, 2003)

AACPS will work to attract career-minded educators who are committed to the teaching and learning act, who believe in our mission and vision, who want to be creative and innovative in the classroom, who are open to learning and are willing to develop in a safe and nurturing environment. The ideal candidate will have high standards and expectations, a strong work ethic and the personal and interpersonal skills to grow with the charter. While we will look for the well-rounded individual who is described by Darling-Hammond in the above quote, we at AACPS also understand there are teachers with potential.

We will utilize a variety of advertising methods to recruit highly-qualified teachers. The recruitment methods employed will include, but not be limited to: (1) the Ed-Join website; (2) Monster and Career Builder websites; (3) CCSA website; (4) Job and credentialing fairs; and (5) Teach for America candidates who are willing to commit beyond the “typical” two year stay. We will strive to be a charter school that does not fall prey to the churning door of two or three years and “out,” instead, we want to become a laboratory school for developing educators who become grounded in best practices and then become master teachers, adjunct professors and professional development experts.

NO CHILD LEFT BEHIND

As required under *No Child Left Behind*, AACPS will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. AACPS is committed to reducing the education gap for all students. AACPS will implement all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals

- All teachers will meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve solely as translators or whose duties consist solely of conducting parent involvement activities.

PROFESSIONAL DEVELOPMENT

Apple Academy Charter Public Schools will have the same standards of educational excellence for its staff, as it does for its students. Staff will engage in continuous, collaborative and systemic professional development to ensure that individual, grade level and school-wide instructional needs are being met. Based on multiple measures, all professional development will be linked to student need, areas of potential growth for staff and the application to instruction and curriculum.

Professional development will support the school's mission and basic values by fostering a positive school culture, sharing of the best instructional practices and encouraging a rigorous curricular program. Each staff member will have an Individualized Development Plan (IDP) that will be jointly created between the Chief Academic Officer, site administrators and staff. The plan will take into account individual interests, strengths and weaknesses, as well as their background knowledge, instructional skills and personal reflections on building their own capacity.

Professional development at AACPS will begin each summer with a two-week institute to ensure full staff alignment and continuity. Throughout the year, AACPS will have regular professional development days, professional development sessions, whole staff meetings and grade-level, subject area and cross-curricular team meetings. Professional development will take place on Mondays after early student dismissal.

With the implementation of an interdisciplinary, inquiry-based approach, curriculum and instructional strategies, it will be imperative to be strategic and intentional about our professional development. In addition to major areas of need, we are guided by knowledge of supportive areas that can help our students. The research on instructional interventions—such as culturally

responsive teaching, guided inquiry, and sheltered English instruction—has shown promise for improving achievement outcomes in both science and literacy, as well as narrowing achievement gaps for students identified as English language learners (Amaral, Garrison, and Klentschy 2002; Lee et al. 2005; Lee et al. 2008; Thomas and Collier 2002). Our population deserves teachers who are constantly working to better their teaching and affect the learning outcomes. To that end, we will engage in key topics for our ongoing development.

Key Topics for Professional Development

- Programmatic Tools
- MIND Institute Music (Algebra Readiness Program) and Math Components
- Contextual Learning and Concept Attainment
- Cooperative Learning Principles/Strategies
- Interdisciplinary Curriculum Development
- Building Blocks of Literacy (includes use of Accelerated Reader)
- High-Yield, Research-based Instructional Strategies and Academic Vocabulary (Marzano)
- Building the AACPS Data System (Uncommon School Principles/Data Wise)
- Assessment **for** Learning
- Conscious Classroom Management
- Response to Intervention
- Models of Inclusion – Circle of Inclusion, Strategies Instruction Model and/or Co-teaching
- Brain-based learning
- Differentiated Instruction including Depth and Complexity
- Integrating Technology into the Curriculum

Teachers will also have the opportunity to participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Professional Development Calendar

The PD Calendar provides a topic-based schedule of the professional development that will occur the first 90-120 minutes of the session held each Monday. Teachers will have 60-90 minutes to collaborate as a grade level or across grade levels and subjects. It is imperative that teachers are in constant discussion about the students they share and the curriculum/instruction being provided. There will be a protocol that teams will follow to guide their work and keep the principal informed of their progress, needs and/or concerns. The sequence of these topics (except for the Summer Institute) is subject to change based on professional and student needs.

<i>Month and Dates for Professional Development</i>	<i>Focus Area and Topic</i>
August 2012 – 10 days Apple Academy Charter Public Schools Summer Institute	Day 1: Who Are We? Focus on Mission/Vision/Educational Philosophy of AACPS; Components of Charter Petition; School-wide Discipline Days 2/3: A Detailed Look at Interdisciplinary, Inquiry-Based Curriculum and Understanding by Design Days 4-5: The Reading Process – Foundations for Literacy Days 6-7: Programmatic Tool Training (rotations) Days 8-9: Data-Wise and Assessment for Learning Day 10: Conscious Classroom Management
August 20, 2012	High-Yield Instructional Strategies/Cooperative Learning

August 27, 2012	English Language Development Strategies (SDAIE, etc.)
September 2012	Focus: Programmatic Support Programmatic Tools Follow-up Support Data-Wise and Assessment for Learning Follow-up Interdisciplinary Follow-Up
October 2012	Focus: Differentiated Instruction Brain-based Learning Response to Intervention Differentiating Content/Product/Process and Depth/Complexity Models of Inclusion Differentiated Instruction Wrap-Up
November 2012	Focus: English Learner Methodologies and Strategies <i>Full Day - Moving Students toward Mastery of ELD Standards - West Ed</i> Action Research Overview and Identify Problem of Practice Oral Language Development and Academic Vocabulary Understanding the AMAOs for English Learners/Redesignation
December 2012	Focus: Professional Development Needs Using Data to Inform PD Needs Enhancing Professional Practice/CSTP Developing Individual Growth Plans
January 2013	Focus: Assessment for Learning Refining Strategies Incorporating Additional Strategies
February 2013	Focus: Instructional Technology Understanding and Measuring the Standards Creating Additional Opportunities for Technology in the Classroom Teacher Choice
March 2013	Focus: Special Education More strategies for working with special needs students Student Study Team process Co-teaching and inclusion
April 2013	Focus: Literacy and Mathematics <i>Full Day - The Reading Process continued</i> Struggling Readers English Learners Gifted and High Achieving Special Education
May 2013	Focus: Interdisciplinary, Inquiry-based Needs to be determined based on teacher input

June 2013	Focus: Student and Teacher Growth
June 3 June 10	Evidence of student growth Evidence of teacher growth
August 2013 Date to be determined	AVID Elementary Program

While this calendar of professional development will guide our efforts to strengthen the knowledge and skills of the staff, the reality is that we will make adjustments to this calendar based on the needs of students. We fully intend to use data to drive professional development and we will revise this schedule appropriately.

F. INSTRUCTIONAL STRATEGIES FOR SPECIAL POPULATIONS

AACPS is committed to serving the needs of its students using all possible means. We believe that students want to learn in an engaging, interactive, and nurturing environment that encourages curiosity, creativity, collaboration and independence. We believe that children possess funds of knowledge, culturally relevant physical and cognitive tools and a natural curiosity to learn that can be shared with their peers and adults. It is our philosophy that learning is optimized when students are involved in activities that require both complex thinking, as well as the application of knowledge to real-world situations; therefore to meet the needs of ALL students, we have developed a program that also supports our special populations:

1. A culture of excellence, high expectations and family
2. Small class sizes
3. An interdisciplinary approach used throughout the school day
4. Specially-designed lessons to focus on inquiry with relevant tools
5. Assessment for learning that involves the students in all facets
6. Professional development focused on knowledge and application that supports our students

Meeting the needs of all students requires careful planning and thoughtful implementation of lessons. In order to ensure that individual needs are met, based on the fundamental elements that make each student different, differentiated instruction must occur in a variety of ways.

Differentiating instruction responds to students' progress on a learning continuum—identifying what a student already knows and prescribing what a student needs to learn. Differentiated instruction is rigorous, relevant, flexible, varied, and complex.

Teachers will receive comprehensive, ongoing professional development to ensure we all have the knowledge and skills to identify, assist and teach students in our schools. We will utilize teacher strengths to create leaders in particular areas. For example, a teacher who has a record of success with English Learners will become our point person in decisions regarding intervention plans. It is through building the capacity of our staff that we will be able to meet the needs of our English Learners, our gifted and talented students, students who are at-risk and/or socio-economically disadvantaged or in need of special education services.

ENGLISH LANGUAGE LEARNERS (ELL)

Apple Academy Charter Public Schools is committed to the success of English Learners (EL) in all academic areas and to prepare them to succeed in a college preparatory middle school environment. As with all learners, our goal is to build on a student's strengths and understandings in his/her primary language in order to foster transfer and application of academic skills in English. Johns Hopkins researchers recently found that individual components of effective models (for English Learners) include integration of language, literacy, and academic content instruction, cooperative learning, professional development, parent and family support teams, and monitoring implementation and outcomes (Calderon, Slavin & Madden, 2011). This research supports the approach that AACPS has chosen to educate all learners including ELs.

Given the demographics of the proposed school community, AACPS expects that approximately 30% of the students who attend AACPS in the Vermont Square community will be classified as English Language Learners. We will uphold the same rigorous academic and behavioral expectations for every student and will implement research-based instructional programs and strategies to meet the needs of our ELL students. To enhance the ELD instruction provided during ELA instruction, AACPS will use a combination of *curricular* tools during the Elective block as described in Element 1: English Language Development (p. 46); Project GLAD strategies; and specifically selected supplemental resources. *Guided Language Acquisition Design* (GLAD) is an instructional model that incorporates clear, practical strategies, a high level of academic language and literacy, and promotes English language acquisition and academic achievement. It is tied to the content standards and teachers are able to provide access to the core curriculum through the GLAD model. It is also a California Department of Education "Best Practices" program and the results for students have been continued gains on both standardized tests and in their classrooms.

We will also be guided by the work of West Ed to ensure that we teach and assess students in the four domains of listening, speaking, reading and writing English Learners. This will be supported through a combination of a strong core program, differentiated instruction, a supportive school culture, and additional academic support as needed. Our ELL program will address the processes of student identification, curriculum, assessments, reporting and redesignation as well as teacher qualifications and professional development to ensure a high-quality program. .

Identification

AACPS will administer the home language survey upon a student's initial enrollment into the Charter School. All students who indicate that their home language is other than English will be CELDT-tested within thirty days of initial enrollment. Should parents, upon enrollment, produce current records that indicate a student has already been identified and tested; those records will be accepted and used to determine EL levels and/or reclassification. All identified EL students will be monitored by teacher observations, the CELDT test, and their academic progress.. All EL students will be tested annually thereafter between July 1 and October 31 until reclassified as fluent English proficient.² The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Parent Notification

All parents or guardians of students classified as English Language Learners will be notified of the school's responsibility for CELDT testing and of CELDT results within thirty days of receiving

² The thirty-day requirement applies only to students entering a California public school for the first time or students who have not yet been CELDT-tested. All others will be tested on the annual schedule according to the last date of testing.

results from the publisher. The school will translate materials as needed to ensure that parents of ELL students understand all communications and are involved in all processes related to the English Language Development of their child. Parents will also be involved in the reclassification process detailed later in this section.

Curriculum

AACPS will utilize a high quality instructional program and strategies for English learners that allow them to achieve English proficiency as soon as possible. However, the school also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum as it focuses on building lifelong learners and community engagement. The following key components have been designed to promote the academic success of EL students and are incorporated within the AACPS program:

"The quality of instruction is what matters most in educating English learners."

Calderon, Slavin & Sanchez,

- ELD instruction will be embedded throughout the Literacy and STEAM blocks of time
- EL students will participate in targeted English Language Development instruction daily during the Elective block.
- AACPS will use additional supplemental resources to further address diagnosed needs of students' listening, speaking, reading and writing skills during the Elective block.
- *Imagine Learning* will be used during computer-assisted instruction either during the Elective block as English support or during the afterschool program as intervention or enrichment.
- Teachers will strategically plan both the integrated and targeted ELD instruction for students, appropriate to the English proficiency level of each EL student
- ELD lessons will have clear and stated language objectives based on a scope and sequence of language skills and focus on language demands, language function, language patterns and vocabulary, and structured language practice.
- A Response to Intervention approach will be used to further support progress

To support the last component on the list, we learned that the Chula Vista Elementary School District, in San Diego, has 36 percent English learners in the K-6 population. Using a Response to Intervention approach for ELLs through the application of instruction with differing intensity, duration, and frequency for different students, the district has shown consistent yearly growth. It scored 833 on the state's growth accountability index in the 2008-09 school year, as 31 of its 44 schools exceeded the target of 800. In addition, the Chula Vista Elementary district has never missed its state's goals for adequate yearly progress under the federal No Child Left Behind Act, "which is unusual for a school system with so many students who aren't fluent in English." (Zehr, 2009) The 2011 score demonstrates continued growth as the district achieved an API of 861.

Based on the research of Stephen Krashen, Jim Cummins, Robert Marzano, Diane August and Tim Shanahan, among others, AACPS will incorporate several strategies:

- **Specially Designed Academic Instruction in English (SDAIE):** SDAIE will be an instructional approach used to support the proficiency progress of English Learners. It is the goal of SDAIE to promote grade-level content learning, comprehension, and English acquisition. The critical elements of SDAIE are the following interdependent parts:

- A. Comprehension: English will be purposefully designed to the students' language proficiency level in order to make the material comprehensible to the students.
- B. Content: Content construction will provide grade-level, cognitively demanding core curriculum learning while promoting language and literacy learning.
- C. Interaction: Combining comprehensible content with opportunities for social interaction encourages English Language Learners to process information.

The SDAIE strategies to be utilized include, but are not limited to:

1. Previewing the lesson
2. Constructing background for the upcoming lesson content
3. Repeating key points
4. Utilizing carefully instruction language
5. Speaking slowly and clearly
6. Using nonverbal/contextual cues (pictures, graphs, gestures, and realia)
7. Defining and previewing essential vocabulary

- **Focus on Academic Vocabulary**

Marzano has detailed a six (6) step strategy to ensuring students acquire vocabulary; however, he also states in his research, the importance of building background knowledge to make content more comprehensible. AACPS teachers will use these strategies to increase student's vocabulary, a need supported by further research:

- Vocabulary is the first important step toward and, indeed, the foundation of, school success for English learners and other students (Carlo, August & Snow, 2005).
- For English learners, vocabulary instruction must not only be long term and comprehensive, but also be taught explicitly in all subject areas before, during, and after reading (Calderon, et al., 2005)
- Students benefit the most when teachers provide rich and varied language experiences; teach individual words, noun phrases, and idioms; teach word-learning strategies, such as looking for prefixes and root words; and foster word consciousness that makes clear the importance of learning as many words as possible throughout the day (Graves, 2006).

Marzano's Six-Step Process:

- Step 1: Provide a description, explanation, or example of the new term (along with a nonlinguistic representation).
- Step 2: Ask students to restate the description, explanation, or example in their own words in their own language.
- Step 3: Ask students to construct a picture, symbol or graphic representing the term or phrase. Students should create their own representation and not copy the teachers.
- Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebook. Allow students to use their native language as much as possible.
- Step 5: Periodically ask students to discuss the terms with one another.
- Step 6: Involve students periodically in games that allow them to play with terms.

- **Parent Involvement**

- Research demonstrates the importance of parent involvement in literacy achievement. August and Shanahan (2006) state that language-minority parents express willingness—and often have the ability—to help their children succeed academically and more home literacy experiences and opportunities are associated with superior literacy outcomes, particularly in the value placed on literacy. Therefore, AACPS will involve parents of English Learners in various ways:

1. Family Content Sessions – Learning sessions will be held for parents in literacy, mathematics and science to teach them easy strategies to help their students at home.
2. Cultural Contributions – Parents will be asked to participate in activities throughout the year that allow them to share their culture, language and heritage, including assisting in our After School Program
3. Volunteers in Literacy – Parents will be invited to read to students in a classroom, as often as once a week
4. Progress Monitoring Conferences – Parents will be invited to discuss their student's progress in moving towards English proficiency at least twice a year.

Reclassification/Redesignation

Apple Academy Charter Public Schools will be vigilant about the timely redesignation of English learners who have demonstrated academic English language proficiency. A uniform reclassification procedure will be used with all ELL students within AACPS. In addition, AACPS' reclassification procedure includes monitoring provisions. Reclassification procedures to determine whether to classify a pupil as proficient in English include, but are not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to the parent(s) or guardian(s) of the language reclassification and placement including a description of the reclassification process and the parents'/guardians' opportunity to participate, and encouragement of the participation of the parent(s) or guardian(s) in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Reclassification: Criteria for Determining English Proficiency

Criteria	Signature and Date
California English Language Development Test (CELDT) Scores 1) Overall score of: <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced AND 2) Intermediate or higher scores in: Listening <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Speaking	

	<input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Reading <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Writing <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced
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If the student has an overall score of Early Advanced or Advanced AND Intermediate or above in all four assessment areas: Listening, Speaking, Reading and Writing, then continue with the reclassification process.

California Standards Test (CST) for English Language Arts	Student score on the English Language Arts California Standards Test: _____ Is this at or above the proficiency scale score of 325? <input type="checkbox"/> yes <input type="checkbox"/> no
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If the student's verified CST English Language Arts score is above the cut point, continue with the reclassification process.

	Criteria	Signature and Date
Teacher Evaluation	Does this student receive grades of 3 and above in all areas of English Language Arts on the report card? <input type="checkbox"/> yes <input type="checkbox"/> no Is the student at benchmark in fluency and comprehension on all assessments? <input type="checkbox"/> yes <input type="checkbox"/> no	

If the student meets the teacher evaluation criteria, continue with the reclassification process.

Parent Consultation	Date notice has been sent to parents to notify them of their right to participate in the reclassification process: _____ Date met with parent : _____ Parent comment:	Parent Signature:
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The student has met all the criteria for reclassification

Parent Notification of reclassification	Date notification sent to parent: _____	
Monitoring	Year 1: Grades in ELA are 3 and above? Semester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Semester 2 <input type="checkbox"/> yes <input type="checkbox"/> no CST score _____ Year 2: Grades in ELA are 3 and above? Semester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Semester 2 <input type="checkbox"/> yes <input type="checkbox"/> no CST score _____	

Apple Academy's CAO and principals monitor annual CELDT results and recommend students for reclassification if they score Early Advanced or Advanced with no subtest score below Intermediate and scored at the Proficiency Level or higher on the prior year's CST. The school makes the final decision on whether to reclassify a student based on all criteria listed above. Parents are notified when the student is redesignated and the student's records are updated. Once reclassified, AACPS monitors student progress to ensure they are maintaining their performance. This process is shown in the table above.

Parent Involvement and Notification

AACPS will consult parents prior to the formal notification of their child's redesignation. A team meeting will be held to show parents the evidence that their child is considered proficient to ensure there is a clear understanding of what this means for the child and his educational programming. The team will consist of all teachers who provide instruction to the child, other school staff involved in assessment and/or the school principal, the parents and the child. Parents will be made aware of the process AACPS has in place to review the child each year for two years after redesignation to ensure additional ELD support is not a necessity. They will also be told of their capacity to request a review at any time that they feel the student may need support. Parental notification describing the student's English language proficiency and supporting evidence should be retained on file with the evidence.

Student Monitoring

AACPS will monitor all fluent English language proficient students for the first two school years after the students are reclassified as fluent English proficient. AACPS will keep documentation on file throughout the two- year monitoring period that provides evidence of continual academic growth.

AACPS will place a strong focus on professional development for all staff members, including administrators. Professional development will be intensive and ongoing, with many opportunities for both peer and expert coaching and collaboration among AACPS staff and other schools with evidence-based successful English Learner program.

AACPS will hire the appropriate number of CLAD, and/or BCLAD credentialed teachers who are certified to teach English Learners and who have the skills and expertise to accelerate the academic and linguistic development of English Learners. Paraprofessionals and/or parent volunteers will participate in an assessment of skills to ensure they have the ability to provide primary language support. They must also be open to learning strategies to help with English language acquisition.

Professional Development

The professional development at Apple Academy Charter Public Schools will be an extensive but focused array of offerings including but not limited to, training in:

- Moving Students toward Mastery of ELD Standards -West Ed
- Understanding the AMAOs for English Learners and the Redesignation Process
- Six-Step Process for Vocabulary Instruction
- Project GLAD
- Eight specific research driven strategies: enhanced instruction via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support and involvement, and reflective practice through portfolio development.

Apple Academy Charter Public Schools will comply with federal, state, and district mandates regarding English Language Learner (ELL) education and redesignation of ELL students. AACPS will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

GIFTED AND HIGH ACHIEVING STUDENTS

Apple Academy Charter Public Schools is committed to serving the needs of gifted and high achieving students whose unique needs, like other special populations, are specific to their abilities. We embrace the challenge to ensure that they are provided the depth and complexity necessary to stimulate their academic, social and emotional growth. Research has shown that their social and emotional needs don't always match logically with their intellectual capabilities. Brighter does not necessarily mean happier, healthier, more successful, socially adept or more secure (Schmitz & Galbraith, 2009); therefore, AACPS will ensure these needs are also met.

The use of interdisciplinary, inquiry-based instruction is a perfect fit for gifted learners. In addition to providing the opportunities for meeting their interests and high levels of curiosity, this approach also promotes differentiation, independent study and the possibilities of internships. Through the use of depth and complexity, teachers will make accommodations to concepts, processes and products in determining what is most relevant for the learners. In a differentiated classroom, one size will not fit all; students will pursue respectful and appropriate learning tasks based upon readiness, interests and/or learning style.

Accelerated students demonstrate a varied pace of learning and their needs will be addressed through a differentiated approach which will provide meaningful challenges to further their learning. AACPS will utilize a flexible, open-ended, diverse range of options to provide advanced challenge, in-depth thinking, and abstract conceptualization in the classrooms, including (1) appropriate and flexible grouping, (2) significant interaction with intellectual peers, (3) consideration of the students' interest and levels of knowledge and ability, (4) differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum and (5) provision for continuous progress that meets the students' needs and focuses on their areas of strength, their interests and self-assessments of their learning in the classroom.

Classroom teachers will provide assignments with an emphasis on problem solving skills as to promote practical application of the concepts and skills that the students have already mastered. Teachers will provide students with leadership roles during collaborative efforts in order to promote managerial abilities while exercising explanation of their content knowledge. Teachers will provide students with project based learning opportunities as to promote the use of technology and inquiry to respond to a complex issue, problem, or challenge.

Gifted and talented students will be identified through a process that begins with a screening based on academic abilities as an indicator of consistently heightened achievement levels. A notice will be sent home to parents for notification of the screening and permission to test, should a student meet the following criteria:

- Percentile scores of 80 or above in reading and mathematics on benchmarks and milestones
- Scaled scores on the California Standards Test (CST) as follows:
 - A scaled score of 350 or above in English-Language Arts, grades 2-5
 - A scaled score of 350 or above in mathematics, grades 2-5
 - # Individual consideration will be given to a student in grades K or 1 that demonstrate characteristics of giftedness

Students who pass this initial screening will be evaluated using multiple criteria which includes the following elements each with a weighted score:

- A. Intellectual capacity – mental ability test administered by an LAUSD psychologist
- B. Achievement – CST scores
- C. Gifted Students Characteristics – profile completed by teachers and parents
- D. Impact Factors – medical history, economics, English language acquisition

Students can be identified as gifted in either the intellectual category or the high achievement category by receiving a score greater than or equal to 10. This method of utilizing multiple criteria with a rating scale has been used consistently in a nearby urban school district (Long Beach Unified) for more than 15 years. Their percentages of gifted students of color have increased to the acceptable norm of 3-5% of the entire district population (CDE, 2009).

Once a gifted student is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such a meeting will be incorporated into the student's gifted instructional plan.

Students, who are gifted and/or high achieving, benefit from differentiation and instruction that take their needs and interests into account. Carol Tomlinson, who has done much work in this area, has demonstrated in research that gifted students do well when content, process and/or product are differentiated. Teachers will plan for this, within interdisciplinary lessons, to increase rigor and motivation for gifted students. Therefore, AACPS teachers will use some if not all of the following:

- Curriculum Compacting
- Pre-assessment
- Acceleration
- Questioning techniques
- Alternate Activities
- Independent study
- Tiered assignments

Apple Academy Charter Public Schools will plan specific professional development for teachers, as most educators do not possess the knowledge, skills and abilities to identify or serve this population. Training will include:

- The Characteristics and Needs of Gifted Students
- The Identification Process
- GATE Standards
- Differentiating Content/Product/Process
- Integrating Strategies for the Gifted into the Regular Classroom
- Models of Teaching
- Using Depth/Complexity in Instruction
- Models of Inclusion.

UNDERACHIEVING GIFTED

National estimates are that 20–50% of gifted students underachieve academically (National Commission on Excellence in Education, 1983; Whitmore, 1986). Underachievement is a persistent, serious dilemma that affects many students, but predominantly African Americans (Ford & Harris, 1996). With this knowledge, AACPS will put safeguards in place to counteract this phenomenon.

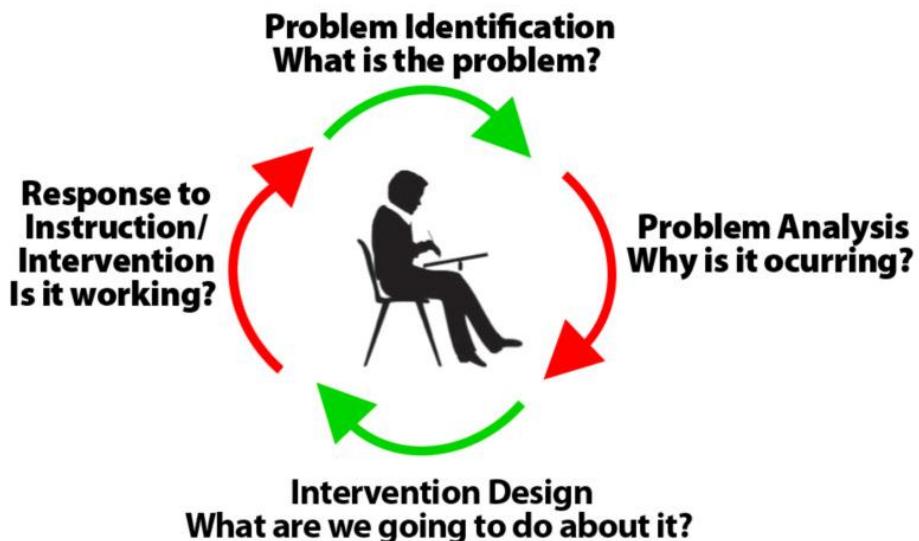
There are many variables that can contribute to this. In fact, many gifted underachievers express a lack of interest in school curricula because they find it uninteresting, meaningless, or irrelevant (Ford; Ford, Grantham, & Harris, 1996). The nature of AACPS' interdisciplinary approach is ideal for the underachieving student because our goal is to make the lessons as interesting, relevant and contributory as possible. We must also take into account that gifted students sometimes have different and less common interests than most students, so we must take a personal approach to knowing our students well.

All staff at AACPS will monitor the performance of every student in a manner that should keep any gifted student from “falling through the cracks” which could result in underachievement. However, our Response to Intervention process will serve gifted students, in addition to the school culture and commitments all school adults have to student achievement.

With our Response to Intervention process, student needs will first be addressed in class with the mentoring teacher developing an independent success plan for the student. Collaboration will occur between all teachers who provide instruction and the plan will be put in effect and monitored. Should the student's progress continue to be less than he or she is capable of, based on previously demonstrated achievement levels, we would move into Tier 2 intervention. At this level, we will increase the student's support and try another set of strategies, perhaps more targeted after observing the student more closely. We will reach out to the parent for input and increase small group interventions or individual interests. Should the student reach Tier 3, the student will have increased individual time by attending Project CAST, and a trained GATE teacher will also watch for other factors that are beyond academic interventions that may be having a major effect. If appropriate, we will train the parent or bring in additional resource to service the student's needs. Like every student in a special population, individual attention to their specific needs will guide our work with them.

AT RISK OF LOW ACHIEVEMENT

Low achieving students will be identified according to their results on several assessments. These assessments will include publisher-designed assessments, teacher-made tests, Apple Academy Project exams, quarterly math assessments, writing portfolios, and those scoring in the performance bands of Basic and below, on the California Standards Tests. Identified low achieving students will be monitored using teacher observations, annual year-end tests, and overall academic progress. We will implement a process similar to that used in LAUSD to identify the problem, determine its cause, design and implement intervention(s) and monitor the progress of



the student(s) to determine next steps.

Once a low achieving student is identified, a conference will be scheduled with the parent to outline the student's instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student's success. The result of such a meeting will be incorporated into the student's intervention instructional plan.

AACPS will also use the Response to Instruction and Intervention (RtI²) approach, which aligns with the staff's fundamental approach to instruction. The multi-tiered approach will allow staff to closely monitor student progress and determine the need for additional research-based instruction and or intervention in general education, supplemental assistance or a combination of both. AACPS will develop a plan for effective implementation of RtI² that includes identifying, monitoring and "exiting" students.

Tier 1 is instruction in the classroom setting that ensures every student has a positive, nurturing environment and access to learning. Teachers will differentiate instruction to address specific needs, be culturally responsive and utilize flexible groupings. The students will be actively involved in their learning through questioning, collecting data, reflecting on the information, using the information, and assessing their work. Students will be provided the opportunity to work in small

group settings as to give them the more individualized attention they need in order to understand concepts and to increase their academic status.

Should data show that a student is struggling and needs additional opportunities to progress, the interventions in Tier 2 will look different. Teachers will use different strategies, different groupings, different instructional materials and different amounts of time to continue teaching the core understandings. To get something different, we must do something different; therefore, the staff will be committed to finding innovative ways to help all students excel in the classroom.

Tier 3 at AACPS will take the form of after-school intervention called Project C.A.S.T. (AACPS Academic Support Team), which will provide intensive, individualized instruction and a high degree of contact and bonding between student and teacher, as well as comprehensive access to computer-assisted instruction. In addition, we will provide intensive instruction in small groups in the Elective time period, particularly for students who can't stay after school for Project C.A.S.T. support.

Professional development will be critical to the successful implementation of classroom strategies, the Response to Instruction and Intervention process, and using assessment data effectively. The following key topics will be provided throughout the year:

- High-Yield, Research-based Instructional Strategies and Academic Vocabulary (Marzano)
- Building the AACPS Data System (Uncommon School Principles/Data Wise)
- Assessment **for** Learning
- Conscious Classroom Management
- Response to Intervention
- Models of Inclusion – Circle of Inclusion, Strategies Instruction Model and Co-teaching
- Brain-based learning
- Working with Parents in Intervention Decisions

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

In our global society, classrooms are becoming increasingly diverse in terms of students' cultures, languages, and socio-economic status. By building a classroom community to compliment AACPS' rigorous curriculum, AACPS teachers will increase the effectiveness of their teaching and efficient workings of their classrooms when meeting the needs of students of low socio-economic status (SES). In order to provide an optimal learning environment for low socio-economic students, the teachers will work to establish a classroom community. A classroom community provides each child with space to develop specific capabilities and to experience a sense of success. By maximizing the number of positive interactions with students and parents and making these positive encounters a high priority, the AACPS' staff will continue to build school community. This type of staff is capable of producing profound and positive changes in student behaviors and learning by effectively modeling the positive processes, skills, and attitudes that parents teach (Hindle, 1996).

AACPS will review the records for free and reduced price lunch status to determine who is considered low SES. Based on the averages of the Vermont Square area, we anticipate having 90% or more of our students in this status. With this being close to the entire population of the school, we will have high expectations, high standards and expectations for excellence, just as we have stated in our mission, vision and educational philosophy. As stated above, community will be the most important aspect of our school to ensure our "village" works together in support of each child.

In planning our school, we have intentionally included several aspects that will be advantageous to this population. We will offer a full-day kindergarten, which studies say “can afford children the academic learning time needed to prepare for mastery of primary-grade reading and math skills. In doing so, such programs help circumvent subsequent needs for remediation or grade retention” (West Ed, 2005, p. 1). We will offer before school and after school care to accommodate working families and keep our at-risk youth in a safe environment in productive activities. This early activity has been proven to have benefits long after these students will leave elementary school (After School Education and Safety Program Act of 2002). Our plan for Response to Intervention will ensure that we are monitoring the performance of every student and providing interventions and services that are appropriate to their needs (see Section F: At Risk of Low Achievement, p.88) We will provide a healthy breakfast and lunch each day that will fortify our students and keep them focused on learning. Most importantly, we will provide a balanced program with enrichment opportunities in the arts, science and physical education included in the regular program.

Since a majority of the AACPS population comes from low socio-economic backgrounds, the school will focus on strategies to develop the parents' skills and knowledge to support their children within the traditional school setting. Research shows that children from less-advantaged homes score at least 10% lower than the national average on national achievement scores in mathematics and reading (Hochschild, 2003). This is typically a result of parent education levels being depressed. Based on the data for the Vermont Square area, the parents of our potential students fall within this trend: Over 13,000 parents have an education less than high school and almost 5000 stopped their education at the high school level (Census 2000, SCAG, Los Angeles Department of City Planning).

At AACPS, we do not want our parents to feel less than adequate in helping their students succeed. Many of these parents want the cycle to stop and want to be involved. Parent education workshops will be offered during the school day and at night to help parents gain the necessary confidence to support their child's education. An emphasis will be on how to assist parents to help their children set goals, look at data, provide feedback to the school, communicate with the classroom teacher, and monitor their child's progress. Possible workshops that will be offered include: English language development for parents, homework help, computer skills, gang prevention, and parenting. In addition, AACPS will provide field trips to colleges, museums, and libraries, for all students, in order to increase the breadth and depth of their educational experience.

Upon charter approval, AACPS intends to approach community agencies and organizations who can provide wrap-around services and strong community presence in our school. We would like to be the hub of our community; a place where our families can always come to have their students' needs met. We know how important this is to the success of our students and have seen the impact on student achievement, here in Los Angeles and in the charter community. Camino Nuevo Charter Academy is a California Distinguished School with an API well over 800 and has 66.8% of their students scoring Proficient and Advanced Proficient on the California Standards Test in English-Language Arts. The programs and services that they offer are consistent with those that we will seek pending charter approval. We will look for programs, in our own community similar to the following:

Health Services:

- **PAJA Medical Group** – offers free bilingual medical services to CNCA students and families, which include immunizations, family planning, and dental screenings.

Mentoring:

- ***Big Brothers Big Sisters*** – provide mentors to our elementary school students.

Arts Programs:

- ***Los Angeles Philharmonic*** – provides weekly music classes to CNCA students, who learn developmentally appropriate musical concepts and vocabulary.

We, at AACPS, feel very strongly that when the “playing field is leveled” all student regardless of SES, culture, ethnicity, or academic attainment, can and will learn. Maslow’s hierarchy says that our most basic needs must first be met to achieve. AACPS strives to meet the basic needs and ensure all students excel.

SPECIAL EDUCATION

Special Education Program – LAUSD Specific Language

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, AACPS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and AACPS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization – LAUSD Specific Language

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs..

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements – LAUSD-Specific Language

All charter schools chartered by LAUSD Board of Education 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 statistically measureable 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 Individualized Education Programs (“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.

G. TIMELINE FOR IMPLEMENTATION

Category	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Charter Petition Process & Authorizer Relations	Submit petition; make revisions, if necessary;	Attend capacity hearing; attend Board hearing; receive anticipated charter approval	Ongoing communication with LAUSD	Ongoing communication with LAUSD
Community Outreach & Family Recruitment	Begin informational meetings for parents	Continue informational meetings; begin posting flyers; when charter is	Begin recruiting campaign; continue hosting meetings, posting flyers and put on	Contact the families of students accepted and on waiting list;

		approved begin community outreach	website; open enrollment period/prepare lottery	complete enrollment with families; hold Parent Orientation
Category	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Financial Planning & Fundraising	Develop fundraising strategy and identify potential donors, extend/refine 5 year budget	Submit applications for grants (Walton Foundation); continue fundraising efforts	Continue fundraising; identify other grants and foundations	Continue fundraising
Staffing	N/A		Begin recruitment efforts, posting on websites; attend job fairs, etc; hire office staff member	Review applications, hold interviews and demonstration lessons; hire staff
Facilities	Apply for Prop. 39	Continue Prop 39 process	Continue Prop 39 process; sign lease for 4900 site	Finalize Prop 39 process
Start Up (Services and Materials)	N/A	Begin conversations with EdTec and Revolution Foods; obtain pricing for instructional materials, furniture and supplies	Contract with Ed Tec and Revolution Foods; identify other service providers; order instructional materials, furniture and other supplies	Work with Ed Tec and Revolution Foods; contract with other providers, if necessary; receive instructional materials, furniture and other supplies
Curriculum & Assessment	Preliminary outline of pending actions; needs assessment	Explore curriculum options and assessment materials	Finalize curriculum and assessment choices and place orders	Receive curriculum and assessment choices
Professional Development	CEO, CAO and onsite financial manager attend Board and Governance training; CAO makes site visits to similar schools with high performance	Train Board and CEO/CAO in Brown Act; Board and CEO/CAO review the charter petition before capacity hearing; other training based on need for Board and/or CEO/CAO	Begin planning for Summer Institute, including new teacher orientation; contract with PD providers for specializations; attend CCSA conference (2/27-3/1)	Implement Summer Institute and other staffing PD needs (e.g., new teacher orientation)

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." Education Code § 47605 (b)(5)(B)

Apple Academy Charter Public Schools is committed to providing all of its students with an exceptional, high-quality learning experience. In order to achieve this goal, student achievement as measured by federal, state, local, and AACPS measures must be achieved.

Benchmarks and Knowledge Outcomes

The California State Standards delineate the anticipated skills and knowledge outcomes for students, by grade level expectations. Students are expected to master each standard by the end of the current grade level. Please refer to Appendix F, which details the entire scope and sequence of content standards for each discrete subject area. Below is a summary of the performance targets that can be expected when students have mastered the standards.

Content	Benchmarks
<i>Language Arts</i>	A minimum of 80% of students will score 80% or better on all curriculum embedded benchmark/unit assessments (California Treasures)
<i>Mathematics</i>	By the end of the year, a minimum of 80% of students will show an increase of at least 50% above their grade level pre-test score on the post-test or 80% or better on their post-test (the higher of the two will be used to demonstrate proficiency).
<i>Science</i>	By the end of the year, a minimum of 80% of students will score 80% or better on the End-of-Grade Level Exam
<i>History Social Science</i>	By the end of the year, a minimum of 80% of students will score 80% or better on the End-of-Grade Level Exam

Student Achievement Targets

To determine fair and valid targets for the anticipated student population, achievement data derived from the spring 2011 STAR data were analyzed. The LAUSD traditional public schools and charter schools within a two mile radius of the facility at 4900 S. Western Avenue (see pp. 8-9) were selected and aggregated as a whole and as separate organizational types. The analysis showed an average API score of 810 for the charters, 730 for the traditional schools and an aggregate average of 753. The average percentage of students attaining proficiency in English-Language Arts for charters is 56.1%, while Math is 67.2%. The same data for district schools shows the average percentage of students attaining proficiency in ELA is 39.5% and Math is 52.5%. (CDE, DataQuest, 2011).

AACPS will strive to meet and exceed the targets indicated in the chart below. The Founding Team and Charter Development Team have set goals for Years 1 through 5 with the expectation of maintaining proficiency and consistent incremental growth each year.

Achievement Area	Achievement Target Spring 2013		Achievement Target Spring 2014		Achievement Target Spring 2015		Achievement Target Spring 2016		Achievement Target Spring 2017	
API	753		775		800		825		850	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
CST Proficiency %ages	89.2	89.5	100	100	100	100	100	100	100	100
Reclassification	20% of English Learners will be reclassified in 2013 with an increase of 5% each subsequent year.									
AMAO 1	CELDT scores of 57.5% of English Learners will increase by at least 1 ELD performance level. with an increase of 5% each subsequent year.									
AMAO 2	A minimum of 25% of English Learners will attain English Proficiency with an increase of 5% each subsequent year. For students with 5 years or more in language instruction educational programs, a minimum of 47% of these students will attain English Proficiency with an increase of 5% each subsequent year.									
AMAO 3	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	89.2	89.5	100	100	100	100	100	100	100	100

Additional Measurable Student Outcomes

The table below illustrates additional specific quantitative outcomes in which students must demonstrate proficiency:

Content	Skill	Benchmarks
Language Arts	Oral Fluency	95% of students at each grade level will demonstrate fluency as indicated by end-of-year oral fluency assessments: Grade 1 – 53 words correct per minute (wcpm) Grade 2 – 89 wcpm Grade 3 – 107 wcpm Grade 4 – 123 wcpm Grade 5 – 139 wcpm Grade 6 – 150 wcpm
English Language Development	Reclassification	5% of English Learners will be reclassified in 2013 with an increase of 5% each subsequent year.
Self-motivation	Attendance	95% Attendance Rate Attendance rates at AACPS will meet or exceed the average for LAUSD elementary school attendance rates
Content	Skill	Benchmarks
FITNESSGRAM	Physical Fitness	70% of all fifth grade students will pass 5 of the 6 fitness standards. Fifth grade students will meet or exceed the average passing rate on fitness standards for LAUSD elementary schools
Technology	NETS Standards	80% of students in grades 3-5 will indicate a satisfactory level of engagement on an attitudinal survey

The outcomes expected of the students at AACPS are consistent with the proposed instructional program, which consists of the subject areas noted above.

- The charter school's API score will be greater than the mean API score for the comparison schools.
- The percentage of charter school students scoring Advanced & Proficient in ELA on the CST will be greater than the mean percentage for comparison schools.
- The percentage of charter school students scoring Advanced & Proficient in Math on the CST will be greater than the mean percentage for comparison schools.
- The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST will be below the median percentage for comparison schools.
- The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST will be below the median percentage for comparison schools.
- The percentage of charter school ELL students redesignated to English proficiency will be greater than the median for comparison schools.
- The school will meet its target groups goals

ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS

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

Overview

Apple Academy Charter Public Schools is committed to utilizing data to inform instruction and improve the educational outcomes of its students and the school. AACPS will begin the development of a school-wide system for using assessment results to improve teaching and learning at the Summer Institute. Our system will allow for a consistent and continuous monitoring and usage of data to affect student and teacher performance. Using the key drivers established in Bambrick-Santoyo's model *Driven by Data*, AACPS will participate in a cycle of data inquiry, analysis and synthesis to gain an accurate description of each student's strengths and areas of improvement. Our data system will employ a student information system conducive to the collection and recording of the identified data (e.g., Data Director).

Schedule of Assessments

The Apple Academy Charter Public Schools will follow a regular schedule of assessments to ensure that teachers are consistently informed of the effectiveness of the instructional program and the progress of their students toward mastery of the standards. The California Curriculum Frameworks provide guidance for the structure of monitoring and assessment. AACPS will conduct entry (diagnostic) and summative assessments, as well as benchmarks for progress monitoring towards mastery of standards. The framework does not dictate the actual assessments, by name, that are to be given; it leaves room for autonomy and professional judgment (e.g., which diagnostic test to use). However, the specific assessments that AACPS will utilize can be found in *Element 3: Methods for Measuring Student Outcomes*.

English-Language Arts – Progress Monitoring Assessment Schedule (Kindergarten-Third)

Skills	Indicator	Frequency of Assessments			
		K	1	2	3
Phoneme awareness	Produce rhyming words, Count syllables, Distinguish/match initial, final and medial sounds, Blend phonemes into words	Spring (initial and final sounds)	Fall/winter (initial, final and medial sounds diagnostic only)	Diagnostic only	Diagnostic only
Phoneme deletion and substitution	Initial sounds, final sounds, first sound of a consonant blend, embedded sound of a consonant blend	Fall/winter/ spring	Fall/winter (diagnostic only)	Diagnostic only	Diagnostic only
Phoneme segmentation	Segment sounds, count phonemes	Fall/winter/ spring	Fall/winter (diagnostic only)	Diagnostic only	Diagnostic only
Beginning phonics	Name upper- and lower-case letters, Know consonant and short vowel sounds	Fall/winter/ spring	Fall (diagnostic only)	Diagnostic only	Diagnostic only

Phonics and word reading	Decoding, Sound-spelling relationships, high-frequency words, Syllabication	Fall/winter/spring	Every 4-6 weeks until mastery	Every 4-6 weeks until mastery	Every 4-6 weeks until mastery
Oral Reading (Fluency)	Words correct per minute on grade-level text		Optional in first 18 weeks, then every 6-8 weeks	6 times per year	6 times per year
Reading Comprehension	Main idea and details Author's point of view and purpose Sequence Classification and categorization Inference Analysis (compare and contrast, cause and effect)	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks
Skills	Indicator	Frequency of Assessments			
		K	1	2	3
Vocabulary	Antonyms, Synonyms, Multiple meanings, Context meanings	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks
Spelling	Orthographic rules Regular/irregular words Morphemes Single and multisyllabic words	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks
Usage/Conventions	Sentence structure Punctuation Capitalization Grammar Penmanship	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks
Writing		Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks	Every 6-8 weeks

*Reading-Language Arts Framework for California Public Schools – Kindergarten through Grade Twelve, 2007

The Framework also sets forth a similar schedule for monitoring the progress of students in grades 4-8, as appropriate to the school configuration.

English-Language Arts – Progress Monitoring Assessment Schedule (Grades Four – Six)

Skills	Indicator	Frequency of Assessments	
		Four	Five
Oral Reading (Fluency)	Words correct per minute on grade-level text	3-4 times a year	2-3 times a year
Comprehension	Main idea and details Author's point of view and purpose Sequence Classification and categorization Inference Analysis (compare and contrast, cause and effect) Critique/criticism	Every 6-8 weeks	Every 6-8 weeks

	Literary Response and Analysis			
Vocabulary	Multiple meanings, Antonyms and Synonyms, Word origins and root words Context meanings and shades of meaning Metaphors, similes, analogies, idioms Academic vocabulary		Every 6-8 weeks	Every 6-8 weeks
Spelling	Orthographic rules Multisyllabic words Morphemes		Every 6-8 weeks	Every 6-8 weeks
Usage/Conventions	Sentence structure Capitalization	Punctuation Grammar	Every 6-8 weeks	Every 6-8 weeks
Skills	Indicator		Frequency of Assessments	
		Four	Five	
Writing	Narratives Responses to literature Expository information compositions Persuasive letters and compositions Summaries of reading Documents (business and technical)		Every 6-8 weeks	Every 6-8 weeks

*Reading-Language Arts Framework for California Public Schools – Kindergarten through Grade Twelve, 2007

Mathematics

The goal in mathematics education is for students to develop fluency in basic computational skills; develop an understanding of mathematical concepts; become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent; communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms; reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses; and make connections among mathematical ideas and between mathematics and other disciplines.

Skills	Indicators	Frequency of Assessment
Kindergarten Students understand small numbers, quantities, and simple shapes in their everyday environment. Students count, compare, describe and sort objects, and develop a sense of properties and patterns.	<ul style="list-style-type: none"> Count, recognize, represent, name, and order a number of objects (up to 30) Identify, sort, and classify objects by attribute Compare two or more sets of objects and identify which set is equal to, more than, or less than the other. Use concrete objects to determine the answers to addition and subtraction problems Demonstrate an understanding of concepts of time 	Fall diagnostic Daily Every 4-6 weeks End of year

	<ul style="list-style-type: none"> • Name the days of the week • Identify, describe, and extend simple patterns by referring to their shapes, sizes, or colors • Compare the length, weight, and capacity of objects by making direct comparisons with reference objects • Use tools and strategies, such as manipulatives, to model problems. 	
First Grade Students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. Students measure with simple units and locate objects in space. Students describe data and analyze and solve simple problems.	<ul style="list-style-type: none"> • Count, read, write, compare and order whole numbers to 100 • Using the symbols for less than, equal to, or greater than ($<$, $=$, $>$). • Count and group object in ones and tens • Identify and know the value of coins • Solve addition and subtraction problems with one-and two-digit numbers • Count by 2s, 5s, and 10s to 100. • Tell time to the nearest half hour and relate time to events • Solve word problems (+/-) • Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects • Arrange and describe objects in space by proximity, position, and direction • Sort objects and data by common attributes • Represent and compare data 	Fall diagnostic Weekly Every 4-6 weeks End of year
Second Grade Students understand place value and number relationships in addition and subtraction. Students use simple concepts of multiplication. Students measure quantities with appropriate units. Students classify shapes and see relationships among them by paying attention to their geometric attributes. Students collect and analyze data and verify the answers.	<ul style="list-style-type: none"> • Count, read, write, compare and order whole numbers to 1,000, identify the place value for each digit and the symbols $<$, $=$, $>$. • Find the sum or difference of two whole numbers up to three digits long. • Use repeated addition, arrays, and counting by multiples to do multiplication. • Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. • Know the multiplication tables of 	Fall diagnostic Weekly Every 4-6 weeks End of year

	<ul style="list-style-type: none"> • 2s, 5s, and 10s • Recognize and name fractions • Know and use the decimal notation and the dollar and cent symbols for money and solve problems • Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences • Measure the length of an object to the nearest inch and/or centimeter. • Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). • Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices 	
Grade 3 Students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. Students use patterns to help solve problems. Students represent number relationships and conduct simple probability experiments.	<ul style="list-style-type: none"> • Count, read, write, compare and order whole numbers to 10,000 and identify the place value for each digit. • Find the sum or difference of two whole numbers between 0 and 10,000. • Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers • Add and subtract simple fractions • Solve problems involving addition, subtraction, multiplication & division of money in decimal notation • Including the use of whole-number multipliers and divisors. • Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. • Solve simple problems involving a functional relationship between two quantities 	Fall diagnostic Weekly Every 4-6 weeks End of year

	<ul style="list-style-type: none"> • Identify, describe, and classify polygons • Identify attributes of triangles and quadrilaterals • Summarize and display the results of probability experiments in a clear and organized way 	
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Skills	Indicators	Frequency of Assessment
<p>Grade 4</p> <p>Students understand large numbers and addition, subtraction, multiplication, and division of whole numbers.</p> <p>Students describe and compare simple fractions and decimals.</p> <p>Students understand the properties of, and the relationships between, plane geometric figures</p> <p>Students collect, represent, and analyze data to answer questions</p>	<ul style="list-style-type: none"> • Read and write whole numbers in the millions. • Order and compare whole numbers and decimals to two decimal places. • Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. • Use concepts of negative numbers Identify on a number line the relative position of positive fractions, positive mixed numbers, & positive decimals to two decimal places. • Demonstrate an understanding of, & the ability to use, standard algorithms for the addition, subtraction, multiplication and division. • Solve problems involving multiplication & division of multidigit numbers by one/two-digit numbers. • Know the concept of prime numbers. • Interpret and evaluate mathematical expressions • Understand that an equation such as $y = 3x + 5$ is a prescription for 	<p>Fall diagnostic</p> <p>Weekly</p> <p>Every 4-6 weeks</p> <p>End of year</p>

	<p>determining a second number when a first number is given.</p> <ul style="list-style-type: none"> • Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line). • Understand that the length of a horizontal line segment equals the difference of the x-coordinates. • Understand that the length of a vertical line segment equals the difference of the y-coordinates. 	
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Skills	Indicators	Frequency of Assessment
<p>Grade 5</p> <p>Students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers.</p> <p>Students know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures.</p> <p>Students know the concept of angle measurement and use a protractor and compass to solve problems.</p> <p>Students use grids, tables, graphs, and charts to record and analyze data.</p>	<ul style="list-style-type: none"> • Interpret percents; find decimal and percent equivalents for common fractions; compute a given percent of a whole number. • Determine the prime factors of all numbers through 50 • Identify and represent fractions, mixed numbers, and positive and negative integers. • Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers. • Demonstrate proficiency with division, including long division. • Add and subtract fractions and mixed numbers • Write and evaluate simple algebraic expressions in one variable by substitution. • Identify and graph ordered pairs in the four quadrants of the coordinate plane. • Solve problems involving linear functions with integer values • Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a 	<p>Fall diagnostic</p> <p>Weekly</p> <p>Every 4-6 weeks</p> <p>End of year</p>

	<p>rectangle.</p> <ul style="list-style-type: none">• Understand the concept of volume and use appropriate units of measurement• Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools.• Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	
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History-Social Science and Science

In kindergarten through grade three, students are introduced to the basic concepts of each discipline: history, geography, civics, and economics. In grades 4 and 5, students will critical thinking skills to master the disciplinary content.

K-5 Skills	K-5 Indicators	Frequency of Assessment
Chronological and Spatial Thinking	<ul style="list-style-type: none">Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.Students correctly apply terms related to time, including <i>past</i>, <i>present</i>, <i>future</i>, <i>decade</i>, <i>century</i>, and <i>generation</i>.Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	At the culmination of Interdisciplinary Units End of grade level exam
Research, Evidence, and Point of View	<ul style="list-style-type: none">Students differentiate between primary and secondary sources.Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events	At the culmination of Interdisciplinary Units End of grade level exam

K-5 Skills	K-5 Indicators	Frequency of Assessment
Historical Interpretation	<ul style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events. 	At the culmination of Interdisciplinary Units End of grade level exam

Science

Students will be introduced to science facts and terms throughout elementary school. They will make a concrete association between science and the study of nature as well as take measurements and use their basic mathematical skills to delve into inquiry.

Knowledge	Indicators	Frequency of Assessment
Kindergarten Students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.	<ul style="list-style-type: none"> Explores basic concepts of physical, life and earth sciences. In the Physical Sciences, learns about change and properties of solids, liquids and gases. In Life Science, focuses on plant and animal behaviors and structures. In Earth Science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life. In Earth Science, understands that many of Earth's resources can be conserved. In addressing these three strands of the science curriculum, performs investigations and experiments. Develops science skills, such as predicting, observing, recording observations and synthesizing data. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	At the culmination of Interdisciplinary Units End of grade level exam

Knowledge	Indicators	Frequency of Assessment
<p>First Grade</p> <p>Students observe and describe the natural world using their five senses.</p> <p>Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes.</p> <p>Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p>	<ul style="list-style-type: none"> • Explores basic concepts of Physical, Life, and Earth Sciences. • In the Physical Sciences, learns about change and properties of solids, liquids and gases. • In Life Science, learns concepts such as habitat, life cycles, adaptation, classification, and change. • In Earth Sciences, focuses on weather, including water cycle, temperature change, and seasons. • In Environmental Science, learns about conservation, responsible trail use, and environmental ethics. • In addressing these three strands of the Science curriculum, performs investigations and experiments. • Develops science skills such as predicting, observing, recording observations, and synthesizing data. • Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	<p>At the culmination of Interdisciplinary Units</p> <p>End of grade level exam</p>
<p>Second Grade</p> <p>Students expand their understanding of the properties of objects.</p> <p>Students manipulate objects to demonstrate a change in motion and position.</p> <p>Students will observe the properties of earth materials as well as predictable patterns</p> <p>Students explore patterns, systems, and cycles</p> <p>Students examine how living organisms depend on each other and on their environment.</p>	<ul style="list-style-type: none"> • Make predictions based on observed patterns and not random guessing. • Measure length, weight, temperature, and liquid volume with appropriate tools • Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). • Write or draw descriptions of a sequence of steps, events, and observations. • Record data • Observe and draw descriptions of small objects or small features of objects. • Follow oral instructions for a scientific investigation. 	<p>At the culmination of Interdisciplinary Units</p> <p>End of grade level exam</p>

Knowledge	Indicators	Frequency of Assessment
<p>Third Grade Students recognize that patterns, relationships, and cycles exist in matter.</p> <p>Students investigate the physical properties of matter.</p> <p>Students investigate light, sound, and heat. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.</p> <p>Students investigate how the surface of Earth changes.</p> <p>Students explore patterns, systems, and cycles within environments.</p> <p>Students examine how the environment plays a key role in survival.</p>	<ul style="list-style-type: none"> • Apply knowledge that matter has three forms: solid, liquid, and gas. • Recognize and articulate understanding that plants and animals have structures that serve different functions in growth, survival, and reproduction. • Identify and discuss the details association with objects in the sky (sun, Moon, Earth and stars) and their regular and predictable patterns • Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. • Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed. • Use numerical data in describing and comparing objects, events, and measurements. • Predict the outcome of a simple investigation and compare the result with the prediction. • Collect data in an investigation and analyze those data to develop a logical conclusion. 	<p>At the culmination of Interdisciplinary Units</p> <p>End of grade level exam</p>

Knowledge	Indicators	Frequency of Assessment
<p>Fourth Grade</p> <p>Within the natural environment, students know that earth materials have properties that are constantly changing due to Earth's forces.</p> <p>Students learn that the natural world consists of renewable and nonrenewable resources.</p> <p>Within the living environment, students know and understand that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Students will recognize that plants and animals have basic needs, met through food webs.</p> <p>Students will explore how all living organisms go through a life cycle and that adaptations enable organisms to survive in their ecosystem.</p>	<ul style="list-style-type: none"> • In Physical Science, understands electricity and magnetism and their many useful applications in everyday life. • In Life Science, knows all organisms need energy and matter to live and grow. • For Earth Science, knows the ecology of the regions of California is made up of its habitats, life cycles and ecosystems. • Understands the scientific process asking meaningful questions and conducting careful investigations. 	<p>At the culmination of Interdisciplinary Units</p> <p>End of grade level exam</p>
<p>Fifth Grade</p> <p>Within the physical environment, students learn about the physical properties of matter, including magnetism, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and heat energy. Students explore the uses of light, thermal, electrical, and sound energies.</p> <p>Within the natural environment, students learn how changes occur on Earth's surface and that predictable patterns occur in the sky. Students learn that the natural world consists of nonrenewable and</p>	<ul style="list-style-type: none"> • In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules • Understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds. • In Earth Science, identifies features of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. • Recognizes that water circulates through the Earth. • Discovers the basic properties of water and relate this to the water cycle and water conservation. • In Life Science, identifies structures of plants, and relates these to parallel structures in birds. 	<p>At the culmination of Interdisciplinary Units</p> <p>End of grade level exam</p>

<p>renewable resources, including alternative energy sources.</p> <p>Within the living environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors. Students learn that life cycles occur in animals and plants and that the carbon dioxide-oxygen cycle occurs naturally to support the living environment</p>	<ul style="list-style-type: none"> • Classifies native species of wildflowers, shrubs and trees. • In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct. • Discusses issues of conservation and use relating to native flora and forests 	
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Classroom teachers will be primarily responsible for ensuring that students are learning the knowledge and skills necessary to progress towards mastery of grade level standards. However, teachers and students will also be supported by the work of the Chief Academic Officer, the administrator(s), instructional specialists, instructional aides and parents. Support for teachers will take the form of professional development, the Individual Development plan, observation and feedback and classroom assistance from paraprofessionals and parent volunteers. Support for students will our Response to Intervention process, Project CAST and classroom assistance from paraprofessionals and parent volunteers, as described in *Element 1: The Instructional Program*.

The entire community will share accountability for student progress; however, each classroom teacher will be held accountable for the rigor and context for learning. Every adult who works with a student at the school site will take responsibility for some aspect of student growth – academically, socially, emotionally or physically – through the instruction and/or assistance they provide.

The monitoring of student progress will occur on such a frequent basis that we will always be knowledgeable of whether or not we are making adequate progress towards meeting targets. The support listed above demonstrates the plan of action during the school year to move towards meeting the targets. Should these designated targets not be met by the end of the year, AACPS will assess our performance against the performance of the traditional public schools that are listed as comparison sites for our target population In the two-mile radius listed in *Element 1: Description of the Educational Program*.

Plan for Assessing

AACPS will use a variety of assessment strategies and tools, including STAR results to measure student progress and achievement that are aligned with the school's instructional program, curriculum and pupil outcomes. AACPS will meet all statewide requirements and conduct the student assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments. Formal and informal assessments will be used to maximize continuous improvement as it:

- Guides teachers' responses to students' needs
- Makes the necessary modifications and adjustments necessary to positively impact student performance

- Provides teachers, students and parents with meaningful feedback regarding student progress
- Monitors the school's progress in fulfilling its mission and vision

Assessment Methods

The instructional program at Apple Academy Charter Public Schools will be driven by student data. Assessment **of** learning and assessment **for** learning will be used to effectively assess students during every instructional sequence and in summative fashion. This will ensure that our focus on students in data driven and our interventions are appropriately planned, delivered and assessed.

Assessment of Learning

English-Language Arts

- **California Treasures Assessments:** The California Treasures Unit Assessment results will be utilized with other assessments (e.g., DIBELS) for instructional grouping. It is expected that at least 70% of the students will meet the benchmark of 80% accuracy on the non-fluency subtests. Additionally in reading fluency and retelling fluency, it is expected that at least 70% of the students will meet the minimal goal for reading success as delineated by each grade level. Students not meeting a benchmark for three consecutive assessments will be put into Tier 1 of our Response to Intervention process described in the At Risk Student population segment of *Element 1: The Instructional Program*.
- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** DIBELS is based on the findings of two kinds of research: (a) research on the prediction of reading difficulty in young children; and (b) research on what is taking place in the minds of people who are learning to read. Each indicator in DIBELS measures a foundational skill whose contribution to reading comprehension is established (Rayner et al., 2001). DIBELS will be administered three times each year. It is expected that 80% of the students will meet the benchmark of each subtest by the spring administration. Students who do not meet the benchmark in the second administration of this test will be provided intensive reading intervention in either Tier 2 of our Response to Intervention and/or referred to Project CAST (see *Element 1: The Instructional Program: At Risk of Low Achievement*) for individualized and computer-assisted instruction.
- **Writing Portfolios:** Students will complete writing assignments within our writing program, *Step Up to Writing*. Step Up to Writing is a research-based, hands-on writing program that uses strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces. It actively engages students in reading materials for improved comprehension, and critical thinking skills. It is aligned to the State and Common Core Standards and includes writing in the content areas to support our interdisciplinary approach to instruction. Assessment allows for student engagement with student-friendly checklists and detailed rubrics to help students understand writing expectations and reflect on their work. The chart below shows an example of the alignment to California State Content Standards for grades 1, 3 and 5:

Standard	Alignment
Grade 1 2.1 Write brief narratives describing an experience (e.g., fictional, autobiographical).	*Types of Writing * Important Distinctions * Narrative Description * Quick Sketch * Better Sentences

Grade 3 1.3 Understand the structure and organization of various reference materials.	*Using Magazines
Grade 5 2.3 Write research reports about important ideas, issues, or events that: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	* Types of Writing * Generic Expository Paragraphs * The Five Elements of Expository Writing * Organization Is the Key * Topic Sentences Are the Heart * A Rhetorical Question * Conclusions Tie It Together * Current Event Writing * Topic Sentences and Thesis * Examples and Evidence (the E's) * Hints for Writing a Conclusion * Preparing and Giving a Speech

The writing portfolios containing process papers will be kept for every student/scholar. It is expected that students will have a minimum of six process papers in their portfolio and that 100% of our students will show a progressive, incremental increase in their rubric score from the first process paper to the final process paper. This portfolio will be passed on each year to the new teacher.

Mathematics

- **SRA Real Math:** The SRA Real Math chapter assessment results will be used to measure student progress and achievement. It is expected that at least 70% of the students will meet the benchmark of 80% accuracy, when using the relevant standards as a basis for measurement. Students not meeting the benchmark will be put into Tier 1 in our Response to Intervention process described in the At Risk Student population segment of *Element 1: The Instructional Program*)

Science and Social Studies

- **Interdisciplinary Unit Assessments:** AACPS teachers will create assessments aligned with the California State Content Standards in Science and History Social Science as they create the grade level interdisciplinary units of instruction. For pre-published units with assessments, the teachers will review, analyze and revise those assessments, if necessary to be inclusive of our format. These assessments will be a combination of multiple choice, short essay and performance. The performance assessments will have students engaged in an activity that will require them to apply a performance skill or create a product and it will be evaluated against pre-determined criteria.

English Language Development

- **California English Language Development Test (CELDT):** AACPS will administer the CELDT when children begin school for an initial identification. Listening, speaking, reading, and writing skills will be assessed. Student proficiency standards will be identified according to State ELD standards. Students who are not developing at a consistent pace along the progression of English skills will be provided intensive English language intervention in either Tier 2 of our Response to Intervention and/or referred to Project CAST

(see *Element 1: The Instructional Program: At Risk of Low Achievement*) for individualized attention.

Visual Performing Arts

- **Music Listening Tests:** Four times a year, students will be administered a cumulative listening exam to identify the elements of music appropriate to the grade level. It is expected that 80% of the students will meet the goal of 80% on the administered test.
- **Piano Performance Exams:** Utilizing the MIND Institute Math Education Process Level Tests, students will demonstrate their proficiency. It is expected that 70% of the students will meet the goal of 80% on the administered test.

Physical Education

- **FITNESSGRAM** - Each pupil in grade 5 will take this physical fitness performance assessment
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Assessment for Learning

AACPS will also focus on the skillful use of assessment to improve the learning outcomes of students. Using sound principles based on the research of Stiggins, Arter, Chappuis & Chappuis, teachers will utilize high quality classroom assessments that are appropriately designed with a clear purpose, based on clear learning targets that when used effectively, will involve students and facilitate their learning. Assessment **for** learning differs from Assessment **of** learning when the purpose is to monitor progress vs. testing outcomes. Assessment for learning or formative assessment delivers information **during** the instructional process. On the other hand, Assessment of learning or summative assessments document how much learning has occurred at a set point in time; its purpose is to measure the level of student knowledge and/or skills. While summative information can be used in a formative fashion, the assessment we are using **for** learning will be always be situated in day-to-day monitoring to assist our efforts to constantly know what our students need and involve them in figuring out the next steps for progress.

The most immediate form of data driven instruction will happen as teachers assess student learning in the moment. Anecdotal records will also be kept to “plan for interaction” of both whole group and small groups of students. Teachers will be able to adapt instruction on the basis of evidence, thus making changes and improvements that will yield *immediate* benefits to student learning.

- **Teacher Observations:** Anecdotal records will be kept for students and utilized to plan interventions and lessons. These records will also be used to inform the Response to Intervention process, so that effective measures are replicable and ineffective ones are not used, when there is evidence of the ineffectiveness.
- **Student Assessment:** Students at AACPS will be actively involved in their own assessment, so that they will be able to articulate where they are going with their learning (mastery of standards), where they are now (current performance) and how they can close the gap (motivation and participation in the learning process). Forms of self-assessment will include, but not be limited to surveys and reviews of student portfolios.
- **Teacher-Created Assessments:** To ensure alignment with the school’s instructional program and prescribed student outcomes, teachers will develop standards-based

assessments and/or question banks for our interdisciplinary units, to reassess knowledge and skills that have been retaught, and for local benchmark purposes, including End-of-Grade Level Exams. Creating valid and reliable assessments will be a part of the training teachers receive as we develop our data-driven system.

- **Participation Records:** AACPS will develop a participatory log that will enable our teachers to indicate quantitatively the number of experiences students participate in with any activity. This information will be used to make adjustments to instruction to ensure every child has access to a safe, nurturing environment.
- **Surveys:** AACPS will develop an attitudinal survey to assess students' level of satisfaction of their engagement with the technologies utilized in the learning environment. Other surveys will be used, when appropriate, to assess students' values, attitudes and/or other affective behaviors to gather perception data that will provide a picture of holistic growth in our students.

AACPS is committed to improving the learning outcomes of its students and helping them grow in every facet of their development, through innovative approaches and practices. We don't attest to these practices being "new"; however, our use with our student population will allow us to make adjustments and modifications that embody creativity and make a difference.

State Standardized Tests: AACPS will administer all required state mandated tests and report all results as required by California Education Code. Year One and Two test scores for each grade level with the state approved testing program, as determined appropriate for each student, will serve as the base line test scores to assess academic growth. It is expected that AACPS will meet the designated growth targets, set forth in *Element 2: Measuring Student Outcomes*, while striving for the requirements as described by the State of California.

California Standards Test

Students in grades 2 and above will participate in the California Standards Test in English Language Arts and Mathematics each spring to demonstrate mastery of grade-level content standards. This will be also used to measure progress in meeting Annual Yearly Progress (AYP) goals. Students in grade five will participate in the science component of the CST in addition to ELA and Math.

California Modified Assessment (CMA)

Apple Academy Charter Public School will administer the California Modified Assessment (CMA) to assess students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California Content Standards with or without accommodations. This will provide greater access for students to demonstrate their mastery of the Standards. The CMA complies with the flexibility offered through the provisions of the No Child Left Behind Act (NCLB).

California Alternate Performance Assessment (CAPA)

Apple Academy Charter Public School will implement an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). The school's Individualized Education Program (IEP) team will utilize the CAPA participation criteria to determine how students should participate in the Standardized Testing & Reporting (STAR) Program. The CAO at Apple Academy Charter Public School will be responsible for reviewing students' Individualized Education Plans (IEPs) to determine whether or not students will take the California Standards Test (CST) with no accommodations or modifications, take the CST with

accommodations and/or modifications, take the California Modified Assessment (CMA), or take the CAPA. The CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CAPA is aligned to the California Academic Content Standards at each grade level and accurately reflects the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

California English Language Development Test (CELDT)

Apple Academy Charter Public School will administer the California English Language Development Test (CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English learner. In order to identify students who are English learners, all parents will be required to complete a Home Language Survey upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school.

AACPS will administer the State-Adopted Measurements as noted below:

State-Adopted Test	K	1	2	3	4	5	6
<i>California Standards Tests</i>			+	+	+	+	+
<i>California English Language Development Test</i>	+	+	+	+	+	+	+
<i>FITNESSGRAM</i>							+

Testing - LAUSD Specific Language

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

Grading Policy

Apple Academy Charter Public Schools will utilize a variety of reporting methods to measure and record student progress and achievement including but not limited to parent-teacher conferences, progress reports, the School Accountability Report Card (SARC), the individual student reports of CST results and the AACPS Report Card.

During the Summer Institute, the administrative team and teachers of AACPS will develop or adopt a standards-based report card that clearly delineates student mastery of each sub-strand in the disciplines. Student achievement will be determined by progress towards reaching the California State Standards and school curriculum goals. The report card will use a 4 point rubric that indicates the level of proficiency as follows: **4** will indicate “advanced”, **3** will indicate “proficient”, **2** will indicate “partially proficient”, and **1** will indicate “not proficient”. Utilizing this grading standard is in consistent alignment with the performance bands on the California Standards Tests (CST).

Longitudinal Studies

As the school evolves, the administrative team and teachers will conduct in depth studies of data obtained from standardized tests and other assessment materials and utilize this data to drive

instruction. We will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes
- A summary of major decisions and policies established or changed by the Board during the year.
- Summary data from annual student, parent and community satisfaction surveys.
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, service-learning activities, community partnerships and more.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter, including the School Accountability Report Card (SARC).

ELEMENT 4: GOVERNANCE STRUCTURE

"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)

A. NON-PROFIT PUBLIC BENEFIT CORPORATION

Apple Academy Charter Public Schools will be a directly funded **independent charter school** and will be operated as a California Nonprofit Public Benefit Corporation. All legal documentation has been filed with the Secretary of State of the State of California including the Articles of Incorporation, the Bylaws and the 501c3 Tax Exemption, which can be found in Appendix G.

LAUSD – Specific Language: Members of the AACPS' 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.

Apple Academy Charter Public Schools will comply with the Brown Act.

AACPS 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. This includes, but is not limited to the founding site at 4900 S. Western Avenue, Los Angeles, CA 90062, as well as additional facility locations secured through Prop. 39. AACPS will be operated as one (1) school with multiple sites, which are still pending final decision.

B. BOARD OF DIRECTORS

Board Composition

The Apple Academy Charter Public Schools Board of Directors will be comprised of community and business representatives with the diverse skills needed to oversee the Charter School, including media and technology industry experience; business expertise in human resources and finance; extensive educational experience; entrepreneurial and strategic planning; and public school facilities knowledge.

The Board shall have a minimum of five (5) and no more than thirteen (13) directors. Subject to the provisions of the California Nonprofit Public Benefit Corporation Law and any limitations in the articles of incorporation and bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. All actions will be governed in accordance with applicable California Corporations Code sections and the Brown Act.

The Board of Directors will serve staggered terms to balance continuity with fresh perspective. The initial Board will consist of at least one member who will serve a one-year term, at least two members who will serve a two-year term and at least two members who will serve a three-year term. The term of office for each Board member elected thereafter will be 3 years. No Director shall serve more than two consecutive three-year terms. A full three-year term will be considered to have been served after three annual meetings.

The Chief Executive Officer of AACPS shall not serve on the Board and shall not vote in Board elections.

Initial Board of Directors

David Cunningham Jr., Founder, President, and Chairman of the Board/Lead Petitioner

Mr. Cunningham is a business executive who was elected to the Los Angeles City Council in 1973 to succeed Council Member Tom Bradley, who had been elected mayor that year. He represented the 10th district until 1986, when he resigned; however, he has continued work in business, politics and education. He now owns Dave Cunningham and Associates, a governmental and public affairs firm and was previously vice president of Cunningham, Short, Berryman and Associates, a consulting firm specializing in governmental and economic problems before his election to the City Council. He has been president of the board of directors of the UC Riverside Alumni Association since 2010 and a member of the Los Angeles Convention Center Authority. Mr. Cunningham received an associate's degree from Stowe Teachers College in St. Louis, Missouri, and was in the U.S. Air Force as a cartographer. He earned a bachelor's degree in political science and economics from the University of California, Riverside; the following year he did an internship as administrative aide to Assemblyman Charles Warren, and then moved to Lagos, Nigeria, to become West Africa regional manager for the DuKane Corporation. He subsequently joined the Hughes Aircraft Company as manager of community relations. There, he co-managed the Hughes Active Citizenship Program. He went on to earn a master's degree in urban studies from Occidental College.

Caprice Young, Board Secretary and Treasurer

A nationally respected education innovator, Dr. Young is the CEO and President of EnCorps, Inc., a not-for profit organization providing talented Math, Science, Technology and Engineering teachers to inner city secondary schools by recruiting and developing mid and senior career professional from industries and professions in these fields. She is known for working skillfully across major sectors, having held top leadership positions in technology, education, government and business.

Dr. Young also has served on numerous boards, including the Board of Education of the Los Angeles Unified School district, on which she served as president, as well as the Governor's Advisory Committee on Education Excellence (California), the Fordham Foundation, and the National Alliance for Public Charter Schools, among others. She is a recipient of the Coro Foundation Crystal Eagle Award for Achievement in Public Service. She earned her bachelor's degree from Yale University, a Master of Public Administration from the University of Southern California, and her Doctorate of Education from the University of California, Los Angeles.

Janice Mazyck

Ms. Mazyck is a senior finance executive with diverse private and public sector experiences. As the principal with Mazyck Advisors, she provides consulting services to clients in the areas of general municipal finance, policy development and operations for clients, such as, ICEF, the City of Atlanta and the City of La Habra. Prior to this she was managing director with The PFM Group where she established and managed the Los Angeles office with full responsibility for recruiting and developing talent to provide quantitative, client management, and project management support; business development and project management; and accountability for overall profitability of the practice. She was also a managing director with Public Resources Advisory Group and served as engagement and project manager whom she prepared and presented financial and policy recommendations to clients and their key decision-makers. Ms. Mazyck also assumed leadership of the financial advisory team to the Los Angeles County Metropolitan Transportation Authority (LA Metro) executing financings for several rail projects and served as the Treasury Manager of the City Of Oakland.

Ref Rodriguez

Dr. Ref Rodriguez is President and CEO of Partners for Developing Futures (Partners). Partners is a social venture investment fund that primarily invests in high-potential, early-stage minority-led charter schools and charter school networks that serve underserved students. Prior to joining Partners, Ref was Co-Chief Executive Officer of Partnerships to Uplift Communities (PUC), a charter school management organization serving communities in the Northeast San Fernando Valley and Northeast Los Angeles. During his tenure, PUC developed 10 schools and became a well-regarded charter management organization in California. Before joining the charter schools movement, Ref worked in the business sector and as a teacher and administrator in Catholic parochial schools. Ref served on the Board of the California Charter Schools Association for four years during a critical stage in the organization's foundation and growth. He currently serves on the Boards of Partnerships to Uplift Communities, Green Dot Public Schools, and the Alliance for a Better Community. Ref is adjunct professor in the School of Education at Loyola Marymount University, a fellow of the Aspen Institute-NewSchools Entrepreneurial Leaders for Public Education, and selected to the German Marshall Fund's Marshall Memorial Fellowship Program, Class of 2011. Ref holds a doctorate in Educational Leadership from Fielding Graduate University in Santa Barbara.

Bruce Corwin

Bruce is Chairman and CEO of Metropolitan Theatres Corporation, a circuit of 80 theatres in California and Colorado. Twenty-five years ago, Bruce and a handful of others gave birth to the Children's Museum in his living room. Past and present honors include: membership on Mayor Tom Bradley's Blue Ribbon Committee of 40, presidency of the Coro Foundation National Board of Governors, a trustee of the California Community Foundation and the recipient of the prestigious Pioneer of the Year Award from the Foundation of Motion Pictures Pioneers.

Mike Roos

Mike Roos is Founder and Chief Consultant of Mike Roos and Company, a public affairs management company founded in 1999. Mike Roos and Company specializes in government relations, corporate issues management, media relations and ballot measure campaigns. Previously, Mike Roos served as President and CEO of LEARN, a coalition of civic leaders and representatives of Los Angeles' diverse education, ethnic, business, labor, academic, religious and social advocacy constituencies organized in 1991, to implement systemic reform and restructuring within the Los Angeles Unified School District. A political strategist and legislative leader in California for over 14 years, he served as a member of the California State Assembly from 1977 to 1991. In his second legislative term, he was chosen by his caucus as Majority Floor Leader. He served in that position for six years until he was elected by the 80-member body as Speaker Pro Tempore of the State Assembly. Some of Mr. Roos' major legislative achievements include the Roberti-Roos Weapons Control Act of 1989 – landmark legislation banning assault weapons, and the Mello Roos Community Facilities Act of 1982, which provided local government with an innovative, alternate method of financing basic and much needed public facilities.

All AACPS governing board members as well as officers have completed resumes and questionnaires, which are located in Appendix A.

Selection/Election of Board Members

The existing Board of Directors will bring candidates to the attention of all current Board members to consider for election. A candidate's resume will be presented along with a written statement of the "nominating" member, defining why the candidate is a fit for the Board's needs. If any Board members have questions or want to meet the potential member, the nominating Board member will

facilitate such a meeting. If support exists, a formal nomination will be made and put forth to the Board for a vote at the next Board meeting. A new member of the board is elected by majority vote.

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

C. Responsibilities and Duties

The Board of Directors will have the responsibilities and duties including, but not limited to the following:

- 1) Upon submission of the Parent Advisory Council's recommendations, make final hiring decisions regarding administrative positions.
- 2) Hire a nonaffiliated auditor to monitor the performance of AACPS' Board and administrative team, to inspect all records, and to review planning and execution of all student testing activities.
- 3) Provide fiscal accountability by approving and monitoring the budget.
- 4) Monitor health and safety policies.
- 5) Acquire, use, and maintain facilities.
- 6) Oversee implementation of curriculum.
- 7) Develop fundraising strategies.
- 8) Develop long-range strategic plans and yearly objectives.
- 9) Ensure effective organizational short term and long term planning.
- 10) Oversee effective use of school resources.
- 11) Contract an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- 12) Develop the school calendar and schedule of Board meetings.
- 13) Develop Board policies and procedures.
- 14) Review requests for out of state or overnight field trips.
- 15) Participate in the dispute resolution process and compliance procedures when necessary.
- 16) Approve charter amendments.
- 17) Approve annual fiscal and performance audits.
- 18) Approve personnel discipline (suspensions or dismissals) as needed.
- 19) Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- 20) Hire, supervise, evaluate and if necessary, terminate AACPS employees.

The Board of Directors may, by a majority vote of Directors, form committees (e.g., Executive Committee, Audit Committee, etc.) as necessary to conduct business. The Board may initiate and carry out any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which are not in conflict with the purposes for which AACPS has been established.

The AACPS Board of Directors will exercise its authority through the Chief Executive Officer. The Chief Executive Officer will provide comprehensive reports to the Board of Directors. The principals will be responsible for the day-to-day operations of AACPS.

Every voting member of the board has a right to participate in all discussions during meetings and may vote on all issues before the board. A quorum of 50% of the members must be present in

order for the Board to conduct formal business. Voting will be done either by verbal count or by ballot. In the event of a tie vote, the President of the Board of Directors will make the final decision. No Director shall be allowed to vote by proxy.

The Board of Directors will be responsible for providing fiscal accountability by approving and monitoring the budget and adopting all general policies. The Chief Executive Officer will also help ensure effective organizational planning by recommending to the Board long-range goals and annual objectives, presenting to the Board the general policies such as health and safety, use and maintenance of facilities, and fundraising, adhering to federal and state laws, and overseeing that school resources are managed effectively. The CEO will also manage and maintain the quality of leadership through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff. A copy of the AACPS Fiscal Policies and Procedures Manual can be found in Appendix L.

The Board will also visit each school site during an annual Board Visit Day. This time will be spent visiting classrooms, talking with staff, receiving input and feedback, and becoming familiar with school concerns. At the end of this day, the input will be included in the board goals for the following year.

D. Board Meetings

The Board meets a minimum of 10 times per year, including an annual meeting in July, and sets other meetings, as deemed necessary. The Chairman of the Board is responsible for ensuring that AACPS complies with the Brown Act. All meeting notices, including those for special meetings, will be posted in a public place, on the school message board and on the school website for the benefit of parents and other interested persons, at least 72 hours before meetings so that any interested person wishing to attend is made aware of and able to plan his/her attendance at such meetings. Per the Brown Act, should the means of any meeting be by teleconference, each teleconference location must be fully accessible to members of the public. This means that members of the body who choose to utilize their homes or offices as teleconference locations must ensure that at least one of these locations is in the jurisdiction of AACPS and open these locations to the public to accommodate any member of the public who wishes to attend the meeting at that location. Moreover, members of the public must be able to hear the meeting and testify from each location. Finally, the teleconference location must be accessible to the disabled. The meeting minutes will be recorded and accessible to interested persons at each school site.

On an annual basis, all Board members will attend a Board conference that includes training on roles and responsibilities, self-evaluation, effective board leadership, and will be updated on state regulations that may impact the schools. In addition, the schools will contract with an outside organization to provide extensive training on implementing the Brown Act and Non-Profit Corporations Code, as well as Robert's Rules, and Conflict of Interest training, including the Political Reform Act and Government Code 1090. In addition, AACPS will invest in the ongoing education of its leadership team through participation of all administrators and some instructional staff in the UCLA Charter School Management Certification Program.

Posting of all meeting notices/distributing agendas

All Board and special meeting notices, minutes, and agendas will be posted on the school message board and on the school website in order to allow 72 hour access for public viewing (*NOTE: Special meeting agendas will be posted at least 24 hours in advance*). Additionally, Board meeting and special meeting notices and agendas will be posted on the school message board at AACPS and on the school website in order to provide local access during business hours. It is the intention of AACPS to post the Board meeting and special meeting notices, agendas, and minutes

on the school message board and on the school website in order to create another avenue for public access.

Recording board actions

The Board Secretary of AACPS will record, in writing, all Board Actions. The Board Secretary is the custodian of the records, and the Board Secretary's signature is affixed to all duly executed documents. All records of Board Actions (e.g., minutes, resolutions, etc.) are kept at the principle office of the corporation.

E. School Leadership

The Chief Executive Officer (CEO)

The Chief Executive Officer shall embody, advocate, and put into operation the mission, vision and educational philosophy of Apple Academy Charter Public Schools. The CEO shall oversee all aspects of the school's programs, including financial, operational, educational operations, and strategic planning.. See Element 5: Employee Qualifications for a detailed job description of the Chief Executive Officer.

The Chief Academic Officer (CAO)

The Chief Academic Officer will oversee the academic program and actions of AACPS that advance the mission of the school, including the oversight and implementation of a robust and challenging curriculum, with specific considerations for special population students (i.e. Special Education, English Language Learners, struggling students, etc.) and the rigorous professional development of all staff. The CAO will also assume the role and responsibilities of Principal until such time that administrators can be hired. See Element 5: Employee Qualifications for a detailed job description of the Chief Academic Officer

Chief Operating Officer (COO)

During the first year of operation, AACPS will contract with outside agencies, to the extent possible to provide necessary non-education related services with the exception of on-site financial management. This will enable the staff to focus their energies in their specialized areas of expertise. Therefore, an outside service provider will be selected to provide the following services: account set-up, payroll, compliance reporting, vendor contract negotiations and management, purchasing and budget development and forecasting, human resource services, tap all available funding sources, avoid penalties, and eliminate waste, fraud, and abuse. The accounting system identified by the organization will possess adequate internal controls and follow generally accepted accounting principles. During the first year of operation, the CEO will supervise all personnel related to the business/operations management, including outside agencies and the on-site financial manager. The Chief Operating Officer will be hired in Year 2 and take over all business and operation management responsibilities.

Advisory Council (AC)

The Advisory Council will consist of representatives from each AACPS site: one parent and one teacher. One administrator will represent all administrators. In addition, two community members will be invited to join the Advisory Council. The Advisory Council will provide suggestions and recommendations to the AACPS' School Board on issues including, but not limited to, budgeting, curriculum, personnel, school policies, school/community participation, and the general direction of AACPS. Advisory Council members are required to attend all scheduled AACPS Advisory Council meetings.

The parents, and teachers from each AACPS school site will nominate and elect the representative from their constituency. The AACPS administrators from AACPS' school sites will nominate and elect their one administrative member of the Advisory Council. The Board of Directors will select and invite the two community members based on nominations from school sites and the board. One Board member will attend the AC meetings on an ex-officio basis. In addition, there will be one elected alternate for each constituency who will serve if the elected parent, teacher and/or administrator cannot attend an Advisory Council meeting.

Responsibilities and Duties:

- AC will serve as a liaison between parents, teachers, and administrators and the AACPS Board.
- AC will remain well informed of AACPS' mission and goals, and will take part in shaping a student, parent, and teacher led AACPS.
- AC members will attend all scheduled AC meetings, or else inform their alternate to attend in their place. Excused absences for either the regular member or the alternate should be made 24 hours in advance.
- AC will maintain confidentiality of AC discussions as deemed necessary.
- AC will interview and advise the Chief Executive Officer, the Chief Academic Officer, and individual site principals with their recommendations for mentor teachers for the Peer Assistance and Review Committee, and will submit their recommendations to the Chief Executive Officer for final approval.
- AC and the Chief Academic Officer will interview and select the Grade Level Lead Teacher for kindergarten through grade five.
- AC members may not serve on both AC and the AACPS' Board.

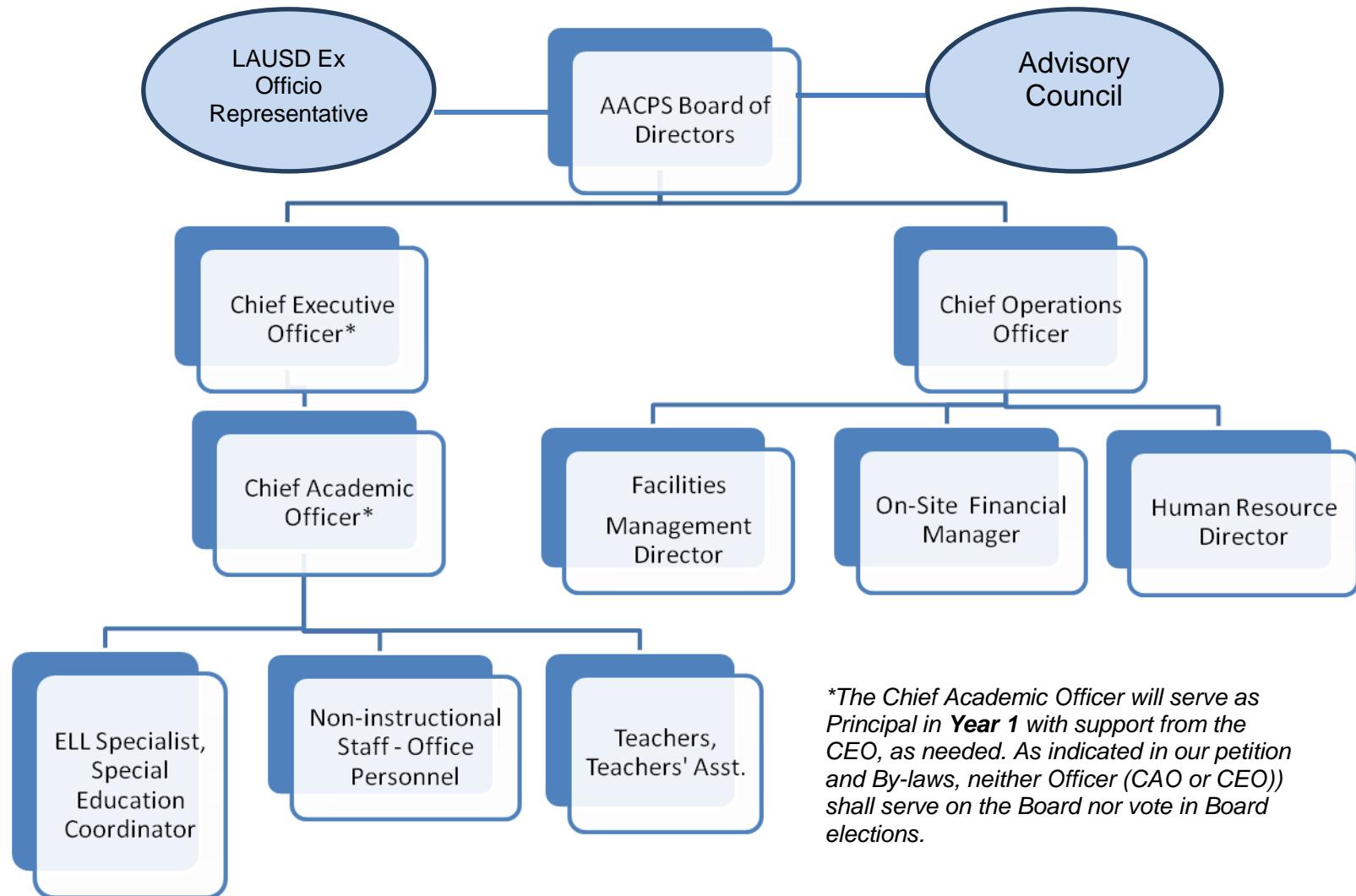
Advisory Council Selection

- AC members will serve on the Advisory Council for one year terms.
- elections for new AC members will be held the first week of June, as necessary. Ballots will be developed from the nominations of each constituency and the appropriate voting members will submit one secret written ballot.
- AC members may be re-elected twice, for a total service time of up to but not exceeding three years.

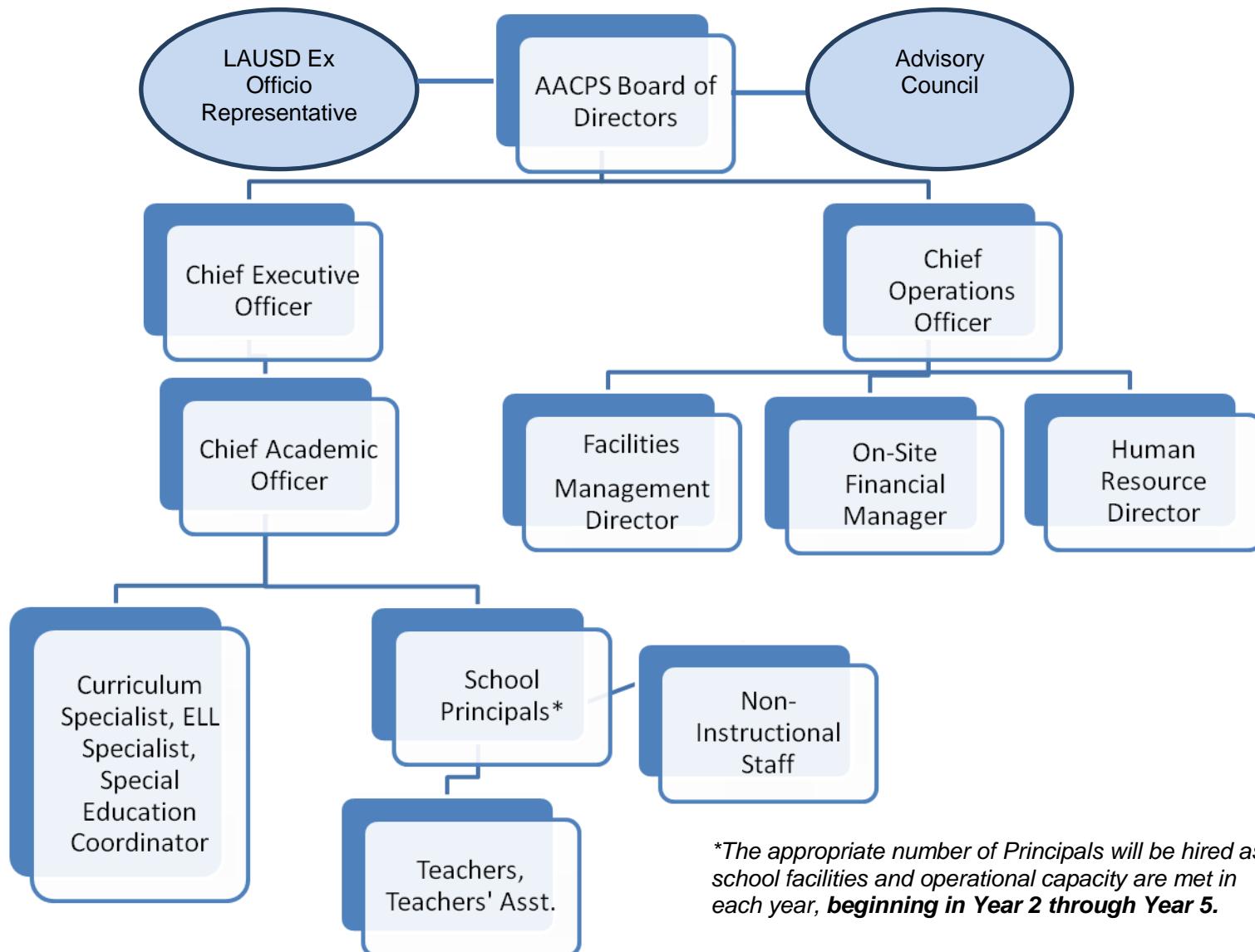
F. Organizational Chart

The governance structure and internal organization of leadership and management at Apple Academy Charter Public Schools has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the AACPS mission of nurturing the successful development of all children who attend the school. The organizational structure of AACPS was developed based on the recommendations and best practices of other highly successful charter schools and similar organizations and meets all legal and District mandates.

The following charts illustrate our Organizational Structure during Year 1 and Years 2 through 5:



**The Chief Academic Officer will serve as Principal in Year 1 with support from the CEO, as needed. As indicated in our petition and By-laws, neither Officer (CAO or CEO)) shall serve on the Board nor vote in Board elections.*



*The appropriate number of Principals will be hired as school facilities and operational capacity are met in each year, **beginning in Year 2 through Year 5**.

Public Operating Principles/ Brown Act

Members of the AACPS 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.. AACPS has adopted a conflict of interest code that complies with the Political Reform Act and Government Code 1090. The Conflict of Interests Code Policy is included in Appendix H.

The Board of Directors at AACPS will receive Brown Act, Robert's Rule, and Conflict of Interest training, including the Political Reform Act and Government Code 1090.

Parent Engagement

At AACPS, parents play a significant and vital role in the promotion of improving student achievement and are an integral component of their child's educational journey. Being mindful of this fact, AACPS will seek to involve parents in the educational process by proactively pursuing their input and feedback on school issues and providing workshops on various educational topics. The Board of Directors has empowered the AACPS' Advisory Council to help develop school policies without decision-making authority. . Parents on the Advisory Council will continuously report on parent activities, and will organize parents to make policy recommendations.

- Parents will be actively engaged in the development of the school as members of the Advisory Council.
- After the admission of a student, the parent(s) and the student will meet with the principal, if they are enrolled in the school after the fall Parent Orientation.
- Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.
- Each parent will be provided documentation created by AACPS detailing their responsibility and expected commitment to support student learning and the academic goals of AACPS.
- Parents will be encouraged to volunteer to support the school and to participate as mentors.
- Parent-teacher conferences will take place three times per year.

School Site Assurances

- 1) Principals will engage in a process to develop models of shared distributed leadership, with teachers, in conjunction with the Chief Executive Officer.
- 2) Principals will have the autonomy to schedule professional development opportunities that they deem appropriate for their staff and the needs of their student populations.
- 3) Principals will have the autonomy to access and control the budget for their school site. Principals will maintain accurate records of all financial transactions and submit them to the On-Site Facilities Manager and back office staff for processing. Principals will submit a monthly and annual budget to the-Advisory Council, Chief Operations Officer, and Chief Executive Officer for overview and transparency.
- 4) Principals will have the autonomy to manage the school's deployment of human and hard resources. Principals will submit evidence of this deployment to the Chief Operation Officer and the Chief Executive Officer for overview and transparency.

- 5) Teachers will have the autonomy to work with the Chief Academic Officer and the Chief Executive Officer in scheduling professional development that they deem valuable to best meet the needs of their scholars.
- 6) Teachers and principals will have the autonomy to look into the researching of new textbook adoptions, and programs that support the improvement of AACPS existing curriculum (e.g. Thinking Maps, Write...From the Beginning, Singapore Math). Teachers and principals must then submit their proposals to the Chief Academic Officer and the Chief Executive Officer for final approval.
- 7) All principals, teachers, and support staff will be allowed to research and submit proposals to the Chief Academic Officer and the Chief Executive Officer to attend professional development seminars that they deem appropriate and beneficial to the AACPS' scholars.
- 8) Individual teachers, with the approval of their principal, the Chief Academic Officer, and the Chief Executive Officer, with a recommendation from the Advisory Council, will be allowed to modify their curriculum in a way that best serves the interests and the needs of their scholars (e.g., novel study in place of California Treasures).
- 9) AACPS' stakeholders will reach out to local schools with successful academic programs to in order to gain insight into other curriculum and instructional models, and to build and develop collaborative relationships.
- 10) AACPS will actively pursue having at least 10% of its teaching staff begin the Take One portion of the National Board Certification process by the end of the 2011-2012 school year.
- 11) Establishing of Peer Assistance and Review Committee.
 - a. Every AACPS site will have a Peer Assistance and Review Committee. This committee will consist of two mentor teachers and the principal of that school site.
 - b. All teachers are welcome to apply to be on the Peer Assistance and Review Committee. Their applications will be reviewed and final assignments decided by the Chief Executive Officer and the Chief Academic Officer, with consultation of the individual school site principals.
 - c. The purpose of the Peer Assistance and Review Committee is
 - Help give guidance and assistance to struggling teachers
 - Help develop a comprehensive evaluation system.
 - This evaluation system will be differentiated and have a different focus for new teachers, mid-career teachers, and veteran teachers.
 - Assist the principal in evaluating teachers.
 - If assigned to a struggling teacher, the mentor teacher will meet with and/or observe the struggling teacher at least once a week for a minimum of two hours

Grievance Procedure for Parents and Students

AACPS 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 AACPS alleging its noncompliance with these laws or alleging any

actions which would be prohibited by these laws. AACPS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

AACPS 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.

AACPS 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 -LAUSD Specific Language

AACPS 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 -LAUSD Specific Language

AACPS 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.

AACPS 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 -LAUSD Specific Language

Notification is to be made to the Innovation and Charter Schools Division in writing 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 AACPS.

Amendments

Any amendments to this charter will be made by the mutual agreement of the governing boards of AACPS and LAUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code § 47605.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Apple Academy Charter Public Schools believes that all persons are entitled to equal employment opportunity. AACPS 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.

To that end, it is expected that all employees, classified and certificated, will embrace the vision and mission of the school and share in its goal for educational excellence for all. AACPS shall comply with the requirements for hiring of teachers and paraprofessionals as specified by the No Child Left Behind Act (NCLB). It is the intent of the school to recruit teachers through extensive recruitment efforts such as job fairs, postings on Ed-Join or other similar websites, and recruitment from universities. Based on the strength of the written applications, a phone or face-to face interview will be scheduled and conducted by a panel of selected Board Members, administrative members, and grade-level appropriate teachers. After the formal interview, if the panel members agree that the candidate embodies our mission, vision and educational philosophy, a demonstration lesson will be scheduled. A demonstration lesson rubric, which will be developed by the Board and School Leadership Team, will be used to assess candidates on instructional strategies, classroom management, interaction with the students, and the effectiveness of the lesson. If the candidate qualifies, an offer of employment will be made.

All employees must furnish or be able to provide:

- Medical clearance of communicable diseases and tuberculosis.
- Fingerprinting and the service fee to the Department of Justice for criminal record check. No employee shall commence employment at the school until clearance has been obtained from the Department of Justice.
- Full disclosure statement regarding prior criminal record.
- Documents establishing legal status.
- Sign-off on Child-Abuse Policy.

Employees shall not begin work until all of the above is processed and cleared.

All teachers at AACPS shall be "highly qualified" and will be required to possess a CTC-issued credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold.

Once hired, teachers at Apple Academy Charter Public Schools will be expected to:

- Embody the mission, vision and educational philosophy of AACPS as well as the goals and expectations of the school
- Provide a safe, nurturing and peaceful classroom environment that reflects the academic program described in the AACPS charter
- Provide a high-quality and highly effective curriculum

- Utilize educational technology in the classroom to facilitate learning and enrich the curriculum
- Participate in the process of data analysis and the continual assessment of student progress in order to make relevant instructional decisions to meet the needs of students
- Maintain accurate and timely records
- Regularly collaborate with peers to facilitate professional and personal growth of self, grade level, and school
- Continually seek professional growth according to the instructional and programmatic priorities of the school
- Promote open communication with parents and community members through daily actions
- Maintain regular, punctual attendance as a model to students

Teacher Evaluation

Teachers will be evaluated annually using a comprehensive system of multiple measures of performance. The evaluation system created by AACPS will ensure be designed to support teacher development and professional growth to ensure that our teachers are highly effective and wish to remain at AACPS. Teachers can expect to be assessed upon several components, including but not limited to:

- A framework for teaching (e.g., Charlotte Danielson)
- The California Standards for the Teaching Profession
- Fulfilling the goals and objectives that have been self-identified in their Individual Development Plan (IDP)

The site principal will be responsible for meeting with each individual teacher in the first month of each year to develop in collaboration with the teacher, an Individual Development Plan. This plan will outline the professional growth desires of the teacher in conjunction with the goals and objectives of the instructional program. This document will be revisited at least twice per year, during the observation/feedback conference sessions.

Each teacher will be formally observed at least twice per year by the principal and a conference will be held to discuss the teacher's performance and the academic progress of the students in their classroom. Teachers will receive feedback from the principal regarding their effectiveness in all aspects of their responsibilities (e.g., classroom instruction, parent communication, planning, collaboration, professional growth, etc.).

All teachers will be expected to maintain professional portfolios that contain elements that demonstrate their responsibilities as described above. These elements will include evidence of: instructional planning, including short and long-term goals, interdisciplinary units, and lesson studies, data dashboards and data-driven decisions based on analytical work; student work samples, action research and other collaborative efforts; and parent communication.

All teachers will be involved in the AACPS recertification process based on their annual performance. Teachers hired at AACPS will agree to this process when they accept our offer of employment and will indicated in writing on their contract. The recertification process is designed to ensure that each teacher is given every opportunity to become a highly effective and qualified teacher. While the recertification process has yet to be fully designed, it will have the following basic principles:

- When a teacher has received three consecutive years of proficient or better performance, they will be granted three full years of tenure.

- Every year, tenured teachers will be expected to continue their professional growth based on the agreed upon goal and objectives of their IDP.
- During the third year of tenure, teachers will collaboratively develop a master plan for development in conjunction with the principal and a master teacher, to develop above and beyond the professional growth they have been involved in since being hired
 - Based on the professional aspirations of the teacher and the recommendations of the principal and master teacher, the master plan will allow the teacher to expand into leadership roles and make major contributions to education at AACPS and beyond.

When a teacher does not receive a proficient or better rating of performance, s/he will be required to participate in a comprehensive plan of assistance. Should the teacher after participating in our comprehensive plan of assistance, fail to perform at a level of proficiency, s/he will be relieved of his/her responsibilities at Apple Academy Charter Public Schools.

Any tenured teacher who is released from his/her responsibilities at Apple Academy Charter Public Schools will have the right to binding arbitration. S/he will have a maximum of three working days to request binding arbitration in writing, by submitting his/her request to the CEO and union representative, if any. The CEO, teacher, and union representative, if any, will select an arbitrator from a list of arbitrators, who are willing to conduct an expedited process, and have been previously vetted by Apple management and a union representative, if any. Names of the arbitrators will be ranked using a blind selection process for equitable access. The process of binding arbitration will take no less than 10 days and no more than 30 days, for any case. The decision of binding arbitration is final and no further action can be taken by any party to the arbitration. The parties agree to share the costs of the arbitration and the arbitration process, in a fair and equitable manner.

The teacher may also request to continue working until the arbitration is completed. This request will go to the site principal and the union representative, if any, within three working days of the issuance of the notice of termination. If approved, the teacher will be allowed to work at his/her former site in a non-classroom, non-teaching role, until the arbitration is complete. If the site principal objects to this arrangement, the teacher may request, in writing within three days of the denial, a review by the CEO and CAO. The CEO and CAO will review and make a final decision, within 24 hours, in writing. If the principal is overruled, the teacher will be placed at a different location to perform non classroom non-teaching duties until the completion of the arbitration.

Job Descriptions and Qualifications

ADMINISTRATIVE TEAM

The Board of Directors is responsible for hiring and evaluating the Chief Executive Officer (CEO). The assigned Board members and the CEO is responsible for hiring and evaluating the Chief Academic Officer (CAO) and Chief Operations Officer (COO). The CEO, CAO, and Human Resources are responsible for hiring administrators. The CEO, CAO, and assigned Board members are responsible for evaluating the administrators. The CAO and administrators are responsible for recruiting, mentoring, and monitoring the certificated and classified staff.

Procedures for evaluation criteria as well as how hiring decisions are made will be developed by the AACPS' administrative team and Board members.

CHIEF EXECUTIVE OFFICER

The Chief Executive Officer reports directly to the Board of Directors of the AACPS.

Job Qualifications:

- Master's degree or equivalent experience is required
- Prior management experience.
- Demonstrated written and oral communication skills.
- Ability to provide leadership to a diverse group of people.
- Ability to handle multiple simultaneous tasks and to function well under pressure.
- Working knowledge of developing, maintaining and supporting computer software.
- Experience formulating objectives, standards, and procedures.
- Knowledge of negotiation and administration of contracts and legal aspects of a corporation.
- Working knowledge and experience developing budgets and using cost control techniques.
- Experience managing and evaluating technical and supervisory personnel in a data processing environment.

Responsibilities and Duties:

- 1) Under the direction of the Board of Directors, hire and manage the Chief Academic Officer, Chief Operations Officer, and other AACPS staff
- 2) Create, schedule trainings for, and support the new AACPS' Board of Directors.
- 3) Manage the ongoing finances of AACPS'.
- 4) On behalf of the board, support an annual outside audit of the finances of AACPS.
- 5) Lead fundraising and other resource development activities.
- 6) Oversee the external back office service provider.
- 7) Lead strategic planning efforts.
- 8) Manage relationships with major stakeholders.
- 9) Facilitate the creation of the Advisory Council.
- 10) Facilitate the creation of the Peer Assistance and Review Committees.
- 11) Develop a Community Outreach and Involvement Program.
- 12) Hold monthly meetings for parents, teachers, administrators, and other stakeholders during which the CEO will update everyone about AACPS' status so that there is transparency.

HUMAN RESOURCES DIRECTOR

The Human Resources Director reports directly to the CEO.

Job Qualifications:

- Bachelor's Degree required.
- Master's Degree in Human Resources Management or a related degree or CA Administrative Services Credential is preferred.
- 4 years experience in increasingly responsible and varied experience in the Human Resources field, including supervisory experience, is required. School district experience preferred.
- Ability to lead and develop collaborative working relationships with a variety of stakeholders is essential.
- Technical knowledge required relative to principles of labor law, employee relations, personnel services, supervision and training is required.
- Experience and training in personnel administration, labor relations, and negotiating as it applies to both Certificated and Classified bargaining units.

Responsibilities and Duties:

- 1) Coordinate and manage the school's staffing as well as wage and salary development.
- 2) Coordinate the teacher certification process.
- 3) Coordinate the staff development process in the District.
- 4) Provide assistance to certified personnel who re-certify using Master In-service Points (MIP).
- 5) Provide advice to the Chief Executive Officer and the Board of Directors as to the personnel status of the school system and the wise use of personnel resources.
- 6) Coordinate and manage the function of personnel services for AACPS including, employment, reappointment, performance appraisal, contracts, counseling, personnel research, unemployment compensation and retirement systems.
- 7) Assist in the preparation of the AACPS Board meeting agendas, preparing action items of routine and priority nature, as well as timely reports.
- 8) Supervise the evaluation process of all personnel.
- 9) Coordinate and manage the process of selection of central staff and school administrative personnel.
- 10) Assist the Chief Executive Officer in organizational analysis and development.
- 11) Coordinate and manage the development and implementation of personnel policies and procedures.
- 12) Plan, direct and monitor the application and employment process of certificated and classified employees.
- 13) Assist with the orientation program for new teachers.
- 14) Conduct employee adjustment counseling when desired or required.
- 15) Prepare personnel reports and coordinate record keeping.
- 16) Serve as advisor to supervisory personnel in the resolution of personnel problems.
- 17) Coordinate the development of job descriptions and evaluation systems.
- 18) Coordinate and monitor the position control system.
- 19) Conduct employment interviews along with Administrative Staff for teaching personnel when required, exit interviews for retiring personnel, and other conferences related to the personnel function.
- 20) Prepare all required reports and maintain all appropriate records.
- 21) Assist in the development of policies relating to in-service.
- 22) Keep well informed about current trends in staff development.
- 23) Provide leadership and resources needed to develop in-service training activities.
- 24) Become a certified in-service trainer for selected component activities.
- 25) Serves as custodian of all regular and confidential personnel records.
- 26) Perform other incidental tasks consistent with the goals and objectives of this position.
- 27) Prepares Human Resources Department Comprehensive Plan and budget.

CHIEF ACADEMIC OFFICER

All duties herein will be done with and under the direction of the Board of Directors and the Chief Executive Officer:

Job Qualifications

- Master's degree required in special education, reading, school psychology, educational psychology, curriculum and instruction, elementary education, communication disorders, or a related field in education.
- Teaching and administrative experience required
- Position requires four years of successful teaching experience and three years of successful site or district level administrative experience.

- Experience as an elementary school administrator preferred
- A strong working knowledge of current scientific research on beginning reading, mathematics, formative assessment, and foundational research methods.
- Evidence based content expertise in academic learning, reading and math, or related areas
- Established knowledge and experience in both traditional and technology-enhanced professional development
- Strong organizational, computer, and verbal communication skills
- Ability to work effectively with faculty, staff, and students from a variety of diverse backgrounds.

Responsibilities and Duties:

- 1) Communicate regularly with the administrators concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- 2) Serve as instructional leader with oversight of curriculum development and student assessment (internal and external).
- 3) Implement effective internal assessment systems to monitor academic progress of students throughout the year.
- 4) Implement and oversee systems for data analysis of all internal and external assessments. Ensure curriculum alignment with standards for the state of California.
- 5) Seek and share curriculum practices from other schools, and professional journals.
- 6) Coordinate teacher recruitment and assist CEO in hiring process for all instructional staff.
- 7) Attend teacher meetings, support teachers, and facilitate positive faculty dynamics.
- 8) Facilitate regular school-wide staff meetings.
- 9) Articulate and model the school's values to students, families, staff and the community.
- 10) Oversee the management of all student academic records.
- 11) Collaborate with appropriate staff concerning student discipline and initiatives.
- 12) Collaborate with CEO concerning student achievement and student assessment.
- 13) Collaborate with administrators concerning all teaching staff.
- 14) Coordinates with school site leadership and serve as a liaison and resource in identifying training needs and/or coordinating professional development services
- 15) Design services (e.g. data management, fiscal responsibility, department forecasting, etc.) for the purpose of implementing professional development program activities that address identified training needs.
- 16) Maintain a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- 17) Monitor professional development services (e.g. consultant's course outcomes, training staff, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, department, and district objectives.
- 18) Participate in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- 19) Prepare a wide variety of written materials (e.g. reports, memos, letters, thank-you notes, refunds, name tags, sign-in sheets, class lists, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- 20) Process documents and materials (e.g. refunds, receipts, purchase orders, credit card charges, registration forms, etc.) for the purpose of disseminating information to appropriate parties.

- 21) Research a variety of information (e.g. courses, materials, training consultants, etc.) for the purpose of developing new programs that meet staff training needs.
- 22) Respond to inquiries for the purpose of resolving problems, providing information and/or referring to appropriate personnel.

ADMINISTRATOR/PRINCIPAL

The administrator/principal reports directly to the Chief Academic Officer.

Job Qualifications:

- Appropriate Administrative Credential required
- M.A. or M.S. required
- Minimum of four years of credentialed service required.
- Five or more years of teaching and administrative experience at the elementary level highly desirable.

Responsibilities and Duties:

The Principal will perform the following duties, but not limited to:

1. A management system and structure that insures effective communication, optimum utilization of school resources and efficient administrative organization will have been continuously and capably developed and implemented.
2. Research to assess school and community needs and concerns will have been conducted in an appropriate manner.
3. All school records and reports will have been maintained, monitored, interpreted and communicated in a timely and appropriate manner.
4. The instructional program of the school, suited to the needs of the students
5. The selection and utilization of instructional materials and supplies will have been completed in an appropriate and timely manner.
6. Test materials and data will have been appropriately coordinated, interpreted and disseminated.
7. The selection and assignment of certificated and classified personnel will have been satisfactorily completed.
8. The policies, practices, responsibilities and activities which affect the staff and the school will have been effectively communicated.
9. The professional growth of staff members, including in-service, will have been consistently encouraged and/or provided.
10. The school budget and fiscal operations will have been appropriately monitored and maintained.
11. The requisitioning of new equipment and supplies will have been appropriately coordinated.
12. Inventories of equipment and supplies will have been adequately maintained.
13. Use of equipment, supplies, utilities, buildings and grounds will have been organized and directed in an efficient manner.
14. Maintenance and use of buildings and grounds will have been appropriately coordinated.
15. Pupil personnel services will have been supported in a timely manner.
16. A system of attendance consistent with the policy of LAUSD .
17. The establishment and maintenance of an effective program of student discipline and control will have been consistently and meaningfully maintained.
18. Health and safety activities including fire and disaster drills will have been effectively conducted in a timely manner.
19. Interest and leadership in student activities will have been demonstrated.

20. The school operation of the lunch program will have been effectively maintained and monitored.
21. The educational program will have been effectively interpreted to the public.
22. Interest in community activities will have been satisfactorily exhibited.
23. Cooperation with law enforcement and other agencies will have been conducted in a satisfactory manner.
24. Parent participation and education will have been regularly encouraged and/or provided.
25. Assigned personnel will have been adequately supervised and appropriately evaluated.
26. Timely and effective communications regarding incidents and/or situations which might impact the school.
27. Active and consistent efforts will have been made to maintain or improve the external and internal image of school.
28. Significant Annual Objectives deemed appropriate by the supervisor will have been established.
29. Appropriate data in support of the status of Annual Objectives and Job Description elements will have been gathered.
30. Other duties assigned by the Chief Academic Officer will have been effectively accomplished.

TEACHER

The administrator/principal reports directly to the Administrator/Principal.

Job Qualifications:

- BA/BS from an accredited college or university required
- Possess Multiple-Subject Credential or credential/license from another state
- If Credential is not clear, be willing to attend a BTSA (or equivalent program) to clear credential
- ELL authorized (CLAD, BCLAD, LDS, BCC, or SB1969 certification, etc)

Responsibilities and Duties will include but are not limited to:

- 1) Provide a high quality standards-based instructional program
- 2) Furnish enrichment and remediation lessons when appropriate
- 3) Plan and prepare grade-level appropriate lessons
- 4) Adhere to instructional guides provided by administrative team
- 5) Provide continual assessment of student progress and maintain appropriate records
- 6) Actively seek professional growth opportunities
- 7) Promote open communication with all stakeholders in the school community
- 8) Adhere to all AACPS personnel policies
- 9) Maintain regular, punctual attendance
- 10) Possess knowledge of school curriculum

TEACHING ASSISTANTS

All teaching assistant duties herein will be under the direction of the Chief Academic Officer and Site-principal. Teachers will contribute in part to the evaluation of the teaching assistant for whom they are assigned. While teaching assistants are not required to hold credentials, will be NCLB compliant. They will be expected to demonstrate subject knowledge and the ability to work well with teachers, students, and parents as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Job Qualifications:

- AA degree or college semester unit equivalent
- Experience working with elementary-age children

Job Duties:

- 1) Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
- 2) Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
- 3) Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
- 4) Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
- 5) Enforce administration policies and rules governing students.
- 6) Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
- 7) Observe students' performance, and record relevant data to assess progress.
- 8) Organize and supervise games and other recreational activities to promote physical, mental, and social development.
- 9) Participate in teacher-parent conferences regarding students' progress or problems.
- 10) Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs.
- 11) Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
- 12) Attend staff meetings, and serve on committees as required.
- 13) Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education instructors.,
- 14) Help maintain computers in classrooms and laboratories, and assist students with hardware and software use.
- 15) Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
- 16) Type, file, and duplicate materials.
- 17) Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
- 18) Use computers, audiovisual aids, and other equipment and materials to supplement

ELD SPECIALIST

All duties herein will be done with and under the direction of the Chief Academic Officer:

Job Qualifications:

- Valid California Multiple or Single Subject Credential
- English Learner Authorization (BCLAD strongly preferred)
- Knowledge of and experience with second language acquisition, cultural adaptation, and instruction of English language learners
- Knowledge of current scientifically based research related to improving the academic performance of English Language Learners
- Knowledge of effective curricular materials and methodologies for English language learners
- Demonstrated experience with improving the academic performance of English language learners
- Demonstrated experience with providing technical assistance to teachers and schools

Responsibilities and Duties:

- 1) Assist school staff in analyzing data related to the academic performance of ELLs to identify the grade levels and content areas needing improvement
- 2) Provide high-quality professional development to classroom teachers, principals, administrators, and other school staff that is designed to improve the instruction and assessment of ELL students,
- 3) Evaluate the English language development program to ensure its basis in scientifically based research, and assess its effectiveness in increasing the English proficiency and academic attainment of ELLs
- 4) Recommend and implement changes to intensify or upgrade the structure and content of the English language development program, including use of ELD standards and standardized curricular materials, and serve as a resource to staff in implementing these program upgrades

SPECIAL ED COORDINATOR

All duties herein will be done with and under the direction of the Chief Academic Officer:

Job Qualifications:

- Possess and maintain a valid California Administrative or Supervisory Credential authorizing service K-12
- Possess a Clear Special Ed. Credential
- Minimum of 5 years as a teacher in a Special Education classroom
- Applicants must have three (3) or more years of comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is desirable

Responsibilities and Duties

- 1) Assists in coordination of a variety of programs and/or activities (e.g. meetings with parents, transfers of incoming student's special education documents, etc.) for the purpose of ensuring compliance with established guidelines.
- 2) Compiles data from a variety of sources (e.g. IEP meetings, student observations, special education teachers, school psychologist, etc.) for the purpose of complying with legal and/or administrative requirements.
- 3) Coordinates a variety of programs and/or activities (e.g. proper distribution of materials to special education departments, arrangements for IEP meetings, etc.) for the purpose of delivering services in compliance with established guidelines.
- 4) Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, etc.) for the purpose of ensuring accuracy of materials and complying with all federal/state/district regulations.
- 5) Observes special education students in classrooms for the purpose of reporting observed behaviors to school psychologist.
- 6) Prepares special education data reports for the purpose of ensuring LAUSD state and federal regulations and requirements are being met.
- 7) Responds to inquiries from a variety of internal and external parties (e.g. LAUSD staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- 8) Reviews MDA/IEP paperwork for the purpose of determining if all forms are completed and filled out correctly.

CHIEF OPERATIONS OFFICER

All duties herein will be done with and under the direction of the Board of Directors and the Chief Executive Officer, except for audit related functions for which purposes the COO will report directly to the Board of Directors

Job Qualifications

- BS in Business, Accounting or Finance; Master's Degree preferred
- At least five years of operations management experience
- Experience in elementary and/or secondary educational administration preferred
- Experience working in an urban school setting
- Previous charter school experience, a plus

Responsibilities and Duties:

- 1) Maintain and update PowerSchool student information system.
- 2) Maintain and update CALPADS information for entire organization.
- 3) Manage organization-wide insurance programs in conjunction with an external back office service provider.
- 4) Schedule trainings for school office staff.
- 5) Overview organization-wide student attendance records.
- 6) Overview organization-wide student meal records.
- 7) Process monthly payroll system through an external back office service provider.
- 8) Maintain accurate records of all financial transactions and submit them to the Chief Executive Officer for processing.
- 9) Ensure adherence to the school's fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors.
- 10) Conduct monthly meetings with the Advisory Council and the AACPS Board to review/account for budget variances across the AACPS sites.
- 11) Responsible for all donor relations, which includes: contacting potential donors, maintaining positive relationships through purposeful contact, successfully matching donor interest with the needs of the school, and ensuring accurate donor record keeping.
- 12) Review and recommend fund-raising events and activities for the school.
- 13) Develop, review, and update fund raising guidelines with the approval of the AACPS principals and the-Advisory Council
- 14) Work directly with grant writers to develop proposals for potential donors that match the vision and mission of AACPS.
- 15) Attend all AACPS Board meetings, and other meetings as requested.
- 16) Prepare and submit reports to the CEO, the LAUSD Board of Education, and the AACPS Board relating to the aforementioned items.

ON-SITE FINANCIAL MANAGER

All duties herein will be done with and under the direction of the Chief Operations Officer

Job Qualifications:

- 2 to 5 years of work experience in a related field
- Experience with bookkeeping, preparing financial statements, budget development, and payroll experience
- Strong working knowledge of government/education financial requirements for charter schools
- Strong MS Excel skills and financial modeling (familiarity with accounting software a plus)
- Financial analysis and problem solving skills
- Strong communication and interpersonal skills

- Thorough, detail-oriented and quality-conscious individual who can balance multiple assignments
- Commitment to education and knowledge of charter schools a major plus
- Ability to travel occasionally and work non-standard hours to attend evening board meetings, etc.

Responsibilities include:

- 1) Prepare budgets, monthly financial statements, including YTD income statements, cash flow statements, and variance analysis (including payroll)
- 2) Ensure that all school reports and disclosures comply with applicable governmental regulations, professional standards, and organizational policies.
- 3) Engage in frequent communication with the AACPS Board, the CDE, LAUSD, and other state and government agencies.
- 4) Lead special projects including but not limited to drafting charter renewals, and implementing budget model improvements.,

FACILITIES/MAINTENANCE DIRECTOR

All duties herein will be done with and under the direction of the Chief Operations Officer:

Job Qualifications:

- Experience in facility development planning
- Experience in general grounds maintenance and in the operation of cleaning equipment
- PHYSICAL REQUIREMENTS: Employees in this classification stand, walk, sit, stoop/bend, reach overhead, lift, carry, push and pull up to 100 lbs. without assistance, use fingers repetitively, use wrists or hands repetitively in a twisting motion, use both hands simultaneously, climb and maintain balance on ladders, speak clearly, hear normal conversation, stand and/or walk for extended periods of time, and see small details.

Responsibilities and Duties:

- 1) Develop a viable short-range facility plan for each school site.
- 2) Develop and implement a long-range strategic plan for facility usage.
- 3) Manage organization-wide insurance programs in conjunction with an outside back office service provider.
- 4) In conjunction with the AACPS site principal, will work directly with building and health inspectors in order to ensure compliance with local, state, and federal statutes.
- 5) In conjunction with the AACPS site principal, will maintain and update all contractor and construction records as well as occupancy permits, and leases.
- 6) In conjunction with the AACPS site principal, will work directly with architects and contractors on school construction and renovation projects.
- 7) Maintain accurate records of all financial transactions and submit them to the Chief Operations Officer and an outside back office service provider for processing.
- 8) Ensure adherence to organization's fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors.
- 9) Manage Los Angeles Unified School District Proposition 39 process.
- 10) Secure high quality and affordable facilities for all AACPS including initiating and implementing a capital campaign towards securing permanent site(s).
- 11) Manage, update, and maintain the organization's technology and musical supply and asset inventory.
- 12) Attend all AACPS Board meetings, and other meetings as requested.
- 13) Prepare and submit reports to the CEO, the LAUSD School Board, and the AACPS Board relating to the aforementioned items.

STAFF EVALUATIONS AND ACCOUNTABILITY

- 1) AACPS' CEO, CAO, and COO, with consultation of AACPS' parents, teachers, and principals will work together to create a fair and equitable evaluation process for classified staff, certificated staff, and administrative staff. This evaluation process will then become a part of AACPS' Charter.
- 2) Evaluation of teachers will be conducted by their school site principal, a mentor teacher, and the CAO at least once per trimester.
- 3) Should a teacher be deemed to be struggling, a mentor teacher will be assigned to the struggling teacher and will work with this teacher for a minimum of six months to address the deficiencies.
- 4) The struggling teacher will be allowed to choose their mentor teacher from the Peer Assistance and Review Committee with the approval of their school site principal. This will allow for greater collaboration, confidence, security, and effectiveness on the part of all involved stakeholders.

EMPLOYEE COMPENSATION

The Board of AACPSs will set salary rates for all employees on a salary scale. They will ensure that the compensation is comparable to the local surrounding districts in order to ensure AACPS recruits and maintains high quality employees.

ASSURANCES OF THE LAW

Non-Discrimination-Boiler Plate Language for LAUSD Charter School Petitions

AACPS believes that all persons are entitled to equal employment opportunity. AACPS 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.

Legal Requirement for Teachers

All teachers at AACPS shall be "highly qualified" and will be required to possess a CTC-issued credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(l).

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. AACPS will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the —highly-qualified requirements of staff.

Teaching assistants will meet NCLB criteria. Other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Copies of Credentials & Employee Records

AACPS will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

All credentialing documents will be kept and maintained on file with AACPS' Human Resources Director who will monitor them to ensure that they are renewed when appropriate. Additionally,

credentialing documents will be made available for inspection, if requested. Arrangements will be made with LAUSD for processing of credentials on a fee-for-service basis, if the need arises. LAUSD is under no obligation to furnish such services, if requested.

NCLB Compliance for Teachers and Paraprofessionals

The AACPS will only hire highly qualified teachers with subject matter competence. Teachers selected to insure that the needs of English language learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of Specially Designed Academic Instruction Expectations (SDAIE). All paraprofessionals will receive training as required by NCLB. All compliance documents will be maintained on file at AACPS and will be subject to periodic inspection by LAUSD.

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)

Facilities for AACPS

AACPS plans to use the facilities located at 4900 Western Avenue, Los Angeles, CA 90062, pending charter petition approval. The lease of Lewis Metropolitan Christian Methodist Episcopal Church of Los Angeles will consist of a net rental area of 7791 square feet, which is comprised of 4217 sq. ft. for exclusive use of the Education Building, 1992 sq. ft. of exclusive use of the "Main" Church Building and 1582 sq. ft. of shared space in the "Main" Church Building. The net rental area will be used to calculate the base rents and prorated share of the costs and operating expenses that are not specified in the least. The chart below summarizes the rooms, area and functions of each:

Room	Square Footage	Shared/Exclusive	Use
Main Church Building			
Six (6) Classrooms	1992	Exclusive	Individual Classroom
Fellowship Hall	2880	Shared	Morning Meeting, Cafeteria, After-school Program
Kitchen	194	Shared	Food Preparation
Pantry	91	Shared	Storage
Education Building	4217	Exclusive	
School Office			Office Functions
Storage Room			Storage
Six (6) Classrooms			Individual Classroom
Computer Room			Instruction
Music Room			Instruction
Bathrooms			Instruction
Teacher's Lounge			Teacher Space
Copy Room			Materials Preparation

The Lease term will consist of an initial five (5) year term, plus two renewal periods of five (5) years, exercisable at Lessee's option for a total of fifteen (15) years.

The base monthly rent shall be \$14, 600.00 (\$1.87 per square foot). This base rent increases at each renewal option (\$2.18-\$2.52 per square foot, respectively).

A security deposit of \$10,000 is required.

In addition to the above listed facilities, AACPS will apply for Proposition 39 sites.

Compliance

The health and safety of the entire school community at AACPS is a high priority. The school will follow all required safety regulations including emergency policies and procedures. AACPS will comply with all health and safety laws and regulations that apply to non-charter public schools.

Apple Academy Charter Public Schools will require that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F).

Apple Academy Charter Public Schools will provide for the screening of pupils' vision and hearing to the same extent as would be required if the pupils attended a non-charter public school

Apple Academy Charter Public Schools will provide for the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school

Apple Academy Charter Public Schools will require that all staff provide records documenting immunizations and TB testing for enrollment or employment in non-charter public schools

AACPS will adopt and implement a comprehensive set of health, safety, and risk management policies that assure the Charter School will:

- Require that each employee of the school submit to a criminal background check through the Department of Justice
- Require that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- Operate as a drug, alcohol, and tobacco free workplace
- Legally administer prescription medicine
- Require that each employee receive training for the prevention of contact with blood-borne pathogens
- Require that all enrolling students provide records documenting immunizations and TB testing for enrollment or employment in non-charter public schools
- Be housed in facilities that have received Fire Marshall approval
- 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.
- Present no substantial seismic safety hazard, as determined by a qualified structural engineer
- Utilize procedures for response to natural disasters and emergencies, including CPR, fires, earthquakes and lock-downs
- Report child abuse, acts of violence, and other improprieties as mandated by federal, state, and local laws
- In accordance with Title IV of the Safe and Drug Free Schools Act, policies will be adopted and implemented in order to focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students
- The school will comply with the Healthy Schools Act of 2000 – California Education Code Section 17608, which details pest management requirements for schools.” Additional information for LAUSD’s Integrated Pest Management program may be found at www.laschools.org/employee/mo/ipm.

AACPS, at its own expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire inspections and conditional use permits. AACPS will provide LAUSD with an appropriate Certificate of Occupancy 45 days prior to the opening of school.

AACPS will develop and implement additional policies as needed and appropriate in order to ensure the safe and secure operation of the school site. The policies will be reviewed on an ongoing basis and be updated annually.

AACPS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. AACPS 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.

POLICY SUMMARIES

AACPS will implement the following health and safety policies and procedures:

Drug Free, Alcohol Free, and Tobacco Free School Policy

- AACPS will be a drug free, alcohol free, and tobacco free school.

Employee Requirements

Apple Academy Charter Public Schools will require its employees to:

- Furnish the school with a criminal record summary as described in Ed Code 44237.
- Be examined for tuberculosis in the manner described in Education Code section 49406.
- Provide evidence of finger print clearance and medical clearance

All medical and judicial results will be reviewed by the administrative team prior to beginning employment

Fire Drills

- Fire drills will be conducted monthly
- Administrative team will maintain a record of fire drills conducted and include in the information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map
- Assigned personnel will take roll and provide a report for the administrative team
- Staff and students may return to the building after the “All Clear Signal” is sounded

Student Information System

- AACPS will maintain and secure information on all students within its Student Information System (SIS) in accordance with applicable state and federal laws.
- Only authorized staff will have access to student information
- It is the desire of AACPS to utilize the SIS system of LAUSD, Data Director provided by CCSA or another student information system that is aligned with AACPS data collection needs.
- Each year parents will complete duplicate emergency cards. One card will be kept on file in the main office. The other card will be kept by the assigned certificated staff member.

Earthquake Drill

- Earthquake “Duck and Cover” drills will be conducted quarterly
- Earthquake “Duck and Cover” with evacuation will be conducted semi-annually
- Administrative team will maintain a record of Earthquake drills conducted and include in the information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map

- Assigned personnel will take roll and provide a report for the administrative team
- Search and rescue teams and fire suppression teams will be assigned according to the school map
- An outdoor central control center will be established immediately upon evacuation
- Staff and students may return to the building after the “All Clear Signal” is sounded

Evacuation Plan

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the evacuation
- Upon verification, teachers and assigned personnel will proceed with their students as delineated in the evacuation map
- A code word for evacuation will be established by the administrative team
- Assigned personnel will take roll and provide a report for the administrative team
- Unassigned personnel will report to the administrative team for assignments
- Certificated personnel will remain with their students for the duration of the emergency
- Staff and students may return to the building after the “All Clear Signal”
- If students cannot return to the school:
 - The administrative will notify parents
 - Parents will sign-out students when picked up
 - A designated pickup area will be established for reunion

Lockdown Drill

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the lockdown
- If a member of the administrative team or staff member, utilizing his/her best judgment, believes a lockdown should be initiated, then it must be initiated
- A code word for lockdown will be established by the administrative team
- Assigned and unassigned personnel will gather students, lock classroom doors, take roll, determine missing students and telecommunicate with the administrative team
- Unassigned personnel will report to the administrative team for assignments
- Assigned and unassigned personnel will remain with the students for the duration of the emergency
- Staff and students may discontinue the lockdown after the “All Clear Signal”
- If students cannot leave the school:
 - The administrative will notify parents
 - Parents will sign-out students when picked up
 - A designated pickup area will be established for reunion

Student Prescription Medication

- Students requiring prescription medication during school hours will be accommodated
- Parents must have the appropriate forms, authorizations and instructions completed by their child’s doctor and on file in the health office
- Parents must bring the medication to the office in the original container, with the name of the prescribing physician, name of the student, and dispensing instructions.
- Designated staff will place medications in a locked cabinet
- Designated staff will record times for administration of medications
- For ongoing medications, designated staff will notify parents when two weeks of medication remain

Child Abuse and Neglect Reporting

- AACPS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. AACPS staff must report to the proper authorities if they suspect the following occurring to a student:
 - Neglect
 - Abuse
 - Sexual assault
 - Willful cruelty or unjustifiable punishment
 - Abuse in out of home care
 - Cruel or inhumane corporal punishment or injury
- The reporting staff member need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. If requested, the Director/Principal will work with all staff members to ensure that all appropriate steps are taken if a suspected child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Director/Principal and proper authorities. The first staff member to have primary knowledge of the suspected abuse will be responsible for providing all the necessary information and child abuse reports to the appropriate authorities, Department of Children Services (800-540-4000) and the Los Angeles Police Department.

Blood-Borne Pathogen Policy

- AACPS will comply with all applicable laws and regulations regarding blood-borne pathogens. To effectively eliminate or minimize exposure to blood-borne pathogen. AACPS will implement Universal Precautions.
- AACPS will observe the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, staff members shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.
- When necessary, AACPS will use available engineering controls to eliminate or minimize employee exposure to blood-borne pathogens.

Student Immunization Requirement

AACPS will require that all enrolling students provide records documenting immunizations to the extent required by law for enrollment in non-charter public schools. Records of student immunizations will be maintained.

Safety of Auxiliary Services

AACPS will ensure all Auxiliary Services (e.g. food services, transportation, custodial, hazardous waste etc.) will adhere to all rules and regulations in order to ensure the safety of the students and staff.

Certificate of Occupancy

AACPS agrees to adhere to the assurance of obtaining a certificate of Occupancy prior to school opening.

LAUSD District Required Language for Charter Petitions

Insurance Requirements – LAUSD – Specific Language

No coverage shall be provided to the AACPS by the District under any of the District's self-insured programs or commercial insurance policies. AACPS 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 AACPS from claims, which may arise from its operations. Each AACPS' location shall meet the below insurance requirements individually.

It shall be the AACPS' 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 ("Board of Education") 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 shall be 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 AACPS 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, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if AACPS does not operate a student bus service. If AACPS 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 AACPS to cover all AACPS employees who handle, process or otherwise have responsibility for AACPS 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 general 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.

* Coverages 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 AACPS' insurance primary despite any conflicting provisions in the AACPS' policy.*

Evidence of Insurance – LAUSD Specific Language

The AACPS 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 AACPS 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 AACPS.

Hold Harmless/Indemnification Provision – LAUSD Specific Language

To the fullest extent permitted by law, the AACPS 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 AACPS 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 AACPS, and their officers, directors, employees or volunteers. Moreover, the AACPS 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 Apple Academy Charter Public Schools will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. AACPS 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.

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

AACPS shall require all employees of the charter school, and all volunteers who will be performing services that are not under the direct supervision of an AACPS employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. AACPS 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. AACPS shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

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)

AACPS will be located at 4900 S. Western Ave., Los Angeles, CA 90062 in a single-family residence neighborhood in the Vermont Square area of urban South Los Angeles. There are a variety of small businesses and churches that surround this neighborhood. The demographics of this area are primarily African American and Hispanic/Latino. According to census data as well as data from surrounding schools, 90.5% of the student population is eligible for free/reduced lunch.

AACPS will recruit students of various racial and ethnic groups in the South Los Angeles area so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSDAACPS will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. It will also keep, on file, documentation of the efforts the school made to achieve racial and ethnic balance.

Our plan to achieve racial and ethnic balance includes a vigorous recruiting and outreach campaign as outlined in the next section of the petition. As mentioned in Element 1, our target population resides in South Los Angeles, in predominantly African American and Latino communities. We will ensure that families within the local neighborhoods are informed about the charter school and that they are readily able to pursue additional information about the programs and enrollment process at the school. We will follow all admission requirements and legal admission preferences available to us without instituting prohibited practices,

Methods to Advertise and Recruit

In an effort to maintain racial and ethnic balance, AACPS will use various mediums to advertise and recruit. We will advertise in local newspapers, pass out flyers, attend/hold school informational fairs, and publicize through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries. The school web site will also be used to reach those who "surf the Net."

In February 2012, AACPS will begin its outreach effort and recruitment by holding parent and community meetings, so that stakeholders may receive direct information about AACPS. Initial meetings will be held at the Lewis Metropolitan Christian Methodist Episcopal Church of Los Angeles, 4900 S. Western Ave., Los Angeles, CA 90062, since this will be our school location. In order to ensure access of information to parents and other members of the community, meetings will be conducted in English and Spanish. In addition, all flyers and advertisements are in English/Spanish. Parent volunteers will be asked to pass out flyers to assist us in the recruitment efforts for AACPS..

The locations for outreach and recruitment include but are not limited to:

- La Opinión Newspaper: Local newspaper targeting Hispanic/Latino families
- The Daily Breeze – Local newspaper targeting surrounding zip codes
- The Sentinel – Local newspaper targeting area and surrounding zip codes
- The L.A. Watts Times – Local newspaper targeting area and surrounding zip codes
- L.A. Focus – Local newspaper targeting area and surrounding zip codes
- Starbucks: Locally frequented business- 1850 W. Slauson Ave., Los Angeles, CA

- Exposition Park Library: Neighborhood Library-3900 S. Western Ave., Los Angeles, CA
- Vermont Square Library: Neighborhood Library- 1201 W. 48th St. Los Angeles, CA
- Vermont Square United Methodist Church - 4410 S Budlong Avenue, Los Angeles, CA
- Angeles Mesa Library: Neighborhood Library- 2700 W. 52nd St., Los Angeles, CA
- YMCA: Local youth and family development & education agency- 2501 W. Vernon Ave., Los Angeles, CA
- Wal-Mart- 4101 Crenshaw Blvd., Los Angeles, CA

In addition to the above locations, we will also recruit from local preschools and Head Start programs. We also intend to film and present a commercial broadcast pending cost comparisons. We will repeat our recruitment efforts each year, if space is available either from natural attrition or due to the growth of our school. Dates for recruitment will be set upon approval of this charter petition. Recruitment and outreach will take place primarily on Saturdays and during the evening hours.

Court-ordered Integration – LAUSD Specific Language

AACPS 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-LAUSD Specific Language

The District and AACPS 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 Apple Academy Charter Public Schools 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 memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending AACPS shall have the right to continue attending AACPS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to AACPS] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

AACPS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. AACPS will make

reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at the Charter 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 NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at AACPS under the NCLB-PSC program increases in subsequent years, AACPS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at AACPS.

Federal Compliance – LAUSD Specific Language

As a recipient of federal funds, including federal Title I, Part A funds, AACPS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. AACPS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes, AACPS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

AACPS also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Charter School Admissions - Education Code § 47605 (d)(2)(A)

Admission to AACPS is open to any resident of the state of California. All pupils who wish to attend AACPS are encouraged to apply. It is the policy of AACPS to be nonsectarian in its programs, admission policies, employment practices, and all other operations. AACPS shall 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. AACPS will admit all students who wish to attend and conduct a lottery if the number of student who wish to attend exceeds the school capacity.

AACPS actively recruits low-achieving and economically disadvantaged students by the act of placing the school in a location where there are overcrowded schools, low API scores, and schools that are identified as Program Improvement.

Admission Requirements

To attend AACPS, the students must be eligible for kindergarten through fifth grades. We will admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. In the event of a public random drawing, admissions preferences will be assigned to groups of students in the following order:

1. Students who reside in the Los Angeles School District
2. Siblings of students who reside in LAUSD and receive a seat in the lottery draw

Efforts to Recruit Low Economically Disadvantaged Students and Special Education

AACPS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Lottery/Public Random Drawing

If the number of students applying for admission exceeds the capacity of AACPS, attendance, except for existing students of AACPS, will be determined by a random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements..

1. *The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.* When interested parties inquire about enrollment in AACPS, they will receive (via fax, email, or in person) an interest application and a form detailing the lottery procedures, timelines, and location. This form is found in Appendix I.
2. *The method the school will use to verify lottery procedures are fairly executed.* On the day of the lottery, the school will post at the lottery location an alpha list by grade level the names of all students included in the lottery. The names will be posted two hours before

** During periods of eligibility for the Public Charter Schools Grant Program, this preference shall be limited to children of teachers.

the actual lottery in order to provide interested parties and opportunity to view the list. Names of applicants will be drawn publicly at random. As names are pulled from the lottery bin and announced, concurrently, a school administrator or designee will check off names on the alpha list by grade level. Additionally, if the Board of Directors deems it necessary, the entire lottery day process will be videotaped.

3. *The timelines under which the open enrollment and lottery will occur.* The open enrollment period will be approximately two months in duration and begin in February of each year. The lottery will occur on the last Monday in April of each year, following the close of the enrollment period. The lottery will be conducted at a time that is convenient for most interested parties in the evening hours, and will be open to the public. Interested parties may submit interest applications up until 12:00 p.m. on the Friday before the lottery.
4. *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 at the school site if the school facility can accommodate all interested parties. Should attendance be larger than the capacity of the facility, a nearby community venue that has the capacity will be utilized. When interested parties receive the interest application, they will also receive information detailing the lottery procedures, timelines, and location. Additionally, two weeks prior to the lottery the school will: (1) mail a reminder to interested parties about the lottery; (2) post signs at the school site to remind interested parties; (3) post a reminder to parents on the school website, if available. AACPS will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.
5. The first business day after the lottery, students whose names were pulled during the lottery will be notified by phone and mail. Parents/guardians will have 3 school days to respond to the notification, by contacting the school office manager through phone, email or in person, and 2 weeks to complete & submit the enrollment packet and other required documentation.
6. *The procedures the school will follow to determine waiting list priorities based upon lottery results.* On the day of the lottery after the available seats are filled by grade level, the lottery conductor will continue to pull names by grade level. The order in which the names are pulled from the lottery bin will be the order of the waiting list. The waiting list will be recorded by a school office personnel or designee. The waiting list will be posted for one week at the lottery location and the school site. As mid-year vacancies become available, interested parties will be contacted solely in the order of the waiting list.
7. *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.* The school will contact the interested parties by means of a telephone call and a certified letter to the address provided on the application. Once a school official (i.e., administrator or office manager) has spoken directly to an interested party to inform him or her of their promotion off the waiting list, then the interested party will have three school days to respond to the school, by phone, email or in person, in order to secure admission. The school will attempt to contact the parent/guardian for 3 consecutive school days. If no response is given, the school will move to the next name on the list.
8. *The records the school shall keep on file documenting the fair execution of lottery procedures.* The AACPS administration will record all dates and dialogue regarding admissions activity for each applicant within the database. The manual record of all lottery participants and their assigned lottery numbers will also be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's enrollment application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his/her enrollment application.

Enrolled Students

Before being eligible to begin school, all students and their parents or guardians will meet with a school employee to review the student handbook that includes information about the school policies. After reviewing the handbook, the student and parents will sign a form acknowledging the receipt of the school's expectations.

McKinney-Vento Homeless Assistance Act

AACPS 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 have equal access to the same free, appropriate public education as provided to other children and youths.

AACPS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

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)(l)

ACCOUNTING PRINCIPLES FOR FINANCIAL AUDITS

AACPS will ensure that annual, independent financial audits employ generally accepted accounting principles. The AACPS' Chief Executive Officer, Chief Operations Officer, and Board of Directors will engage an independent public accountant, certified by the State of California with experience in education finance, including knowledge of the Audit guide for Charter Schools, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The AACPS Board of Directors will be responsible for contracting and overseeing the independent audit. The COO and Financial Manager will gather, prepare, and organize documents, materials and other information requested by the independent public accountant.

Provisions of audit reports

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District by December 15th each year. The CEO will review any audit exceptions or deficiencies and report to the AACPS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent financial audit of the AACPS is public record to be provided to the public upon request.

Audit exceptions and findings

Apple Academy will address audit exceptions and findings within 21 days of receipt of the final reports. Board members and the Chief Executive Officer will review the reports and pertinent information/documentation and determine the appropriate steps to resolve exceptions or address findings. If the exception or finding is valid, it will be handled in one of the following manners:

- Paying in full and settling to the appropriate fund directly
- Entering into an agreement to pay (over \$50,000)
- Recovery of misused funds
- Initiating steps for prosecution

If the finding or exception is found to be invalid, the a third party auditor will be asked to review all documentation and work with the original auditor and the Board to resolve the issues.

Pursuant to AB1137, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- a. Provisional Budget – Spring prior to operating fiscal year.
- b. Final Budget – July of the budget fiscal year.
- c. First Interim Projections – November of operating fiscal year.
- d. Second Interim Projections – February of operating fiscal year.

- e. Unaudited Actuals – July following the end of the fiscal year.
- f. Audited Actuals – November following the end of the fiscal year.
- g. Classification Report – monthly the Monday after close of the last day of the school month.
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - For P1, first week of January.
 - For P2, first week of April.
- i. Bell Schedule – annually by November.
- j. Other reports as requested by the District.

Pursuant to AB1137, AACPS will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE).

Audit and Inspection of Records – LAUSD Specific Language

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 the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter 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 AACPS will develop and maintain internal fiscal control policies governing all financial activities.

Attendance Accounting

AACPS will utilize the reporting procedures of LAUSD unless a more efficient system can be employed or developed to satisfy the requirements of CDE, LACOE and LAUSD.

Student attendance cards will be updated daily. Office personnel will verify student absences. State school registers will be completed on a monthly basis. Required reports, classification and statistical, will be completed and submitted to the requesting agency.

Budget

AACPS' financial plan contains a budget and forecast for the first three years of operation, including monthly cash flows. Revenue allocations have been calculated on published information on the state direct funding model, and through the identification of any additional federal, state, and local funding for students in kindergarten through fifth grade. Our plan can be found in Appendix J.

Contract Development

AACPS reserves the right to utilize effective business practices in the contracting for services of all its operations. Therefore, whenever possible, contracts for services, equipment, and alterations/improvements will be available through the request for proposal process.

Tax Payments

AACPS will report to federal and state taxing authorities as required by law. AACPS will be responsible for payment of Social Security and all other applicable taxes.

Employee Related Insurance and Benefits

AACPS will furnish the following to all full-time employees:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Medicare
- Unemployment Insurance
- Long-Term Disability Insurance (after 120 calendar days)
- Workers' Compensation Insurance

AACPS will maintain and establish a reserve account to provide funds for medical, dental, and vision insurance to all qualified retirees. AACPS will participate in PERS/STRS/Social Security for qualifying employees. AACPS will use a retirement reporting system compatible with LACOE. AACPS accepts and understands their obligations to comply with specific sections of the Education Code 47611 (STRS) and 41365 (Revolving Loan Fund), and all the laws establishing minimum age for public school attendance.

District oversight costs – LAUSD Specific Language

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

Direct funding model

AACPS will utilize the direct funding model from the State Fund. All funds generated by AACPS will be deposited in the Los Angeles County Treasury. This will include, but not be limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. AACPS will apply directly for funds not included in AACPS categorical block. AACPS will enter into an agreement with LAUSD regarding funding and services for AACPS will abide by the provisions set forth in the NCLB Act.

LAUSD will transfer the appropriate percentage of funding in lieu of local property taxes to AACPS as per section 47635 (a) of the California Education Code. AACPS reserves the right to evaluate and change its election to receive funds on an annual basis. The school will notify LACOE and LAUSD by June 1st of the affected fiscal year if it opts for a change. AACPS agrees to maintain operational funding levels. AACPS agrees to develop a process for the responsibility of operations.

Balance reserves

Additionally, AACPS 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.

Funds will be held in a business checking account. AACPS will develop and maintain internal fiscal control policies governing all financial activities.

Special Education Revenue Adjustment –LAUSD Specific Language

In the event that AACPS 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 AACPS, AACPS authorizes the District to deduct any and all of the in lieu property taxes that AACPS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. AACPS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to AACPS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, AACPS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

AACPS 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 Apple Academy Charter Public School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSIONS

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

Discipline Policy

Apple Academy Charter Public Schools will create a safe, peaceful and nurturing environment where learning is paramount. To achieve this, we will adopt the LAUSD Discipline Foundation Policy adopted by the district in February 2007. With the guiding principles of the policy as a foundation, teacher leaders and administration will craft a formal discipline policy with an effective school-wide positive behavior support system. By July 2012, the Board of Directors will approve the policy which will be clearly articulated to students and their families during Family Orientation meetings and provided in writing in the Family/School Compact. Parents, students and school personnel will all sign to acknowledge their partnership and agreement. One copy of the signed document will be filed in the student's classroom portfolio, one will be given to the parent to keep at home and the original will be kept in the school office in a locked, secure file.

AACPS teachers and staff members will engage in conscious classroom management strategies to ensure scholarly student behavior and on task learning each day. Professional development will be provided before school begins each summer with ongoing opportunities for additional techniques. It is the goal of AACPS to have 95% of all students in school, every day, because the environment is conducive to learning.

AACPS will utilize the LAUSD Consequences/School Response Reference Guide to ensure that we have a system in place to handle misconduct appropriately, as a team. We will also develop a tiered approach to ensuring that the emotional and social needs of students are met through universal, selected and intensive strategies. The LAUSD documents outlining these processes can be found in Appendix K.

At AACPS, we will make every effort to avoid suspensions and expulsions, but in the event a suspension or expulsion is necessitated, all state and federal laws pertaining to suspensions and expulsions will be upheld. Students who present an immediate threat to the health and safety of others will be suspended or expelled. A written remediation plan will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, and provision for student's education while suspended.

Grounds for Suspension & Expulsion

:

Per California Ed Code Section 48900, a student shall not be suspended from school or recommended for expulsion unless the CEO, CAO or site principal at AACPS determines that the student has:

- While on school grounds
- While going to or coming from school
- During lunch period, whether on or off the school campus
- During, or while going to or coming from, a school-sponsored activity.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.

3. 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.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind and either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
8. Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
9. 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 (exception made for use or possession by a pupil of his or her own prescription products).
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1104.5 of the Health and Safety Code
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm.
15. Committed or attempted to commit a sexual assault or committed a sexual battery.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. Engaged in an act of bullying, including, but not limited to, bullying, committed by means of an electronic act, directed specifically toward a pupil or school personnel.

20. Aided or abetted the infliction or attempted infliction of physical injury to another person, (suspension only),
21. Committed sexual harassment, grades 4-12.,
22. Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, grades 4-12
23. Intentionally engaged in harassment, threats or intimidation directed against school personnel or pupils (grades 4-12).

Students will immediately be suspended and recommended for expulsion, without discretion, for any of the following, mentioned above, that occur at the school or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the charter school.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery, Possession of an explosive.

Process for Suspension and/or Expulsion

Notice to Parents

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the site principal shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school.

Informal Conference

An informal conference conducted by the CEO and/or Principal, will be held, with the student and the student's parent to discuss the circumstances relevant to the suspension. This conference may be omitted if the CEO and/or Principal determine that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted when the parent comes to pick up the student from school. If the school is unable to reach a parent or guardian after all avenues are exhausted, a notice may inform the parents that they are required to respond without delay, and that violation of school policy can result in expulsion from the school.

Determination of Length of Suspension

The length of the suspension will be determined by the CEO and/or Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive school days unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing. These materials will include in-class written assignments and homework; however, any written assessments missed by the student must be made up within a reasonable amount of time, determined by the teacher, if and when the student returns to his/her classroom.

Recommendations for Expulsion

If the CEO and/or Principal recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing conducted by an Administrative Panel. This determination will be made by the CEO/Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause, the hearing will be held within 30 days after the CEO and/or Principal determines that an act subject to expulsion has occurred.

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three-five certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and 1-2 Board members of the Charter School's governing board.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing will be forwarded by the CEO/Principal or designee, to the student and the student's parents, by email and certified mail, at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the CEO, CAO, and Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive a five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before

such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The CEO, Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; Notice of any appeal options; information about alternative placement options; the reinstatement eligibility review date and a copy of the Rehabilitation Plan.

Appeals Process

If a pupil is expelled, the student and/or the parent or guardian of the student may, within 10 calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

The written appeal shall be filed in writing, with the AACPS Board c/o David Cunningham Jr., Chairman, 4900 S. Western Avenue, Los Angeles, CA 90062. It shall include the following information:

1. Name of the expelled student

2. Contact address and telephone number of the student and/or parent/guardian
3. Name of respondent school board
4. Date of respondent school board's action to expel student
5. Ground(s) on which appeal is based

After receiving the formal written appeal, the Board shall hold the appeal hearing within twenty (20) school days. The members of the Board, who participated in the original expulsion hearing, will be excused from the appeal hearing. The Board shall hear the appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party. The Board shall render a decision within three (3) school days of the hearing. The decision of the Board shall be final.

A student and/or parent who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal the decision and the original order of expulsion will be imposed.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals, as long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil and/or parent shall submit a written request for a copy of the written transcripts and supporting documents of the proceedings from the Charter School simultaneously with the filing of the notice of appeal. The Charter School shall provide the student with the transcriptions, supporting documents, and records within 10 school days following the pupil's written request, unless impracticable.

LAUSD Specific Language

AACPS 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.

AACPS 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.

AACPS shall ensure the appropriate interim placement of students during and pending the completion of AACPS student expulsion process.

AACPS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. AACPS will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, AACPS 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.

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

If a student is expelled from AACPS, AACPS shall forward student records upon request of the receiving school district in a timely fashion. AACPS 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; and
- 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 student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Gun Free Schools Act

Apple Academy Charter Public Schools shall comply with the federal Gun Free Schools Act.

Rehabilitation Plans - LAUSD Specific Language

Pupils who are expelled from AACPS shall be given a rehabilitation plan upon expulsion as developed by AACPS' 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 (1) year from the date of expulsion when the pupil may reapply to AACPS for readmission.

Readmission - LAUSD Specific Language

AACPS' governing 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, AACPS' governing board shall readmit the pupil, unless AACPS' governing 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. AACPS is responsible for reinstating the student upon the conclusion of the expulsion period.

Outcome Data - LAUSD Specific Language

AACPS 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.

Special Education Students-LAUSD Specific Language

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, AACPS 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 AACPS 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, AACPS' administrator will convene a Link Determination meeting to ask the following two questions: A0 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 School's failure to implement 504?

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)

Employee Benefits

AACPS will offer salary and benefits that are competitive to other charter schools in the city and in the general region. Benefits will include health, dental, vision, and life insurance. Employees will be eligible to receive Worker's Compensation Insurance, unemployment insurance, and Medicare as applicable, with AACPS and the employee contributing appropriate amounts. The AACPS Governing Board, CEO, CAO and teachers will collaborate to create an "elect to work" agreement that accompanies the contract and will delineate additional benefits and elements of employment (i.e., calendars, holidays, vacations, work day and year, etc.)

Labor Procedures

AACPS will ensure that it is following all federal and state labor laws.

Working Conditions

All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow State and Federal law regarding alleged improprieties.

Employee Due Process

AACPS will adhere to fair labor practices. If an employee believes that there is a violation of these practices, s/he is entitled to a fair due process. Internal disputes and due process rights will be applied as follows:

Any employee who seeks to complain about an improper action by an employee of AACPS may bring a complaint to the site principal, Chief Instructional Officer, or Chief Executive Officer for informal discussion with the goal of resolving the issue.

If the discussion and related action fail to resolve the problem, and the employee wishes to seek further action, the following procedures will be adhered to:

- Employee brings a verbal warning or written complaint to the site principal to seek resolution. Throughout this process, each party has the right to representation. The site principal is responsible for documenting and reviewing all allegations and complaints made. The site principal shall provide fair judgment based on the merits of the case within 10 working days. The employee will be provided information on the process to appeal the judgment.
- If the employee is not satisfied with the resolution, the employee submits a written appeal to the office of Chief Executive Officer of AACPS within 5 working days of the judgment.
- The Chief Executive Officer of AACPS makes a determination within 10 days of receipt of written complaint. The employee will be provided information on the process to appeal the determination.
- If the employee is not satisfied with the resolution, s/he may exercise one of the following two options: (1) The matter is then brought to the attention of the Executive Committee of the Board of Directors for AACPS. A fair hearing and mediation will be made available to all parties. (2) Entering a binding arbitration.

- Under option 1, within 45 days of the original written complaint, the Executive Committee will determine further actions to be taken. Parties to incident will be notified in writing of the Executive Committee's decision. The Executive Committee's decision is final upon the closing of the Board Meeting, unless a two-thirds majority of Board members present at the Board Meeting vote to review to take action on the matter.
- Under Option 2, the determination of the arbitrator is final and will be followed in accordance with the laws of the State of California.

Additional details will be found in the Employee Handbook to be developed in full after the approval of the charter petition.

Certificated Employees

AACPS Chief Executive Officer and Chief Operations Officer, in collaboration with the back office service provider, will enroll all eligible certificated staff in the State Teachers Retirement System (STRS). The employee will contribute the required percentage of his/her salary base. AACPS will contribute the employer's portion as designated by the State of California.

Classified Employees

Eligible classified employees may be enrolled in a 403b retirement account. Social Security payments will be made for all qualifying classified employees. The AACPS Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS). The payroll reporting system will be compatible with LACOE, or an equivalent service agency, for payroll services.

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)

As per Ed. Code § 47605 (b)(5)(L), students in the “attendance area” of AACPS who choose not to attend AACPS may attend their school of residence, apply for PWT through the Choices Brochure, or pursue an intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents or guardians of each student enrolled in AACPS shall be informed that the student has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in AACPS, except to the extent that such a right is extended by the District.

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

No student will be required to attend AACPS. The AACPS Governing Board shall not require any pupil enrolled in LAUSD to attend AACPS.

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)

Charter School Employees

No public school district employee shall be required to work at the Charter School. Job applicants for positions at Apple Academy Charter Public Schools will be considered through an open recruitment and selection process and, if hired, will enter into an "elect to work" contractual agreement with the school.

AACPS will follow the requirements of PERB and all other legal requirements for establishing union representation.

LAUSD Specific Language

Leave and return rights for union-represented employees who accept employment with AACPS 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.

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)

Mandatory Dispute Resolution -LAUSD Specific Language

The staff and governing board members of AACPS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and AACPS 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 AACPS shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party 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 Notifications shall be addressed as follows:

To Charter School: c/o AJ Duffy	Apple Academy Charter Public Schools
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To Director of Charter Schools:	Director of Charter Schools Los Angeles Unified School District 333 S. Beaudry Ave. 20 th Floor Los Angeles, CA 90017
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- 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 Dispute identified in the Written Notice ("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, then either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' 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 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, arbitrations 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 attorneys' fee, 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 rails or refuses to submit to arbitration as set forth herein shall bear all attorneys' 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)

AACPS is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

AACPS will follow the requirements of PERB and all other legal requirements for establishing union representation.

ELEMENT 16: CHARTER SCHOOL CLOSURE

"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)

Charter Renewal

Apple Academy Schools must submit its renewal petition to the District's Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

Revocation

The District may revoke the charter if Apple Academy Charter Public Schools 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. The District may revoke the charter of Apple Academy Charter Public Schools if the District finds, through a showing of substantial evidence, that AACPS did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the AACPS in writing of the specific violation, and give the AACPS a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action – LAUSD Specific Language

The decision to close AACPS either by the AACPS governing Board or by the LAUSD Board of Education 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 AACPS; or the Charter lapses.

Closure Procedures– LAUSD Specific Language

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" as posted on the California Department of Education website. References to Apple Academy Charter Public Schools applies to the charter school's nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the AACPS will be issued by AACPS within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the AACPS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the AACPS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school's employees participate. 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. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the AACPS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

AACPS shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. 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.
3. 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, parent/guardian name(s), and phone number(s). 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. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. 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). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

AACPS shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by Apple Academy Charter Public Schools. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by AACPS will be the responsibility of the AACPS and not LAUSD. AACPS understands and acknowledges that AACPS will cover the outstanding debts or liabilities of AACPS. Any unused monies at the time of the audit will be returned to the appropriate funding source. AACPS 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 or the SELPA in which the AACPS participates, and other categorical funds will be returned to the source of funds.

AACPS shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if 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 corporations 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 Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the AACPS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The AACPS 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. 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.

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 AACPS' right to operate as a Charter School or cause AACPS to cease operation. AACPS 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– LAUSD Specific Language

- Proposed Charter School Location: *4900 S. Western Avenue, Los Angeles, 90062*
- Names of District school sites near proposed location – *Angeles Mesa Elementary, Dr. Jones Primary Center, Fifty-second Street Elementary, Forty-second Street Elementary, Normandie Avenue Elementary and Western Avenue Elementary*
- Proposed Charter School to be located within the boundaries of LAUSD

District-Owned Facilities: If AACPS 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.

AACPS 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. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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 service 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. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy 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.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of Charter School shall provide for indemnification of the School's Board officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ADDITIONAL PROVISIONS

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Apple Academy Charter Public Schools will use **EdTec** as our back office service provider to provide administrative services including, but not limited to, payroll, HR, accounting & business services. A Business Manager will assist us with fiscal management and compliance with charter school law. This will include the preparation of budgets and monthly financial statements, as well as problem solving on a wide range of business issues. **EdTec** has been developing, evaluating and refining its service delivery and processes since its inception in 2001. The staff has a collective 120 years of charter school experience with experienced operations personnel in specialized teams by functional area. Their top level leadership holds advanced degrees from Georgetown, Dartmouth, Stanford, and UC Berkeley. In California alone, they provide services in over 40 counties and over 50 districts with 55% in Northern California and 45% in Southern California in Inner-city, suburban and rural areas. Their client list includes local charters, such as, Inner City Educational Foundation Public Schools (ICEF), Bright Star Schools, and Partnerships to Uplift Communities (PUC).

Responsibility for Evaluating Employees/Criteria and Procedures Used In Evaluation

- AACPS' CEO, CAO, and COO, with consultation of AACPS' parents, teachers, and principals will work together to create a fair and equitable evaluation process for classified staff, certificated staff, and administrative staff. This evaluation process will then become a part of AACPS' Charter.
- Evaluation of teachers will be conducted by their school site principal, a mentor teacher, and the CAO at least once per trimester.
- Should a teacher be deemed to be struggling, a mentor teacher will be assigned to the struggling teacher and will work with this teacher for a minimum of six months to address the deficiencies.
- The struggling teacher will be allowed to choose their mentor teacher from the Peer Assistance and Review Committee with the approval of their school site principal. This will allow for greater collaboration, confidence, security, and effectiveness on the part of all involved stakeholders.

How Hiring Decisions Are Made

The Board of Directors reserves the right to hire the additional senior level management (e.g., COO and Human Resources Director), upon the approval of the charter petition. Hiring decisions for all other AACPS employees will be through a recommendation and Board approval process, after recruitment and selection procedures are followed as defined in *Element 5: Employee Qualifications*.

Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.