

EXPECTATIONS OF EDUCATIONAL EXCELLENCE dba CRESCENDO SCHOOLS

1. Executive Summary

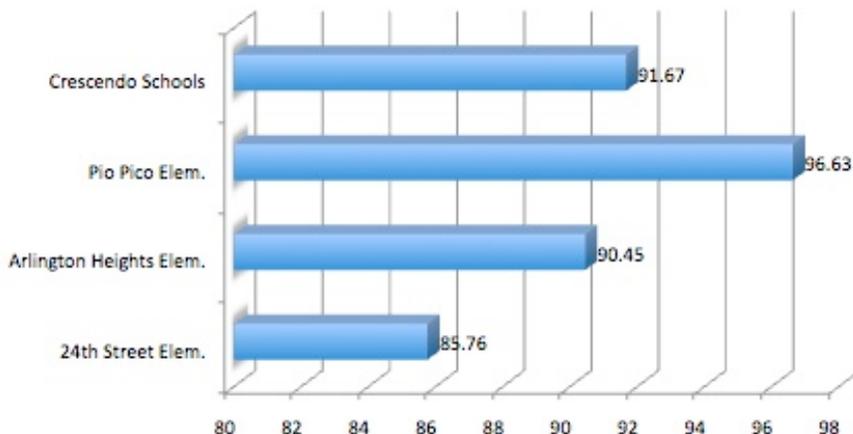
a. Assurances:

- i. Expectations of Educational Excellence, a California nonprofit public benefit corporation, received its certification from the state in November 2004, and subsequently earned its federal exemption on July 31, 2007, retroactive to November 24, 2004. Please see supporting documentation in Appendix A .
- ii. Crescendo has a signed statement that it will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost. Please see documentation located in appendix B.
- iii. Crescendo has signed a statement assuring that the school agrees that the student composition will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at the school continues to reflect that of the overall school community. Please see documentation located in appendix C .
- iv. Crescendo Schools' consolidated audited financial data exhibits that the according to audit period ending June 2009, the organization has \$6,325,437 in net assets. Please see documentation located in appendix D.
- v. Crescendo Schools' signed statement that it agrees to adhere to all the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. Please see documentation located in appendix E.

b. Student Population

The administrative team and staff of Crescendo Schools have a solid record of increased achievement with the student population that will attend the school in its instructional portfolio. Initially, In order to create a true comparison, the chart below exhibits the average percentage of students eligible for free/reduced meals at Crescendo Schools and the percentage of students at the feeder schools. The students who have been served by Crescendo Schools for the past four years are neighborhood children. The Crescendo Schools are neighborhood charter schools.

Percent Free/Reduced Meal Eligibility 08-09



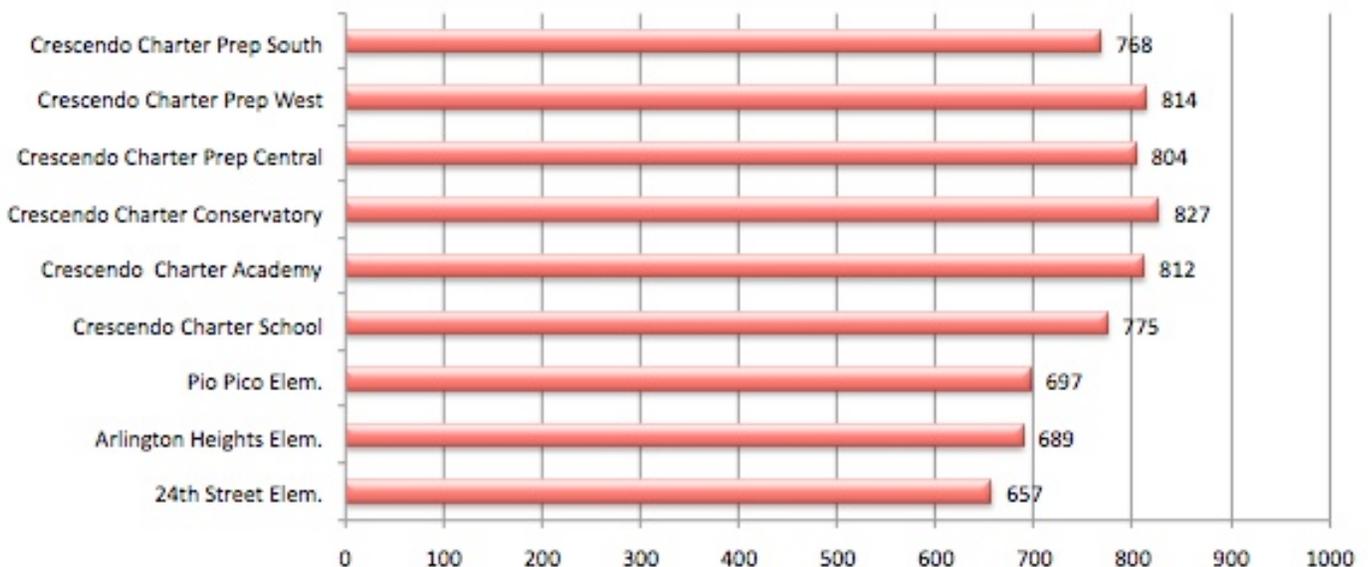
Secondly, this familiarity with the student population can be demonstrated further through the location of the current facilities for Crescendo Schools. Crescendo Charter School, a recipient of the 2008-09 California Department of Education Title I Academic Achievement Award, has remained an anchor in the community on the corner of Western Avenue and 49th Street since its inaugural year in 2005. Additionally, parental demand for additional Crescendo seats in the area was the catalyst for the opening six additional sites in South Los Angeles, North Gardena and East Hawthorne. Collectively, these seven sites proudly serve approximately 1300 students in the community.

Thirdly, the Academic Performance Index for the Crescendo Schools has remained on an upward trajectory. Chart #2 displays the Academic Performance Index history of the Crescendo Schools. What makes this sustained academic growth particularly noteworthy is that the collective Crescendo Schools' enrollment has increased each year by a minimum of thirty percent each year. Additionally, Chart #3 presents the 2008-09 Academic Performance Index data for all Crescendo Schools and the feeder schools.

CRESCENDO SCHOOLS API HISTORY (Chart #2)

School	2005-06	2006-07	2007-08	2008-09
CCS	717	730	783	775
CCA		724	754	812
CCC		689	907	827
CCPC			707	804
CCPS			546	768
CCPW			726	814

2009 API



Fourthly, the Crescendo Schools have been recognized for the success and thoroughness of its instructional programs with the target population. For the 2009-2010 school year, the California Department of Education recognized the eligibility of two Crescendo Schools for the California Distinguished School Award. Eligibility for the award is measured by academic accountability with the following three gauges: (1) Adequate Yearly Progress; (2) Academic Performance Index; (3) Closing the Achievement Gap. Additionally, five Crescendo Schools earned accreditation for its overall educational program that it provides for each school community through the Western Association of Schools and Colleges Accrediting Commission for Schools.

c. Vision, Mission and Philosophy

The **Vision** of Crescendo School is to foster an environment that values family, treasures children, respects diversity, values scholarship, and appreciates creativity. Crescendo School will be a beacon for creative and innovative learning with academic enrichment opportunities in the arts with a particular emphasis on music.

The **Mission** of Crescendo School is to produce a community of scholars who desire to be life long learners. The scholar-centered environment will create an atmosphere for critical thinking, cooperative work, collaborative action, self-direction, and artistic expression. An expectation of excellence will permeate every component of the school program.

The school community of Crescendo School incorporates the **Educational Philosophy** of the "Attributes of a Scholar" in the instructional program. The attributes of a scholar are: *Academic Humility, Curiosity, Tools, Multiple Perspectives, Save, Ponder, Resources and Vision/Goals.*

A **Day in the Life of a Crescendo Student** begins by entering the campus at approximately 7:20 a.m. The student is greeted curbside by the school Principal, a classroom teacher, and a campus aide. At precisely 7:45 a.m., the Principal brings the students to attention with a rhythmic clap that is echoed back by the student body. Immediately, the Principal begins presenting the highlights of the "Scholar of the Day." The "Scholar of the Day" moves to the front of the assembly and leads the school in the flag salute and the school motto, "I expect excellence! You expect excellence! We expect excellence!" Upon entering the classroom, the students quickly begin their Bellworks assignment. Regardless of the grade level, all classrooms conduct a blending lesson to jumpstart the daily Language Arts lesson. An early morning visitor in the classrooms will observe read alouds, guided group reading lessons, independent reading, guided group writing, and independent writing. Closer observation will reveal small group instruction lead by the classroom teacher with a focus on differentiating the instructional level for the groups. The morning visitor will witness ELD instruction in a focused small group setting. In one class, the visitor will notice only ten students receiving instruction in the classroom from the teacher. The missing ten students in this primary classroom can be found in the piano lab receiving music instruction from the MIND Institute Piano Teacher. In another classroom, students can be found utilizing laptops to manipulate information, connecting to the MIND Institute server for math reasoning enrichment, or reinforcing previously taught skills. For math instruction, teachers and students can be seen utilizing pattern blocks, snap cubes, base ten blocks, tangrams, and other manipulatives to introduce, teach, and reteach concepts and skills. For science instruction, the observer will see hands-on lessons that are weaved through the three major strands. In the Crescendo After-School Program, students are divided into groups that rotate from between activities such as drama club, homework help, art class, organized sports, Spanish Language instruction, ethnic drumming class, and basic tutoring from the classroom teacher.

d. Educational Plan

Crescendo Charter School utilizes direct instruction and an inquiry-based approach to teaching in order to serve as a strong curricular support to the national movement for literacy. Language arts, mathematics, science and music education efforts are represented by the implementation of California standards in these content areas. Crescendo Charter School employs research-based pedagogical

practices in order to provide a high quality instructional program. The staff at Crescendo Charter School employs, but not be limited to, the following pedagogical practices:

- **Direct Instruction:** Teachers utilize direct instruction to present new concepts and skills and to reinforce previously taught ones.
- **Differentiated Instruction:** Teachers provide individual assistance or create differentiated achievement groups to meet the individual/group needs of the class.
- **Structured English Immersion:** Structured English Immersion builds upon the prior knowledge of students.
- **Specially Designed Academic Instruction in English (SDAIE):** SDAIE is an instructional approach used to support the Structured English Immersion program.

Crescendo Charter School has the following major instructional goal, to **increase student achievement** through: (a) **Conducting ongoing assessments** to monitor student progress; (b) Producing an **academically stimulating environment**; (c) Providing a curriculum focused on the **acquisition of fundamental concepts and skills**; (d) Offering an **enriched arts curriculum**; (e) Furnishing **ongoing professional development** for staff.

The instructional program at Crescendo Charter School will be driven by data. Crescendo Charter School will employ, but not be limited to, the following assessment tools:

- **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.
- **Crescendo Project:** These bimonthly language arts and math assessments are administered as a pretest and posttest. The standards based questions that are withdrawn from a bank of items are backwards mapped and tracked to monitor teacher and student progress and success.
- **Open Court Unit Assessments:** The Open Court unit assessment results will be utilized with other assessments for instructional grouping.
- **Kindergarten Monthly Assessment:** A Crescendo developed assessment to monitor teacher and student progress and success
- **Standardized Tests:** Terra Nova; CELDT; CST The Terra Nova will be administered to kindergarten and first grade students in the spring to test competencies in the core areas of instruction.
- **Rubrics:** Rubrics will be developed to assess student achievement and progress.

The Performance Goals of Crescendo Schools are rooted in its 80/80/80 Principle. The Crescendo 80/80/80 Principle states that when the school administrator spends 80 percent of their time in the classroom and on campus, then 80 percent of the students will score 80 percent or better on assessments resulting in an API of 800 or better.

e. Community Impact and Involvement

The rationale for selecting the school site at 3200 Washington Blvd is as follows: (1) The area surrounding the school is a region that has been grossly underserved and continuously overlooked for years; (2) Crescendo Charter School has been anchored in similar communities for five solid years with increasing enrollment and improved test scores. Therefore, the public attraction and recognition of Crescendo Schools has increased each year as exemplified by the interest/waiting list (appendix item #5 on page ____).

Crescendo Charter School will meet the needs of the students in the school community at 3200 Washington Blvd by: (1) Providing a small learning community atmosphere of approximately four hundred students; (2) Furnishing a rigorous curriculum that is enhanced with technology and the arts; (3) Promoting a parent education component focused on instructional best practices.

To successfully involve the community from an instructional perspective, Crescendo Charter School incorporates a variety of activities and programs, such as, ***Practice with the Principal***, classes conducted by the Principal for parents with content focused on recognizing instructional best practices; ***P.S. We Need You!***, structured activities orchestrated by staff in order to increase parental involvement; ***Plus 1 (+1)***, an adult mentoring program that assigns one adult to one student on the campus. To successfully involve the community from an operational viewpoint, Crescendo Charter School obtains parental critiques of teacher candidates' demo lessons as part of the certificated hiring process.

f. Leadership/Governance

The Board of Directors and Leadership Team are strategically representative of the school and our community and have, by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of a school, and more specifically, successfully educating the target student population. Board President, Leah Bass-Baylis. Ms. Bass-Baylis, who was the first Dance Specialist for the LAUSD Arts Education Branch, held the this position for six years. Additionally, Ms. Bass-Baylis co-authored the dance section of the Visual and Performing Arts Content Standards for California Public Schools Pre-Kindergarten Through Grade Twelve. Donna Barrow, who is the Board Treasurer, has served the students of South Los Angeles for more than twenty years in her roles as teacher at Holmes Avenue, Teacher-Advisor Fremont Cluster, Personnel Field Specialist, and Administrator, Human Resources Teams, ITD-BTS. Board Secretary, Eldridge Aubry, brings a wealth of knowledge in the areas of technology and telecommunications. His expertise has assisted all the Crescendo sites to fully utilize the Federal E-Rate program, to incorporate classroom technology, and to optimize school communication systems to improve overall productivity. Furthermore, Program Advisory Board Member, Adriana Allen (no relation) who is a Certified Public Account, advises, assists and guides the Board on fiscal matters. John Allen, Executive Director and Founder of Crescendo Schools, has over twenty years of school experience. As Principal, Mr. Allen guided Del Obispo Elementary School and the Watts Learning Center to be recognized as a California Distinguished School under his instructional leadership, in 2000 and 2004, respectively. What is particularly noteworthy about the efforts of the Board and Leadership Team is their ability to navigate the organization through a sustained enrollment growth period while maintaining improved student achievement, fiscal stoutness and keen facility development, year to year.

g. Fiscal Plan

Crescendo Charter School will utilize the direct funding model. All funds generated by Crescendo Charter School will be deposited in a local bank. This will include, but not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Crescendo Charter School will apply directly for funds not included in the charter school categorical block. The Board and Leadership Team will answer the vision charge of providing academic enrichment opportunities to its students by committing \$150 per ADA to arts personnel and projects. Additionally, the organization will maintain and fund its successful August two-week in-service training and four professional development days for teachers in order to support the development of innovative practices. Furthermore, to assist with closing the home-school communication gap, funds will be dedicated annually to the parent coordinator position. Lastly, to successfully involve the community from a fiscal standpoint, Crescendo Charter School incorporates the parental perspective as a valued part of the budget development process.

Curriculum and Instruction

Curriculum Map and Summary

Crescendo Charter School's research-based instructional program is grounded within an understanding of knowledge-based constructivism (Resnick, 2007) and utilizes a structured inquiry-based approach to teaching in order to serve as a strong curricular support for students across the grade span. Students learn best by doing (Bransford, Brown, & Cocking, 2000), which is the basis for Crescendo's inquiry approach that has led to great success for our students in mastering the California core content standards. Based within our successful model, Crescendo Charter School will deliver hands-on, minds-on curriculum designed to enhance the development of learning and achievement for students in language arts, mathematics, science, social science and visual and performing arts. Further, activity-based lessons will be utilized to improve student attitudes towards literacy, mathematics and science, as well as their overall education.

Course Scope and Sequence: The Crescendo Charter School core content curriculum is aligned to the California State Content Standards and Frameworks in English Language Arts, Mathematics, Science, History-Social Science, English Language Development, Visual and Performing Arts and Physical Education, and systematically addresses all standards by subject area and grade level.

English Language Arts

Language arts will be a primary focus for students at Crescendo Charter School. In the primary grades, the integrated English language arts curriculum will focus on reading and writing development across the curriculum, teaching students the skills that will build their facility with print and phonemic awareness, fluency, vocabulary and reading comprehension that are essential to ensuring their success as life-long readers. Intermediate grade students will be challenged to critically think and analyze texts through direct instruction using a variety of grade-level materials, with continued individualized support that will develop their capacity as readers and writers as they work toward mastery of the English Language Arts content standards (See Appendix G for full scope and sequence).

Mathematics

Students at Crescendo Charter School will acquire a firm foundation for higher-level mathematics by learning the essential concepts from their everyday environment through inquiry-based curriculum. Learners will be given in-depth mathematical instruction in number sense, measurement, reasoning, logical thinking, algebraic functions, probability, and problem solving, and will have multiple opportunities to apply this knowledge through authentic classroom projects. Finally, students will have multiple opportunities to write in mathematics to support their literacy development (See Appendix G).

Science

In science, students will be challenged to learn about the world that surrounds them by studying concepts in the physical, earth, and life sciences. Teachers will provide students with direct instruction in scientific vocabulary as well as the scientific process. Simultaneously, students will engage in hands-on experimentation and investigation through inquiry-based science projects, which will culminate in multimedia presentations of students' learning to the classroom community. Students will also have multiple opportunities to write in science to support their literacy development (See Appendix G).

History-Social Science

The Crescendo Charter School curriculum in history-social science will provide students with direct instruction in historical and geographical knowledge of the United States, California, Los Angeles, community, and self. Students will learn important concepts regarding historical events, cultural figures and interesting times that will spark their imagination in the subject through research in textbooks, non-fiction texts, primary source documents and the Internet. Students will also have multiple opportunities to write in history-social science to support their literacy development as well (See Appendix G).

Visual and Performing Arts

The visual and performing arts program at Crescendo Charter School 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. 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 (See Appendix G).

English Language Development

The English Language Development Program will be a process through which English learners achieve advanced fluency in all areas of English language: thinking, speaking, writing, and reading. Instruction will be differentiated to address specific student needs and will utilize a variety of print-based and electronic materials to support the acquisition of language. All students will have multiple opportunities to practice using English language in a safe environment throughout the school day through the implementation of Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum using a content-based and scaffolded program. Classroom teachers will use graphic organizers, pre-teach and re-teach activities during small group sessions and conduct individual student conferences. In this way, the program will be individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels will have more context- embedded materials. As they progress in acquiring English language, the concepts will become more abstract. The focus of learning will move from learning to read to reading to learn, where students process content and information (See Appendix G).

Physical Education

All students will participate in a program of physical education for 45- minutes a day designed to meet California state mandates and to improve the overall health and fitness of the Crescendo Charter School community (See Appendix G).

Instructional Materials: Crescendo Charter School will utilize the following state-approved textbooks to support implementation of the scope and sequence described above:

Subject	Publisher	Text
Language Arts (K-5)	SRA/McGraw-Hill	SRA/Open Court Reading 2002
Mathematics (K-5)	Harcourt School Publishers	Harcourt Math
Science (K-5)	Houghton Mifflin	Houghton Mifflin CA Science 2007
Social Studies (K-5)	Houghton Mifflin	Houghton Mifflin History- Social Science
ELD	The Hampton-Brown Company	Into English High Point

Additionally, faculty will have the opportunity to recommend appropriate enrichment and ancillary curricular materials on an ongoing basis. Each student will have up-to-date 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 following criteria:

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

To ensure successful implementation of the Crescendo Charter School instructional program, all teachers will be trained by qualified experts in the state-approved programs listed above as well as the State Standards for the Teaching Profession, MIND Institute Music and Math Components, classroom management, English Language Development methodologies and teaching strategies that support access by students with disabilities to its general education program. The core of the aforementioned training will occur during the three weeks of in-service training in August prior to the start of the school year and will continue throughout the year in order to support teachers in the implementation of the instructional program as described in detail in the professional development section of this proposal.

Instructional technology will also serve to support the implementation of the Crescendo Charter School scope and sequence. Our library-media program will provide teachers and students with access to Internet-connected computers in their classrooms. Further, teachers will utilize projectors as one of various ways in which they will provide direct instruction for students. 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

Track Record of Proposed Curriculum: As described above, the Crescendo Charter School curriculum is systematically aligned to the California State Content Standards. Our constructivist approach is supported by research that shows the educational effectiveness of an inquiry-based hands-on curriculum with Black and Latino students (see Walker, 2006 for example), English Language Learners (Amaral, Garrison, & Klentschy, 2002) and students with learning

disabilities (Scruggs, Mastropieri, Bakken, & Brigham, 1993). The effectiveness of the Crescendo Charter School program is further evidenced by the success we have had at our sister school, which in the 2006-07 school year met 100% of its AYP criteria and exceeded its API growth target by more than 250%.

Addressing the Needs of All Students: The Crescendo Charter School classroom curriculum is designed to meet the needs of all students through the implementation of direct instructional strategies, small group guided practice, and individual student conferences in each content area. All students requiring additional support in obtaining mastery of the grade-level content standards will have access to a variety of services including participation in Project C.A.S.T. (Crescendo Academic Support Team), a year-around educational program offering extra hours of supplemental classroom instruction to underachieving students, within the context of a five-week summer term and a nine month after school year extension. Project C.A.S.T. will provide individualized instruction and a high degree of contact and bonding between student and teacher, as well as comprehensive access to computers in the classroom. The expected growth for students in Project C.A.S.T. will be one grade level per year in Language Arts and Mathematics, and one ELD level per year for English Language Learners.

Accelerated Learning: 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. Crescendo Charter School 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. The quality of these strategies will be determined by accelerated students' growth on the CST as well as their interest and self-assessment of their learning in the classroom.

Gifted and talented students will be identified based on the following criteria:

- Percentile scores of 78 or above in both total reading and total mathematics on standardized norm-reference tests
- Scaled scores on the California Standards Test (CST) as follows:
 - A scaled score of 392 or above in English-Language Arts, grades 2-5
 - A scaled score of 401 or above in mathematics, grades 2-5 or
 - Identification as gifted by an LAUSD School Psychologist

The implementation of the instructional strategies designed to meet the needs of all students described above will support Crescendo in identifying minority students and those with disabilities to participate in the GATE program.

Instructional Strategies: Crescendo Charter School utilizes research-based pedagogical practices in order to provide a high quality instructional program for students at all grade levels. The staff at Crescendo Charter School will employ, but not be limited to, the following pedagogical practices:

- Direct Instruction: Teachers will utilize direct instruction to present new concepts and skills and to reinforce those previously taught. Teachers will receive ongoing professional development opportunities to cultivate and advance their skill set in this area.
- Differentiated Instruction: Teachers will provide individual assistance or create differentiated achievement groups to meet the individual/group needs of the class. Teachers will receive ongoing professional development opportunities to cultivate and advance their skill set in this area.
- Structured English Immersion: Structured English Immersion builds upon the prior knowledge of students by utilizing direct experiences and tangible materials to assist students with tapping into prior knowledge. Thus, teachers will utilize Structured English Immersion to instruct student in explicit strategies that can support their mastery of the core content standards. Subject matter instruction is designed to promote language acquisition while teaching academically demanding, grade level appropriate material. Structured English Immersion is designed to teach English by teaching content in English. When appropriate, a student’s primary language is utilized for clarification, when a child cannot complete a task without it.
- Specially Designed Academic Instruction in English (SDAIE): SDAIE is an instructional approach used to support the Structured English Immersion program. It is the goal of SDAIE to promote grade-level content learning, comprehension and English acquisition.
- Parental Involvement: The Crescendo Charter School will engage parents in order to support instruction by encouraging families to: (1) volunteer at the school 30 hours per family per school year, (2) attend three parent/ teacher conferences, (3) attend five Parent Council Meetings, (4) attend a parent orientation meeting, and (5) attend three parent education workshops. Parent education workshops are designed to assist parents with becoming effective and informed supporters of their child’s education.

School Culture and Climate

Description of School Culture: At Crescendo Charter School, students will begin entering the campus at approximately 7:20 a.m. The students will be greeted curbside by the school Principal, a classroom teacher, and a campus aide. Students will receive a warm nutritious breakfast complete with two servings of fruit that is served between 7:20 a.m. and 7:43 a.m. At precisely 7:45 a.m., the Principal will bring the students to attention with a rhythmic clap that is echoed back by the student body. Immediately, the Principal will begin presenting the highlights of the “Scholar of the Day.” After stating the personal accolades, the Principal will state the grade level, teacher name, and to end the suspense, the student’s name. The “Scholar of the Day” will move to the front of the assembly and leads the school in the flag salute and the school motto, “I expect excellence! You expect excellence! We expect excellence!” A quick photograph opportunity is realized for the family, because the parent will be secretly notified in advance. Additionally, parents will be openly encouraged to come into the classrooms and share their ideas and expertise. As this description portrays, the culture at Crescendo will motivate students and families to set, realize, and celebrate high expectations for academic success.

College and Career Readiness: As the above description depicts, Crescendo Charter School will promote a positive academic, behavioral and social environment through the creation of a community of learners and a focus on rigorous scholarship. Our small school environment will make certain that school staff know students and their families well, which will ensure that families unique needs are identified and met as they arise throughout each student’s tenure at Crescendo. Further, the proposed school will promote integrity, ethics, and character through the incorporation of the *attributes of a scholar* into the instructional program, guiding students towards academic humility, curiosity, considering multiple perspectives, pondering, exercising intellect, resourcefulness, and visioning. This approach will also expose all students to college readiness strategies on a daily basis, supporting their success in college and their future careers.

School Calendar and Daily Schedule: Crescendo Charter School will be a single-track, modified traditional calendar school that will serve students in kindergarten through fifth grade (Appendix H). Crescendo Charter School will exceed the minimum yearly instructional minutes requirement for all grade levels in order to provide students with increased opportunities for direct instruction in the core content curriculum and thus enhance student achievement. The Crescendo Charter School will use a flexible daily class schedule, which will further allow teachers to meet the unique needs of students in their classrooms. The scheduling plan will further support the implementation of the MIND Institute Math Education program and its music component, allowing for a piano class enrollment of ten students. Additionally, the piano lab schedule creates a small group setting for the one half of the class that is not in the lab for teachers to provide individualized instruction. (See Appendix I for sample daily schedules).

Daily Instructional Minutes

Crescendo Charter School will offer, at a minimum, the minimum number of instructional minutes for the entire school year, as required by Education Code Sections 46201(a)(3) and 47612.5. Crescendo Charter School is aware that compliance with instructional time requirements is a condition of apportionment. The kindergarten through fifth grade instructional minutes for the school year are calculated as follows:

365 minutes x 144 instructional days = 52,560 minutes
290 minutes x 36 instructional days = 10,440 minutes
Total Instructional Minutes = 63,000 minutes

Extracurricular Opportunities

Crescendo Charter School will offer students an opportunity to sing in a school chorus. Additionally, a school-wide drama club will be organized to furnish students with theatrical experiences. Athletically, the school will provide an intramural sports program for students.

Providing a Safe Environment: Student Discipline, Health, and Nutrition: The health and safety of the entire school community at Crescendo Charter School is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Crescendo Charter School will comply with all health and safety laws and regulations that apply to non-charter public schools. Crescendo Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies (See Appendix J for a detailed description of Crescendo’s health and safety policies).

Student Discipline

Crescendo Charter School will develop, maintain, and implement a comprehensive set of student discipline policies that will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. These policies will be aligned to the District Discipline Foundation Policy and will be adapted as needed in regard to the discipline of a student with special needs as determined by provisions of the IDEIA. The school-wide discipline policy, which will be known as the “Positive Peace Plan,” will be developed continuously with input from all stakeholders in the school community. It is the desire of the petitioners to begin every position from a positive perspective. The “Positive Peace Plan” will be reviewed with students and parents upon admission to Crescendo Charter School. Parents will be asked to sign the Parent Student Compact. By both the parent and student signing the parent/student compact, the students and parents acknowledge their understanding of the school-wide goal of the “Positive Peace Plan” (See Appendix K for a detailed description of Crescendo School Discipline Plan)

Meeting the Health Care Needs of Chronically Ill Student

The Crescendo Charter School administrative team and organization-wide nurse will be responsible for meeting the health care needs of students with 504 plans and IEPs. Students requiring prescription medication during school hours will be accommodated by designated staff who will be responsible for placing medicine in a locked cabinet, recording times for administration of medications, and notifying parents when two weeks of medication remain.

Meeting Students’ Nutritional Needs

Crescendo Charter School will provide nutritious meals for its students through an outside vendor. The vendor will be selected through the bidding process as described by the California Department of Education Nutrition Services Division. Additionally, the organization will update and implement its Wellness Policy in order to meet the needs of the student population. According to established use agreements, the school will use the kitchen facilities for cold storage and maintain the appropriate temperature for hot food.

Assessment and School Data

Educational Goals and Metrics: Crescendo Charter School has identified three primary educational goals for the proposed school; to increase student achievement, encourage parent involvement in their child’s educational development and to promote scholarly attributes in each of our students. The metrics that will be used to monitor progress towards these goals are outlined in the Accountability Matrix in Appendix L.

Student Assessment Plan: Crescendo Charter School will utilize a variety of assessment strategies to measure and record student progress and achievement. Appendix M provides a detailed chart of each assessment type and the frequency of administration for students at each grade level. Assessment will be utilized as baseline data when measuring individual student progress. Standardized tests will be utilized yearly to assess the both the number of students enrolled consistently at Crescendo Charter School who test at grade level or above and the percentage of students who meet or exceed the sponsoring district’s literacy average.

Data Team and Instructional Team: 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. The staff will utilize a portion of the four full day professional development days as indicated on the academic calendar and on Wednesday professional development days as delineated on the professional development calendar to analyze the data and make decisions about how to modify instruction and design interventions to support students toward mastery of the California Content Standards.

Data Systems: Crescendo Charter School will utilize the Integrated Student Information System (“ISIS”) to track student records and identity services in accordance with the LAUSD Modified Consent Decree. The following reporting methods will be used to measure and record student progress and achievement.

- Parent Teacher Conferences: Three times per year, parents and teachers will meet to review and discuss student progress and expectations.
- Intervention Programs: Crescendo Charter School will conduct an intervention program with ongoing assessments.
- Report Cards: The administrative team and teachers of Crescendo Charter School will utilize the LAUSD report card. Student achievement will be determined by progress towards reaching the California State Standards and school curriculum goals.
- Progress Reports: The parent(s) of any student who has a 70% average or lower will receive a progress report prior to the halfway mark before the end of the subsequent reporting period.
- Individual Student Report of CST Results: Parents of Crescendo Charter School students will receive their child’s standardized test results in the mail no later than twenty (20) days after the school site has received the results. Additionally, at the start of each school year, parents will have an opportunity to receive an in depth explanation of the previous year’s results.

LAUSD Report Card: Crescendo Charter School will annually create the School Accountability Report Card using the LAUSD system.

Research and Evaluation: Crescendo Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

Operational Goals and Metrics:

Crescendo Charter School will monitor progress toward meeting the following operational goals for teacher retention, financial solvency, fundraising, parent involvement, and Modified Consent Decree Indicators. Throughout the year, Crescendo administrators will take corrective action if it appears that the school is not on track to meet the targets outlined below.

	Year 1	Year 2	Year3	Year 4	Year 5
Teacher Retention	81%	88%	94%	94%	94%
Parent Volunteer Hours	4,000 hrs	4,500 hrs	5,000 hrs	5,500 hrs	6,000 hrs
Student Attendance	94.0%	94.5%	95.0%	95.5%	96.0%

Rate					
Fiscal Solvency	Yes 5% reserve	Yes 6% reserve	Yes 6% reserve	Yes 7% reserve	Yes 7% reserve
Funding Partnerships	1	1	2	2	3
Student Computer Ratio	10:1	9:1	8:1	7:1	6:1
MCD Indicators	75%	90%	100%	100%	100%
School Safety Suspensions	10	7	4	2	0
School Safety Environment	2	1	0	0	0
Percentage of Classes with Teachers Teaching In-Field	100%	100%	100%	100%	100%
Percentage of Classes with Teachers Teaching Out-of-Field	0%	0%	0%	0%	0%
School Readiness Pre=School	40%	55%	70%	85%	100%

Professional Development Program

Professional Development: The goal for professional development at Crescendo Charter School will be preparation to foster the development of a "community of leaders and learners" in which teaching and learning are reciprocal and each member receives from and provides support to others. To do so, each faculty member will participate in a variety of methods and programs for personal and professional growth, all of which will have the common focus on equity and long-term student achievement. Learning opportunities will be diverse and emphasize effective research and exemplary practice in advancing the achievement of all students. As such, Crescendo Charter School's professional development will embrace a process of inquiry where quantitative and qualitative data are analyzed in weekly team meetings, including work samples, standardized test results, stakeholder surveys, portfolios, self-evaluations, videotaped lessons, and administrator observations. Based on the needs of students and teachers that arise through data analysis, professional development will take place in a variety of contexts including seminars, institutes, grade level collaboration, cross grade level articulation, and formal and informal opportunities for peer coaching and researched pedagogy.

Teacher Orientation: The core of the aforementioned training will occur during the three weeks of in-service training in August prior to the start of the school year. The 90-hour teacher orientation will be attended by the entire faculty. In order to provide a quality instructional program in the subject areas, the Crescendo Charter School faculty orientation will provide new and returning teachers with knowledge that will build a community of learners who:

- Engage in collective assessment of student work, identifying student' strengths and challenges
- Integrate technology into the learning process.
- Use Visual and Performing Arts to enhance instruction.

- Align standards with effective instructional practices.
- Share effective instructional practices with each other through dialogue, demonstrations, observations, professional readings and discussion, student samples and peer coaching.
- Identify and develop assessment tools that address meaningful evidence that students have met the standards.
- Reflect continuously on how to deepen the instructional program and identify further resources and materials needed for teachers to ensure student progress.
- Utilize both classroom assessments and standardized tests results to guide instruction.

Professional Development Calendar: The Crescendo Charter School daily schedule and calendar (Appendixes H and I) are specifically designed to provide opportunities for in-depth and ongoing professional development opportunities for our entire staff. First, the year starts with the three-week orientation described above, designed to develop a community of learners and leaders who will collaborate toward student success throughout the year. This intensive session will provide faculty with significantly more training each year than the standard two professional development days that are common in the schools that surround the facility we seek to run. Further, teachers will participate in two-hour weekly professional development sessions on Wednesdays where they will have an opportunity to learn from field experts, as well as share and reflect on their students’ learning and their own practices mid week, giving them time to revise their lesson plans and reteach as necessary as well as to plan in advance for the following week based on student achievement data. The following will support teachers in the implementation of the instructional plan described above:

MONTH	TOPIC	PRESENTERS
August Faculty Orientation (8 hours)	*Classroom Management *Analyze student data *MIND Institute Training *OCR Training *ELD Methodology Training *Technology Training *Character Counts	Joan Carethers, Special Ed. Admin CUSD Crescendo Principal and Central Staff H. Kim, MIND Director SB 472/ Reading First Institute Dr. Claudine Dumais, Adjunct Prof, Pepperdine Dean Wilcox, Advanced Network Systems Josephson Foundation
Sept and Oct (16 hours)	*Instructional Time *Collect & Analyze student data *Teaching Strategies *Social Environment *Reflection	Cheryl Trujillo, Adjunct Professor, CSUDH Crescendo Principal and Central Staff (Full Day) Dennis Duylea, Adjunct Professor, CSUDH Dorothy Williams, Retired Support Provider Crescendo Principal Cheryl Trujillo, Adjunct Professor, CSUDH
Nov and Dec (16 hours)	*Instructional Planning *Differentiated Instruction *Collect & Analyze student data *Technology Training *MIND Institute Training *Reflection	Cheryl Trujillo, Adjunct Professor, CSUDH Dennis Duylea, Adjunct Professor, CSUDH Dorothy Williams, Retired Support Provider Crescendo Principal and Central Staff (Full Day) Dean Wilcox, Advanced Network Systems H Kim, MIND Director; Crescendo Music Teacher Cheryl Trujillo, Adjunct Professor, CSUDH
Jan-Mar (24 hours)	*Differentiated Instruction	Dennis Duylea, Adjunct Professor, CSUDH

	*Rubric Designs * Collect & Analyze student data *Reflection	Dr. Claudine Dumais, Adjunct Prof, Pepperdine Crescendo Principal and Central Staff (2 Full PD Day) Cheryl Trujillo, Adjunct Professor, CSUDH
April-June (24 hours)	*Analyze Student Data *Reflection *Next Steps	Crescendo Principal Cheryl Trujillo, Adjunct Professor, CSUDH John Allen, Executive Director, Crescendo Schools

Program Evaluation: Faculty will be given a professional development notebook during the August orientation where they can keep all of their materials gathered throughout the year. This notebook will also serve as a reflective journal, where teachers set goals for their own professional development during each session and evaluate their progress toward their professional goals at the end of each session. Further, faculty will be given time at the end of each session to fill out an evaluation of the professional development program that will be used by the professional development team and administration to modify the program throughout the year to support identified teacher needs.

Professional Culture

As described throughout this application, the professional culture of the proposed school will be based within an understanding of our faculty as a community of learners and leaders, each working toward the common goal of increasing student achievement and ensuring student success in mastering the California core content standards through the implementation of quality instructional practices in the classroom. Faculty and staff will be centrally involved in school-level decisions and in developing new initiatives through open communication lines with the Crescendo Charter School principal. The main process for ensuring that teachers have opportunities to directly impact school-level decisions will be participation in grade level team meetings, in which teams will discuss and document relevant issues and ideas that will be brought directly to the administrative team by lead teachers. Further, teachers will be required to attend faculty meetings and will be encouraged to attend school advisory meetings where their input can be heard and considered by all members of the Crescendo community. Also, as described above, teachers will have direct input into instructional materials selection and the professional development program. Finally, as described throughout this application, teachers will have multiple opportunities to collaborate with each other, administrators, and community members, the primary focus of which will be around gathering and analyzing data from multiple sources to support increased student achievement.

Evaluation: The principal at Crescendo Charter School will be a constant presence in the classroom, observing and supporting instruction, participating in culminating project celebrations, and attending professional development programs. As such, the principal will have a solid understanding of the quality of instruction in each of the Crescendo classrooms and what types of support can improve instruction even further. The principal will also schedule formal visits to the classroom and will use collaboratively developed observation and feedback protocols in accordance with the LAUSD Collective Bargaining Agreement (See Appendix N for examples). Individual teachers who are experiencing challenges in helping their students achieve

will be provided with a mentor teacher whose classroom they can observe, as well as increased professional development and training, especially in the core content curricular programs.

Feedback: Discussion of the Crescendo instructional program and its direct impact on student achievement will be the focus of grade-level team meetings. In these meetings, feedback will be collected through agenda minutes and will be delivered confidentially to administrators by team leads. Feedback will also be collected through confidential evaluations at the end of each professional development session, as described in the previous section. This feedback will be a central focus of administrative team meetings and will be used to revise instructional procedures as well as identify additional support that teachers may require in the classroom.

Serving Specialized Populations

Specialized Instruction: As described in detail in the Curriculum and Instruction section to this proposal, the Crescendo Charter School classroom curriculum is designed to meet the needs of all students through the implementation of direct instructional strategies, small group guided practice, and individual student conferences in each content area. Classroom instruction will be research-based and driven by the evaluation of data that teachers engage in during professional development. Further, the flexible daily schedule described in Appendix I will allow teachers to spend more time on students' particular areas of need throughout the year

Special Education Process

Crescendo Charter School will implement all programs and services, including providing related services, required by the IEP's of the students. Crescendo Charter School may request related services (e.g., psychological assessments, counseling, occupational therapy, adapted P.E., nursing, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Office. Crescendo Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. To monitor the special education process, Crescendo Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and in accordance with the Modified Consent Decree and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. Crescendo Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEP's, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. Crescendo Charter School will develop Individual Transition Plans to help students with disabilities, ages 14 and older, in transitioning successfully to adult living. (See Appendix O for a detailed Special Education Plan).

Students with Disabilities

The Crescendo Charter School general program of instruction for students with disabilities will be responsive to the required sequence of courses and related curricular activities provided for all students. Faculty will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Crescendo Charter School will provide planned staff development activities and 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. Crescendo Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. Assessment and standardized testing procedures will be implemented, including guidelines for modifications and adaptations, to monitor student progress. In the event that Crescendo Charter School is unable to provide an appropriate placement or services for a student with special needs, Crescendo Charter School will contact the District to discuss placement and service alternatives.

Extended School Year

As described earlier in this application, students with disabilities will have access to participate in Project C.A.S.T. (Crescendo Academic Support Team), a year-around educational program offering extra hours of supplemental classroom instruction to underachieving students, within the context of a five-week summer term and a nine-month after school year extension. Project C.A.S.T will provide individualized instruction and a high degree of contact and bonding between student and teacher, as well as comprehensive access to computers in the classroom

English Language Learners and Standard English Learners

English learners will be identified through initial and ongoing assessment in the classroom including the CELDT. As described in the scope and sequence, the English Language Development Program will be a process through which English learners achieve advanced fluency in all areas of English language: thinking, speaking, writing, and reading. Instruction will be differentiated to address specific student needs and will utilize a variety of print-based and electronic materials to support the acquisition of language. All students will have multiple opportunities to practice using English language in a safe environment throughout the school day through the implementation of SDAIE and ELD strategies to provide students access to the core curriculum through a content-based and scaffolded program. Classroom teachers will use graphic organizers, pre-teach and re-teach activities during small group sessions and conduct individual student conferences. In this way, the program will be individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels will have more context- embedded materials. As they progress in acquiring English language, the concepts will become more abstract. The focus of learning will move from learning to read to reading to learn, where students process content and information

At-Risk Students: Crescendo Charter School students will have access to a social worker that will be able to provide support to students who may be dealing with special issues, including but not limited to poverty, domestic violence, and drug abuse issues. Teachers at Crescendo will also have access to the social worker to support their identification of students who may be at risk for school failure based on issues in their lives and homes.

Family and Community Engagement Strategy

Identification: The community that our team proposes to serve is in fact the Crescendo Charter School Community. Crescendo Charter School, a recipient of the 2008-09 California Department of Education Title I Academic Achievement Award, has remained an anchor in the community on the corner of Western Avenue and 49th Street since its inaugural year in 2005. A key asset of

this community is parent involvement and commitment in their children's education, as is evidenced by the number of families who have committed to partnering with Crescendo to support their students' academic success. However, students in this community have been grossly underserved and continuously overlooked for years, as is evidenced by the API and AYP of feeder schools in the area, providing the rationale for our team to serve this community in which we have a five solid year track record of increasing enrollment and improved test scores. Thus, Crescendo plans to provide a small learning community atmosphere of approximately four hundred students, furnish a rigorous curriculum that is enhanced with technology and the arts, and promote a parent education component focused on instructional best practices, all designed to meet the needs of the Central Region #13 Elementary School community. Further, administration and staff will incorporate resources from community-based organizations and cultural institutions such as the United Neighborhoods of the Historic Arlington Heights, West Adams and Jefferson Park Communities Neighborhood Council, the Benny H. Potter West Adams Avenue Memorial Park, the South Seas House and the Washington Irving Library as well as the University of Southern California and the museums at Exposition Park. In so doing, Crescendo will open up the school community, moving beyond our walls to highlight for students and families the wealth of educational resources we have available in our community

Family and Community Engagement: To successfully involve the community from an instructional perspective, Crescendo Charter School will incorporate a variety of activities and programs, such as, Practice with the Principal, classes conducted by the Principal for parents with content focused on recognizing instructional best practices; P.S. We Need You!, structured activities orchestrated by staff in order to increase parental involvement; and Plus 1 (+1), an adult mentoring program that assigns one adult to one student on the campus. To successfully involve the community from an operational viewpoint, Crescendo Charter School will obtain parental critiques of teacher candidates' demo lessons as part of the certificated hiring process. Finally, teachers and the social worker will help families to locate resources in the community that can support their students' academic success.

Key Community Partnerships: Community members will be included in the ongoing success of the proposed school through invitations to join and collaborate in both classroom projects and to serve as mentors in the school and classroom. Key community partners will help further the mission and vision of the school by sharing with students how the skill and knowledge they are learning in their classrooms will be relevant as they enter into the community as employees and citizens. The Principal and Leadership Team will be collaboratively responsible for cultivating and managing community partnerships. The following is a list of community groups that Crescendo has collaborated with and who have pledged their support for the proposed school:

- South Los Angeles Cluster of One
- L.A. Central Methodist Episcopal, Los Angeles Group
- St. Vincent De Paul Society
- Knights of Peter Claver
- Families in Schools

School Governance

Management of the school will be conducted by the Expectations of Educational Excellence Board of Directors and its powers exercised under the ultimate jurisdiction of the EEE Board. The Expectations of Educational Excellence will have legal and fiduciary responsibility for the school. The Expectations of Educational Excellence Board of Directors will:

- Provide fiscal accountability by approving and monitoring the budget
- Monitor health and safety policies
- Acquire, use and maintain facilities
- Oversee implementation of curriculum
- Develop fundraising strategies
- Develop long range strategic plan and yearly objectives
- Ensure effective organizational short term and long term planning
- Oversee effective use of school resources
- Contract an external auditor to produce an annual financial audit according to generally accepted accounting practices
- Development of the school calendar and schedule of Board Meetings
- Development of Board policies and procedures
- Review of requests for out of state or overnight field trips
- Participation in the dispute resolution procedure and complaint procedures when necessary
- Approval of charter amendments
- Approval of annual fiscal and performance audits
- Approval of personnel discipline (suspensions or dismissals) as needed
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Hiring, supervision, evaluation and if necessary, termination of the School employees

The Expectations of Educational Excellence Board of Directors will exercise its authority through the Executive Director. The Principal will be responsible for the day-to-day operations of the school. The Executive Director will provide comprehensive reports to the Board of Directors. All management powers not specifically designated to the Board of Directors will be delegated to the Executive Director (who in the language of the State Education Code is the Principal of the school) who will answer directly to the Expectations of Educational Excellence Board of Directors. The Executive Director will facilitate and foster communications and mutual understanding between the school and the LAUSD. As the entity with the ultimate oversight responsibility, Expectations of Educational Excellence will provide LAUSD with annual programmatic and fiscal audits for Crescendo Charter School.

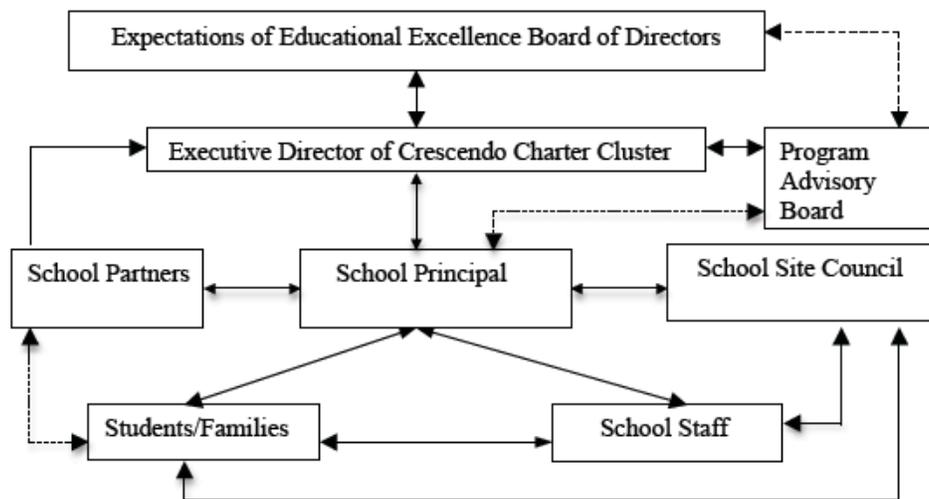
Board President, Leah Bass-Baylis, was the first Dance Specialist for the LAUSD Arts Education Branch and held this position for six years. Additionally, Ms. Bass-Baylis co-authored the dance section of the Visual and Performing Arts Content Standards for California Public Schools Pre-Kindergarten Through Grade Twelve. Donna Barrow, who is the Board Treasurer, has served the students of South Los Angeles for more than twenty years in her roles as teacher at Holmes Avenue, Teacher-Advisor Fremont Cluster, Personnel Field Specialist, and Administrator, Human Resources Teams, ITD-BTS. Board Secretary, Eldridge Aubry, brings a wealth of knowledge in the areas of technology and telecommunications. His expertise has assisted all the Crescendo sites to fully utilize the Federal E-Rate program, to incorporate

classroom technology, and to optimize school communication systems to improve overall productivity.

The Crescendo School Site Council shall develop and approve the Single Plan for Student Achievement in consultation with all stakeholders, with the review, certification and advice of any applicable school advisory committee. The School Site Council shall revise and recommend annually the Plan; including proposed expenditures of categorical funds allocated to the school. Furthermore, The School Site Council shall receive the necessary training annually to enable it to carry out its responsibilities to develop, monitor, and modify the plan and the budget

The Program Advisory Board shall be strictly advisory in its purpose and design. The Program Advisory Board shall meet at least four times a year, and members may attend school functions and programs. The Program Advisory Board provides high-level expertise and consultation in a variety of areas such as teacher development, ELD strategies and implementation, network and instructional technology, special education, and real estate. Current Program Advisory Board Members and their areas of expertise are: Patricia Bowman and Donna Wilson, LAUSD retired Principals, (new teacher development); Dr. Claudine Dumais, Bilingual Education/Dual Immersion Program Director (ELD Strategies and Early Childhood); Mark Callier, Administrator Network Technology (Network and Instructional Technology); Joan Carethers, Special Education Instructor and Administrator (Special Education); Quincy Allen, Harvard MBA, Vice-President, Canyon Johnson Urban Fund (fiscal), Adriana Allen, C.P.A. (fiscal).

School and Advisory Organizational Charts: The organizational structure is depicted as follows:



School Leadership & Staffing Plans

Leadership Team Capacity: The members of the leadership team are: John Allen, Executive Director, Crescendo Schools; Scott McGuire, Principal, Crescendo Schools; Anne Rinaldi, Principal, Crescendo Schools; Kenya Trice, Principal, Crescendo Schools; NaKneetra Myers, Principal, Crescendo Schools; Lakisha Johnson, Principal, Crescendo Schools; Phenecia Jones, Elementary Teaching Assistant Principal, Crescendo Schools; Angela Chen, Elementary Teaching Assistant Principal, Crescendo Schools; Farrah Madrid, Elementary Teaching Assistant Principal, Crescendo Schools; Michelle Labayan, Lead Teacher, Crescendo Schools; Nicole Fiola, Lead Teacher, Crescendo Schools; Stephanie Schmier, Educational Consultant.

In four and a half years, under the leadership of Founder and Executive Director, John Allen, Crescendo schools have grown from an organization of one Title I Achievement Award winning school serving 160 students to opening six schools serving almost 1300 students. What is particularly noteworthy about the aforementioned growth is the concurrent upward trajectory of standardized test scores for all sites, an overall increasingly strong financial picture, and focused sustainable development of hard and soft resources. Scott McGuire, Principal of Crescendo Charter Preparatory Central, has lead his school team to a ninety-seven point increase on the Academic Performance Index and obtained WASC Accreditation. Prior to coming to the Crescendo family, Mr. McGuire most recently was an Academic Intervention Coach providing instructional support to teachers from a cluster of schools in a neighboring district. Anne Rinaldi, Principal of Crescendo Charter School, lead her team to receive the Title I Achievement Award and achieved WASC Accreditation. Additionally, Ms. Rinaldi has become the organization's resident expert on all bilingual components of the instructional program. Before joining the Crescendo team, Ms. Rinaldi held various coordinator positions in the Ten Schools Project in LAUSD. Kenya Trice, Principal of Crescendo Charter Preparatory West, lead her instructional troops on an eighty-eight point surge on the API and earned WASC Accreditation. Prior to arriving at Crescendo, Ms. Trice was a Lead Teacher at the Watts Learning Center and a co-author of their California Distinguished School application along with Mr. John Allen, the former Principal. Additionally, Ms. Trice has acted successfully in the roles of lead teacher and lead administrator with the opening of four Crescendo Schools. Equally, NaKneetra Myers, Principal of Crescendo Charter Academy, kept pace with Ms. Trice and sustained an eighty-eight point increase on the API and earned WASC Accreditation for her school. Furthermore, Ms. Myers has authored and refined the Crescendo certificated observation and evaluation forms. Prior to taking the reigns at Crescendo Charter Academy, Ms. Myers was an Educational Consultant for 21st Century Learning in Phoenix, Arizona. Lakisha Johnson, Principal of Crescendo Charter Conservatory, has a wealth of experience as a Literacy Coach in LAUSD and a Literacy Consultant with Smar²tel Learning Links. Mrs. Johnson has used this expertise to lead English Language Arts professional development for Crescendo teachers and administrators. Phenecia Jones, Angela Chen, Farrah Madrid, Michelle Labayan, and Nicole Fiola are grade level lead teachers in the organization-wide grade level meetings. These five individuals have worked tirelessly creating and revising the Crescendo Project, the bimonthly language arts and math assessments that are administered as a pretest and posttest. The results of the Crescendo

Project assessments are the data that drives the instruction and professional development at every Crescendo School. For a list of resumes please see Appendix P

Staffing Model: In year one, the school will house approximately 350 students in grades kindergarten through fifth. The primary grades will staff in the range of 22:1 to 25:1. Grades four and five will staff in the range of 25:1 to 29:1. Instructional aides and campus aides will staff at a ratio of 40:1 and 80:1, respectively. Utilizing these assumptions, the opening year will produce the following staff numbers: 15 teachers, 9 instructional aides, and 4 campus aides. Estimating approximately nine percent student enrollment growth each year will produce a student population of approximately 470 pupils in year 5. Accordingly in year 5, these numbers will manufacture a staff with the following numbers: 20 teachers, 12 instructional aides, and 6 campus aides. Furthermore, the student to adult ratio hovers in the 9.5:1 region. For IEP services that are outside the range of skills of the current staff (i.e. interpreters, translators), the school will contract with LAUSD or another entity on a fee for service basis. For a complete overview of the five-year staffing plan inclusive of all academic and non-academic positions, please see Crescendo Staffing Model in Appendix Q.

Compensation: The Crescendo Schools provides a competitive wages and salaries for its full-time and part-time employees. The organization affords a \$600/month maximum contribution for each full-time employee for health benefits. For a description of the Crescendo Compensation Overview see Appendix R.

School Leadership: The school Principal will possess a Masters Degree and the appropriate Administrative Services Credential. The Principal will be the school's instructional leader. The Principal will have an appreciation and understanding of the Visual and Performing Arts standards. The identity of the school Principal is not known at this time. After Board Approval on February 23, 2010, the team will begin immediately a strategic forty-five day aggressive search for the new school leader. The team will fly the position on the Ed-Join website, the premier educational job search engine in the State of California. After listing the position, the process is as follows: (1) The candidates will be paper screened and selected for the interview process; (2) Candidates are selected for the first interview with a panel composed of Crescendo Administrators, lead teachers, and parents; (3) On the same day, after the oral interview, the candidate will have 30 minutes to compose a newsletter article about two "Best Practices," instructional strategies; (4) Prior to round two, reference checks will be conducted on the higher ranked candidates. The successful candidates will return for a second panel interview; (5) On the same day as the second interview, the candidate will observe a twenty-minute reading lesson on videotape and write a critique using the Crescendo Classroom Visitation Form, followed by a discussion about the lesson with the panel; (6) For round three, the successful candidates will have a final interview with the Executive Director and Board Members. After the successful candidate is selected, the new Principal will be paired with one of the California Distinguished School Principals or Title I Achievement Award Principals at their respective school site. The new Principal will have an acclimation period of a minimum of six weeks with the veteran Principal. During this period, the new hire will become Crescendoized in the instructional, operational, and financial procedures of the organization. See Appendix S for the Crescendo Principal Job Description.

Leadership Team beyond the Principal: The leadership positions beyond the Principal are: (1) Special Education Coordinator; (2) Instructional Coordinator; (3) Assistant Principal beginning in Year 3. Currently, the aforementioned positions are unfilled. The plans to fill these positions are detailed in the following statements. After Board Approval on February 23, 2010, the team will begin immediately a sixty-day strategic aggressive search for the Special Education Coordinator and Instructional Coordinator. The team will fly the positions on the Ed-Join. After listing the position, the process is as follows: (1) The candidates will be paper screened and selected for the interview process; (2) Candidates are selected for the first interview with a panel composed of Crescendo Administrators and lead teachers; (3A) On the same day, after the oral interview, the Instructional Coordinator candidate will have 30 minutes to construct and present a presentation for teachers and administrators about two “Best Practices,” instructional strategies; (3B) On the same day, after the oral interview, the Special Education Coordinator candidate will have 30 minutes to construct a presentation for teachers and administrators about Welligent tips/pitfalls and re-teaching strategies; (4) For round two, the successful candidates will return for a second panel interview; (5) For round three, the successful candidates will have a final interview with the Executive Director and Board Members. See Appendix T for the Special Education Coordinator and Instructional Coordinator job descriptions.

Recruitment of Teaching Staff: For Crescendo teachers and all staff members, there are three non-negotiable qualifications. These are: (1) The successful candidate will love children; (2) The successful candidate will be a good fit for the organization and will flourish in any Crescendo School community; (3) The successful candidate will have good judgment. Good judgment cannot be learned in a university. It is a direct product of experiences and beliefs.

Crescendo teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. The Crescendo Charter School 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, and all teachers will be trained in the effective use of sheltered-English. The recruitment methods employed will include, but not limited to: (1) Posting on the Ed-Join website; (2) Posting on the Monstertrak and CCSA website; (3) Posting informational flyers on the Feeder school/Relieved campus office bulletin board; (4) Open announcements at the Feeder school/Relieved campus staff meetings; (5) Post on the Teach for America website (see Appendixes U and V for recruitment plan and job description)

Operations

External Partner: As an external partner, Crescendo Charter School agrees to contract with the District as the default provider of outsourced school facility required support services, such as student information system, special education management, intercommunication/public address system, radio system and intrusion alarm support, and transportation for special education and magnet, as well as the foundational services of food services and school police. Additionally, as an external partner, Crescendo Charter School agrees to have open dialogue with the District as the provider of outsourced school facility foundational and optional support services. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time

frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services.

Master Service Agreements: Crescendo Charter School agrees to enter into discussion regarding the viability of master service agreements

School Operations Experience: The leadership team at Crescendo Schools currently operates 6 schools serving 1300 students in grades kindergarten through fifth. Over the past four and one-half years, the organization has opened and developed successfully schools that are operationally safe, conducive to superior learning, and aesthetically pleasing. Crescendo Schools has the necessary experience to successfully execute the opening and operation of a new school. All Crescendo Schools are independent start up charter schools that are supported by a central office responsible for all aspects of school management. Crescendo Schools' home office will continue to coordinate and provide the following services: *Payroll*: The payroll will handled internally by the Office Manager and exported to the back office supports, Charter School Management Corporation and ADP; *Accounting*: Accounting will be handled internally by Xochitl Martinez, Masters in Public Administration and Chief Business Officer Certification, and externally by Charter School Management Corporation; *Transportation*: First Student, a company with more than three decades of student transportation experience, will be the contractor for transportation concerns not related to Special Education or Magnet Programs; *Technology*: Maintenance and support of the school LAN, WAN, and infrastructure will be handled by Charter Technology Solutions, a company with officers that have over ten years of instructional, operational and network technology experience on the district and school level.

Operations Start-up Plan: The school start-up team has established an aggressive operational schedule. The Executive Director, Principal, and Operations Manager will be responsible for implementation and oversight of the plan. For the Crescendo Operations Timeline & Schedule, please see Appendix W.

Operations Plan: The Operations Plan contains the required and selected foundational services that Crescendo Charter School has currently selected from the service menu. For the Operations Plan, please see Appendix X.

Finances

Funding: As an independent charter school, Crescendo Charter School will utilize the direct funding model from the State Fund. All funds generated by Crescendo Charter School will be deposited in a local bank. This will include, but not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Crescendo Charter School will apply directly for funds not included in the charter school categorical block.

Budget Narrative: The five-year budget development for Crescendo Charter School includes the following assumptions: (1) Attendance Rate = 95%; (2) Free & Reduced = 92%; (3)

Economically Disadvantaged = 55%; (4) ELL = 50%; (5) K-3 PA = \$4,778; (6) 4-6 PA = \$4,855; (7) CSR = \$945; (8) EIA = \$318; (9) Block Grant = \$400; (10) Sp. Ed. = \$525; (11) Lottery = \$131; (12) Title I = \$300. Additionally, there is 0.5% projected increase each year for the student attendance rate. Furthermore, there is a conservative 2.0% COLA on expenses each year. In addition, there is an aggressive student enrollment increase of approximately 4% each year over the five year period, as the school moves from a 75% conservative opening population to full capacity in four years. On the expenditure side, salaries and wages have a 2% percent increase built in each year over the five year period. Additionally, the fixed expenditures have a 2% to 3% increase built in each year. Furthermore funds have been set aside in the 4200 series for M.I.N.D. Institute Materials, and monies are earmarked in the 1900 series for expanding professional development. To support the music program, funds are set aside in the 5100 series for the instructional consultants. One large unknown is the facility lease cost. Using the prior three years of experience with Prop 39 facilities costs, the cost projection is liberally high. Lastly, Crescendo Schools has a full-time grant writer who writes grant applications for all the schools in the organization and other related educational projects. A complete budget description can be found in Appendix Y.

Financial Controls: Crescendo Schools has an established track record for exceptional financial performance. In addition, it has a high performing Board of Directors including a Certified Public Accountant who serves on the Program Advisory Board. The organization as another layer of transparency utilizes an outside service provider, with 10 years of school back office experience. The service provider, Charter School Management Corporation, works with over ninety charter schools in California, employs three C.P.A.'s on staff, and works with approximately thirty-five charter schools in LAUSD. Prior to every Board Meeting, the outside service provider furnishes the Executive Director and the Program Advisory Board Member, the C.P.A., with copies of the detailed warrant register, detailed general ledger, trial balance, balance sheet, and profit and loss statement in comparison to the budget. Prior to the meeting, the Program Advisory Board Member prepares a narrative of her findings for the Board of Directors and fiscally related questions for the Executive Director, Principal, and Business Manager. Subsequently, the Program Advisory Board Member reviews the responses and provides a complete write-up for the Board of Directors to be presented at the Board Meeting for their review, approval or non-approval..

Facilities

Crescendo agrees to abide by the LAUSD facilities use agreement to be finalized by the Workforce Stability Taskforce.

Appendix A

2692400

State of California



SECRETARY OF STATE

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I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of



Kevin Shelley
Secretary of State