

- **Proof that you are not a for profit entity.**
- Forefront Educational Group 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.

Board President Reginald Brunson

Signature _____ Date _____

- Forefront Educational Group agrees that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economics status, English Learners, Standard English Learners, students with disabilities, foster care placement), with on going review mechanisms in place to ensure retention and student composition at each school continues to reflect that o the overall school community.

Board President Reginald Brunson

Signature _____ Date _____

- Financial Data – Please see Appendix for Budget
- Forefront Educational Group agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and the other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District’s Special Education Policies and Procedures Manual, an Integrated Student Information System (“ISIS”), and Welligent, the District-wide web-based software system used for online IEP’s and tracking of related services provided to students during the course of their education.

Board President Reginald Brunson

Signature _____ Date _____

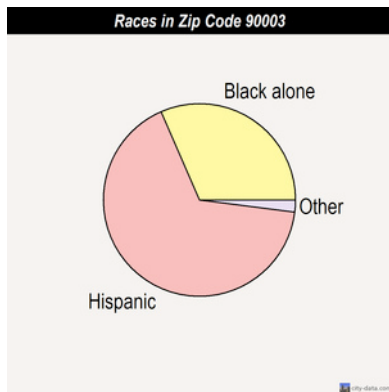
- Student population for the proposed school in zip code 90003

Most common places of birth for the foreign-born residents:

Mexico (75%)
 El Salvador (13%)
 Guatemala (7%)
 Honduras (2%)
 Other Central America (1%)
 Nicaragua (1%)
 China, excluding Hong Kong and Taiwan (0%)

Foreign-born population: 23,736 (40.8%) (17.4% of them are naturalized citizens)

This zip code: 40.8%
 Whole state: 26.2%



Average household size:

This zip code: 4.0 people
 California: 2.9 people

Average Adjusted Gross Income (AGI) in 2004: \$21,366 (Individual Income Tax Returns)

Here: \$21,366
 State: \$58,600

Salary/wage: \$21,481 (reported on 87.5% of returns)

Here: \$21,481
 State: \$49,455

Estimated median household income in 2008: \$29,774

This zip code: \$29,774
 California: \$61,021

Residents with income below the poverty level in 2008:

This zip code: 35.3%

Whole state: 13.3%

Source: <http://www.city-data.com/zips/90003.html>

The student population of school will be a reflection of the data submitted. A large percent of the population are from Mexico in addition the median household income is well below that of California. This population directly reflects that of zip code 90044 where there was academic success at a Prop 39 location on the Budlong Avenue Elementary School campus. The school was 98% Latino, 98% Free and Reduced Lunch, and 51% English Language Learners. The students at this site during the 2007-2008 scored 707 on the CST and meet all AYP goals.

- ***Forefront Educational Group's Vision:***

Forefront Educational Group will cultivate a level of collective efficacy towards high academic achievement, which will incorporate parents, students, staff and the community.

- ***Forefront Educational Group's Mission:***

Forefront Educational Group will provide students with a rigorous and relevant education through hands-on activities as well as the use of technology. This will prepare them to be life-long learners in a world where critical thinking and proficiency in technology will be the keys to success in the 21st century.

- ***Educational Plan***

The Forefront Educational Group's educational plan is centered on our belief in a longer school day, collective efficacy, and technology. The extended learning day will keep students in a safe, structured, instructional setting for eight and a half hours. This will allow teachers the time to work with students longer, give students more time with the teacher to gain maximum achievement, and allow parents a larger window of opportunity to be a part of the school community. Secondly, our belief in collective efficacy will permeate the entire school community, from the school site staff, teachers, students, parents, and the community. It's vital that all stakeholders believe in the effectiveness of the schools programs, teachers, students, and administration. Lastly, the use of technology will be a key component to the educational program. The use of Promethean hardware and software, computers, projectors, web -based and computer programs, and the Internet will allow all stakeholders to be effective teachers and learners. Our curriculum is standards based with a proven track record in schools with this demographic. The instruction will be based on with results of classroom assessments. We believe that all students learn differently so we will assess in different ways to allow all children the ability to show what they know. The results will drive the instruction of the student and the professional development of the teachers.

(The Educational Plan is in Appendix 1)

- ***Community Impact***

The reason Forefront Educational Group wants to serve this community is because of the positive experience Mr. Brunson had at Budlong Elementary. This is a community that demands and deserves the best possible education for their children. Parents were very involved in the school and wanted to see it succeed. They made sure that students were well behaved, on time and ready to receive their teachers' instructions. There was a high level of parent participation at parent workshops, Coffee with the Principal, fundraisers, and in the classrooms. With this type of foundation along with an extended school day we believe that we will be able to meet the needs and expectations of these parents.

- ***Leadership/Governance***

The Leadership Team of the Forefront Educational Group is comprised of four individuals that want to see students achieve on a global market. Reginald Brunson has been an educator for thirteen years starting in LAUSD and now in the Charter Community. Sean Main has worked in the entertainment industry for twenty-three years serving the post productions needs of various studios. Michael McAllister is CEO of an international company that manufactures army insignia. Amy Streets is a Human Resource Specialist and Recruiting with sixteen years of experience. David J. Blazek is a Sales Management Professional with fifteen years experience with Wells Fargo Bank. All of the members of Forefront Educational Group believe in the goals that we've set in our mission, vision, and educational plan. (Resumes are in Appendix 1)

- ***Fiscal Plan***

Our fiscal plan is geared to the idea that we want a longer school day, a belief that all stakeholders are apart of the school, and a strong base in technology. With that in mind we've planned strong professional development in all curricular areas, modern technology equipment and software, and community involvement. (Budget is in Appendix 1)

2. Curriculum and Instruction

a)

The curriculum for Forefront Educational Group's curriculum will be aligned to the State Standards and State Frameworks. Forefront Educational Group will address all standards by subject areas and grade levels. The Forefront Educational Group's curriculum utilizes the CA state standards for the development of all lesson plans, units and projects. Research shows that it is particularly essential to low income and minority populations that students are always aware of what it is they are learning, why they are learning something and how the learning relates to their own lives.

Each student will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Student texts and instructional materials will be identified and selected abased on 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.

Multimedia computers and classroom libraries in all rooms will provide reinforcement in explicit skills instructions and ensure access to a variety of literary works at each grade level.

(The Scope and Sequence for all curricular areas are in appendix 2.)

b) Track Record of Proposed Curriculum

Rational for Textbook Adoption

Imagine It! is the result of 45 years of research and field study. The program meets the California Criteria, Standards, and Framework, as well as all of the elements recommended by the National Reading Panel: instruction in phonological and phonemic awareness, explicit phonics, fluency, vocabulary, and comprehension, as well as robust instruction in writing. The programs cover all daily Reading, Language Arts, and Writing curriculum requirements, while meeting all of the standards for Science and Social Studies. Imagine It! fully integrates state-of-the-art technology tools to enhance learning. Imagine It! meets the requirements of No Child Left Behind as a research-based program.

There are three options within the Imagine It! series: Imagine It! is the core K-6 program, designed to meet California State Standards. Imagine It! English Language Development (ELD) is an expanded version of Imagine It! Specifically designed for teachers with students whose primary language is not English. ¡Imaginalo! helps students develop Spanish literacy that can be used in combination with Imagine It! or alone.

A Summary Report of the Instructional Effectiveness of the “Harcourt Research Program”

By Paul Lloyd

Summary of Results

The increase in test scores on both of the nationally standardized test, the Stanford Achievement Test and on the Harcourt Math Assessment are both positive and statistically significant for all subtests and total test scores at both grades 2, 5, and 7.

Schools using Harcourt Math

Watts Learning Center CST Advanced/Proficient	2 nd	3 rd	4 th	5 th
2008	53%	73%	78%	72%
2007	54%	87%	74%	42%
2006	76%	66%	55%	21%

c.) Addressing the Needs of All Students

d.) Accelerated Learning

HOW LEARNING BEST OCCURS

The 1983 federal report *A Nation at Risk*, which highlighted the growing achievement gap between the U.S. and other countries, recommended that school districts have longer school day, which would resemble more closely to the schedules in higher-performing Europe and Asia. The Harvard Family Research Project found that extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status.

Forefront Educational Group will have five primary benefits of adding time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students. The Harvard Family Research Project identified a range of benefits associated with well-designed and well-run after-school and summer programs, including positive outcomes for academics, social/emotional health, risky behavior prevention, and health and wellness (Little, P. M., Wimer, C., & Weiss, H. B., "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve". Cambridge, MA: Harvard, 2008.)

In Los Angeles, the only elementary schools that provide over eight hours of instruction is KIPP Raices Academy, which is K-1 and currently how no data of how an extended learning program will be effective for disadvantaged students. However, in New York, Promise Academy 2 in Harlem, had 100 percent of their third-graders at or above grade level on the 2008 statewide math test. At Promise Academy 1, 97 percent of the third-graders were at or above grade level in math (<http://www.hcz.org/programs/promise-academy-charter-schools>.)

Learning best occurs when several elements are effectively integrated. Forefront Educational Group will utilize "Best Practices" in order to effectively furnish a quality instructional program. The staff of Forefront Educational Group will clearly understand that learning best occurs when:

- There is a belief from all stake holders that all students can and will achieve (i.e. Collective Efficacy)
- Bloom's Taxonomy is incorporated into the instructional strategy. *Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation*
- When Dr. Howard Gardner's theory of multiple intelligences is used to allow every child the opportunity to learn and show what they know. *Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical-Mathematical*
- A school emphasizes the influence of culture, peers, and adults on the development of a child. *Vygotsky's Socialcultural Theory*

- A school design incorporates best practices that have already proven successful in a similar environment.
- Education goals are clear and concise
- A constructive educational environment and flexible curriculum adaptive to the needs of individual students.
- There is a school wide commitment to high student achievement.
- Teachers are motivated and fully engaged in the educational process.
- Parents are involved in the educational process.
- Academic intervention, when needed, is provided (i.e. Response to Intervention)
- All needs of the individual student are being met (i.e. physical, emotional, and mental).
- There is teacher recognition and high expectations for professional growth.
- There is teacher participation in governance and curriculum development.
- There is parent participation in governance and curriculum needs assessment.
- There is an intimate educational setting (small class size) that will allow for more focused and individualized attention.

(Details for each sub group are in appendix 2 for Addressing the needs of all students and Accelerated Learning)

e.) Instructional Strategies
Instructional Strategies and Practice

1. Professional Learning Communities
 2. Response to Instruction
 3. Differentiated Instruction
 4. Cooperative learning groups
 5. Technology
 6. Thinking Maps
 7. Small group instruction
 8. Whole class instruction
 9. Flexible scheduling
 10. Flexible grouping
 11. Guest speakers
 12. Independent study
 13. Individual instruction
 14. On-going assessment
 15. Student demonstration
 16. Literature circles
 17. Interdisciplinary thematic curriculum integration
 18. Interest learning groups
 19. Field trips
 20. Discussion groups
- (Details for the instructional strategies are in Appendix 2.)

3. *School Culture and Climate*

a.) Description of Culture

Forefront Educational Group will promote a culture based on collective efficacy. Studies showed that when children were convinced they could solve math problems, for example, they were more successful at solving them than peers with more talent who doubted their own abilities. A resilient sense of efficacy enables individuals to do extraordinary things by productive use of their skills in the face of overwhelming obstacles. This belief will permeate the entire school community.

b.) College and Career Readiness

Forefront Educational Group will introduce four-year colleges and careers goals for future careers. Each classroom will adopt the name of a university as well as for the groups in the classroom. We will invite parents to come share their career choices during times that correlate with the instruction theme. In addition the school will hold Career Week, which will bring in community leaders, service personnel, parents, and other interested individuals.

c.) School Calendar/Schedule

DAILY INSTRUCTIONAL MINUTES

Rational for Language Arts Instructional time is based on the California State Framework which states that primary grades require 2 ½ hours of instruction while grades 4 and 5 require 2 hours of instruction.

Rational for Math Instructional time is based on the California State Framework which states that math requires 50 to 60 minutes of instruction a day.

Rational for Science Instructional Minutes-Forefront Educational Group will follow LAUSD MEM-4340.1

Forefront Educational Group 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. Forefront Educational Group 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:

415 minutes x 140 instructional days = 58,100 minutes

290 minutes x 40 instructional days = 11,600 minutes

Total Instructional Minutes = 69,700 minutes

This is the schedule for Grades K – 5 for Monday, Tuesday, Thursday and Friday.

d.) The Forefront Educational Group's After School program will reinforce the learning and skills that took place during the instructional day. Students will have an opportunity to complete homework. There will also be activities to enhance the entire child. There will be organized sports (basketball, golf, flag football) media instruction, and at full implementation Spanish Language Instruction. We plan to have full implementation the 2011-2012 school year. All of the sports will be based of the constraints of the facility.

e.) DISCIPLINE

Forefront Educational Group believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an environment of collective efficacy, high expectation, and positive motivation.

Discipline is defined as a process of helping students understand appropriate and inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance for good discipline enables school leaders and faculty to maintain a wholesome environment for learning. Students are encouraged to solve problems through verbal communication. Teachers handle discipline. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

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

f.) The health and safety of the entire school community at Forefront Educational Group is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Forefront Educational Group will comply with all health and safety laws and regulations that apply to non-charter public schools. Forefront Educational Group will adopt and implement a comprehensive set of health, safety, and risk management policies. g.) Forefront Educational Group will use a service provider that follows The National School Lunch Act. The National School Lunch Act mandates that school meals "safeguard the health and well-being of the Nation's children". Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans including: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; choose a diet moderate in sugars and salt; and choose a diet with 30% or less of calories from fat and less than 10% of calories from saturated fat. In addition, lunches must provide, on average over each school week, at least 1/3 of the daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. To provide local food service professionals with flexibility, there are four menu-planning approaches to plan healthful and appealing meals. Schools choose one of the approaches below. Local schools make the choice of what specific foods are served and how they are prepared and presented.

4. Assessments and School Data

a.) Please see attach Accountability Matrix

b.) Individual Pupil Outcomes

Subject Area	Outcomes/Goals Meeting the Standards	Measurement Tools	Benchmarks
English Language and Literature	Students read fluently and comprehend a variety of texts at grade level.	Fluency, projects, teacher created assessments, Thinking Maps, publishers' tests, culminating tasks	Students will score in the 80 th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Mathematics	Students are fluent in basic computational skills, are algebraic thinkers, and are problem solvers	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating tasks, LAUSD quarterly assessments	Students will score in the 80 th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Science	Students have the essential skills and knowledge necessary to become scientifically literate	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating	Students will score in the 80 th percentile or higher on teacher assessments. The number of students

	individuals.	tasks, LAUSD quarterly assessments	receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
History-Social Science	Students have core knowledge in history and social science and have the critical thinking skills necessary to study the past and its relationships to the present.	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating tasks	Students will score in the 80 th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Visual and Performing Arts	Students have knowledge and are able to make connections between concepts in all the arts across all content areas.	Teacher created assessments, projects, Thinking Maps, culminating tasks	Students will score in the 80 th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Technology	Students have the core knowledge of the use of technology	Teacher created assessments, projects, Thinking Maps, culminating tasks	Students will score in the 80 th percentile or higher on teacher assessments. The number of students receiving a score of

			proficient or above based on fulfillment of the standards will increase by 3-5% annually.
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Forefront Educational Group will participate in the state mandated Standardized Testing and Reporting Program as per SB 376. These test results will be utilized as baseline data when measuring individual student progress. Standardized tests will be utilized yearly to assess the following goals:

1. The number of students enrolled consistently at Forefront Educational Group who test at grade level or above
2. The percentage of students who meet or exceed the sponsoring district’s literacy average.

If Forefront Educational Group does not test (i.e., STAR, CELDT & CST) with the District, a copy of the school’s test results must be submitted to the District on a CD on or before September 30, following that spring’s test administration. The CELDT results must be submitted to the District no later than two weeks after receipt of the compact disk from the state’s vendor.

c.) Data Team and Instructional Team

Students will be assessed on a consistent basis in order to drive instruction and place resources in the most needed areas. The school administrator will meet with teachers once a week during their grade level meetings. During that time teachers and the administrator will discuss and analyze student assessment data and class work. From these discussions the team will decide the type of intervention needed for students or a teacher if necessary. If intervention is recommended for a student the parent will be informed and their input will be part of the decision making process.

d.) Data System

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.

e.) LAUSD School Report Card

Forefront Educational Group will track the same information presented in LAUSD School Report Cards.

f.) Research and Evaluation

Forefront Educational Group will agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

g.) Operational Goals and Metrics

5. Professional Development Program

a.) Professional Development

Forefront Educational Group’s goal for professional development is to improve the capacity of collective efficacy throughout the teaching staff.

In order to provide quality instructional program in the subject areas the Forefront Educational Group will implement professional development programs conducted by field experts that will ensure that teachers:

- Integrate technology into the learning process
- Identify content standards that are essential for academic success
- 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 ensure student progress.
- Engage in a collective assessment of student work, identifying student' strengths and challenges
- SDAIE strategies
- Analyzing student work
- Developing common assessments & rubrics

- Developing curriculum; developing lessons aligned to state standards
- Share effective instructional practices with each other through dialogue, demonstrations, observations, professional readings and discussion, student samples and peer coaching
- Align standards with effective instructional practices
- Sharing of "best practices"
- Working with the School Director, Instructional Coaches, and Teacher Experts
- Use Visual and Performing Arts to enhance instruction
- Utilize both classroom assessments and standardized tests results to guide instruction.

b.) Teacher Orientation

Forefront Educational Group will offer a one-day orientation for new and continuing teacher on the first day of professional development. At the beginning of each school year there will be a five-day professional development period. The orientation will include the following but not limited to; school history, charter policy, school governance, curriculum, instructional strategies, differentiated instruction, discipline, special education, and community and family engagement.

c.) PD Calendar

The school calendar is set up to give students an extra week of instruction before CST testing. The first day of school is August 31, 2010. The calendar also has a two-week winter break to give the students another week of instruction before CST testing. Forefront Educational Group understands the importance of our API and AYP scores, with that in mind giving teachers and students as much

Instructional time as possible. Secondly, the daily schedule is eight and a half hours long. Here are some of the advantages to a longer school day, master core academic subjects, practice new skills, receive individualized instruction and tutoring, get exposure to a broad array of topics, Experience the arts, music, drama, and sports.

d.) Program Evaluations

In order to provide meaningful Professional Development the use of formative and summative evaluations will be implemented. Also to keep with the idea of technology teachers will be encouraged to use Survey Monkey as a tool to evaluate professional developments. Based on the results the administrator will have flexibility to modify the professional development schedule and/or topics.

6. Professional Culture

a.) Professional Culture

Forefront Educational Group will promote a culture based on collective efficacy. Studies showed that when children were convinced they could solve math problems, for example, they were more successful at solving them than peers with more talent who doubted their own abilities. A resilient sense of efficacy enables individuals to do extraordinary things by productive use of their skills in the face of overwhelming obstacles. This belief will permeate the entire school community. In order to be successful in this endeavor all stakeholders must be part of the decision making process in the school. Teachers, students, and parents must feel a part of the school community and believe that as a whole the school can have world-class achievement.

b.) Evaluation

All teachers and staff will be formally evaluated three times during the school. In addition all teachers and staff will complete a self-evaluation twice a year that will be given to the site administrator. For teachers or staff that need additional support they will be informed mid year. At that time additional training or coaching will be put in place to support the staff member.

c.) Feedback

Teachers and staff will have the option of using Survey Monkey to confidentially provide feedback on a variety of issues. There will also be on campus surveys that can be used to give feedback also.

7.) Serving Specialized Populations

Forefront Educational Group will implement a K-5 curriculum organized around a core of basic content areas as delineated in the State of California's educational frameworks: Integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, Technology, Physical Health and Development, and the Performing Arts. Forefront Educational Group will implement an extended school day program starting at 8am and ending at 4:30 pm. All teachers will be credentialed through the California Commission on Teacher Credentialing (highly qualified) and will participate in on-site and off-site staff development trainings on both traditional and innovative educational models and techniques as well as, other professional growth trainings and seminars. Additional professional experts in the specific academic and performing arts fields will be brought in as hands-on consultants. Forefront Educational Group will seek to provide a program of academic excellence across all disciplines, including core curriculum courses, which will have three specific goals for our students:

- Students will work to be at grade level or above in the core disciplines, with an emphasis in the language arts and sciences. Grade level will be defined as a status of proficient as measured by standardized testing.

- Teachers will provide critical thinking opportunities utilizing Thinking Maps that consistently incorporate the higher ordered thinking skills. Students will utilize these cognitive and learning skills, which will enable them to participate at grade level, as they progress to the upper grades.
- Students will understand that they are part of their community. Therefore, service to their community will be a natural progression. Students will internalize the concept of community service, which will enable them to be productive and responsible citizens in the communities.

i.) Appendix 6

ii.) Forefront Education Group will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum extent appropriate, students with exceptional needs are educated with students without identified exceptional needs. Special classes separate schooling, or other removal of children with disabilities from the regular education environment only occurs when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Individuals with exceptional needs will be offered special, assistance programs that promote maximum interaction with the general school population. Examples of supplemental aids and services are adaptation of regular education goals, curriculum, materials, and classroom aids; special education consultation; and in-service training.

iii.) Summer Term Instruction - The Summer Term is a five-week half-day learning experience offered during the summer months. Class size is limited, ensuring individualized instruction and a high degree of contact and bonding between student and teacher. The thrust of the reading and math instruction is remedial in nature, and designed to position students for success in the up coming grade level. Teachers will utilize fluency strategies, Thinking Maps, SDAIE, and technology to ensure the students are successful during the summer.

Summer Term Instruction: English Language Development – The purpose of Standards-Based ELD summer term intervention is to assist English Learners (ELs) who have not made adequate progress in English Language Development (ELD) to accelerate their acquisition of English by advancing one ELD level by the end of five weeks of intensive ELD instruction.

iv.) (Meeting the needs of English Language Learners and Standard English Learners in Appendix 7.)

b.) (Meeting the needs of students in at risk situation, including but not limited to low achievement. Appendix 7)

8. Family and Community Engagement Strategy

a.) Identification

The community surrounding 8919 Main is a highly populated, highly Latino, and in dire need of a positive educational choice. The reason Forefront Educational Group wants to serve this community is because of the positive experience Mr. Brunson had at Budlong Elementary. This is a community that demands and deserves the best possible education for their children. Parents were very involved in the school and wanted to see it succeed. They made sure that students were well behaved, on time and ready to receive their teachers' instructions. There was a high level of parent participation at parent workshops, Coffee with the Principal, fundraisers, and in the classrooms. With this type of foundation along with an extended school day we believe that we will be able to meet the needs and expectations of these parents.

(Community organizations are in Appendix 8)

b.) Family and Community Engagement

Forefront Educational Group will suggest that parents follow these guidelines.

Parent(s) or guardians will provide 30 hours support to the school for the year.

Parent(s) or guardians will attend three parent conferences a year.

Parent(s) will attend at least one parent training class per year.

Parent(s) will attend at least four (4) Parent Meetings a year.

By having an extended school day this will allow parents more time to participate in their child's education and in school functions. By being open from 7a.m. – 6p.m. and having an instructional day from 8a.m.- 4:30 p.m. we will foster a belief that all are welcomed. By involving business in the community, churches, government agencies we hope that our belief in collective efficacy will extend far from the boundaries of the school.

c.) Key Community Partnerships

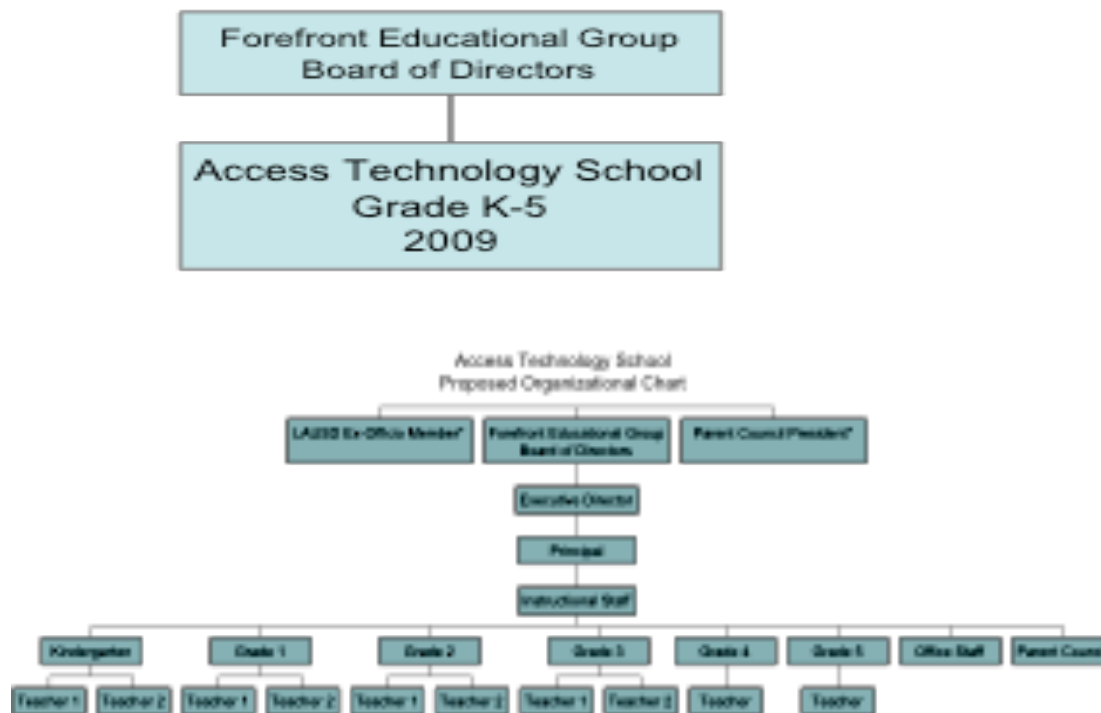
Community leaders will be a vital part in the success of the school. We don't want to be on an island in this community. Having the support of local business, churches, and other organizations will only make the school and community strong. Bringing all of these entities together will only strengthen our collective efficacy. The key role of the community partnerships will benefit the school and well as the surrounding businesses. When people believe in the school and what it's doing it becomes a safe place and the community protects it. Once that level of pride is attained it will naturally take over the community where people begin to believe in one another. Forefront Educational Group will look to partnership with business and organizations that believe and support the education of the neighborhood students. Our mission is to prepare students for the 21st century and cultivate their high level thinking skills. Bringing in professionals or taking the students to them and sharing their business and challenges will help meet

and surpass these goals. Have a strong parent liaison will help promote these relationships and maintain them, strong parents will be the key to this being a success.

9. School Governance

a.) School and Advisory Organizational Chart

Access Technology School Governance Chart



10.) School Leadership & Staffing Plans

a.) Leadership Team Capacity

Reginald Brunson, Sean Main, Michael McAllister, Amy Streets, David Blazek. All of the members of Forefront Educational Group believe in the goals that we've set in our mission, vision, and educational plan. The variety of experiences in addition to the years of experience this group has the collective capacity to lead/transform a school. (See Appendix 1 for resumes.)

b.) **Staffing Model**

	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	281	314	362	362	362
Teachers	13	15	17	17	17
Aides	9	10	11	11	11
Non-Academic	6	7	8	8	8

Student to Teacher Ratio

K-1 22:1

2-3 25:1

4-5 32:1

Forefront Educational Group will employ two office personnel, one campus aide, and five custodians during year one. The recruitment and employment of highly qualified teachers and staff will allow parents and students the ability to speak comfortably. For the needs of Special Education and IEP meeting there will be a Resource Teacher on staff that will be bilingual.

c.) **Compensation**

Salary Range per Position

Certificated Teachers = \$45,000 - \$58,000

Certificated Principal = \$80,000 - \$95,000

Instructional Aides = \$12,000 - \$20,000

Office Manager = \$30,000 - \$40,000

Total Benefits as a percentage of Total Salary - Average = 26%

Health Benefits as % of Total Salaries - Average = 10%

No Lifetime Benefits Costs apply

d.) School Leadership

Forefront Educational Group will utilize a variety of advertising methods to recruit highly qualified teachers. The recruitment methods employed will include, but not limited to: (1) Ed-Join website; (2) Monstertrak website; (3) CCSA website; (4) Job fairs; (5) Teach for America. The following is the timeline set forth by the Forefront Educational Group, which will be used for the staffing of the school site.

Startup Plan	2010								
	Jan	Feb	March	April	May	June	July	August	Sept
Resources									
Job Descriptions-	■	■							
Job Descriptions-	■	■							
Descriptions-Class. &		■	■						
Resources Staff			■	■					
Applicants for				■	■				
Interviews				■	■				
Final Interview,					■				
Presentations					■	■			
Offers Selected					■	■			
Offers of Employment Made						■			
Offers Commences						■	■		
Offers Completed							■	■	
Offers of Orientation								■	

e.) Leadership Team beyond the Principal

In order to achieve our goal of collective efficacy there will need to be a number a highly qualified personnel at different levels in the school’s leadership structure. If the need for an Assistant Principal arises the school community would be apart of the decision making process. In order the help new teachers succeed during their first year a master teacher is vital in their development.

f.) Recruitment of Teaching Staff

The responsibilities of the classroom teacher will include but are not limited to:

- Provide a high quality standards-based instructional program
- Furnish enrichment and remediation lessons when appropriate
- Plan and prepare grade-level appropriate lessons
- Adhere to instructional guides provided by administrative team
- Provide continual assessment of student progress and maintain appropriate records
- Actively seek professional growth opportunities
- Promote open communication with all stakeholders in the school community
- Adhere to all Forefront Educational Group personnel policies
- Maintain regular, punctual attendance
- Possess knowledge of school curriculum
- Conduct workshops

Each core subject teacher will meet the applicable provisions of No Child Left Behind by holding an appropriate teaching credential provided by State Commission on Teacher Credentialing for his/her teaching assignment, or be enrolled in an approved alternative certification program. Teachers of non-core classes will have qualifications consistent with the requirements of state legislation.

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 sheltered-English. These documents will be maintained on file at Forefront Educational Group and will be subject to periodic inspection by LAUSD.

An effort will be made to have a balance of experience, background, and talents. Teachers will need a willingness to expand their knowledge of technology and culturally relevant pedagogy. Our professional development calendar has multiple opportunities for the staff to continue to grow in these areas and others.

11.) Operations

Operations

External Partner: As an external partner, Forefront Educational Group 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, Forefront

Educational Group 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: Forefront Educational Group agrees to enter into discussion regarding the viability of master service agreements

School Operations Experience: Reginald Brunson has had experience working with Crescendo Charter and Watts Learning Center both have successful office operations. Forefront Educational Group will follow the model set by both schools and implement one that best serves the organization.

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 Forefront Educational Group Operations Timeline & Schedule, please see Appendix 11.

Operations Plan: The Operations Plan contains the required and selected foundational services that Forefront Educational Group has currently selected from the service menu. For the Operations Plan, please see Appendix 11.

12.) Finances

Finances

Funding: As an independent charter school, Forefront Educational Group will utilize the direct funding model from the State Fund. All funds generated by Forefront Educational Group 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. Forefront Educational Group will apply directly for funds not included in the charter school categorical block.

Budget Narrative: The five-year budget development for Forefront Educational Group includes the following assumptions: (1) Attendance Rate = 95%; (2) Free & Reduced = 95%; (3) Economically Disadvantaged = 55%; (4) ELL = 50%; 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 in the 1900 series for expanding professional development. To support the 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, Forefront Educational Group will hire 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 Budget.

Financial Controls: Forefront Educational Group has a team that have shown 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 has a relationship with 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. Forefront Educational Group will follow the practices of Crescendo, which are as follows. 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.