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January 11, 2010

Office of the Superintendent
Public School Choice
Los Angeles Unified School District
333 S. Beaudry Ave
Los Angeles, CA 90017

Dear Superintendent Cortines:

We at **ICEF** (Inner City Education Foundation) **Public Schools** are inspired by LAUSD's bold Public School Choice Initiative and are pleased to submit a proposal to operate **ICEF Los Angeles Elementary School #6**, as one of two K-2 ICEF independent charter schools on the Hillcrest Elementary School campus. ICEF Public Schools already operates 15 of Los Angeles' highest performing charter schools – particularly for students of color – and we are thrilled at the opportunity to serve more students with an educational model that works.

We believe our proposal represents the strongest educational program to serve the students and families of South L.A. ICEF Public Schools offers a curriculum with a proven track record of success and a commitment to accountability. ICEF has a model that is closing the achievement gap and we have the capacity to execute our programs on a broader scale effectively. The final component of our success is extensive community involvement in our schools and programs—stakeholder buy-in that is critical to making South L.A. Middle School #6 achieve a gold standard of excellence.

Highlights of our proposal include:

- A proven K-12 curriculum that has already narrowed the achievement gap between the district's white students and low-income students of color in South L.A.;
- A school model designed with the goal of reaching an 800 API;
- Offering 15 years of experience and the capacity to replicate our successful academic model;
- An organization already serving more than 4,000 L.A. students that is accountable for the performance of each and every student;
- The grassroots support of thousands of South L.A. parents and leading community organizations, all of whom mobilized to ensure the passage of this groundbreaking reform initiative, to create the highest quality education environment for our students.

Thank you for your consideration of our proposal and this opportunity for bold change in L.A.

Sincerely,

Michael Piscal
Founder and CEO

5150 Goldleaf Circle, Suite 401, Los Angeles, CA 90056

1 EXECUTIVE SUMMARY

1A ASSURANCES - Please see Attachment I – Non-profit status.

i. **FINANCIAL SOLVENCY** - With the support of strong financial partnerships, Inner City Education Foundation, hereafter referred to as ICEF Public Schools has overcome a severe economic downturn and a rapidly deteriorating state budget climate that continues to burden public educational systems throughout the entire State of California. In addition to state, federal and local funding, ICEF enjoys long-term financial partnerships with Broadway Federal Bank (mortgages and lines of credit) and the Walton Family Foundation and Charter School Capital. Recently, we were awarded over \$7 million from the 21st Century Fund for After School Programs; \$12 million over 7 years from the Bill and Melinda Gates Foundation for Teacher Effectiveness. We also expect to retire over \$3 million in long-term and short-term debt obligations and to restructure \$2 million in current maturities this year.

1B STUDENT POPULATION - ICEF Public Schools proposes to operate the ICEF LA Elementary School #6 on the Hillcrest Elementary School campus. This school partnered with ICEF LA Elementary School #7 will serve all K-2 students. Each ICEF school will add one grade per year until 2013-2014 when the two ICEF schools will be mature K-5 schools serving all students at Hillcrest. ICEF Public Schools currently operates 15 high performing charter schools serving 84% African American and 12% Latino students. ICEF has demonstrated success through the rigorous curriculum and high expectations of students, families and staff and is well equipped to replicate this model on the Hillcrest campus.

ICEF has proven its ability to replicate high quality elementary schools over the past few years largely because of our capacity to support our schools in the use of the ICEF standards based, research-based curriculum. Last year, ICEF opened an elementary school in a largely Latino community and was able to produce similar results with the same curriculum.

These results place ICEF Public Schools among the best in Los Angeles for educating high needs children:

- All of ICEF's schools outperformed their comparative neighborhood schools on the API.
- ICEF's View Park Preparatory Elementary School achieved an API of 853; becoming the *highest performing elementary school in L.A.* serving a majority of African American students.
- In English Language Arts, *76% of View Park Elementary School* 4th grade students scored proficient and advanced compared to 80% of LAUSD white students proficient and advanced; and *19.2% of students at Hillcrest Elementary.*(2009)
- *80% of View Park Elementary School* students scored proficient or advanced on the California Standardized Testing and Reporting in Math, compared to *28.2% of students at Hillcrest*; and 82% of LAUSD white students scored proficient or advanced on the STAR testing. (2009 totals)
- 100% of ICEF graduates have been accepted to college.
- 86% of ICEF's first graduating class (2007) are still in college three years later.
- In 2009, ICEF's View Park Prep High School students outperformed all other charter schools and neighboring LAUSD schools in Los Angeles on the SAT.
- ICEF Public Schools' Elementary Schools score between 150 and 250 points higher on the API than Hillcrest Elementary.

1C VISION, MISSION AND PHILOSOPHY - The mission of the ICEF LA Elementary School #6 is to prepare students to attend and to compete at the top colleges and universities in the nation; to expand the choices that parents have for a first-rate educational opportunity within the public school system; and to cultivate a love for learning by discovering and developing each student's gifts and talents.

ICEF Public Schools hold students and faculty to the highest of expectations and sets ambitious goals for student achievement. The five Essential Elements of an ICEF school are designed with the expectations of college in mind: (1) College Going Culture, (2) College Study Habits, (3) Backward Mapping from College Standards, (4) College Level

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Analytical Writing, and (5) College Style Discourse. ICEF Public Schools holds schools, faculty, parents and students accountable for achievement.

During a typical day at ICEF Los Angeles Elementary School #6, a visitor will see high expectations for all students; students and teachers engaged; student centered learning environment where learning is prized, excellence demanded and performance rewarded; variety of teaching methods with individualized instruction; higher order thinking; and a professional learning community.

1D EDUCATION PLAN - The ICEF LA Elementary School #6 will be a small learning environment that will focus on providing an enriched, standards-based curriculum. The school will provide each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small-and large-group instruction will be utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support. ICEF Public Schools has been successful in implementation of the curriculum and has maintained quality at scale by creating small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and teaching a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

ICEF Public Schools uses research based instructional practices to promote student achievement. In order to address how learning best occurs, faculty at the proposed school will be trained and expected to:

1. Design standards-based instruction (using the principles of backward design)
2. Align appropriate assessments to the standards,
3. Implement supplemental instructional activities that are aligned to standards and reflect research-based best practices
4. Incorporate strategies detailed in Classroom Instruction that Works. (Marzano, Pickering, and Pollock, 2001).

1E COMMUNITY IMPACT AND INVOLVEMENT - ICEF Public Schools has a 15-year history serving the community of South Los Angeles and is the strongest operator of high performing elementary schools in the community. All ICEF Elementary Schools are successful in serving African American and Latino students, populations which make up the student body at Hillcrest. ICEF's View Park Preparatory Elementary School has closed the achievement gap for African American students. The operation of two ICEF elementary school academies at Hillcrest will allow us to continue our tradition of offering high performing schools to this community, and will finally begin to reverse the trend of poor performance.

There are two major ways we plan on involving the community in our work. The first way, is through the investment of parents and partners in the education of our students. ICEF has a long-standing history of meaningful parental involvement where parents are not merely passive volunteers, but rather are integral to the education of their children. ICEF has engaged several community partners in order to provide professional development and student and parent support. Our formal collaboration with the University of Southern California's Center for Urban Youth provides us with a multi-disciplinary group of faculty members who work with all stakeholders in an action-research oriented process to define needs and then provide interventions to meet those needs. Another partnership with the Los Angeles Urban Partnership, offers our science teachers stipends for participating in professional development during the summer and weekends where they collaboratively plan science units based on the California Science Standards and Framework.

The second way we plan on involving the community is through student and faculty outreach. ICEF students all complete community service hours and teachers are strongly encouraged through our professional growth system to create programs and partnerships within the community. Entire classes and even schools have sponsored community action days including community clean-ups, health fairs, college days, and mentorship of younger students.

1F LEADERSHIP/GOVERNANCE - ICEF Public Schools has fifteen (15) years of experience working in South Los Angeles. The senior management team in the ICEF Home Office supports academics and operations of the current fifteen schools from Kindergarten through high school and ensures strong academic outcomes. This team has led the schools, serving over 4,000 South Los Angeles students, through successful growth, scaling and replication of the ICEF Public

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Schools' model which ensures parent and community participation and investment in the school. Parents, faculty, and school leaders serve on committees to ensure the goals of school are being met and that school administration is transparent and accountable to the community.

1G FISCAL PLAN - Based on our track record, the fiscal plan for operating the target schools under the Public Schools Choice initiative is consistent with all existing ICEF Public Schools Middle and Elementary Schools including location; multi-school openings; enrollment; class size; student/teacher ratio; educational programs and facilities maintenance and operations. The resulting revenue and expense models encompassing these factors are virtually identical to the models we have used historically to open and operate new schools.

Each of the proposed schools is located within South Los Angeles, along with ICEF's current schools. Historically, we have proven to be capable of opening and operating multiple schools on single sites and separate sites successfully. Our strategy to open multiple middle schools and an elementary school equivalent in size to our current middle schools and elementary schools, respectively; will allow us to begin the school year on a familiar ground. In essence, the "learning curve will be eliminated because we are using a proven model that results in high academic achievement and personal fulfillment amongst our student population. The educational programs funded under this fiscal plan, along with the teacher staffing needs are continuously reviewed and revised to create the most optimal academic environment. With the requested operational and technological support offered by LAUSD, we are confident that these school sites will provide an even stronger, more efficient and more productive learning environment for our students.

2 CURRICULUM AND INSTRUCTION

2A CURRICULUM MAP AND SUMMARY - The mission of ICEF Los Angeles Elementary School #6 will be to prepare students to attend and to compete academically at the top 100 colleges and universities in the nation; to expand the choices that parents have for a first-rate educational opportunity with the public school system; and to cultivate a love for learning by discovering and developing each student's gifts and talents.

The students of ICEF Los Angeles Elementary School #6 will work cooperatively, think critically, develop self-esteem, value fine arts, respect cultural diversity, and actively seek learning opportunities. The teachers of ICEF Los Angeles Middle School #6 will establish the highest standards and expectations for student achievement and model appropriate behaviors and attitudes expected of educated individuals in the 21st century. The entire school community, including faculty, parents, staff, administrators, and community members, will work cooperatively to create a student-centered environment in which all partners are empowered by their sense of ownership and responsibility to the school.

Something needs to happen here!!!!

A Typical Day at ICEF Los Angeles Elementary School #6 – Upon entering an ICEF Elementary School, one will encounter an exciting student-centered learning environment. At the beginning of the day, students and teachers are engaged in morning assembly when students participate in vocabulary of the day. This instills a culture that promotes a love of learning. A visitor will also see students using technology to enhance their classroom learning. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded.

Teachers employ a variety of teaching methods across the curriculum: clear learning goals in writing, visually posted in the classroom and verbally to both students and parents; classrooms employ a balance of interactive settings; class that is actively engaged through whole class discussion, teacher-centered direct instruction, small group learning, and individualized learning or testing. Individualized learning may include guided practice, individual practice or one-on-one instruction. ICEF teachers also change the student composition in the small groups as a classroom management strategy. In addition, this gives students an opportunity to learn from different people in the class. A visitor will see that in all of these classroom settings, students remain engaged and teachers effectively manage the classroom.

Teachers will be seen scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are actively leading students to think critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students' prior knowledge. Student work is visible in every part of the school. Teachers ensure student learning by creating a professional learning community and work together to determine what students should learn, how they will assess students' learning, and how they will respond to students who experience learning difficulty. Those students who struggle academically are identified in a timely manner and required to attend interventions designed to alleviate their difficulties.

Outside of the classroom, teachers meet weekly in grade level teams to assist each other in developing lesson plans and to plan thematic units. A visitor to ICEF Los Angeles Elementary School #6 will see teachers using the standards to guide lesson planning in every subject area at every grade level. Teachers use formative assessments to make adjustments in their approach and to assess if key learning standards were acquired by students. In addition to formative assessments, teachers consistently ask comprehension questions during instruction.

Teaching Methodologies - ICEF Los Angeles Elementary School #6 will be modeled after ICEF Public Schools' successful elementary schools, a small learning environment that will focus on providing an enriched, standards-based curriculum. ICEF will provide each student with powerful learning experiences that are differentiated to meet individual student needs by establishing a combination of small-and large-group instruction; one-on-one help; mentoring assistance for those who are in need of additional support; small communities of learning where stable, close, mutually respectful relationships with adults and peers are fundamental for intellectual development and personal growth; and a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

ICEF Public Schools understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to:

1. Design standards-based instruction (using the principles of backward design)
2. Align appropriate assessments to the standards
3. Implement supplemental instructional activities that are aligned to standards and reflect research-based best practices
4. Incorporate strategies detailed in Classroom Instruction that Works (Marzano, Pickering, and Pollock, 2001).

ICEF Public Schools holds all students to high expectations and continuously evaluates student performance to inform instruction. Teachers create an individual intervention program for every student scoring below the proficient level. ICEF employs a diverse menu of intervention strategies used to provide at-risk students, students of low socio economic status, ELL, SEL and students with disabilities with the instruction needed to grow academically. ICEF's commitment to all students and intervention plans will be visited later on in this proposal.

Backward Mapping/Backward Design - ICEF Public Schools designs curriculum using "Backward Design," an instructional design method with a strong research base that provides teachers with a method for aligning standards, assessment, and instruction. Teachers start with the desired results (goals or standards) based on research and aligned with the State – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.

Practical Matters and Teaching Philosophies - Faculty members will work in cadres to develop lesson plans for each core subject: English, math, science, and history. Teachers on each grade level are required to plan their units together, develop similar lesson plans, and instruct students with those lesson plans. ICEF seeks to prepare students to pursue their education through to the highest intellectual reaches of university life. At ICEF, we believe in a broad and rigorous liberal arts education that will prepare students for whatever they need to learn in their chosen field throughout their life.

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Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects - ICEF Los Angeles Elementary School #6's curriculum will be based on the California State Frameworks and Academic Content Standards. Grade Level standards students are expected to master by the end of their grade level.

ICEF Los Angeles Elementary School #6 will place a high value on the quality, condition and availability of textbooks for all students. Textbooks and ancillary materials in core academic areas are selected with a strong focus toward alignment to State standards. Please refer to Attachment III – Elementary Scope and Sequence for curriculum and textbook information. (See Attachment IV - Scope and Sequence)

The Goals of ICEF Los Angeles Elementary School #6 are to:

1. Maintain an API Base Score above a 750; score above 850 by year 5.
2. Create an individual intervention program for every student scoring below the proficient level.
3. Involve parents in the life of the school and set an expectation that parents will volunteers four hours a month.
4. Provide cutting edge professional development and support for our teachers.
5. Provide each student with a fair and adequate opportunity to attend the college of their choice.
6. Develop the future leaders of the community.
7. Maintain a school-wide attendance rate of no less than 96%.
8. Comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.
9. Meet all of the California State accountability expectations pursuant to AB1137.

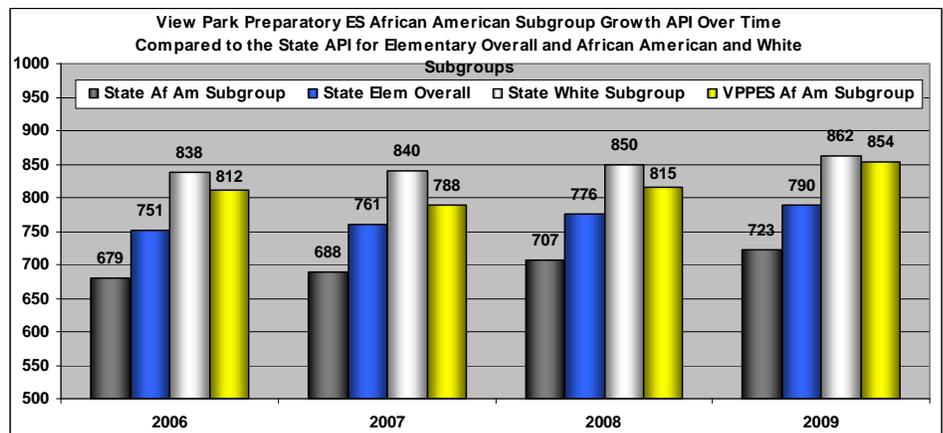
School-wide performance goals will be analyzed on a quarterly basis and modified based on the needs of the student population. All students will be held accountable to the same high standards and expectations that make for successful students. Those students who require added assistance in meeting the goals and expectations will have all the assistance that they require to be successful.

2B TRACK RECORD OF PROPOSED CURRICULUM - ICEF Public Schools currently operates 15 high performing charter schools in South Los Angeles serving over 4,000 students. ICEF provides a rigorous college preparatory curriculum to a student population comprised of 84% African American and 12% Latino students; over 65% of students receive Free or Reduced Price lunch.

ICEF has proven its ability to replicate high quality elementary schools over the past few years because of our capacity to implement and support our schools in the use of the ICEF standards based, research-based curriculum. The curriculum has been highly successful with ICEF's *View Park Prep Elementary* ranked number one in California for serving African-American students based on API. Last year, ICEF opened an elementary school in a largely Latino community and was able to produce similar results with the same curriculum.

These results place ICEF Public Schools as the best in Los Angeles for educating high needs children:

- All of ICEF's schools outperformed their comparative neighborhood schools on the API.
- ICEF's View Park Preparatory Elementary School achieved an API of 853; becoming the *highest performing elementary school in L.A.* serving a majority of African American students.
- In English Language Arts, 76% of



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View Park Elementary School 4th grade students scored proficient and advanced compared to 80% of LAUSD white students; and 19.2% of students at *Hillcrest Elementary*.(2009)

- 80% of *View Park Elementary School* students scored proficient or advanced on the California Standardized Testing and Reporting in Math, compared to 28.2% of students at *Hillcrest*, and 82% of LAUSD white students scored proficient or advanced on the STAR testing. (2009 totals)
- 100% of ICEF graduates have been accepted to college; 86% of ICEF's first graduating class (2007) are still in college three years later.
- In 2009, ICEF's high school students outperformed all charter schools and neighboring LAUSD schools in Los Angeles on the SAT.
- *View Park Prep Elementary* has closed the achievement gap between African American students and their white peers.
- All ICEF Public Schools' Elementary Schools score between 150 and 250 points higher on the API than *Hillcrest Elementary*.

The ICEF curriculum has been developed according to the California Content Standards, California State Instructional Frameworks, and through vertical articulation with the College Board Advanced Placement Program. See Attachment IV – ICEF Performance for further data reflecting ICEF's track record.

2C ADDRESSING THE NEEDS OF ALL STUDENTS

English Language Learners

ICEF Los Angeles Elementary School #6 will meet all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. ICEF will implement policies to assure proper placement, evaluation, and communication regarding ELL's and the rights of students and parents.

- Home Language Survey: ICEF will administer the home language survey upon a student's initial enrollment into school.
- CELDT Testing: All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.¹ The school will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
- Reclassification Procedures: Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:
 - Assessment of language proficiency using an objective assessment instrument including the California English Language Development Test or CELDT,
 - Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions to evaluate the pupil's curriculum mastery
 - Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification process
 - Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Language Learner Instruction and Intervention Strategies - Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. The instructional design model places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan, teachers will be trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

- Total Physical Response (TPR): A language learning tool based on the relationship between language and its physical representation or execution.
- Cooperative Learning. Robert E. Slavin (1995) Research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280).
- Language Experience Approach (Dictated Stories): This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- Dialogue Journals (Interactive Journals): This approach is a way for teachers to engage students in writing. Students write in a journal and the teacher writes back regularly, responding to questions, asking questions, or introducing new topics.
- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002) including modeling academic language; contextualizing academic language using visuals; and using hands-on learning activities that involve academic language.
- Native Language Support. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience." In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures."

Students Achieving Below Grade-Level

At ICEF LA Elementary School #6, low-achieving students will be identified as students who achieve at basic and below on the STAR test. The curriculum structure and instructional strategies are designed to maximize the learning opportunities of low-achieving students. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum.

Parents of low-achieving students are contacted by the end of the sixth week of school year via personal contact and on-going progress reports. Parents are notified of available interventions including the Extended Learning Program and the use of a Student Success Team (SST) meeting. At the end of the second grading period, parents are notified if their child has not made sufficient progress towards meeting the standards for promotion. They are informed at another SST meeting which standards their child is still not meeting at grade level. Teachers at ICEF Los Angeles Elementary School #6 use paraprofessionals for academic support and reinforcement. The on-site after-school program works collaboratively with the teaching staff at ICEF to make the after-school program an extension of the learning during the school day.

Identifying Students Performing Below Grade Level

ICEF Los Angeles Elementary School #6 screens the following data to identify at-risk students:

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1. Students scoring below basic or far below basic on the previous year's standardized test in any one subtest score in Reading, Language Arts, or Math
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. EL students in transitional reading for more than one year

Intended Goals and Outcomes of Students Performing Below Grade Level

1. ICEF Los Angeles Elementary School #6 works to raise the STAR test scores of our low-performing students by at least 5 percentage points each year. Low-performing students have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing below grade-level are referred to the after-school intervention program.

Strategies to Improve the Performance of Below Grade-Level Students

1. By the end of the sixth week of school, all parents of students at identified as low achieving are informed of their child's academic standing.
2. At Back to School Night and parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring and enrichment resources are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet the needs of all students including low achieving students and gifted students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
6. Preparation and follow-up activities such as field trips, guest speakers and assemblies focus on language development and conceptual understanding of material presented and/or experiences shared.
7. A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, to track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
8. Annual assessments of strategies are conducted.
9. Teachers collaborate on individual students' progress to provide instructional and emotional support.
10. Grade level teams meet a minimum of three times per year to design classroom instruction and intervention strategies to support academic success.
11. A full-time Parent Outreach Coordinator works with parents to devise strategies to involve parents in school programs that support meeting the needs of all children.
12. Through assessments of each student, interventions are designed to meet the need of all students regardless of achievement level and thus provide a safety net for all students.

Students of Low Socio Economic Status

92% of students at Hillcrest Elementary are students of low socio-economic status. A major emphasis of the ICEF Public Schools curriculum structure and instructional strategies outlined here are designed to maximize the learning opportunities of low socio-economic students. Low socio-economic students tend to come to school with lower levels of academic and social readiness and often do not have as many opportunities for intellectual enrichment outside of school. We have high expectations for all ICEF Elementary School students to do well.

Teachers at ICEF Los Angeles Elementary School #6 use paraprofessionals for academic support and reinforcement. The on-site after-school program works collaboratively with the teaching staff at ICEF Los Angeles Elementary School #6 to make the after-school program an extension of the learning during the school day.

Identifying and Supporting Students of Low Socio-Economic Status

ICEF Los Angeles Elementary School #6 screens the following data to identify at-risk students:

1. Students scoring Basic, Below Basic and Far Below Basic on the previous year's standardized test in any one subtest score in Reading, Language Arts, or Math

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2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. EL students in transitional reading for more than one year
4. Students scoring at below basic or far below basic on the California Standards Test

Intended Goals and Outcomes of Students of Low Socio Economic Status

1. ICEF Los Angeles Elementary School #6 will work to raise the CST scores of our low-socio economic status students by at least 5 percentage points each year. Low-socio economic students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. Students of low socio economic status will be referred to attend the after-school program and their after school care costs may be subsidized by ICEF on a sliding scale.

Strategies to Improve the Performance of Low Socio Economic Status Students

1. By the end of the sixth week of school, all parents of students at ICEF Los Angeles Elementary School #6, identified as being of low socio-economic status, have been informed of their child's academic standing.
2. At Back to School Night and parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring, library and enrichment resources are made available for parents of all students.
4. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
5. Preparation and follow-up activities focus on language development and conceptual understanding of material presented and/or experiences shared.
6. Annual assessments of strategies are conducted.
7. A full-time Parent Outreach Coordinator works with parents to devise strategies to involve parents in school programs that support meeting the needs of all children.

Investment in Reading

For Hillcrest Elementary, ICEF will recruit 20 to 30 retired credentialed teachers experienced in teaching children to read to come in four days a week for one and half hours. Students will be broken down into groups of 3-5 to be tutored and to increase their literacy skills. The cost will be about \$162,000 for the year (30 teachers x 1.5 hours x \$25 an hour x 4 days x 36 weeks). ICEF sees this as a onetime cost to catch students up to grade level. Students will receive three and half hours of literacy education each day (except on Fridays). Two hours will be with their classroom teachers and an hour and half with their tutor teacher.

2D ACCELERATED LEARNING

High Achieving Students

ICEF Los Angeles Elementary School #6 believes that all children are entitled to a curriculum that offers the best of what we know about education. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, are provided with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

Intended Goals and Outcomes for High Achieving Students

At ICEF Los Angeles Elementary School #6, all teachers participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students' needs.

1. High achieving students at ICEF Los Angeles Elementary School #6 receive differentiated instruction during language arts and mathematics including use of differentiated materials and instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers use flexible grouping. Teachers plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.
2. High achieving students at ICEF Los Angeles Elementary School #6 study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to study topics in detail, and are required

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to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

3. High achieving students at ICEF Los Angeles Elementary School #6 participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher participates in the organization of classroom populations, addressing the school goals for the high achieving students and using the enrichment periods (art, music, computer, library time, and P.E.) to further the opportunity for differentiated instruction time.

High Achieving Students Assessment and Evaluation

1. Teachers continually assess program design and progress at grade level and staff meetings.
2. Students keep portfolios and participate in self-assessments, demonstrating achievement of curricular standards.
3. Students make presentations to parents.
4. Teachers analyze STAR test results and other assessments of advanced performance such as participation in math competitions to determine the strengths and weaknesses of programs in place.

2E INSTRUCTIONAL STRATEGIES - ICEF Public Schools employs the Marzano Strategies (Marzano, Pickering, & Pollock, 2001) for all learners. These include strategies for: Identifying similarities and differences; Summarizing and note-taking; Reinforcing effort and providing recognition; Homework and practice; Cooperative learning; Nonlinguistic representations; Setting objectives and providing feedback; Generating and testing hypotheses; and Cues, questions and advanced organizers. Along with these, ICEF teachers rely on Socratic Seminars as a core instructional strategy where students participate in scholarly-discourse around a given text to advance their own understanding.

ICEF prides itself on meeting the needs of diverse learners. The ICEF Lesson Plan template requires our teachers to include specific accommodations and modifications for students with disabilities, gifted, ELL and SEL students, as well as students with 504 plans. Our co-teaching model ensures that our students with disabilities have the support they need to access our rigorous curriculum within the regular classroom and create a true team with our special education teachers and support personnel to meet the diverse needs of the students we serve. We maintain a similar co-teaching model with our educational paraprofessionals to provide support for ELL and SEL students within the regular classroom. ICEF Public Schools provides culturally relevant pedagogy training for teachers with the help of LAUSD's Academic English Mastery Program headed by Dr. Noma LeMoine. Dr. Tyrone Howard, UCLA Professor in the Department of Education and Urban Schooling, facilitates the PDs for ICEF. Along with co-teaching, the Special Education Department provides our teachers with the professional development and support on how to implement strategies consistent with student learning needs.

3 SCHOOL CULTURE AND CLIMATE

3A DESCRIPTION OF CULTURE - The mission of ICEF Public Schools is to prepare all students to attend and compete at the top 100 colleges and universities in the nation. ICEF Public Schools has the best curriculum and track record for serving high needs students in Los Angeles, has created a culture of high expectations for students, faculty and families, and had 100% of graduates accepted to college. ICEF Public Schools has grown to 15 charter schools in the South Los Angeles community serving over 4,000 students. ICEF's schools are supported by a strong management team and are closing the achievement gap for African American and Latino students.

This culture of success has been developed through ICEF Public Schools' five core tenets, grounded in the work of David Conley (2007) "Toward a More Comprehensive Conception of College Readiness". The first core tenet, **Establishing a College Going Culture**, ensures all students gain an understanding of the importance of college and what it takes to be successful in college. ICEF schools are given tools and support in creating this type of culture from physical school and classroom environments to key cognitive strategies and access to college counseling.

The second tenet, **College Study Habits**, provides explicit instruction and structures for students in how to take proper notes, organize a binder, maintain a calendar, utilize office hours and tutoring effectively, and self-manage so that each student efficiently uses sixty minutes in an hour. It is the consistent expectations, modeling, application, and reinforcement of these study habits that have lead to college success by instilling positive habits at an early age.

The third tenet, **Backward Mapping to College Standards**, is based on the ideas in the College Boards, Advanced Placement Vertical Articulation process. Through this process, middle school teachers and their students are not only exposed to the research-based instructional strategies that lead to success in rigorous Advanced Placement classes in high school, but the students also gain confidence of their capabilities to be successful in those high school classes once they get there. Student success in college dictates that we look beyond to prepare students for the 21st Century.

The final two tenets, **College Level Analytical Writing** and **College Style Discourse**, together form the foundation for promoting higher levels of thinking and problem solving. Students are pressed to critically analyze primary source documents, textbooks and other non-fiction, literature, news sources, and new media. Through Socratic Seminars, students push each others' thinking, by dialoguing with classmates around a particular piece of text. The seminars assist students in organizing their thoughts in a logical and coherent way so that they can back up their opinions with text-based facts. They are then taught how to use the ICEF Writing Model to translate their thoughts onto paper in a clear and concise manner. ICEF views writing as a manifestation of logical and supported thought. Seminars give students a forum to help them organize thoughts.

3B COLLEGE AND CAREER READINESS - In line with the first core tenet, Establishing a College Going Culture, ICEF Public Schools invests a premium on promoting college to students and parents. Even at the elementary school level, school leaders and teachers maintain high expectations of preparing all students to attend and compete at the top colleges and universities in the nation. Classrooms, hallways and offices are adorned with college pennants reminding students and families of the expectations of college. ICEF Public Schools believes in a K-12 model for students to enter in elementary school and get on track for college.

ICEF Public Schools has closed the achievement gap for African American students attending ICEF's elementary schools. These students are outperforming their African American peers across the state and score higher than the state average on the API. These students are within points of surpassing white students across the state. ICEF Public Schools is ensuring that these students have the skills and preparation necessary to succeed in middle and high school and are on the path to college.

3C SCHOOL CALENDAR AND SCHEDULE - ICEF LA Elementary School #6 will follow the State requirements for the number of instructional days and minutes for our students, K-5/6 = 55,100 minutes in a minimum of 180 instructional days. Please see Attachment V – Academic Calendar and Daily Schedule.

3D EXTRACURRICULAR ACTIVITIES - As an organization committed to urban education, ICEF Public Schools believes in the three "A's": academics, athletics, and the arts. While academics will always take precedence, we provide many opportunities for students to become proficient in one of the other "A's." Athletics and the arts greatly enrich the lives of students by providing opportunities to develop the character necessary to succeed in higher education and by expanding their perception of the world and their place in it. All students at ICEF Los Angeles Elementary School #6 will receive arts education, including painting, music, dance and theater. Students will also have the chance to participate in choir, orchestra or biannual theatre productions. ICEF elective courses in the arts hold students to high expectations as well, allowing them to develop their gifts and talents, build self-esteem and support achievement. Sample course descriptions include:

Traditional Arts: All students at ICEF Public Schools receive some form of traditional arts instruction, ranging from a generalized overview of art to intensive drawing and painting classes such as AP Studio Art. Through these traditional art classes, students are able to study art history, understand specific techniques, learn to formulate artist statements and create various types of art that they are able to display among their peers in gallery-type settings. These classes cover the elements of visual art such as space, shape, form, color, composition and methods of representational drawing and painting.

Ensembles: ICEF Public Schools currently has ensembles where award-winning, nationally recognized music and performing arts students perform at sporting events and with featured artists across the country. The discipline of music study, particularly through participation in ensembles, helps students learn to work effectively in the school environment.

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3E STUDENT DISCIPLINE - At ICEF Los Angeles Elementary School #6 the behavior program will be positive and proactive. The entire staff will be expected to praise and reward appropriate behavior. The goal of ICEF Public Schools is to teach students to have self-respect, respect for others, responsibility for his or her actions and positive social interactions. Every ICEF student is expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards.

ICEF Los Angeles Elementary School #6 will develop and approve a Parent and Student Handbook at the beginning of the school year with input from all stakeholders that will address acceptable standards of behavior and specific consequences for student conduct. Thereafter, parents or guardians will be notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct. See Attachment VI – Parent/Student Handbook

3F HEALTH MANDATES - ICEF Public Schools shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

In the case of a student who has an IEP, or a student who has a 504 Plan, the school 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 ICEF School of Engineering and Design, 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 ICEF School of Engineering and Design 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 ICEF Los Angeles Elementary School #6's failure to implement the 504 Plan?

3G NUTRITION - ICEF Public Schools will provide students with food service provided by the Los Angeles Unified School District. (See Operations –Section 11)

4 ASSESSMENTS AND SCHOOL DATA

4A EDUCATIONAL GOALS AND METRICS - All school principals will work with their faculties to review student data and set goals for the school year including individual plans and metrics. All ICEF middle schools on this campus will be accountable to the goals of ICEF Public Schools. See Attachment VII – ICEF Accountability Scorecard.

Accountabilities	Target	Strategies/Activities	Resources/ Proposed Funding	Means of Evaluating Progress	Staff Responsible	Start/ Completion Date
API growth for school	800; Meet subgroup targets	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	5 year goal
State similar schools rank of 7 or higher	Similar Schools Rank of 10	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	Annually
Annually <u>increase</u> % of students advanced/ proficient on CA Standards Tests (CST) in <u>English Language Arts</u> .	20% annually	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	Annually

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Annually increase % of students advanced/ proficient on CA Standards Tests (CST) in Math .	20% annually	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	Annually
Outperform nearest neighboring schools that students would have otherwise attended in average % advanced/proficient on CST in English and Math.		Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	Annually
Annually decrease average % of students Far Below Basic on CST in English and Math from year to year and in comparison to neighboring schools.	20% annually	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State results	School Principal and Academic Team	Annually
90% of students entering as 6 th graders continuously enrolled culminate middle school in 3 years.	90% continuous enrollment	Reviewing ICEF Operational Dashboards		CalPads and Student Information System	School Site Operations Manager	3 years
Meet Federal school-wide and subgroup target criteria	100% Attainment	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team CCSA Zoom!	CST/State Results	School Principal and Academic Team	Annually
90% of classrooms consistently reflect rigorous standards-based instruction criteria (instruction rated at least a 4 on a 5 point rubric) as reviewed by principal and CAO).	90%	Implementation of Professional Development and Support Plans; Use of DataDirector and Formative Assessments	ICEF Academic Team	ICEF Instructional Quality Rubric	School Principal and CAO	Annually
Average daily student attendance rate of all schools will be at least 95%.	97% ADA	Reviewing ICEF Operational Dashboards		CalPads and Student Information System	School Site Operations Manager	Annually
Annual average enrollment by October count date and average enrollment maintained for all schools will be at least 100% of the budgeted number of students. <u>(Oct CBEDS#- May# / Capacity#)</u>	100% capacity	Reviewing ICEF Operational Dashboards	Enrollment Coordinator	CalPads and Student Information System	School Site Operation Manager	Annually
80%parents will rate the school, on average, at least 4 out of a 5-point scale on a parent satisfaction survey. 75% of parents will return surveys.		Review and action plan around data	Parent Liaisons	USC/CEG Stakeholder Satisfaction Survey	Data Manager	Annually
80% students will rate the school, on average, at least 4 out of a 5-point scale on a student satisfaction survey. 75% of students will complete surveys on line.		Review and action plan around data		USC/CEG Stakeholder Satisfaction Survey	Data Manager	Annually
70% staff will rate school, on average, at least 4 out of a 5-point scale on a staff satisfaction survey. 75% of staff will return surveys. (Survey conducted Spring		Review and action plan around data		RISE Teacher Working Conditions Survey	Data Manager	Annually

2008)						
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4B STUDENT ASSESSMENT PLAN - ICEF's curriculum and assessment systems are grounded by the California Content Standards and State Frameworks. ICEF will continue to work cooperatively with the District to monitor progress in meeting student outcomes. Throughout the year teachers use a variety of assessment data including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. In addition to the required state-adopted text assessments, benchmark assessments are given every trimester in the areas of English Language Arts and Mathematics. These assessment systems are also used to assess students in English Language Arts and mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. ICEF teachers conference with students and parents to discuss student mastery of the content areas.

ICEF uses a variety of student groupings within each classroom and each school day. A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These included, but are not limited to: 1) cooperative learning, 2) flexible grouping, 3) partner reading, 4) choral reading, 5) listening center, 6) D.E.A.R. (Drop Everything and Read) 7) journal writing, 8) written and oral reports, 9) plays, and 10) role-playing. Higher-order and critical thinking skills are assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicating outcomes.

ICEF strives to produce masters of math; a variety of instructional strategies and strict adherence to the Saxon math program are used to ensure that all students have multiple opportunities to learn the mathematical concepts and skills. The mathematic program is designed to encourage the use of higher-order and critical thinking skills on a daily basis. Math is integrated in other subject curriculum, including social studies, science, and reading. Teachers plan and team at the different grade levels to best meet student needs.

At the beginning of the school year, achievement test and CST scores from the previous year are analyzed. Teachers are given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the achievement tests, CST and periodic assessments are used to determine differentiation from at risk to high achieving students. Low-performing students are monitored and supported from year to year.

At ICEF teachers serve as testing coordinators to ensure that state pupil assessments including achievement tests, CST, and CELDT are administered. Teachers also involved with ongoing professional development directly addressing assessment. ICEF Los Angeles Elementary School #6 will conduct pupil assessments pursuant to EC47605(c). The ICEF Los Angeles Elementary School #6 faculty will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress is shared with parents through periodic report cards, parent-teacher conferences, and additional means as necessary.

Testing - If ICEF Los Angeles Elementary School #6 does not test (i.e., STAR, CELDT, CAHSEE) with the District, ICEF Los Angeles Elementary School #6 hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school. To monitor student learning and school performance, ICEF Los Angeles Elementary School #6 has will implement the following assessment tools and measures attached. See Attachment VIII – Assessment Tools

School's Assessment Plan - All ICEF schools use PowerSchool to track data underlying the principles of our academic model. Teachers update and analyze data for individual students. In addition to PowerSchool, ICEF is implementing new software, Data Director, which will facilitate data analysis and allow us to compare and monitor student progress over time. The director of ICEF Los Angeles Elementary School #6 and the Chief Academic Officer will meet periodically to review student achievement data to identify students needing intervention.

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Performance Outcome and Goals - Each ICEF school is expected to reach the established internal goals set by the school's leadership and Board of Directors. These goals form the basis for how the board members and families are likely to evaluate the school's progress.

Performance Outcome	Charter Agreement Expectation	ICEF's Internal Goals
Daily Attendance Rate	Higher daily attendance than local district schools	Maintain an average daily attendance of more than 95%
Academic Performance Index (API)	Significantly outperform neighboring elementary schools.	Place in the top two deciles of API Similar School rankings and maintain a minimum 800 API rank.
Teacher Professional Development	Requires teachers' participation in a rigorous program of ~140 hours/year	Performance evaluated yearly; progress measured in meeting student achievement goals
Parent Involvement	Strongly recommends all parents to volunteer 40 hours per school year	100% parent participation as volunteers
Parent Satisfaction	The majority of parents will score ICEF as excellent or good on regular parent satisfaction surveys.	75% of parents will score the school as excellent or good on regular parent satisfaction surveys
Student Achievement	Annual AYP determination. CST scores broken down by all reportable subgroups.	It is the goal of ICEF Los Angeles Elementary School #6 to make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act ICEF LA Elementary #6 will continue to meet or exceed the average CST scores in English Language Arts and Math of the nearest schools serving similar student populations.

4C DATA TEAM AND INSTRUCTIONAL TEAM - Every week, teachers have designated time used for professional development and curricular planning. The majority of this time is used by principals to conduct cycles of inquiry based on the professional learning community model (Dufour, Dufour, & Eaker, 2003) where faculty and staff review data to identify growth areas and then create action items and evaluation plans to meet identified student needs. Results of formative and summative assessments are key data for this model. The cycle of inquiry defines what types of professional development are offered to teachers as well as types of interventions and adjustments to the curriculum are necessary to most impact student learning.

One day a month, all ICEF middle school teachers meet on a single campus in order to review results of ICEF-wide formative and summative assessments. Faculty meet in content areas and create action plans based on the same cycle of inquiry, which include the sharing of best practices identified by the data and collaborative creation of units and lessons to meet identified gaps.

4D DATA SYSTEMS - ICEF Public Schools must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD was entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. ICEF will provide the requested data to be submitted in the Office of the Independent Monitor's required format 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.

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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.

4E LAUSD SCHOOL REPORT CARD - ICEF Public Schools agrees to track the same information that is provided on the LAUSD School Report Card. See Attachment IX - School Accountability Report Card

4F RESEARCH AND EVALUATION - ICEF Public Schools agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

4G OPERATIONAL GOALS AND METRICS - ICEF Public Schools works with all school directors and staff to set SMART goals for each school year. These goals encompass the school culture, student achievement, parent satisfaction and school operations. Performance management data is tracked and reported to school leadership in order to make informed decisions to improve achievement and operations at the school. ICEF Operations are a critical factor in the success of each school. ICEF Home Office staff works to provide operations teams (facilities, information technology, food service, human resources) and school directors with timely and actionable data. The Operations Dashboards are shared monthly with Directors to share data about student enrollment, attendance, facilities work orders, and staff response rate, as well as other data. These dashboards allow directors to make informed decisions on their campuses that can influence their budget and culture of the school. See Attachment VIII - ICEF Performance Accountability Scorecard and Attachment X - Operational Dashboards for information about goals and metrics.

5 PROFESSIONAL DEVELOPMENT PROGRAM

5A PROFESSIONAL DEVELOPMENT - ICEF provides a comprehensive suite of professional development (PD) services guided by the principles of fostering a school and a district as a professional learning community (PLC) (Dufour, Dufour, & Eaker, 2003). The goals of each individual school, therefore, are unique in terms of professional development, but all begin with creating a positive culture of high expectations for all on the campus. By following a cycle of inquiry, each school ensures that PD is aligned with the needs of the students on the campus.

ICEF provides principals and teacher leaderships with monthly PD to support them in implementing the tenets of a PLC. This begins with a one week summer retreat where the principals work together across the schools to create a unified, yet flexible professional development plan for the upcoming school year. From this plan and in consultation with the Director of Middle Schools, each school builds a budget to support PD which includes utilizing internal resources as well as external contractors and conferences. Principals are tasked with creating a culture of learning at their school and welcome other school leaders and faculty on their campuses for PD. ICEF Public Schools' cycle of inquiry allows for sharing of knowledge between schools, faculty and leaders.

Teachers with a preliminary credential at ICEF can participate in the Beginning Teacher Support and Assessment (BTSA) and are provided with a mentor, develop teaching portfolios and attend additional professional development. Teachers also have the opportunity to apply to the ICEF Aspiring Administrators program, where teachers meet monthly for additional professional development to put them on a path toward school leadership. ICEF also has two grant-funded partnerships (USC and the Urban Partnership) which provide professional development to middle school science teachers consistent with the individual school and ICEF-wide goals.

Professional development topics include, but are not limited to: Socratic Seminars; Professional Learning Communities; Active Participation Strategies; Using Graphic Organizers; Toulmin Writing Model/Writing Across the Curriculum; Using Data Director to Improve Instruction; Responsive Classroom Management; Understanding by Design; What is Rigor?; Academic English Mastery (Culturally Relevant Pedagogy); Writing Clear Learning Objectives; Differentiating Instruction for all Learners; and Checking for Understanding.

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5B TEACHER ORIENTATION - Prior to the start of the school year, newly hired ICEF staff members participate in five days (40 hours) of Professional Development. New teachers and paraprofessionals are introduced to the ICEF mission and are trained on the essential elements of an ICEF school: college style discourse, college going culture, backward mapping to college standards, college study habits, and college level analytical writing. New teachers are trained in ICEF's curriculum, instructional strategies and data-technology tools such as Powerschool and Data Director. New teachers are introduced to the BTSA program. During this time, classified staff members attend separate trainings on managing school operation systems. Following the new staff training week, all ICEF faculty and staff attend five days (40 hours) of professional development before the start of the school year. During this time, all staff reviews curriculum and development strategies. Each individual school team then meets for an additional two days (16 hours) to develop their school goals based on data and evaluation.

5C TYPICAL ICEF PD CALENDAR

August 23-27, 2010 – New Teacher Professional Development (all teachers new to ICEF)

Topics: What it means to be an ICEF teacher; Using DataDirector and Powerschool to Impact Instruction; Classroom Instructional Strategies that Work; Building a Positive Disciplinary Model in Your Classroom; The ICEF Writing Model

August 30-September 3, 2010 – All Teacher Professional Development

Topics: Backward Mapping to College Standards; Collaborative Planning by Department/Grade Level; Goal Setting and Professional Growth; Creating a Positive Classroom Learning Environment

Every Wednesday 1:30 – 4:00PM – School site professional development following the professional learning community model.

First Thursday of the Month 8:00 AM - 4:00PM – All ICEF principals have a full day of PD every month. The first half of the day school directors group by elementary, middle and high schools and observe at an ICEF campus. Directors are provided with a checklist from one of the five essential elements of ICEF and provide feedback about the school. The afternoon session provides time for principals to debrief and spend three hours in a PD session with the ICEF Academic Leadership Team.

Last Wednesday of Month 1:30 – 4:00PM – All ICEF Middle School PD to review common assessment data and collaboratively plan.

Monthly Office managers and Parent liaisons are provided with a PD session facilitated by the ICEF Home Office School Support Staff. Topics include: parent involvement, Powerschool (SIS) support and training, safety and emergency support.

Consistent, on-going, and inter-related professional development is the hallmark of the ICEF program. Teachers are not given "one and done" PD, but have access to high quality professional development that streams thematically throughout the year based on the identified needs of the students and their own professional growth. For this reason, teacher growth plans are aligned with professional development. Teachers are also given opportunities to observe master teachers on a regular basis so that they can see the professional development "in action". Principals are in classrooms every day providing support to teachers in their implementation of effective instructional strategies aligned with school-wide and individual teacher goals. Often times on larger campuses, master teachers serve as department chairs providing the same types of instructional leadership as the principal for other teachers within their department.

5D PROGRAM EVALUATION - ICEF evaluates all PD using Champion (2002) framework. PD is evaluated on four levels: (1) Do the participants understand the importance of this PD? (2) Do the participants understand the content of this PD? (3) Are the participants using the strategies of the PD correctly? (4) Are the strategies leading to increases in student achievement?

Additionally, bi-annual teacher satisfaction surveys inquire about teacher opinion of professional development. Principals are held accountable for the scores they receive on these surveys and are given support to improve when necessary.

Evaluation is conducted surrounding professional development at all levels from observations in the classrooms by division level heads, polling teachers and leaders informally as well as feedback forms after every PD session. Twice throughout the year, ICEF's Chief Academic Officer and Director of Curriculum and Instruction spend one full day on each school campus visiting every classroom. They observe and record trends they notice in the teaching, learning and leadership. Feedback is then provided to the school leadership about the trends, examples of classrooms that are implementing the professional development and recommendations for areas of focus in PD. See Attachment XI – Classroom Instructional Criteria.

ICEF continues to provide beginning teachers with a pathway to their professional clear credential with its own state approved BTSA program. Currently, 75 teachers are participating in the BTSA program and receiving individualized coaching and mentoring. However, all ICEF teachers are eligible for individualized help and may be referred by their principal to receive informal individualized mentoring by a master teacher.

In order to ensure continual improvement, all faculty members develop personal professional growth plans. The use of teacher and administrator professional growth plans allows immediate supervisors to monitor and assess the progress of individuals on the school sites. Employees set their own goals in conjunction with their supervisors in three categories - knowledge and skills, service to the community, and student growth and achievement. All goals in the professional growth plans will be aligned to the California Standards for the Teaching Profession. Growth plans will include goals, action plans, and measures for assessment.

6 PROFESSIONAL CULTURE

6A PROFESSIONAL CULTURE - ICEF Public Schools is dedicated to providing a positive professional culture guided by the tenets of a professional learning community (Dufour, Dufour, & Eaker, 2003). This structure empowers all staff members to be intricately involved in student learning and improvement of instruction. The principal serves as instructional leader in a facilitator role providing key data, research, and project management while guiding the staff through cycles of inquiry around areas for instructional growth. Teachers are strongly encouraged to take responsibility for implementation and evaluation of sections of action plans created during the cycle of inquiry process. In this way, along with the governance structure (outlined in Section 9A), teachers are central to the formation of the instructional and operational programs at the school site.

ICEF also operates an Aspiring Administrators Program (AAP) to further develop teacher leadership at the school sites. Meeting on monthly basis, self-selected and principal nominated members of the AAP practice the tools necessary to facilitate schools as professional learning communities. Members work collaboratively across campuses to create action plans that will ultimately positively impact student learning on their own campus. Teacher leadership is also encouraged through our Beginning Teacher Support and Assessment (BTSA) Program and our partnership with Alliant University around a teacher intern program.

6B EVALUATION - While each teacher takes part in a formal evaluation process, ICEF Public Schools principals practice walk-through management, visiting as many classrooms as possible every day of the week. During those times, principals make general observations and meet informally with teachers to help them improve their instruction.

The formal evaluation process is in four parts:

Part I: Principal and teacher set three goals for the school year all tied to the California Standards for the Teaching Profession, the augmented ICEF Standards for the Teaching Profession, and school-wide student achievement goals.

(1) Student Academic Achievement – What measurable student achievement goals will the students meet?

(2) Knowledge and Skills – What instructional strategies does the teacher need to improve in order to improve student achievement?

(3) Service to School or Community – How is the teacher going to involve him/herself in the greater school or community in a leadership role?

Part II: The principal or designated department chair will complete 3 formal observations during the school year. A peer will complete 2 formal observations during the school year. These observations will be informed by the goals set by the teacher.

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Part III: Each teacher will complete a mid-year reflection and status report on how they are doing on achieving their goals. The principal or designee will conference with each teacher concerning these goals.

Part IV: Each teacher will complete an end-of-year reflection and status report. Upon counseling with the principal or designee, a final report will be generated and presented to the teacher and Human Resources with a recommendation for future employment.

Struggling teachers are counseled and a Teacher Improvement Plan is created. This plan highlights the services to be provided by the school and ICEF for the teacher as well as clear and measureable goals that must be met by the teacher in a prescribed amount of time. These services may include, but are not limited to: mentorship, observation of veteran teachers, ICEF provided professional development, and outside professional development.

6C FEEDBACK - Teachers complete bi-annual satisfaction surveys as administered by the RISE Network (Resources for Indispensable Schools and Educators). These surveys are on-line and completed towards the end of each semester. Aggregated results are reported by RISE staff to the principal. Students and parents complete an on-line stakeholder satisfaction survey in March as administered by the University of Southern California's Center on Educational Governance. The results of these surveys are shared with the principal by the Chief Academic Officer. The principal then meets with the faculty to review the results of all three surveys in order to confront growth areas following the cycle of inquiry. The results of these survey help the principal and ICEF determine general areas of support needed for the principal, teachers, and staff.

7 SERVING SPECIALIZED POPULATIONS

7a.i. Our proposed school will implement the special education process utilizing the LAUSD Special Education Policies and Procedures Manual as mandated by the Modified Consent Decree.

- To implement the IEP process effectively at our proposed school we will mandate that our IEP teams include the following participants: parent, student (if applicable), school site administrator or designee, educational specialist, DIS providers (if applicable), school psychologist (if applicable), and general education teachers.
- To implement the IEP process effectively at our proposed school we will recruit and hire highly qualified and credentialed Special Education staff, including but not limited to: educational specialists, intervention specialists, DIS service providers (counselors, speech pathologists, occupational therapists, physical therapists, etc...), and School psychologists.
- Our next step will be to conduct ongoing professional development on the following topics: IEP process, IEP implementation, effective use of the LAUSD Policies and Procedures Manual, ongoing collaboration between special education and general education teachers, use of passports (a system used to facilitate progress monitoring of IEP goals, and behavior management). Throughout the school year, general education teachers will receive at least 29 hours of Professional development in the area of special education. General education teachers which are also 2nd year participants in the BTSA program will receive at least 64 hours of professional development, due to their emphasis on Special Populations. Educational Specialists will receive at least 65 hours of special education professional development throughout the year.
- Our special education and general education teachers will be expected to effectively collaborate with one another to promote student achievement and ensure proper implementation of the student's IEP.
- Our Special education will collaborate effectively with parents through ongoing communication of successes and concerns. In addition to invitations posted for monthly LAUSD Parent Meetings, we will facilitate monthly parent educational meetings. Each parent of a special needs student will be informed of their students' educational rights to enlist them as fundamental partners in the success of their student within and beyond the IEP meeting.
- We will monitor student progress using multiple formal and informal assessment tools. Formally we will monitor student achievement through the IEP meetings, goal completion, administration of KTEA II, and CST and or CMA results (parents will be encouraged to allow their student to participate in whichever assessment the IEP team – with parent input- deems most appropriate for the student). Informally, we will monitor student progress through informal assessments (teacher created assessments, student work samples, anecdotal records, teacher observation data, student portfolios, curriculum based assessments), ongoing use of Power School (a school-based system parents, teachers, and administrators use to monitor

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grades and daily progress) parent interviews, and ongoing teacher collaboration. Evaluation for Special Education services will be conducted by a licensed school psychologists for initial IEP meetings, for triennial IEP meetings, and at parent request.

- We will create a Modified Consent Decree team on site that will meet monthly to discuss MCD outcomes and specific progress. Action plans will then be created, with a focus on student needs, to address these specific MCD outcomes.

7a.ii. Our proposed school will provide a free and appropriate public education in the least restrictive environment to all students including those with moderate to severe disabilities. Through our continuum of placement options, our students will be placed in the environment that will be most beneficial for them both academically and socially. Based on each student's IEP, students will be placed in the following environment: general education setting with Education Specialist support (with or without DIS services) or self contained classes such as a Special Day Class for mild to moderate or moderate to severe. In providing FAPE in the LRE, students will continually be monitored for progress where the IEP team will determine if a student can be placed in a less restrictive environment. Additionally, annual transitional IEP meetings will take place to ensure students are prepared for the transition to the next grade and/or the transition to middle school. During these meetings parents will be encouraged to ask any and all questions they have to fully support the transition their student will be making to the next grade level or to middle school. Educational Specialist will work with school counselors to promote self advocacy and high self esteem through implementation of peer mentoring programs which will meet weekly.

7a.iii. Our proposed school will provide extended school year services to all students who meet eligibility requirements as stated in the LAUSD Special Education Policies and Procedures Manual. This service will be provided in a manner appropriate to each individual's needs as specified in the IEP. If a student is eligible for Extended School Year, the program options will be: Inclusion in summer school with Educational Specialist support to prevent regression in academics and /or behavior or within a Special Day Class with Educational Specialists and Intervention Specialists working together to support the student's specific needs and prevent student regression in any behavior or academics.

7a.iv. Our proposed school will identify English language learners through the home language survey which is included in our enrollment packet. We will hold a meeting before the enrollment process begins and informs parents of our English Language Learner programs and the importance of giving us accurate information on the home language survey so that we can best meet their language learning needs. In the first month of school, all ELL students will be tested using the CELDT test. The data from the tests will be distributed to the classroom teachers and they will meet in grade level teams monthly to discuss the needs and progress of their ELL students. We will use the Imagine IT! language arts curriculum to instruct our ELL students. Teachers will be mandated to emphasize vocabulary and differentiate the curriculum to meet all students' needs. Teachers will be mandated to use the English Language learner support pieces within the Imagine It! curriculum and they will be mandated to implement SDAIE strategies. Last year at one of schools with an ELL population of 53%, we redesignated 9.6%. At another school with 25% ELL population, we redesignated 8.4%. Our redesignation standards include: CELDT overall proficiency of 4 or 5 (3 or higher in all subtests); CST Score of 325 or above in English Language Arts; Writing benchmark score of 3 out of 4 or higher; Grades of A, B, or C in all core subjects; Teacher recommendation; Parent Consultation.

To support both our ELL and our SEL student population, we will explicitly teach grammar. Teachers will be mandated to teach oral and written language daily. We will encourage our students to speak "School" English during the school day without devaluing the home language by encouraging the use of their home language in appropriate settings.

7b. Our proposed school will meet the needs of students who are in at-risk situations, through a multitude of interventions. We believe in an educational philosophy outlined in the book Whatever it Takes by Dufour, Dufour, Eaker, and Karhanek. We hold the educational philosophy of a Henry Higgins school: "We believe all kids can learn... and we will work to help all students achieve high standards of learning." As evidence of this philosophy, we intervene ambitiously and tirelessly for our students. At our proposed school we will hold Student Success Team meetings for students who are struggling academically and/or behaviorally. This process could result in Assessment for Special Education Services, but will also be used to support students and families. As a response to intervention, during the meeting we will create a strengths-based action plan to attack any areas of concern. The team will meet to follow-up within 2 months and check-in on the success of the plan and then the plan may be amended to better support the student and continued. Additionally we have affordable after school care where students get

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homework support in addition to enrichment activities such as art, jewelry making, journalism, etc. Each teacher is mandated to work until 4:00pm daily to plan and provide tutoring to students in need at no cost to the family. At our current schools we are piloting some intervention programs. We have seen benefits from a program we call "SOS- Save one Student," in this program each staff member is assigned or selects one student who is at risk of failing or struggling in our school. They meet with students weekly and support them with organization, homework, and tutoring. Another program we have implemented successfully is the school wide usage of life binders. These life binders are used to help students learn the art of good organization. Students that struggle with the life binders, receive support in organization afterschool during tutoring time. At our elementary schools we have a Secret Agent Club that meets weekly to promote random act of kindness and leadership skills. These same programs will be implemented in our proposed school.

8 FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

8A IDENTIFICATION - ICEF Public Schools is confident in providing high quality education to the school community at Hillcrest Elementary School. The community is comprised almost entirely of economically disadvantaged minority students who have been denied the opportunity of a quality education. Hillcrest Elementary has continued to fail its students and the community:

- Less than 20% of African American and Latino students at Hillcrest score advanced or proficient on the CST in ELA; less than 30% of Latino students in Math; and less than 25% of African American students Math.
- Hillcrest has an API growth score of 600 placing it as one of the worst performing schools in the city and state.
- Hillcrest has failed to meet AYP criteria year after year, and has been in Program Improvement status for over 10 years.
- Less than half of these students will graduate from high school and even fewer will be prepared for college.
- Over 85% of students from South Los Angeles high schools required remediation when they enroll in college, a rate far above the state average (CSU Statistics Division, 2006).

There are many long-standing community resources in this area such as Brookins Community AME Church, St. Brigid Catholic Church, Van Ness Park, the Southwest Division of the Los Angeles Police Department and the University of Southern California. ICEF Public Schools has forged many relationships with influential community organizations in South Los Angeles during the 15 years of serving high needs children. These relationships will continue to benefit the 4,000 students ICEF currently serves and the 450 more in an ICEF School on the Hillcrest Elementary campus when two schools grow to capacity.

Rationale for Serving the Community - ICEF Public Schools' vision is to transform the community of South Los Angeles by providing high-quality educational opportunities and to produce 2,000 college graduates annually. ICEF Public Schools is focused on creating a path to college for students living in the community of South Los Angeles. ICEF has a stellar track record of educating elementary school students in this community and is best-equipped to provide a high quality curriculum that drives student achievement. The achievement gap in the community has been stagnant and ICEF believes that by starting early with grades K-2, students at Hillcrest can achieve and create a high-performing school where there has for a long time been failure.

Hillcrest Elementary is an opportunity for ICEF, with a history of narrowing the achievement gap for African American and Latino students, to reverse the trends in South Los Angeles and to prepare all students for high school and to attend and compete in college. ICEF has operated public schools since 1999. Our belief in all students and high expectations for our school community has led to our success; all ICEF elementary schools have seen success in closing the achievement gap for African American and Latino students.

8B FAMILY AND COMMUNITY ENGAGEMENT - Establishing a healthy and nurturing school/home relationship is one of the key triggers that give our teachers the credibility to push our students and demand quality in their work. ICEF teachers interact with families on a regular basis, using phone calls, emails, and one-on-one conferences to assure that each student is on track. Teachers are also expected to be visible at school/community events including athletics, plays, concerts, art shows, etc. to foster positive, proactive interaction between the school and home. To date, the commitment to excellence demonstrated by our faculty, staff, and administration has generated an equally strong commitment on the part of our parents. Each

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administrator, each teacher, and above all, each parent/caretaker takes personal responsibility for the success or failure of a student. As a result, discipline problems are minimized and positive learning attitudes are reinforced.

The ICEF LA Elementary School #6 will utilize several organizational structures to ensure parental engagement, such as an annual Back-to-School Night and quarterly parent teacher conferences. The use of various communication tools such as Teleparent and a school website will enable the staff to communicate important updates, events and activities.

The ICEF LA Elementary School #6 will have a paid, full-time parent liaison who will work with parents to coordinate parent involvement and volunteer opportunities. The parent liaison will also serve as an intermediary between the school and families to resolve issues and act as an advocate for parent concerns. The Parent Liaison and key parent leaders will hold monthly School as A Whole (SAAW) Meetings and Grade Level Meetings to collaboratively plan student-centered activities and ensure the school is meeting its academic goals.

Parents of low-achieving students, those students who are not demonstrating grade level skills and abilities, will be personally contacted by the end of the sixth week of the school year. Students achieving below grade level in more than one area may be referred for a Student Success Team ("SST") meeting. The SST, at minimum comprised of the parent, teacher, and SST coordinator, will meet to discuss appropriate interventions needed to move the student toward grade-level mastery. All parents have access to daily student updates on their child's progress using the student information system (SIS), which includes not only the current grades in the classes, but scores on individual assignments.

ICEF Public Schools holds students and families to high expectations and demands those expectations in return. The school will be accountable to all families and the community for its success. ICEF Public Schools envisions the school as a pillar in the community that demonstrates a culture of excellence and is trusted to care for and prepare the children of the community. ICEF Public Schools will ensure that all community members are welcome at the campus, offering services including: reading and/or performing at neighborhood senior housing facilities; opening the school facility up for neighborhood meetings; and holding events such as barbeques, pancake breakfasts, toy-drives, and food drives.

8C KEY COMMUNITY PARTNERSHIPS - Over the last 15 years, ICEF Public Schools has developed many partnerships within the community. Schools, campuses and school leaders are expected to reach out to community members and organizations to share resources, collaborate and invest in our students. This allows the community to share in the success of the school, demonstrating that student success is community success. Additionally, the school will maintain transparency and accountability to the community by providing data and Accountability Report Cards as requested.

ICEF Public Schools has a strong history with community leaders and organizations in and around the Hillcrest Community. Over the years these relationships have benefitted ICEF students and families and will continue to do so for students attending an ICEF operated school on the Hillcrest campus. These relationships include collaboration with USC's Center for Urban Youth to provide ICEF schools with additional services and support. The Center for Urban Youth at USC has provided programs and curriculum support to ICEF schools and has shared grant funding for projects in science and writing. ICEF also has a strong relationship with the Challengers Boys and Girls Club, located on Vermont Ave in South L.A. The Boys and Girls Club has provided after-school programs and additional support to ICEF students.

For Hillcrest Elementary, ICEF will recruit 20 to 30 retired credentialed teachers experienced in teaching children to read to come in 4 days a week Monday thru Thursday for one and half hours. Students will be broken down into groups of 3-5 to be tutored in learning how to read and increasing their literacy skills. The cost will be about \$162,000 for the year (30 teachers x 1.5 hours x \$25 an hour x 4 days x 36 weeks). ICEF sees this as a onetime cost to catch students up to grade level. Students will receive 3 and half hours of literacy education each day (except on Fridays). Two hours will be with their classroom teachers and an hour and half with their tutor teacher.

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The grassroots support of thousands of South L.A. parents and leading community organizations, all of whom mobilized to ensure the passage of this groundbreaking reform initiative, to create the highest quality education environment for our students. ICEF has a long standing history of activism. Integral to the culture of our organization is the belief that student success is not just a moral imperative to improve the lives of individual students, but it is also necessary to transform poor and underserved communities. Part of our responsibility as members of our community is to educate parents about their choices within public education. Through time, we have earned the respect and support of the community, enabling us to successfully organize the following grassroots community efforts:

Marches

- June 5th, 2008 – ICEF rallied thousands of parents outside LAUSD Headquarters in downtown Los Angeles demanding equal funding for charter schools in Los Angeles.
- August 2008, ICEF organized parents to send 4,000 e-mails and hundreds of faxes to leaders of the Assembly, Speaker Karen Bass and Senator Tom Torlakson. In addition, over 300 phone calls were made to Speaker Bass and Senator Torlakson.
- August 25th, 2009 – Yolie Flores Aguilar’s Public School Choice Resolution passes by a 6-1 vote at LAUSD’s Board Meeting. Again, ICEF was responsible for mobilizing thousands of parents and members of the community to participate in this massive rally outside district headquarters before the vote.

Support at Board Meeting

- ICEF Parents have continuously demonstrated strong support for ICEF by attended every LAUSD board meeting when new ICEF Charter petitions are being heard and for every Charter renewal to ensure the continued educational success of ICEF Public Schools.

Email and Phone Campaigns

- ICEF’s proven track record as grassroots organizers has enabled us to mobilize thousands of parents and community members to email and call elected officials around critical issues such as SB 658 and SBX5.1
- With over 15 years in the community, ICEF’s relationships extend throughout community leaders, groups, organizations, institutions and individuals who have pledged support for our students. Please see Attachment XIV – Community Letters of Support.

9 SCHOOL GOVERNANCE

9A SCHOOL AND ADVISORY ORGANIZATIONAL CHARTS - ICEF Public Schools is dedicated to the notion of shared decision making. By empowering all stakeholders in the success of the school and thereby the students, impact on learning is maximized. ICEF Public Schools has honed the idea of shared governance over years of practice and believe that the structure put forth is most conducive to positively impacting the school. See Attachment XIII – School Organizational Chart.

1. Overall Governance Structure

- a. School Site Council: Principal, Parent Liaison, three (3) teachers, Student Body President, Standing Committee Chairs (5 Parents)
- b. Standing Committees: School Safety, Curriculum Support, Fundraising, School Culture and Environment, Social Networking
- c. Committee Roles – Filled by parents: Chairperson, Vice-Chairperson, Secretary

2. Standing Committees and Their Goals

- a. *School Safety*: (1) Monitor and review School Site Safety Plan annually; (2) Organize, monitor, and assess parent volunteers for drop-off/pickup; (3) Ensure earthquake kits are up to date for all students, (4) Assist school with fire, earthquake, and lockdown drills; (5) Assist school where needed in areas of safety.

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b. *Curricular Support*: (1) Plan and chaperone field trips; (2) Create teacher/school wish lists for curricular support; (3) Assist school with Back to School Night, Family Math Night, Science Fair, etc.; (4) Help train parents in use of PowerSchool; (5) Encourage parent survey participation in February

c. *Fundraising*: (1) Organize all fundraisers on the school site for all organizations; (2) Work with school to ensure funds are going to most needed areas.

d. *School Culture and Environment*

10 SCHOOL LEADERSHIP AND STAFFING PLANS

10A LEADERSHIP TEAM CAPACITY - ICEF Public Schools has fifteen (15) years of experience working in South Los Angeles. The senior management team in the ICEF Home Office supports academics and operations of the fifteen schools from Kindergarten through high school. This team has lead these schools, serving over 4,000 students, through successful growth, scaling and replication of the model while sending all graduates on to college. See Attachment XIV – ICEF Management Team.

10B STAFFING MODEL - ICEF Public Schools generally opens schools one grade level at a time. ICEF has made exceptions to this model when enrollment demands and facilities provide for an exception to the general model. An example of a mature elementary school within the ICEF district is View Park Prep Elementary School. The total enrollment is 455 students from grades PreK through 5th with a total of 36 full time and part time employees. This same model will be followed with modifications that are dependent on the enrollment of the student body. The number of students in each classroom ranges from 25 to 30 students.

A typical staffing framework at a mature elementary school includes, but is not limited to the following positions: Principal (School Principal), Assistant Principal, Office Manager, Credentialed Teachers, Parent Liaison, Dean of Students, Teacher Assistants, Counselors, Special Education Teachers and Assistants, Maintenance Workers, and Elective Teachers. ICEF Public Schools maintains a Special Education Department (hereinafter “SPED”) that oversees the special education services at each school site. The SPED Director is charged with the responsibilities of hiring qualified staff, training SPED staff, ensuring compliance with state and federal laws. In addition, many SPED services are contracted out to licensed specialists such as psychologists, speech therapists, etc.

10C COMPENSATION

Certificated Teachers: ICEF Public Schools’ compensation model for certificated staff is similar to that of Los Angeles Unified School District. ICEF utilizes LAUSD’s L-table and T-table accordingly, as a baseline for teacher compensation. Teachers that are hired to fill “high need” subjects such as single subject math and science are offered incentive bonuses up to five thousand dollars (\$5,000.00) upon signing a contract with an ICEF school.

Principals and Assistant Principals: ICEF Public Schools’ compensation model for Principals and Assistant Principals is similar to that of Los Angeles Unified School District. ICEF utilizes LAUSD’s G-table for certificated administrators, as a baseline for certificated administrators’ compensation.

Office Manager: ICEF Public Schools values every member of each school’s team. Therefore, we pay competitive salaries for all positions at ICEF schools. The average salary for Office Managers is forty thousand dollars (\$40,000.00) with a range between thirty eight thousand dollars (\$38,000.00) and (\$45,000.00) forty five thousand dollars.

Parent Liaison: ICEF Public Schools values every member of each school’s team. Therefore, we pay competitive salaries for all positions at ICEF schools. The average salary for Parent Liaisons is forty thousand dollars (\$40,000.00) with a range between thirty eight thousand dollars (\$38,000.00) and (\$45,000.00) forty five thousand dollars.

Dean of Students: ICEF Public Schools values every member of each school’s team. Therefore, we pay competitive salaries for all positions at ICEF schools. The average salary for a Dean at the middle school level (depending on education and experience) is forty thousand dollars (\$40,000.00) with a range of forty thousand dollars to fifty thousand dollars (\$50,000.00).

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Teacher Assistants: ICEF Public Schools values every member of each school's team. Therefore, we pay competitive salaries for all positions at ICEF schools. The average hourly rate for Teacher Assistant is twelve dollars (\$12.00) with a range of twelve (\$12.00) to fifteen (\$15.00) dollars (depending on education and experience).

Benefits represent approximately 23% of employees' salaries; however, ICEF does not provide lifetime benefits to its employees at this time.

10D SCHOOL LEADERSHIP - ICEF Public Schools believes that successful schools must have great leaders. The mission of ICEF is that all students will be able to attend and compete at the top 100 colleges and universities in the nation. In order to support this mission, ICEF principals must understand and exhibit:

1. Vision - to know where they want the school to go so that the school's vision aligns with ICEF's mission.
2. Organization - to the extent where there are systems in place to be able to respond and follow through on the multiple requests that are received from students, staff, parents, and central office.
3. Delegation – share power with teacher leaders to encourage shared leadership.
4. Visibility – build culture and develop relationships with staff, students, parents, and the surrounding community.
5. Service – understand that as a principal, you are in the business of service to the families that you serve and the staff that you direct.

Therefore, ICEF Public Schools recruits top talent across the nation for school leadership positions. ICEF conducts its own search for a diverse pool of highly qualified candidates, but also works in collaboration with organizations such as Teach For America to identify leadership.

The principal of the proposed school has not been identified as of today. ICEF principal candidates participate in an extremely rigorous interview process which will begin in February 2010. The process includes the STAR Haberman Foundation screening for identifying top administrators best equipped to work with students in economically depressed neighborhoods. In a typical hiring process, candidates must also complete on site case studies, respond to a writing prompt, conduct a sample professional development session and interview with a panel of ICEF administration, staff, parents, and students. The interview committee and ICEF central staff will select the principal no later than June 30, 2010. See Attachment XV – Job Descriptions.

10E LEADERSHIP TEAM BEYOND THE PRINCIPAL - Leadership beyond the Principal at the middle school level includes an Assistant Principal, and Dean of Students. Many of the leadership roles (i.e. special education coordinators, business managers, etc.) described in this section are housed at the ICEF Public Schools' central office. ICEF's model is to provide each school with support from the home office and take as much paper work as possible away from school site administration so they have more time to focus on two important factors each day: student achievement and teacher development.

ICEF Public Schools will recruit Assistant Principals and Deans through a similar process and timeline as described for Principals above. ICEF's Human Resources department will recruit candidates both internally and externally from local universities and professional organizations. Although no one has been identified for these particular positions as of today, ICEF has an Aspiring Administrators program that prepares teacher leaders for administrative positions. Qualified candidates will be informed of open leadership positions within this school. The job descriptions for Assistant Principal and Dean of Students have been attached hereto.

10F RECRUITMENT OF TEACHING STAFF - ICEF Public Schools believes that great schools require excellent teachers that are passionate and committed to the academic achievement of all of their students. Therefore, ICEF uses every opportunity possible to recruit the top talent for our classrooms. ICEF's HR department begins recruiting for teachers in February of each year. Most hiring for ICEF schools is completed by June 30th. The recruitment strategy for identifying top classroom talent includes:

1. Attending both local and national education/teaching job fairs;
2. Collaborating with colleges and universities that have credentialing programs to identify top candidates;

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3. Working with organizations such as Teach for America, RISE, Nemnet and EnCorps as a pipeline of talented and diverse teacher candidates;
4. Post jobs on educational websites, job boards, and publications such as Edjoin, Teacherstachers.com, college and university job boards, craigslist, etc.; and
5. Information sessions/open house for educators in the community surrounding the school.

Candidates interviewing for a position with ICEF schools participate in a rigorous selection process. The HR department conducts an initial resume and telephone screening which focuses on qualifications to teach in a public school (ie, CA credential, experience, etc). Once candidates make it past the 30 minute telephone screen, they are invited to participate in ICEF's "hiring bonanza". On this day, numerous candidates participate in several activities that help ICEF administrators, staff, parents, teachers, and community members evaluate which candidates have the best skills and disposition to teach at the school. The teacher interview process includes:

1. Each candidate must respond to a writing prompt posed by the Human Resources team;
2. Each candidate interviews with a panel of administrators, staff, and or parents;
3. Each candidate presents a demonstration lesson to parents, students, and or staff;
4. Each candidate takes an online survey developed by the Haberman Institute.

After the close of this day, school leadership convenes to evaluate each candidate's profile and decides which candidates they will extend offers to teach at the school.

ICEF values diversity in the classroom; therefore, our school leadership works with organizations to recruit new teachers. However, it is critical to ICEF's model to hire experienced teachers that can mentor and advice teachers that are new to the profession. ICEF will make a concerted effort to ensure that existing, district staff is aware of open positions at the new school site. District staff will be given the same opportunity as any other candidate to interview for positions at the school. ICEF believes in the integrity of the school's interview process; therefore, all candidates will participate in the same hiring procedure. ICEF will endeavor to host open houses and information sessions for all candidates that are interested in applying for positions with the school.

With regards to ensuring that teachers are exposed to specific trainings, the Chief Academic Officer's team (which includes the special education department) develops and delivers three weeks of intensive professional development sessions that address issues surrounding culturally relevant and responsive pedagogy, classroom management strategies, lesson planning, etc. All newly hired and returning teachers are required to participate in these ICEF wide summer trainings. The human resources department works in collaboration with the SPED department to ensure that teachers have the appropriate credentialing to serve the specific needs of students with disabilities.

11 OPERATIONS

11B EXTERNAL APPLICANTS - ICEF Public Schools agrees to enter into a facilities use agreement with a commitment to contract with the District as the default provider of outsourced school facility support services with the understanding that the District must meet agreed upon performance standards.

11C MASTER SERVICE AGREEMENTS - ICEF Public Schools agrees to enter into a discussion regarding the viability of master service agreements.

11D SCHOOL OPERATIONS EXPERIENCE - ICEF Public Schools employs a strong operations team in the home office. The responsible staff for the proposed school site will include: Facilities and Maintenance – Jess Rivas; Payroll – Jermaine Crowder; Food Service – Tracey Marshall; Security – Debra Price; Transportation – Chris Borunda.

11E OPERATIONS START-UP PLANS – See Attachment XVI – Operations Plan.

12 FINANCES

12B BUDGET NARRATIVE – See Attachment XVII – Financial Model.

For the School year 2008-09, Hillcrest Elementary School enrolled 908 students. Our projections assume we will operate two separate independently chartered Elementary Schools as Kindergarten through 2nd grade (K-2) in the first year of operations initially with 198 students at each school (396). Through grade level expansion (1 grade each year per school), each elementary school will achieve ultimate enrollment of 432 students by year 4 (2013-2014). This operating strategy is consistent with ICEF Public Schools' historically successful experience using grade level expansion for opening newly chartered elementary schools. In particular, each Elementary School would function and be operated similarly as ICEF's most successful Elementary School – View Park Preparatory Accelerated Elementary School, who's historical and recent academic achievements are well documented. . Given these factors, ICEF will bring a proven track record of academic excellence, along with expertise in operating multi-building school sites. The attached five year budget for fiscal years 2010-2011 through 2014-2015 and the key assumptions below for Hillcrest Elementary are based on this model.

Under these assumptions, we expect to generate net surpluses (after reserves) annually with a projected net surplus of approximately \$236,000 at the end of year 1. Cash Balances including reserves grow from approximately \$300,000 at the end of year 1 to approximately \$800,000 at the end of year 5.

Key General Assumptions:

Enrollment – Year 1, 198 students (K-2); Year 2, 264 students (K-3); Year 3, 348 (K-4); Year 4, 432 (K-5); Year 5, 432 students

Average Daily Attendance – 95%

Teachers, Student Teacher Ratio – 12 in year 1; 18 in year 5; Student/Teacher ratio 22:1 (28:1 in grades 4-5)

Cost of Living – 2-3% on expenses and income.

Key Revenue Assumptions:

Principal Apportionment – K-3, \$4,778; and \$4,855 per ADA for grades 4-5 (beginning in 2012-13).

Federal Revenue – Historical funding for No Child Left Behind; Child Nutrition and CDE grants (\$650,000 each in years 1 & 2 only) is assumed.

Other State Revenue – Historical Special Education; In-lieu; Block Grant and SB 740 Reimbursement is assumed

Other Local Revenue – Historical District Property Tax Revenues rates are assumed. Based on ICEF's strong relationship with the Walton Family Foundation since its inception, we have assumed a \$250,000 grant per school in year 1. Additionally, we have included modest annual income from school site fundraising and other philanthropic donations and gifts of approximately \$500 per student).

Based upon these key general and revenue assumptions, and our own experience, we expect combined total revenues of approximately \$3,700,000 during their first year of operations for the two schools (\$1,860,000 *2). This figure equates to approximately \$9,892 per ADA (\$7,000/ADA excluding the CDE and Walton Family Start-up grants).

Key Expense Assumptions:

Salaries – Based on our own experience and research, we assumed Teacher, Principal Salaries to be \$55,000 and \$95,000 per year plus medical and retirement benefits of approximately 23%. Each School will have its own complement of support staffing (office manager, parent liaison and maintenance), as well as visual and performing arts programs staffing. This staffing model reflects ICEF's historical mission to provide comprehensive educational and extra-curricular programs.

ICEF LA ELEMENTARY SCHOOL #6

Books and Supplies – Each School will require full sets of text books and supplies beginning in year 1 and with each grade level addition. Also, it assumes new and periodic text book replacements (new editions/ supplemental instructional materials) in years 2-5

Services and Other Operating Expenses – The projected budget includes the assumption that each elementary school will provide its own facilities management team to perform general maintenance and day-to-day operational services as it does currently within its 15 school network. The cost structure for utilities, housekeeping, maintenance and repairs is based on the actual facilities and research for Hillcrest Elementary School provided by the Public Schools Choice program. In addition, we have incorporated allocations for mandated support services, as well as those offered to Public Choice Applicants.

Based on these key expense assumptions and our own operating experience, we expect to incur combined expenses of approximately \$3,100,000 during our first year of operations (\$1,550,000 per school). Meeting these expectations in year one will lead to the creation of a substantial operating cash balance of \$313,000 or 20% of each Elementary Hillcrest's 2010 budget.

12C FINANCIAL CONTROLS – See Attachment XVIII – ICEF Financial Controls.

13 FACILITIES

LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.