

American Charter Schools Foundation LOI

Letter of Intent (Submitted electronically on November 13, 2009)

This Letter of Intent will provide formal notice to LAUSD regarding an applicant’s intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 15, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	American Charter Schools Foundation a public 501(c)(3)
Address	7878 N. 16 th Street, Suite 150, Phoenix, AZ 85020
Phone	602.943.4456
Website (if applicable)	www.acsfoundation.org Check out our ten Arizona high schools
Main contact name and phone number	Theodore C. Frederick, President & CEO 602.909.8091(C) 602.943.4456(O)
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	Neighborhood school or site for new school to be determined after our team conducts a study of the school district’s needs and makes site visits. We agree to serve all students in the selected community(s).
Brief description of community engagement activities planned or completed	It is important to get to know all the stakeholders. We would do this by holding multiple events and invite all stakeholders to attend, such as: Parent Forums, Information Meetings, Family Picnic's, Local Town Hall meetings, Hold neighborhood meetings in homes of different parents, Neighborhood Block Informational get together, Newsletters to all homes in the areas surrounding the school, Meet and

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	<p>build relationships with the local business's, Form partnerships with the local merchants.</p>
<p>Brief description of proposed vision, mission, education plan, and partnerships</p>	<p>High-quality professionals are the key to the success of our ten high schools here in Arizona where educating our children hinges on commitment, passion and innovation of our team. We do whatever it takes to provide great schools in urban areas. Parents know they can count on us to provide for their children—beyond quality education our children are here because they are part of a family.</p> <p>The mission of the American Charter Schools Foundation is to promote the charter school movement in the United States with the goal of improving the public school system by creating a more competitive environment, providing parents and students with freedom of choice, and striving for higher academic standards. To assist in the accomplishment of this goal, the Foundation will do any or all of the following:</p> <ul style="list-style-type: none"> • Apply for charter school applications • Serve as a governing body for charter schools • Provide startup funding and capital investment • Acquire property for school sites and facilities • Operate as an educational management company • Provide supplemental educational services <p>The Foundation’s Education Plan—</p> <p>The Foundation strives to successfully educate every student by implementing the Effective Schools model, a research-based and data-driven model of school improvement, and also by focusing instruction on the new “three R’s of education”: Rigor, Relevance and Relationships. The Foundation works to provide students with a safe, nurturing and respectful learning environment while maintaining high</p>

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standards of instruction that encourage mastery of content, critical-thinking and the real-world application of knowledge. The overarching goal is to improve student learning and achievement in core subject areas, while maintaining a keen focus on educating the *whole* child – academically, socially and behaviorally.

Research, conducted by Ron Edmonds, Dr. Lawrence Lezotte, and others has produced convincing evidence that schools must establish, implement and maintain several internal systems in order to be successful. Over the past thirty years, there has been a plethora of research centered on effective schools and what effective schools do to ensure student achievement. Much of this research has been incorporated into seven correlates, as Edmonds and Lezotte coined them. They include a clear, focused mission, a safe and orderly environment, high expectations for all students, effective instructional leadership, the opportunity to learn, frequent monitoring of student progress and positive home-school relations.

As research has consistently proven, all seven of these correlates, working in tandem within a school environment, can and will produce high student achievement. This school will be dedicated to these principles. Every procedure, policy, system, and decision will be made with these correlates in mind.

The educational philosophy regarding rigor and relevance, as supported by the research conducted by the International Center for Leadership in Education, will be incorporated. It is not enough for students simply to acquire knowledge and skills; they must be able to apply them in real-world situations. To that end, we will provide students various outlets for expressing their growing knowledge and help them apply the skills and processes they have learned. To

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accomplish this, proven programs will be implemented that provide students learning application opportunities beyond the walls of the classroom and/or school building.

The Foundation recognizes that every child learns differently and at different rates; therefore, every student will receive the personalized attention needed to reach his or her fullest potential. A full array of differentiated instructional strategies, accommodations, modifications, and the implementation of the Responses to Intervention (RTI) model are utilized in classrooms to reach and teach every child. Students thrive with this tiered approach, and parents quickly witness the results.

We believe that all children can learn and that all children come to school motivated to do so although they may not all learn at the same rate, and some do not enroll into the system with the same level of preparedness as stated by Lawrence W. Lezotte in Learning for All. Given this key belief, we will enact practices which determine student preparedness with benchmark testing in reading and math to best determine student need for proper placement coupled with assessment of strategies aligned to need. Student mastery of standards will be attained both through classroom instruction and remediation provided either individually or in a workshop setting.

Our instruction will have as its core high yield strategies which will result in significant improvement in student achievement as assessed throughout the year utilizing standards-based benchmark testing aligned to Arizona state standards. These high yield strategies include:

- Standards-based course alignment
- Curriculum mapping reflecting standards coverage in a timely manner

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- Lesson planning aligned to curriculum maps with monitoring for coverage
 - Objective, strategy/activity, assessment alignment
- Assessment of the pre test and post test nature in conjunction with formative testing throughout the grading period to illustrate analysis of both student and class need for remediation
- Incorporation of cooperative learning and differentiated instruction in order to better guarantee 100% student participation/time-on-task
- Utilization of technology in order to enhance the learning environment
- District benchmark testing incorporated with math, reading, science, and writing three times during the course of the year to assess student improvement as well as to measure program success in subject areas

The instructional approach taken will consist of nine instruction elements as listed in Improving Student Learning One Teacher at a Time by Jane E. Pollock.

1. Gain learners' attention.
2. Inform learners of the lesson objective.
3. Stimulate recall of previous learning.
4. Present stimulus material.
5. Provide learning guidance.
6. Elicits performance (i.e., practice).
7. Provide feedback.
8. Assess performance.
9. Enhance retention and transfer.

This schema coincides well with Madeline Hunter's basic lesson design components for mastery teaching. This approach incorporates using a well-articulated curriculum, planning for delivery of instruction, varying assessments, and providing criterion-based feedback which can have a significant impact on all learners providing them with the opportunity to move

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	<p>toward higher levels of learning and achievement.</p> <p>Technology will be integrated for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information to parents. Data from benchmark testing will be utilized to drive instruction at the class level as well as to aide in prescriptive remediation at the individual student level.</p> <p>The Foundation would pursue the same types of partnerships that we have here in Arizona: local colleges and post secondary schools; charitable organizations; parent organizations; and The LA Unified School District.</p>
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