

Executive Summary

The Academia de Lenguaje y Bellas Artes (ALBA) School is seeking to establish a charter with the Milwaukee Public School District as an instrumentality. ALBA School will be a primary school for students whose first language is Spanish. ALBA School will serve a maximum population of 225 students from 3 year old Head Start to grade 5 after 2 years of operation. In continuing with the increasing population of Hispanic people on the near southside of the city of Milwaukee, ALBA School would like to be a neighborhood school in hopes of becoming an artistic and cultural resource for the community.

The curriculum at ALBA School will differ from other bilingual schools in that a focus in traditional cultural fine arts and creative writing will be integrated into the curriculum. Being a charter school will allow the curriculum to be tailored to an individual's particular learning strengths while maximizing learning through a respectful, nurturing, and encouraging environment where parents, teachers and community members work in close harmony towards clearly stated goals and objectives.

ALBA Elementary School will have a two pronged system in charge of the charter and all administrative services: A School Governance Council and a Teacher Cooperative. The ALBA School Governance Council, representative of the school faculty, with a balance of primary and intermediate teachers, parents and community partners will be in charge of the charter school and determine major school policies by consensus. They will provide input for promoting school climate, developing and piloting new curriculum, and establishing operational procedures. The Teacher Cooperative will consist of all full time teachers in the school. As educational leaders of the school the Cooperative will oversee the day-to-day operations allocating and directing the school resources to maximize and enhance the educational experience for the student population.

ALBA School students will find their cross-cultural identity through instruction in the native language-Spanish, acquisition of English language proficiency with an arts focus that draws on traditional art forms. The ALBA School learning environment will help to foster Hispanic cultural identity and appreciation through strong parental support and community involvement, while preparing students to be bilingual and bicultural learners in a global society.

It is the goal of ALBA School to provide students with the opportunities and skills to further their education in schools where traditionally, bilingual students do not attend in great numbers. It is our goal to have our graduates move onto secondary schools with an arts focus or academically challenging programs. This would help a traditionally underserved population to benefit from the richness that the Milwaukee Public School have to offer.

We have established a cooperative agreement with 2 professors UWM—Dr. Sandra Pucci, Associate Professor of Bilingual Education, and Dr. Miriam Davidson, Professor of Art Education at the Peck School of Fine Arts. Both faculty members will offer their assistance and services in the implementation of English language and arts programs.

The students will receive strong instruction in the arts and creative writing preparing them to: take linguistic risks in using the target language, increase understanding in the content areas, promote creative and analytical thinking skills, and empower students with a positive form of self-expression that will draw on rich cultural traditions to help maintain and support the cultural identity of our students.

The staff will provide the following keys for the successful acquisition of the English language: native language instruction, print rich environments, comprehensible input using techniques from the latest classroom-based research for second language acquisition, and the integration of the arts into the daily curriculum in order to foster communicative growth, while cultivating a school community that celebrates bilingualism.

The names of the people who are seeking the charter.

The team of: RosaMaria Flores, Elissa Guarnero, Radames Galarza, Brenda Martinez, Lainey Rutberg (MPS Teachers); Eduardo Perea, Norma Patricia Perea, Juana Perez, Alfredo Hernandez, Lorenzo Hernandez, Jorge Hernandez, Maria del Rosario Parga, Angelica Hernandez, Ricardo Reyes, Rene Escobar, Angelica Rebolledo, Carlos Santiago, Mariely Santiago, Juan Carols Sosa, Myrna Sosa, Catalina Rosales (parents), Carlos Aranda, Miriam Davidson (UWM) Patricia Gomez, Eric Price, Carmen Rivera-Reyes, Sandra Pucci (UWM), Juana Rivera (Community Members) are seeking charter school status as an instrumentality of Milwaukee Public Schools for a school called Academia de Lenguaje y Bellas Artes Elementary School (ALBA). Our charter School Governance Council, made up of parents, certified teachers, and community members will hold the charter.

Academia de Lenguaje y Bellas Artes (ALBA) Elementary School

Charter Petition

1. The names of the people who are seeking to establish the charter school.

The team of: Brenda Martinez, Rosa Maria Flores, Elissa Guarnero, Radames Galarza, Lainey Rutberg (MPS Teachers); Eduardo Perea, Norma Patricia Perea, Juana Perez, Alfredo Hernandez, Lorenzo Hernandez, Jorge Hernandez, Maria del Rosario Parga, Angelica Hernandez, Ricardo Reyes, Rene Escobar, Angelica Rebolledo, Carlos Santiago, Mariely Santiago, Juan Carlos Sosa, Myrna Sosa, Maria Hernandez, Catalina Rosales (parents), Carlos Aranda, Miriam Davidson (UWM) Patricia Gomez, Eric Price, Carmen Rivera-Reyes, Sandra Pucci (UWM), Juana Rivera, Rebecca Marrero (Community Members) are seeking charter school status as an instrumentality of Milwaukee Public Schools for a school called Academia de Lenguaje y Bellas Artes Elementary School (ALBA). Our charter School Governance Council, made up of parents, certified teachers, and community members will hold the charter.

2. The name of the people who will be in charge of the charter school and the manner in which the administrative services will be provided.

ALBA Elementary School has a two pronged system in charge of the charter and all administrative services: A School Governance Body, otherwise called the Governance Council throughout this document, and a Teacher Cooperative. The school may contract for administrative services. The ALBA School Governance Council, representative of the school faculty, with a balance of primary and intermediate teachers, parents, and community partners is in charge of the charter school and determine major school policies by consensus. They provide input for promoting school climate, developing and piloting new curriculum, and establishing operational procedures.

The Teacher Cooperative consists of all full time licensed teachers in the school. As educational leaders of the school the Cooperative oversees the day-to-day operations allocating and directing the school resources to maximize and enhance the educational experience for the student population. The Cooperative motivates and provides instructional leadership, including school climate, develop curriculum and operational procedures, encourages quality work and provide opportunities for professional growth. In addition, the Cooperative promotes commitment to the school's educational goals and work closely with corresponding members of community agencies committed to partnerships with ALBA School. The staff assume leadership roles in the pursuit of academic excellence. A staff member is designated to attend District Administrative Meetings. The teaching staff at ALBA shall designate one teacher to function as a lead teacher to perform routine administrative duties at the school site. The lead teacher shall promptly report allegations of staff misconduct to the appropriate MPS administrator. The lead

teacher shall be compensated following the under fill administrative rate. There will be a teacher designated as a contact person.

The Teacher Cooperative at ALBA is committed to a system of peer observation, evaluation and assistance. Self-evaluation, goal setting, observations, collaboration, effectiveness, professional development and a window of opportunity to show growth will be an integral part of the teacher evaluation.

All teachers will be observed following the MPS cycle for evaluations following the requirements in Wis SS. PI.34. Initial educators will be provided with in house mentors in addition to the district provided mentor teacher.

3. A description of the educational program of the school

ALBA School is a bilingual K-8-school for students whose first language is Spanish. ALBA School students will find their cross-cultural identity through the instruction in the native language-Spanish, acquisition of English language proficiency with and arts focus that draws on traditional art forms. The ALBA School learning environment helps to foster Hispanic cultural identity and appreciation through strong parental support and community involvement, while preparing students to be bilingual and bicultural learners in a global society. (Cummins 2000) ALBA School students learn in a respectful, nurturing, and encouraging environment where parents, teachers and community members work in close harmony towards clearly stated goals and objectives.

It is the goal of ALBA School to provide students with the opportunities and skills to further their education in schools where traditionally, bilingual students do not attend in great numbers. To continue with the goal of increasing educational opportunities for bilingual students with the renewal of the 2018-2019 charter ALBA School is pursuing the International Baccalaureate Primary Years Programme (PYP) for students in PreK-5th grade and the Middle Years Programme (MYP) for students in 6th-8th grades. The alignment between ALBA's existing educational program and the IB framework are synchronous.

The pedagogical framework at ALBA embraces Latino Critical Race Theory and a constructivist approach to learning. A constructivist approach to learning provides hands-on inquiry based learning for students to develop knowledge and meaning through real life contexts. ALBA's quarterly themes foster critical and creative thinking through culturally relevant topics. The continuation of these themes in the middle grades will allow for greater application into service learning and social justice extensions. The IB Middle Years Programme provides a pedagogical framework for learning that encourages students to become creative, critical and reflective thinkers. In this framework emphasis is placed upon intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the

real world. ALBA's quarterly themes fit seamlessly within the IB units of instruction which broaden the perspective to a global lens.

The IB Primary Years Programme (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through an inquiry based, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts. The PYP guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

The MYP. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. While the MYP is a five-year programme, the first three years of the program will be completed at ALBA with the remaining two years completed in partnership at either Ronald Reagan, Casimir Pulaski or Rufus King High Schools.

It is our goal to have our graduates move on to IB secondary schools or schools with an arts focus or academically challenging programs. This helps a traditionally underserved population to benefit from the richness that the Milwaukee Public Schools have to offer.

For the opening year of 2004-2005, ALBA School served a population of 120 students in K4 through 5th grades. Subsequent years student enrollment began with 3 year old Head Start to grade 5. thus increasing the school population over the next 2 years as students are promoted. ALBA was a part of the High Scope program until it was discontinued

For the first charter contract enrollment was to grow to 225 students during the five years. Initial enrollment in 2004-2005 was 120 students in K4 through 5th grades. In 2005-2006 K3 Head Start was added increasing enrollment to 175 students. There were 160 students in 2006-2007. With the move to ALBA's permanent home in the Walker Building the 2007-2008 school year had an enrollment of 193 students with the second track added in K5 and 1st grades. The final year of the original charter contract, 2008-2009, ALBA had enrollment of 248 students.

The second charter contract brought continued growth for ALBA in spite of declining enrollment for the district. The 2009-2010 school year there were 289 students in attendance at ALBA. For 2010-2011 there were 316 students in attendance. For 2011-2012 school year 356 students attended the school. In 2012-2013, 359 students attended ALBA. The final year of the contract, 2013-2014, there were 410 students in attendance at ALBA.

The third contract renewal continued with the enrollment increase and expansion of the third track at each grade level. For the 2014-15 school year ALBA School served a population of 432 pupils; 451 pupils for the 2015-2016 school year; 496 pupils for the 2016-2017 school

year; 493 pupils for the 2017-2018 school year. In 2017-2018, the 3-year-old Head Start classes were converted from half day classes with 60 total students in attendance to full day programs with 34 students in attendance. The final year of the contract, 2018-2019, 511 pupils were enrolled in Head Start through grade 5.

This fourth contract renewal enrollment includes growing a grade of middle school each year while decreasing from three tracks to two tracks in K4-5th grades. For the 2019-20 school year ALBA School will serve a maximum population of 570 pupils; 585 pupils for the 2020-2021 school year; 615 pupils for the 2021-2022 school year; 635 pupils for the 2022-2023 school year and 650 pupils for the 2023-2024 school year in Head Start through grade 8. Growing a grade each year.

We established a cooperative agreement with 2 professors at UWM—Dr. Sandra Pucci, Associate Professor of Bilingual Education, and Dr. Miriam Davidson, Professor of Art Education at the Peck School of the Arts. Both faculty members offered their assistance and services in the implementation of English language development and arts programs.

The students receive strong instruction in the fine arts and creative writing preparing them to: take linguistic risks in using the target language, increase understanding in content areas-specifically Math and Science, promote creative and analytical thinking skills, and empower students with a positive form of self-expression that will draw on rich cultural traditions to help maintain and support the cultural identity of our students.

The staff provides the following keys for the successful acquisition of the English language: native language instruction, print rich environments, comprehensible input using techniques from the latest classroom-based research for second language acquisition, and the integration of the arts into the daily curriculum in order to foster communicative growth, while cultivating a school community that celebrates bilingualism.

4. The methods the school will use to enable pupils to attain the educational goals under s.118.01

Parent Involvement and Support

Parents are an integral part of the educational process through volunteering their time in the school during regular school hours and extracurricular activities. Recognizing that parents have their own “funds of knowledge” (Moll et al, 1992), ALBA School will seek to include their various areas of expertise into the classroom and the school climate. The work of González et al (1995) in studying these funds of knowledge in students’ families and communities and using these funds as curricular bases for instruction provides an excellent example of making instruction meaningful (Tharp et al, 2000) Parents are also encouraged to demonstrate their talents and skills developing themselves as positive role models in the educational process.

Every person possesses unique talents or gifts. An emphasis is placed on utilizing these personal strengths in our parent population and community for the enhancement of the educational process and advancement of ALBA School.

Method for English Language Development

In the early childhood program, K4 and K5 students enrolled for a full day of school. Students receive traditional pre and beginning literacy instruction in Spanish daily.

The primary grades focus on building the bridge from the social English, acquired in the early childhood program, to beginning literacy and academic content language in English. This process can be summarized as moving from BICS to CALP. (Cummins, 1996, See appendix B)

Students in the intermediate and middle grades will further develop and solidify their literacy skills in English while applying them to the abstract concepts of the content areas through meaningful interactions and concrete experiences. In order to overcome the fossilization of English Language Acquisition-5th grade and above can be taught by a monolingual English speaking teachers while the school continues to provide Spanish literacy instruction for the students.

Method for Cultural Arts Focus

The purpose of arts instruction at ALBA School is for students to identify with and appreciate the Hispanic culture and the ways that it contributes to the larger national cultural scene. Arts instruction is integrated into the regular curriculum in order to inspire the students to identify with the historical, literary and cultural contributions made in the performing arts, visual arts and creative writing, through the richness and vastness of Hispanic customs and traditions. The mission of the Fine Arts program at ALBA is to provide students with meaningful, culturally relevant art experiences that encourage personal expression and creative problem solving skills. Instruction in fine arts emphasizing Latino contributions also facilitates the creation of a positive self-identity and assists students to continue as lifelong learners.

ALBA's arts program has a thematic focus for each quarter of the school year to fuse learning experiences with cultural relevance. This also provides content area teachers the ability to integrate the arts and the arts specialists to integrate content learning. The fine arts teachers collaborate with classroom teachers to connect and develop concepts in both environments. Student learning increases as the themes are taught and elaborated upon in multiple disciplines. The content areas are integrated with cultural arts instruction to provide varying methods for teaching and showcasing learning consistent with the theory of Multiple Intelligences (Howard Gardner). Students will be encouraged to find, cultivate, and utilize their own creative and artistic expression and problem solving. These activities are indicators of individual students' learning strengths and motivators. This understanding of our students' individual learning styles

helps us to design meaningful curricula that will empower our students and help them to direct their learning in school, higher education and throughout their lives.

As a community component to the arts integration piece of our curriculum, Dr. Miriam Davidson of the UWM Peck School of the Arts assisted with the design and implementation of our arts focus and related curriculum goals.

5. The method by which pupil progress in attaining the educational goals under s.118.01 will be measured.

Assessment occurs through performance, product and demonstration. We believe that assessment of student learning, thinking, and development is a critical part of education. The ways in which children are assessed affects the ways that they learn and also influences their motivation to learn. ALBA School strives to develop assessment practices that support and enrich our students' learning, motivation and long-term development. Assessment focuses on progress and development with respect to goals and standards rather than on comparing one student to another. A major goal of the assessment process is helping students reflect upon their own learning and appraising their own progress in relation to meaningful and tangible goals and standards. Students are encouraged to set their own learning goals by sharing academic expectations and by including them in the development of rubrics. Children have multiple opportunities to present their progress through performance, products, and demonstrations. Teacher observation, anecdotal records and students' portfolios are used to evaluate progress. In addition to performance assessments, students also participate in the State mandated tests. Milwaukee Public Schools' Performance assessments and Proficiencies are incorporated into our assessment strategy as deemed appropriate.

ALBA School Promotional Guidelines

The instruction at ALBA School is grounded in a rigorous curriculum in each grade level. ALBA students consistently rise to meet this goal. However, the following guidelines are provided for the unlikely occasion a student is being examined when promotion to the next grade level is in question. In order for a student to repeat the current grade level, the educator must take into consideration student performance in two of the subsequent academic areas:

Reading: Student is not on reading level by 2 or more semester in their dominate language as documented by reading verification.

And one of the following areas:

Math: Student consistently demonstrates below-average performance in math documented on report cards and math screener growth.

Writing: Student consistently scores in the minimal category.

If a student demonstrates the areas of need then the educator will take the following steps. Educators will:

- include student in intervention group(s)
- document report card grades that reflect potential retention.
- document SPS (Student Promotional System) levels that reflect potential retention.
 - 4 Advanced
 - 3 Proficient (Passing)
 - 2 Basic
 - 1 Minimal
- document on report cards to inform parents that the student is not meeting promotional requirements.
- meet with parents regarding academic interventions and strategies that can be implemented at home to support learning that occurs in the classroom.
- Send at least 3 notices prior to the end of the school year to communicate their child's promotional status.
- confirm student has not been retained in previous years.

Additional Information:

1. Students with IEPs will be promoted according to IEP guidelines, growth, and progress that informs IEP team to make the decision.
2. Student can be Administratively Classified (AC) and promoted due to maturity of age.
3. Exceptions can be made in the case of a new student to ALBA.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

ALBA School will employ two vehicles in the decision making process: the School Governing Board,—otherwise called the Governance Council throughout this document, and Teacher Cooperative. The School Governing Board will generate school policies, establish and manage school goals, build a positive school environment for the well-being of the students and any educational and building related services. The Teacher Cooperative will oversee the day-to-day operations of ALBA School.

The nine member Governing Board consists of parents and community members. Members serve terms as outlined in bylaws. This Board shall meet monthly. The Governance Council Governing Board is the policy-making body and determines the course of ALBA School by consensus. Board- members serve on a volunteer basis. The Council Governing Board reviews and assesses school performance with respect to student achievement, parental involvement, building improvements and disciplinary procedures.

The SGC is elected by a formal procedure. In spring, an information sheet, time, line, and nomination form is given to the parents or guardians of each student at ALBA School. These documents are also distributed to staff members and community leaders. Outlines on the form will be the purpose of the SGC and the duties involved in serving as a Board member. Also outlines will be information about when nomination forms are to be returned, dates for parents to meet the candidates, and the balloting deadline. At that point, the parents are responsible for nominating themselves or someone else they feel could fulfill the outlined duties. The staff is responsible for selecting the staff representatives to the SGC.. The SGC or Teacher Cooperative appoints the community/business members.

The Teacher Cooperative consists of all full-time licensed teachers working at ALBA School. The Cooperative meets monthly and on an as needed basis. The Cooperative seeks outside grant funding and reserves the right to allocate funds. Staff participating in the interview committee will go through interview to assure inclusion in the interview process.

There is a rotating chair serving a time that is determined by the Cooperative. As educational leaders of the school the Cooperative oversees the day-to-day operations, allocating and directing of school resources to maximize the educational experiences for the student population. The Cooperative motivates and provides instructional leadership, including school climate, development of curriculum and operational procedures encourages quality work and provide opportunities for professional growth. In addition, the Cooperative promotes commitment to the school's educational goals and works closely with corresponding member of outside agencies committed to partnerships with ALBA School. The staff assumes leadership roles in the pursuit of academic excellence. It is understood that periodic reviews and adjustments to the Teacher Cooperative may be necessary in the future. If the majority of the teachers at ALBA determine that adjustments are necessary, such changes shall be negotiated between ALBA and MPS.

7. Subject to sub.(7)(a) and (am), so.1 12.19(1) and 121.02(01)(a)2, the qualifications that must be met by the individuals to be employed by the school.

ALBA School will comply-with all state and federal employment, contacting and record-keeping laws, where applicable, Teachers at ALBA School is required to hold a DPI Licensure or eligible for a permit in compliance with the requirements of the Department of Public Instruction. Employees of ALBA School are employees of the MPS School Board. They are represented by and subject to provisions, including wages and benefits, of existing Milwaukee Public Schools Employee Handbook, as allowable by law.

ALBA School will comply with the district's policy on criminal background screening and require physical examinations of new MPS employees. Pre-employment functions will be operated under the auspices of. MPS provides a resource to ALBA School in the areas of risk-management, labor relations and background checks. The department also assists in the posting recruiting, and providing pool of new staff members. ALBA School utilizes its own interview committee for the purpose of selecting staff members. The school will conduct year round interviews to fill any vacancies. ALBA School and all contractors shall abide by the District's policy on minimum wage. (Policy 3.09 (16).

8. The procedure that the school will follow to ensure the health and safety of the pupils.

ALBA School will adhere to state and local laws as well as MPS Board policies with regard to health and safety standards. Partnerships with community organizations will be explored to provide before and after school activities that will enrich the health, safety and emotional well-being of our students and families. We will also explore partnerships with health care facilities. We believe these partnerships will aid in ensuring the basic physical, educational and emotional growth of our students.

ALBA School follows a schoolwide uniform policy. School uniforms have been shown to improve test scores, school attendance, promote appropriate behavior, reduce bullying, and make students feel proud of their school. Therefore, in 2004, the ALBA School Governance Council instituted a uniform policy that every ALBA student wears the uniform to school each day. The school uniform consists of a sky blue or white polo shirt or blouse with no design or logo and navy blue pants (*not jeans*), shorts, or skirt. In addition, students can wear navy blue sweaters and the ALBA Gear (clothing with ALBA logo). If children come to school without their uniform,parents will be notified to bring a uniform to school.

9. The meaning by which the school will achieve a racial and ethnic balance amount its pupils that is reflective of the school district population.

ALBA School looks forward to a diverse population of learners. We do not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or on the basis of a physical, mental, emotional or learning disability. We strive to maintain diversity in our student population in adherence with district guidelines.

10. The requirements for admission into the school.

As an MPS instrumentality Charter School, ALBA School recognizes that according to the charter school law this is a voluntary program. We will serve the general district-wide population including special education students and students with disabilities and will not impose entrance requirements inconsistent with Milwaukee Public Schools' policies and guidelines for student admissions.

In accordance with Charter School Law, Wis. Stat.118.40(3)g2., Charter School shall give preference to: pupils who were enrolled in Charter School in the previous school year; to siblings of pupils who are enrolled in the Charter School and to children of the school's founders, governing board members, and full-time employees, with a limit of such children to no more than 10% of the total enrollment. We wish this to be a neighborhood community anchored school first and foremost. Other students will be added through the Open Enrollment Process. As a charter school we ensure that all students enrolled in our school are recorded in Milwaukee Public Schools' student data base. We will maintain confidential student records in accordance with state student records law, section 118, 125 of the Wisconsin statutes and the federal educational rights and privacy act (FERPA).20U.S.C.123g

~~As ALBA is a~~ Charter School is a bilingual elementary school that was designed to serve pupils whose first language is Spanish. All students, regardless of first language, are enrolled in the school's bilingual Spanish/English program. ~~Charter School is authorized to limit admission to grades 2 through 8th to pupils who have previous Spanish language experience.~~ Due to the limited classroom space, families desiring to remain at ALBA for middle school grades will go through a local enrollment application process in fall of 5th grade. ~~so that a maximum of thirty students are enrolled and a waitlist established.~~ This application process will validate the student's desire to continue to in bilingual education and deepen their fine arts abilities. In the case that more students qualify apply than seats are available, a lottery will be conducted.

ALBA School will not provide transportation for any students, except the school shall provide transportation as a related service if required in the student's IEP. MPS shall pay for such costs in the same manner as for non-contracted schools.

11. The manner in which the annual audits of the financial and programmatic operations of the school will be performed.

As a instrumentality charter school within the MPS instrumentality, ALBA School will comply with all State, Federal and Local laws regarding all fiscal requirements and oversights. We will continue to utilize the department of Facilities and Maintenance Services, Department of Finance and Purchasing Services, ALBA's purchase of certain Milwaukee Public School Central and supportive services will be based upon district determination of costs for specific functions. The amount per student allocated to ALBA shall be determined by the Milwaukee ~~Public School~~ Board of School Directors. All financial records shall be retained in compliance with state and federal laws. ALBA will cooperate with all required annual financial and programmatic audits.

We intend to apply for Title I and Title III programs and also special education support and auxiliary services. However ALBA School will not enter any contractual agreement that would result in the loss of MPS jobs.

12. The procedure for disciplining students.

ALBA School promotes a positive, safe and nurturing environment. Staff and students receive a school compact that outlines behavioral and learning expectations on behalf of the teacher, learner and parents. This fosters consistency of respect and recognition throughout the building. All individuals in ALBA School are expected to be responsible for their behavior.

ALBA School will comply with the present MPS discipline plan as outlined in the Parent, Student Rights and Responsibilities Handbook. Expulsions will adhere to Board policy and be approved by the board and be handled through student services. ALBA School will have the authority to impose suspensions within district policy and work with the Department of Student Services.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

Students who do not wish to attend the charter school will enroll through the normal MPS student assignment process and procedure. With the exception of expelled students, ALBA students may re-enter another Milwaukee Public School through the student assignment process at any time.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

In concurrence with the increasing Hispanic population on the near Southside of Milwaukee, ALBA School strives to be a neighborhood community anchored school serving as an artistic and cultural resource in the community. ALBA is rooted in the Southside of Milwaukee, as to not create a need for busing. More specifically within the near Southside of Milwaukee in the parameters of western limit, 43rd Street and eastern limit 16th Street, the Menomonee valley to the North and Lincoln Ave to the South. In 2007, ALBA School moved

into the former Walker Middle School facility located at 1712 South 32nd Street, Milwaukee, WI 53215.

15. The effect of the establishment of the charter school on the liability of the school district.

As an MPS school, ALBA will adhere to all state laws and the Board's insurance and risk-management requirements. ALBA does not intend to obtain additional resources at the expense of other MPS schools.

16. Indicate whether the proposed charter school will be an instrumentality or a non-instrumentality charter school.

ALBA School will be an instrumentality charter school.

17. School year that the charter status is required to begin.

ALBA Elementary Charter School began operating at the beginning of the 2004-2005 school year, with five-year contract renewals in 2009, 2014 and 2019.

18. Length of the contract sought.

ALBA Elementary School requests a 5 year charter contract.

Appendix A

Explanation of English Language Acquisition

Jim Cummins is well known for defining language learning into stages: BICS-Basic Interpersonal Communication Skills and CALP-Cognitive Academic Language Proficiency. (Cummins, 1994) BICS can be related to playground talk or the kind of speech that happens between children. It is also the type of speech that an immigrant living next door might use to communicate. CALP is the language better known as, academic language. Often academic language is equated with college or university levels studies but in the work or English Language Learners, “academic” meaning being able to function and think at higher levels in the language. A math lesson on story problem solving or a literary character analysis would require the use of CALP. In essence, any learning above and beyond basic conversations and survival skills requires the use of CALP.

Pauline Gibbons has given a particularly clear description of BICS, or as she refers to it playground language, that summarizes our goals of the English environment for K4 and K5.

This playground language includes the language, which enables children to make friends, join in games and take part in a variety of day-to-day activities that develop and maintain social contacts. It usually occurs in the face-to-face contact and this is highly dependent on the physical and visual context, and on gesture and body language. (p. 3)

Once the children enter the primary grades, the classroom teachers will then provide the necessary instruction to bridge the social English learned in the early childhood grades to more specific academic content language. This is the change in instructional linguistic emphasis from BICS to CALP.

Most limited-English proficient students attain mastery of BICS in English, which includes oral skills in the face-to-face interaction with native speakers and functional use of the language, in 2 years (Ovando and Collier). At ALBA School we anticipate that most of our students will be proficient in BICS and moving toward emergent CALP upon beginning second grade. The primary and intermediate grades will begin to use the second language for content instruction utilizing the latest trends in the classroom based research. Student progress in the second language will be closely monitored by the teachers since language acquisition is highly individualized process.

Appendix B

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Addendum to Appendix A Middle School Expansion Plans

Rationale and history of middle school expansion

The ALBA School community contemplated the feasibility and desirability of adding middle school grades since the school's inception in 2004. In 2005 the decision of a newly built school hinged upon an expansion to the 8th grade. Weighing traditional middle school opportunities and offerings against the blossoming K-8 model with few offerings the school community, the ALBA community made the decision to remain a K-5th grade school and forego moving into the new building.

In 2007, we moved into our permanent home, in the Walker building, where enrollment grew rapidly resulting in adding a second track of classrooms and an early childhood expansion requested by the district. Expanding early childhood seats resulted in a third class added to each grade level as students moved up. For the second renewal of our charter contract, the ALBA community formally offered to expand to K-8 in our 2013 Application for Charter Renewal.

Due to ALBA's unique education program that values bilingualism while expanding cultural competence, parents continued to request the addition of middle school grades. After several many attempts to add the grades, including seeking a contract amendment, the middle school expansion was included in the Charter Renewal documents in fall of 2018.

As enrollment data shows, students at ALBA historically move to non-MPS schools beginning in 3rd grade, thus directly reducing ALBA's overall enrollment in intermediate grades. By adding a high quality middle school component, ALBA's elementary enrollment would increase as there would be fewer students transferring out of the district to go to private K-8 schools or choice schools that begin at 5th grade. Our School Governance Council and parent body support the expansion of grades within the same building but with limited new enrollment in the middle school grades from other schools. The middle school would continue as bilingual fine arts school with the IB Middle Years Programme.

The advantage to ALBA creating a middle school lies in: the rigor of instruction in the elementary grades which has awarded ALBA School of Recognition Awards, commitment to the teacher led model where classroom practitioners make and carry out the decisions to best improve teaching and learning, fine arts partnerships with the community to further creative expression and build positive self-identity, and the dedication of parents as partners in education within the school and at home. Potential middle grade levels would be added on one grade level per year as the current building allocation does not include sufficient space for all three tracks to

move into middle school. As each middle school grade is added, phasing out of the Head Start program would occur at the 3 and 4 year old level resulting in an overall decrease from three classes to two classes at each grade level. Class size at ALBA presently averages 26 students per homeroom. We anticipate that the middle school expansion would decrease early exits and increase class size to 30 students in the K4 through 5th grades.

The first year of sixth grade we would anticipate a class of no more than 30 sixth students. By the third year of middle school expansion, the overall decrease in Kindergarten and primary grade levels will provide sufficient space to grow to a second class of sixth grade. This gradual growth would have a maximum capacity at each middle grade level of 60 students per grade. Thus, the middle school would have a total capacity of 180 total students when fully expanded.

The middle grade expansion is made feasible by phasing out the Head Start program and an overall reduction from three to two classrooms per grade level. The decision to phase out Head Start is based upon attrition and an inconsistency with the Head Start transportation policy with the rest of the school. Historically students in K3 and K4 Head Start do not remain at ALBA. ALBA School does not offer transportation to students but the Head Start program does provide bussing which may attribute to the decline in enrollment retention. Since transportation was first offered in Head Start ALBA experienced significant declines in the number of Head Start students that remained at ALBA for future grade levels. In FY 16, 60% of the Head Start 3 year olds at ALBA did not return to ALBA for the following school year. Of the Head Start 4 year olds, 30% did not return for K5. FY17 54% of Head Start 3 year olds and 22% of Head Start 4 year olds students did not return to ALBA in the fall.

The overall decrease from three classrooms per grade level to two is also observable starting in the third year of the contract. Teachers of classrooms that are phased out will be absorbed into other grade levels. We are fortunate to have current teachers with the licensing and desire to teach middle school grades. The adolescent program will be located in the primary wing of the school as the primary classrooms relocate to the Head Start rooms.

Potential Feeder Pattern for High School

Considering the expansion of 8th grades would embrace the IB Middle Years Programme, the arts, and bilingual education, ALBA students would naturally feed to three district high schools. For students desiring to maintain their studies in a developmental bilingual program and IB format, they would attend Ronald Reagan or Pulaski High School's IB bilingual program. Students desiring to continue to pursue advanced opportunities in the arts would feed into Milwaukee High School of the Arts. Currently for high school enrollment, many ALBA students

attend Ronald Reagan IB High School, actively participating in the choirs, band, and performance ensembles as well as have leading roles in the musicals.

Being that ALBA School is just 15 years old, currently the oldest students are in college or in the early stages of their careers. Presently, ALBA students are: secondary Math teachers, pharmacy techs, attending MSOE for industrial design, attending UWM and Marquette University for nursing and political science. At Mount Mary College ALBA students are majoring in international business and interior design. ALBA students at Alverno College are education majors. Pre-med majors are found at UW-Parkside and St. Norbert College. Several students are doing their general education courses at MATC while others are pre-dental major at MATC.

Middle School Enrollment Process

Due to the limited classroom space, families desiring to remain at ALBA for middle school grades will go through a local enrollment application process in fall of 5th grade so that a maximum number of ~~thirty~~ students are enrolled and a waitlist established. ~~This application process will validate the student's desire to continue to in bilingual education and deepen their fine arts abilities.~~ In the case that more students qualify then seats are available, a lottery will be conducted.