

100 BLACK MEN OF THE BAY AREA

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COMMUNITY SCHOOL

Preparing Our Children For Success In A Global Community



100 BLACK MEN OF THE BAY AREA, INC.

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STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for 100 Black Men of the Bay Area (name of school) to be located at Oakland, CA Community School is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.

11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
18. Will at all times maintain all necessary and appropriate insurance coverage.
19. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
20. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
21. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
22. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Mark Alexander

Signature

10-23-11

Date

Mark Alexander

Print Name

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

-California Education Code Section 47605 (b)(5)(A)(i).

THE MISSION AND VISION

The mission of **100 Black Men of the Bay Area Community School (100 BMBACS)** is to prepare students with the skills, tools, and multiple intelligences needed to be entrepreneurial leaders in the fields of science, technology, engineering, and mathematics; and to instill confidence and a sense of responsibility for leading social change. The educational model of 100 BMBACS supports a life-long commitment to personal excellence, leadership, civic responsibility, and service to the community, environment and a global society.

100 Black Men of the Bay Area is committed to developing a truly excellent school that effectively nurtures and taps the human potential of every student. 100 BMBACS will serve as a replicable model and a demonstration school for providing a quality K-12 education, with a specific focus on supporting the larger education community in its efforts to close the achievement gap for African-American boys.

100 BMBACS is founded on the understanding that learning best occurs in an environment grounded in the following core elements:

Relevance – Culturally responsive, student-centered, teaching and learning; culture as a powerful variable that influences teaching and learning processes; cultural heritage of different ethnic groups as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; integration of students' representative histories and cultures into the curriculum and into the school's rituals and routines so students know and praise their own and each others' cultural and linguistic heritages; a nurturing and affirming environment that messages cultural pride and power.

Rigor - A culture of high expectations and academic excellence; a standards-based, rigorous and relevant curriculum; regular benchmarking and assessment to monitor student growth and differentiated learning; integration of STEM K-12 to ensure students are learning how to apply knowledge and skills to solve real-world problems; collaborative and active learning where students use inquiry to ask questions, make meaning and craft solutions; instructional strategies designed to support differentiation and acceleration; building students' academic language; 21st technology as a tool for teachers and students to maximize efficiency and provide students a high level of technological fluency.

Relationships - Strong, supportive, safe, affirming and relationship-driven school environment that removes barriers to learning and enables all students to thrive; structures to support meaningful bridges between students and adults, between home and school as well as between academic abstractions and socio-cultural realities; mentors from the community who are powerful role models and support student development; the integration of community partners into the school to support the whole student; an intervention system designed to ensure ALL students receive the wraparound support they need to succeed.

TARGET POPULATION

THE NATIONAL CONTEXT

100 Black Men of the Bay Area Community School is one of many 100 Black Men public schools opening nationwide in response to the unmet needs of particular groups of students, especially African-American boys. 100 BMBACS and 100 Black Men of America believe that the failure rate of African-American boys in the public school system demands systems-level differentiation. The persistence of failure in our schools over many decades has led to a pervasive social and economic achievement and opportunity gaps in African-American communities. Schools have played a powerful role in continuing and perpetuating a cycle of disadvantage and failure that must be addressed.

1. Closing the Achievement Gap.

The educational inequities in graduation rates and achievement gaps impacting African-American males are national and pervasive. Based on a recent *Schott Foundation for Public Education* research study, more than half of African-American males in America did not receive diplomas with their cohort in 2005/2006. Nationally, the graduation rates in 2006 for African-American and Latino males (47% and 57%, respectively) were substantially lower than those of Caucasian males (75%). The most recent graduation data for Oakland shows the graduation rate for African-American males just shy of 50% compared to 70% for all other races. Districts, states, and the federal government are seeking innovative ways to address a growing national crisis.

2. Filling the STEM Gap.

Thanks in part to our technology-dependent lives and our country's economic woes, the demand for graduates with an understanding of math, science, and engineering is exploding. Nationally, the U.S. Bureau of Labor Statistics estimates that more than 300,000 technology-related jobs remain unfilled while the unemployment rate continues to hover at 10% or 13,747,000. With STEM disciplines in demand, one major problem is that minority students, particularly African American and Latino males, are not entering the educational fields necessary to fill the void. According to data from the *Science and Engineering Indicators*, African Americans received just 8.8% of the bachelor's degrees in STEM fields in 2007. In comparison, Caucasian students made up 67% of the STEM Bachelors granted. African-American and Latino students at four-year colleges enter with the same level of commitment to pursue STEM fields; they are often not as educationally well-equipped. Many are coming from lower income communities and

attending high schools that are not offering higher-level math and science courses essential for students to succeed at the university level and beyond. This lack of opportunity negatively impacts African-American students with a high level of academic potential in two ways - it disables them from competing with peers in pursuing STEM majors and careers but also reduces their self-esteem and confidence as they discover the gaps in their education.

3. *Changing the Criminal Justice System.*

African-American men are disproportionately represented in the criminal justice system. The percentage of young African-American men in prison is nearly three times that of Hispanic men and nearly seven times that of Caucasian men. While African-American men represent 14% of the population of young men in the U.S., they represent over 40% of the prison population.

4. *Increasing Life Expectancy.*

The leading causes of death for all young men ages 15-29, regardless of race or ethnicity, are unintentional injury (e.g. car accident, firearm, or drowning), suicide, and homicide. For young African-American men, more deaths are caused by homicide than any other cause. HIV is the sixth-leading cause of death for young African-American and Hispanic men, yet for others racial groups HIV is not among the top 10 causes of death. Additionally, the African-American community is seeing alarming increases in the rates of asthma, heart disease, diabetes, and childhood obesity.

5. *Changing Global Perceptions.*

In 2008, the United States elected its first African American president. The emotional reaction experienced across the nation by African American communities was profound. For some, the only frustration of that day was a realization that African American communities rarely get opportunities see and experience powerful African or African-American leadership in the media. Students need to see positive role models that look like them in the media. As Dr. Henrie M. Treadwell, Director of Morehouse School of Medicine's Community Voices, recently stated, "...we cannot underestimate the powerful negative impact of the stereotypical portrayals, the glorification of criminal and violent behavior in movies and television, and the lack of good news stories about young men of color on the airwaves." An explicit goal of 100 Black Men of American is to ensure African-American boys have access to strong African American male role models and develop positive images of themselves and of their community.

Across the country, numerous chapters of 100 Black Men have successfully opened schools designed to serve African-American youth. Education leaders from 100 Black Men of the Bay Area have studied these schools and models to pull the best practices from these schools. **100 Black Men of the Bay Area Community School** is closely modeled after the Eagle Academy for Young Men. The Eagle Academy schools provide a comprehensive, high-quality college preparatory education for young men that results in Eagle Academy having the highest (95%) NY Region's math and science exam passing rate in the Bronx public schools. In addition, we will incorporate many best practices from across the country including the research-based strategies of Dr. Robert Marzano, Dr. Sharroky Hollie, and the 90-90-90 schools.

THE LOCAL CONTEXT

The Oakland Unified School District serves approximately 38,540 students in grades Kindergarten through 12, with an ethnic composition of 0.4% American Indian, 15.3% Asian, 1.2% Pacific Islander, 0.8% Filipino, 33.7% Hispanic or Latino, 36.5% African American, and 6.8% White. English Language Learners comprise 29.9% of Oakland's students and 67% of students qualify for the free and reduced lunch program. While the Oakland Unified School District is working hard to meet the academic and developmental needs of its students, the underperformance of African-American and Latino students remains stark. Ed-Trust West recently published District Report Cards for all California school district, and Oakland Unified ranked 143rd of 143 districts in Performance Levels among Students of Color and 126th of 126 districts in the Size of Achievement Gap Between African-American and Caucasian Students.

Recognizing the hard work ahead in achieving equity, OUSD has committed resources to an innovative approach that is being nationally observed. It has launched the Office of African-American Male Achievement (OAAMA), an office dedicated to approaching the opportunity gap for African American males by creating exemplary practices, habits, components and strategies to turn around and accelerate achievement of African-American males. In response to the goals of this office, infused in the District's 5 Year Strategic Plan (June 2011), 100 BMBACS will serve as an integral partner with the OAAMA in an effort to drastically change the trajectory of African American male students in Oakland. Our critical pedagogical approaches, engaging curriculum, staffing plan, brotherhood & manhood training and mentoring program, to name a few, will address the six foci of the African American Male Achievement Initiative:

- Achievement gap
- Graduation
- Literacy
- Suspension
- Incarceration
- Middle school

WHOM THE SCHOOL WILL SERVE

100 Black Men of the Bay Area Community School is a proposed charter school developed by 100 Black Men of the Bay Area seeking to counter trends of educational inequity among students in Oakland. 100 Black Men of the Bay Area Community School is a leadership academy serving grades K-12, with a minimum projected enrollment of 875 to a maximum projected student enrollment of 1,500. We intend to open 100 BMBACS in the fall of 2012 with grades K, 4, 5, 6, and 7 (75 students per grade level) and to expand beginning in 2013, until 100 BMBACS is a fully articulated K-12 school (975 students). See table below -

A. Y.	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grades	K, 4-7	K-1, 4-8	K-2, 4-9	K-10	K-11	K-12
Total	375	525	675	825	900	975

While open to all students in the state and inclusive of students with a wide range of abilities and/or special needs. 100 BMBACS will have a special emphasis in addressing the needs of African-American boys.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

We envision that 100 BMBACS will graduate the majority of its students to prestigious colleges and universities throughout the world. Succeeding that benchmark, the culture of excellence developed in our school will continue to produce graduates in each of the STEM disciplines. Our graduates will become the experts and leaders influencing the plan for a worldwide system that eliminates poverty, quarantines untreatable diseases, moderates the culture of sustainable growth, designs the platform by which the world lives in harmony, and develops the food plan for healthy living.

An education for the 21st Century must prepare students to become lifelong learners and leaders in a multi-faceted and multi-dimensional global community – a global community of complex problems and constantly evolving solutions, a world that calls for increased autonomy and integrity as well as heightened interdependency. Success in such a global community demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, entrepreneurial agility and risk tolerance, and the skills needed to extract, infer, analyze, and evaluate information in various mediums.

100 Black Men of the Bay Area Community School will enable students to become self-motivated, competent, lifelong learners and leaders in the 21st Century global community by ensuring that all students become proficient in each of the following three areas:

- 1. Academic Knowledge and Critical Thinking**
- 2. College and Career Readiness Skills**
- 3. Principles of Brotherhood/Sisterhood and Manhood/Womanhood**

Each of these areas is further explained below:

1. Academic Knowledge

100 BMBACS will ensure students have the literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century through rigorous, standards-based instruction that fulfills or exceeds the UC/CSU A-G requirements in:

Language Arts

Students will be able to read, write, and speak for a variety of purposes to different audiences, and interpret and analyze different genres of texts. There will be a particular focus on evidence-based expository writing and comparing and analyzing information coming from multiple sources as well as presentation, public speaking, and debate.

Mathematics

Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies

Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating a global understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Science

Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Engineering

Students will be able to design and implement solutions to real world problems with clearly articulated constraints, applying their knowledge and skills from language arts, social studies, science, mathematics, and technology.

Visual and Performing Arts

Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate the ideas, experiences, and histories of diverse communities; and be able to articulate and apply a set of habits and skills that enable them to be creative in their approaches to multidisciplinary work.

World Language

Students will be able to communicate effectively in reading, writing, and speaking in a second language.

Physical Education

Students will understand the relationships between nutrition, exercise, and health; have sufficient knowledge to make healthier choices; and demonstrate enjoyment and fluency in a physical activity.

Technology

Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

2. College Readiness Skills

Preparing young men for college begins with building their own cultural competency – competency in understanding their own culture and competency in navigating across cultures. The School must also explicitly identify, teach, and assess for mastery the habits students will need to succeed in college.

College Readiness

- *Agency* through active mentoring and coaching around how to access resources and advocate for their own learning
- *Ability to organize themselves* and manage their time to achieve long term goals
- *College knowledge and comfort* through a strong college-going culture, an explicit college planning curriculum, campus visits, college fair visits, admissions officer visits, and alumni panels
- *Pride* in themselves, their histories, and their culture; this pride enables students to have the confidence to navigate difference and intolerance successfully
- *Compelling admission profile* by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program
- *Resilience at college* through the Collegiate 100, a 100 Black Men post-graduation mentoring program that supports each student in their transition from 100 BMBACS to college by pairing each senior and graduate with an 100 BMBACS staff, board member, Collegiate 100 college student, or member of the 100 Black Men of the Bay Area who functions as a mentor for a minimum of two years.

3. Principles of Brotherhood/Sisterhood and Manhood/Womanhood

All students at 100 BMBACS will be taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At 100 BMBACS, it is not quite enough to educate students for their own personal gain. 100 BMBACS educates students to take pride in their legacies of descent, appreciate the powerful interdependence between themselves and their community, and realize the promise of their individual and collective futures.

Pride in your self and your history

- Understand your history, the strengths of your community, and the power of your story
- Be resilient in the face of prejudice, low expectations, and negative stereotypes
- Be conscious of your strengths and your areas of growth; reflect regularly, leverage your assets, and learn from your mistakes

Integrity in your words and actions

- Follow through on commitments
- Have courageous conversations
- Demonstrate high moral character and honesty

Collaborative in your work

- Effectively communicate across differences and across cultures
- Leverage the strengths of others to accomplish a common goal
- Share the responsibility for collaborative work
- Build strong relationships – both personal and professional

- Be open and responsive to feedback

A leader to yourself and others

- Take initiative in identifying and solving problems
- Be thoughtful in your decision-making, conscious of the consequences and rewards, in the long and short term
- Act with the interests of the larger community in mind
- Advocate for others who are unable to advocate for themselves
- Ask for help when you need it

Respect and compassion as a foundation

- Demonstrate empathy for others
- Be thoughtful about the contributions and sacrifices of others in the past and the present
- Ask questions to develop deeper understanding of another's perspective

HOW LEARNING BEST OCCURS

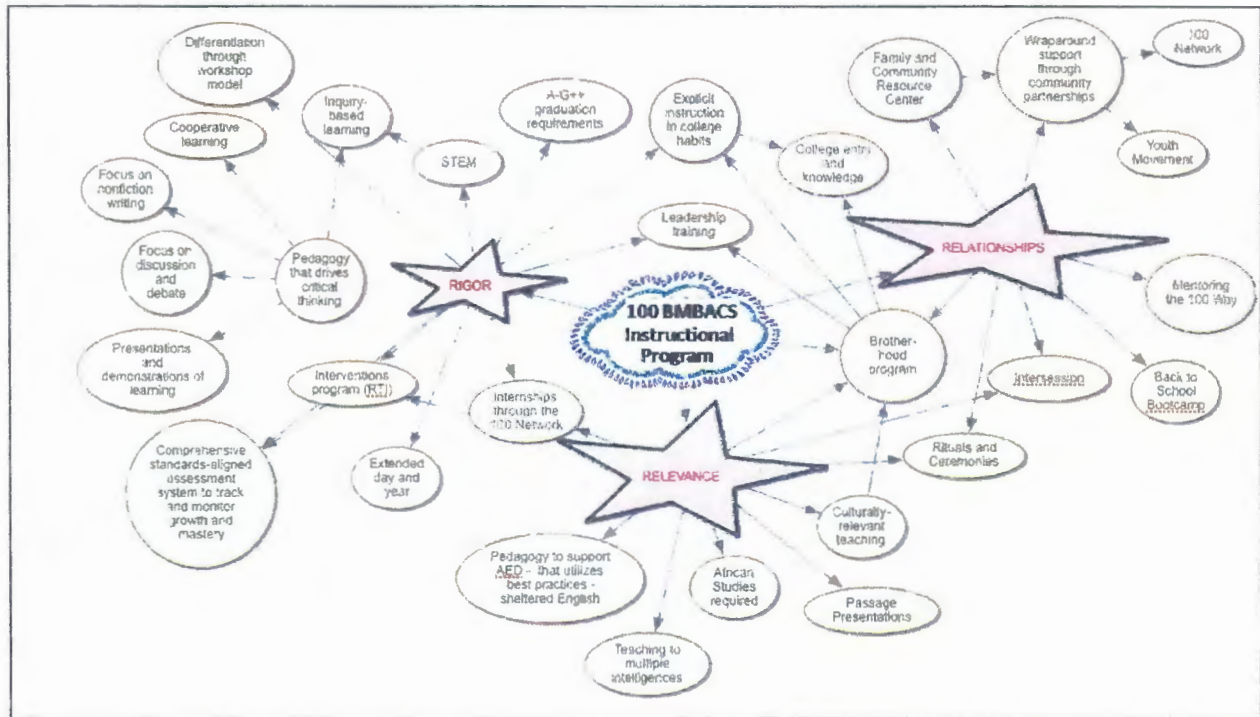
100 Black Men of the Bay Area Community School is founded on the understanding that learning best occurs in an environment grounded in the following core elements:

Relevance – Culturally responsive, student-centered, teaching and learning; culture as a powerful variable that influences teaching and learning processes; cultural heritage of different ethnic groups as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; integration of history and culture into the curriculum and into the school's rituals and routines so students know and praise their own and each others' cultural and linguistic heritages.

Rigor - A culture of high expectations and academic excellence; a standards-based, rigorous and relevant curriculum; regular benchmarking and assessment to monitor student growth and differentiate learning; integration of STEM K-12 to ensure students are learning how to apply knowledge and skills to solve real-world problems; collaborative and active learning where students use inquiry to ask questions, make meaning and craft solutions; instructional strategies designed to support differentiation and acceleration; 21st technology as a tool for teachers and students to maximize efficiency and provide students a high level of technological fluency.

Relationships - Strong, supportive, safe, affirming and relationship-driven school environment that removes barriers to learning and enables all students to thrive; structures to support meaningful bridges between students and adults, between home and school as well as between academic abstractions and socio-cultural realities; mentors from the community who are powerful role models and support student development; the integration of community partners into the school to

support the whole child; an intervention system designed to ensure ALL students receive the wraparound support they need to succeed.



PEDOGOGICAL APPROACH-THE THREE R'S

RELEVANCE

Culturally Responsive Teaching

Geneva Gay defines culturally responsive teaching as “using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students”. She adds the following:

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

How would this be reflected in the 100 BMBACS classrooms?

- Teachers would be trained in culturally and linguistically responsive teaching;
- Personal and home connections are encouraged across the content areas so students can make explicit ties between what they are learning and how it applies to their lives;
- Materials, text, and information are selected to enable explicit personal and home connections and to validate and affirm under-represented cultures;
- Students read about and explore the history of underrepresented and marginalized groups in the United States and the world to build contextual and historical understanding of issues in communities, today;
- Students are explicitly exposed to great cultural leaders and innovators;
- Structures, rituals and routines are in place to celebrate culture and instill a sense of pride;
- Students are explicitly taught and supported in learning how to bridge difference and address conflict;
- Students are leading and directing their learning – setting goals, reflecting on their performance, and identifying how to move forward.

Culturally Relevant Curriculum is defined differently across the country and is used widely to describe minimal cultural acknowledgements, like reading about Martin Luther King in January. We intend to subscribe to methods used by James Banks to explore culturally marginalized groups and their leaders. These methods help students to build their critical thinking by exposing the dynamics of social injustice, and their responses to it. James Banks describes two methods of implementing Culturally Relevant Curriculum that 100 BMBACS intends to adopt:

The Transformation Approach

This approach actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. It explicitly provides historical context. For example, a unit on Thanksgiving would become an entire unit exploring cultural conflict. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise.

The Social Action Approach

This approach combines the transformation approach with activities to strive for social change. Students are not only instructed to understand and question social issues, but to also do something important about it. For example, after participating in a unit about recent immigrants to North America, students may write letters to senators, Congress, and newspaper editors to express their opinions about new policies. Their local history and context would be integrated. For example, students would learn about the history of the Martin Luther King Holiday and the Oakland Unified students who lobbied for this holiday in the 1970's. Plus, students will take further action by participating in a day of community service on MLK Jr. Day instead of taking a school holiday.

Effective Teaching Practices for Multimodal Learners

In addition, 100 BMBACS believes that effective multicultural education acknowledges the many ways in which students learn and receive information and the many ways effective teachers present and model to ensure ALL learners can access the lesson and the content.

These best practices are frequently found in Sheltered Instruction for bilingual students. The most effective teachers of English Language Learners and Academic English Development are often just very effective teachers who know how to teach to and differentiate for multi-modal learners.

Specifically, 100 BMBACS classroom teachers will use:

Realia: real objects and materials

Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props multimedia presentations, storyboards, story maps

Visuals: study-prints, textbook-illustrations, overhead-projected prints, reproductions of paintings, and documents

Graphic organizers: matrices, Venn diagrams, and webs

Planned opportunities for interaction between all individuals in the classroom: creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences

Frontloading: provide scaffolding before a lesson to allow students to build background knowledge, access prior knowledge (make connections), and build content vocabulary

Pre-teaching: ensure students have the vocabulary and pre-requisite skills needed to access a specific lesson

Strategic grouping: interchangeable group students homo and heterogeneously for different types of activities

Honoring and building from the home language: validating the home language by using strategies like contrastive analysis in teaching academic English

Hands-on application-oriented learning: projects, research, real-world experiences, fieldwork

Integration of technology: interactive whiteboards, videoconferencing, digital film-making, internet for audio, media, video and visual support of content

100 BMBACS teachers will implement effective lesson delivery:

Into

Before beginning a unit of material, ascertain what the student knows about the subject matter to be covered. This will be done in a non-graded, non-judgmental, non-threatening manner. After determining what the student knows, introduce the major concepts that will be covered.

Through

In addition to direct instruction, the teacher contributes by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In

addition to reading the text and listening to the teacher's lecture, the student takes responsibility for his learning by participating in group-work and sharing his understanding with others.

Beyond

In order to create further understanding, the student must go beyond rote memorization and demonstrate real-world application of the newly-learned information through collaborative inquiry projects. This process requires "higher-level critical-thinking skills" which result in ideas generated by the student rather than ideas presented by the teacher or by the text.

100 BMBACS teachers will ensure students are using higher-order thinking skills:

Comprehension: consequences, summary, explanation, graph, chart

Application: demonstrate, predict, construct a model

Analysis: compare/contrast, cause/effect, diagram, differentiate, draw conclusions, conjecture

Synthesis: create, invent, formulate, redesign

Evaluation: appraise, justify, interpret, arrange ideas in order of importance

Originality: share unique ideas, give unusual responses

Fluency: generate quality of ideas, offer many alternatives

Curiosity: wonder why, follow a new direction

Flexibility: change direction of thought, vary ideas

Imagination: fantasize, feel intuitively, predict the future

Elaboration: provide detail, expand ideas

Risk-taking: be unconventional, speculate

Complexity: seek alternatives, bring order from chaos

Reasoning: inductive/deductive reasoning

Sequential: explaining steps in a process, sequential description/reasoning

100 BMBACS teachers will teach to the multiple intelligences present in our students:

Verbal/Linguistic: broadening vocabulary, text, lecture, audio tapes, journals

Logical/Mathematical: charts, graphs, problem-solving, deductive reasoning, seeing patterns and relationships

Visual/Spatial: graphic organizers, charts, graphs, paintings, form and construction, imagination, seeing oneself in different time-period

Body/Kinesthetic: TPR (total physical response), drawing, dance, sports, learn by doing, hands-on, role-playing

Musical/Rhythmic: recordings (both musical and spoken language), writing emotional response to music, singing, playing a musical instrument, video - dance and music

Interpersonal: work and communicate with others, empathize with others, teamwork, listen to others, negotiate with others

Intrapersonal: self-awareness, knowing one's own good and bad points, abilities and limitations, concentration, awareness, see oneself as others see him/her, see larger goals and work effectively to achieve them, awareness of spiritual realities that are

beyond mundane realities, visionary

Naturalist: the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.

Existential: the ability and proclivity to pose (and ponder) questions about life, death, and ultimate realities.

RIGOR

Use of Data to Monitor and Track Learning and Growth

100 BMBACS is in the process of developing a comprehensive assessment system that monitors student progress, determines the efficacy of individual teachers, and evaluates the success of the program as a whole. Multiple assessments, both formative and summative, will be used because no single assessment provides sufficient information on students' learning in all areas. Every 6-8 weeks, the school will administer interim benchmarks, and the student performance data will be reviewed by the teacher, by grade-level and department teams, and schoolwide. This data will be used to determine whether to intervene for struggling students or accelerate for students who are ready to move on. Teachers will be coached in developing formative assessments and using them to inform instruction. They will also be coached in and expected to track student mastery against learning objectives on a weekly basis. These mastery charts will be used to facilitate reflection and goal-setting with students, to modify lessons and identify objectives to re-teach to targeted students, to support tutors and mentors to be more effective, and to support overall evaluation of the instructional program. This regular review ensures students do not fall through the cracks. The Instructional Director will be expected to review all performance data every 6-8 weeks and collect mastery charts. He or she will maintain the school-wide database of student performance data and track the effectiveness of interventions and instruction.

Pedagogy that Builds Higher Order Thinking and Complex Cognitive Tasks

Inquiry-Based Learning

"Tell me and I forget, show me and I remember, involve me and I understand." Inquiry-based learning taps the instinctive nature of humans to want to know more, to explore, and to learn. It begins with the generation of a question. This question drives a hypothesis that must then be explored and investigated to determine whether the hypothesis is correct. Imbedded in this process is an understanding that what is currently known is only limited by our ability to generate questions, drives hypotheses, and investigate for answers. Students become aware that learning is not generated by a teacher but by the curiosity and interest of the learner. This empowers them to become independent learners and ultimately lifelong learners.

Across the curriculum, teachers will develop inquiry projects that pose questions for

students to explore. At the elementary level, these inquiry activities will be structured to scaffold the process. Teachers will explicitly teach the skills necessary to conduct inquiry successfully – learning how to develop a good inquiry question, knowing how to formulate a hypothesis or a theory, knowing how to approach a problem, all the ways students can conduct research or investigate, finding evidence, and presenting a conclusion.

Differentiation Through a Workshop Model

To ensure students receive targeted direct instruction in their zone of proximal development, 100 BMBACS teachers will use varied aspects of the workshop model for a significant portion of the day. During this time, students will be working in groups on specific tasks, working individually on writing assignments or reading assignments, or conferencing with peers. The teacher will be working with small groups of students or with individual students to implement strategic targeted lessons. Through workshop, teachers will be able to do guided reading, writing conferences, goal-setting conferences, and targeted mini-lessons to ensure accelerating learning.

Cooperative Learning

100 BMBACS teachers will bring students together strategically to process information and practice a specific learning objective. In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored. Some of the specific cooperative learning structures 100 BMBACS teachers might include Reciprocal Teaching, Jigsaw, Think-Pair-Share, and Circle the Sage. Students will also work on collaborative inquiry projects.

A Focus on Discussion and Debate

100 BMBACS values *active learning* where students are actively engaged in making meaning, making connections, and synthesizing information. For many students, interacting with text or with content without the ability to discuss it and think aloud minimizes their connection with that text or that content. Additionally, discussion and debate builds academic vocabulary, pushes students to seek evidence to back up a point, and hones their oral ability. It also supports their listening skills and their ability to interact respectfully even when in disagreement. 100 BMBACS teachers will use the structures like Formal Debates, Literature Circles, Socratic Seminars, and Fishbowls to stimulate discussion and discourse across the curriculum. Students will be explicitly taught the skills necessary to participate successfully in a discussion: asking questions, clarifying, staying on topic, listening, building on the ideas of others, facilitating, citing evidence, among others.

Presentations and Demonstrations of Learning

Increasingly, the world of business is communicating through presentations. The ability to put together an informative, visually interesting, compelling, and concise presentation has become an essential skill in the business world today. Oral speaking ability is a fundamental skill for a leader in any industry. In addition, presenting creates community accountability for learning and builds confidence in students. At 100 BMBACS, teachers will regularly require students to present learning orally as part of their repertoire of assessments. Every unit will conclude with a formal presentation where students are required to demonstrate their learning and understanding.

100 BMBACS students will be required at the end of every grade level to conduct passage presentations to a larger community audience where they will present their portfolio of learning and demonstrate their mastery of the academic content and skills as well as mastery of the 100 BMBACS principles.

Midyear, 100 BMBACS students will be expected to present and demonstrate their learning to their families at a student-led conference. At these conferences, students will be report out on their performance against academic standards and the schoolwide habits and present evidence from their portfolios.

In addition, 100 BMBACS students will have numerous on and off-campus opportunities to present their learning and knowledge. 100 BMBACS students will participate in competitions and presentations like the 100 BMBACS STEM Fair, 100 Black Men African American History Academic Challenge Bowl, Dr. Carter G Woodson Black History Bowl, World Savvy World Affairs Challenge, and Oakland Unified's MLK Oratorical Event.

Curriculum that Drives Inquiry and Research

Proven Curricular Resources

100 BMBACS has been extensively researching the curricular programs of strong schools like Culture and Language Academy of Success (CLAS) in Los Angeles, PS7 in Sacramento, Eagle Academy in New York City, and Possibility STEM in Prince George's County. In addition, 100 BMBACS's founders have explored the *What Works Clearinghouse* provided by the U.S. Department of Education to select the curricular resources most effective with our target population.

We are strongly exploring the following curricula –

- English Language Arts
 - K-6: *SRA Reading Mastery*
 - K-12: *Keys to Reading Success*
 - K-8: *Spelling Power*
 - 3-12: *The Writers Express*
- Social Studies
 - K-12: *Teachers Curriculum Institute*
 - K-12: Explicit integration of African Studies, *SPICE* units of study

- Mathematics
 - K-6: *SWUN MATH*
 - 7-12: *University of Chicago School Mathematics Project*
 - K-12: ALEKS for differentiation and intervention
- Science and STEM
 - K-8: *Foss*
 - K-5: *Integration of Engineering is Elementary* (STEM curriculum)
 - 6-12: *Project Lead the Way High School Engineering and Middle School Gateway to Technology* (STEM curriculum)

Explicit Instruction Of Strategies to Effectively Process and Analyze Information

To ensure all teachers at 100 BMBACS are building the capacity of students to effectively process and analyze information, all teachers will use the same strategies across the curriculum to support students' mastery of these strategies. 100 BMBACS believes mastery of these strategies is integral for college-readiness.

- **Cues and questions:** Using hints and questions to activate prior knowledge and deepen student understand
- **Identifying similarities and differences:** Identifying similarities and/or differences between two or more items being considered
- **Summarizing:** Requiring students to provide a brief summary of content
- **Annotating A Text:** Annotating a text is an effective strategy to promote active and critical reading skills; this strategy provides a number of useful acronyms that students can use to remember different elements of writer's craft when reading and annotating a text. Can be done collaboratively
- **Pre-reading:** Provides students with suggestions for previewing texts of different genre in order to read strategically based on their purposes for reading the text.
- **KWL:** This strategy helps students access prior knowledge, tap their personal interests in a topic and summarize their findings
- **Note-taking:** We will encourage students to use a two-column note-taking strategy. In the right column, they take notes to synthesize essential ideas and information from a text, presentation, film etc.; in the left-hand column, they interact with the content in any way they choose (personal connections, illustrations, etc.).
- **Key Concept Synthesis:** The key concept synthesis strategy helps students to identify the most important ideas in a text, put those ideas into their own words, and then make connections between among these important ideas.
- **Visual Representations:** Students will be taught a variety of strategies to collect, process and organize information visually - making use of pictures, symbols, shapes, colors, and line styles to illustrate relationships, connections, questions, and understandings

A Focus on Science Technology Engineering and Mathematics

Students in STEM programs have access to and become proficient users of integrated technology. They learn how to translate hard data into argument, and do so at a level of rigor that prepares them to excel in STEM fields in college. While most STEM schools

are secondary schools, 100 BMBACS will integrate engineering and technology lessons into the science curriculum beginning at the elementary level. The School is exploring using the *Engineering is Elementary (EiE)* program created by the Boston Museum of Science. Also, we will use *Project Lead the Way*, a comprehensive middle and high school engineering curriculum that would take ensure all of our students have access to an articulated engineering curriculum from grades 6-12 that truly prepares them for success in a STEM major in college.

The School recognizes that not all 100 BMBACS students may become STEM professionals. The thinking and problem-solving skills imbedded in STEM, however, will build a set of habits in students that will support their leadership and success in any field. Effective engineers are able to take information and content that they have acquired and apply that information to create solutions to real world problems with real world constraints. Technology is both a tool of the engineer and the potential outcome or result of the engineering. This resulting technology has the potential to advance human civilization. The ability to design and solve real-world problems in a constrained environment is driving the technological advances that are driving the future of civilization. Whether our students become scientists, engineers, computer scientists, political leaders, CEOs, or education reformers, 100 BMBACS sees the STEM focus as an explicit means to teach our students the skills and habits needed to become the innovators and solution-drivers of tomorrow.

To expose students to the world of engineering, science and design, 100 BMBACS will leverage the 100 Black Men of America's formal partnership with the National Society of Black Engineers, to bring in mentors, speakers, internships, professional development, fieldwork opportunities and other valuable resources. 100 BMBACS will prepare students to participate in events like Science Fairs, Chemistry Olympiad, Craftsman/NSTA Young Inventors Awards, Intel International Science and Engineering Fair, Science Olympiad, Team America Rocketry Challenge, National Science Bowl Computer, ThinkQuest Internet Challenge, USA Computing Olympiad, FIRST Robotics Competition, and SimCity Future City Design.

100 BMBACS will use the high school science program to teach the Oakland Voluntary Curriculum. The course and program materials are designed to provide the information necessary to understand the discoveries and principles of science in an increasingly scientific and technological society. There are three primary goals of the program: to promote for all students a level of science literacy that meets the National Science Education Standards; to develop critical thinking skills that help students understand the nature of science as inquiry; and to teach students how to use mathematics, technology and communication to innovate and solve problems in science.

The use of laboratory activities is essential to learning science at 100 BMBACS. Students conduct hands-on and minds-on inquiry emphasizing observations, predictions, experimental design, research, data collection and analysis. Along with the use of mathematics and the integration of technology, writing skills are also incorporated into the process of teaching and learning science. This approach provides

100 BMBACS students with a solid understanding of physics, chemistry, and biology. Science is taught through a sequence of units in which students construct an understanding of concepts, principles, and laws of science at successfully higher levels of complexity and abstraction. 100 BMBACS is recommending the core science program, which includes:

Prentice Hall Science (Biology: Exploring Life, Chemistry: Introduction to Chemistry Concepts and Connections, Physics, Principles with Applications, Biology, AP Edition, Physics, AP Edition). High School Science teachers will also implement formative program assessments to monitor learning and adjust instruction. Science instruction provides strategic support for literacy, particularly vocabulary skills and numeracy across the curriculum without being suspended to increase math or reading instructional time. All teachers will be expected participate in science curriculum specific professional development activities.

Explored education in a STEM (Science, Technology, Engineering & Mathematics) themed program:

SCIENCE:

Biotechnology

This course is designed to provide students with a comprehensive and engaging look at the field of biotechnology. The course consists of one part of three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn about the history of biotechnology and advances in the field, as well as basic information about biotechnology laboratories and careers. Students will learn about chemistry and units of measurement used in biotechnology, as well as basic biology of the cell, DNA, RNA, and proteins. Finally, students will learn about applications of biotechnology in the research lab and in industry, including enzymes, techniques, plasmids, and other key biotechnologies. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of biotechnology and its impact.

Part 1 Description

- Unit 1 What is Biotechnology?
- Unit 2 The Basic Science of Biotechnology
- Unit 3 Tools and Applications of Biotechnology

Epidemiology

This course is designed to provide students with a comprehensive and engaging look at concepts and applications in the field of epidemiology, the study of population health. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will be introduced to the field of epidemiology, including the

basic concepts related to infectious disease, specializations in epidemiology, and study design. Students will learn about the specific parts of an epidemiology study and why they are important. Finally, students will learn how to understand epidemiologic studies, including types of sampling, selection bias, standardization, confidence intervals, and evidence-based research. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of epidemiology and its impact.

Part 1 Description

- Unit 1 Importance and Function of Epidemiology
- Unit 2 Parts of an Epidemiology Study
- Unit 3 Understanding Epidemiology Studies

Forensics

This course is designed to provide students with a comprehensive and engaging look at the field of forensics. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will be introduced to the field of forensic sciences. Students will learn the definition of forensic sciences as well as careers, laboratories, crime scene processing, evidence, and the impact of media on criminal investigations and trials. Students will learn about specific techniques used in crime scene investigation, including autopsy, fingerprint analysis, DNA fingerprinting, and other types of evidence and analysis important to solving crimes. Finally, students will be introduced to a variety of specialized forensic sciences, analyze specific case studies, and learn about the Innocence Project and Freedom Project. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of forensics and its application.

Part 1 Description

- Unit 1 Introduction to Forensic Sciences
- Unit 2 Practical Forensic Applications
- Unit 3 Forensic Specializations and Case Studies

Genetics

This course is designed to provide students with a comprehensive and engaging look at the field of genetics. The course consists of one part containing three, fifteen-lesson units. Each unit is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will be introduced to the field of genetics. Students will learn about the theories of Darwin and Wallace, the concepts of adaptation, genotype and phenotype, and basic concepts related to cells, DNA, and RNA. Students will also learn about Gregor Mendel, his pioneering work in genetic variation, and the basic concepts that have been developed since.

Finally, students will learn about applications of genetics, including metagenomics, genetically modified organisms, DNA technologies, genetic testing, and other clinical

and non-clinical applications of the technology. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of genetics and its application.

Part 1 Description

- Unit 1 Basic Science of Genetics
- Unit 2 The Tools of Genetics
- Unit 3 Current Applications of Genetics

Science of Computing

Students in this course will survey the past, present, and future of computer technology. The course consists of one part containing three, fifteen-lesson units. Each unit is structured around a central concept as outlined below. A graded assessment comes after each lesson and an exam ends each unit.

Did you know that Stonehenge may actually have been used as a type of computer? This is the kind of fascinating information students will find in the first unit of this course. Also covered in this initial unit are inventions like the abacus and advancements like the microprocessor that have made today's technology possible. The second unit of the course covers the science behind the hardware and software used today. Topics like algorithms, operating systems, and networks are described in detail and placed into context as tools for human innovation. Finally, the course looks to the future, introducing students to foreseeable improvements to current technology and visionary breakthroughs like artificial intelligence, quantum security, and biological processors. At the completion of this course, students will have a basic understanding of the past, present and future of computer technology.

Part 1 Description

- Unit 1 The Past of Computer Technology
- Unit 2 Present Day Computer Technology
- Unit 3 The Future of Computer Technology

TECHNOLOGY:

Introduction to Technological Sciences

Students will learn about three main fields of technological science: engineering, biotechnology, and information technology. The course consists of one part containing three, fifteen-lesson units. Each unit is based on a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each course.

The first unit of the course surveys fifteen distinct sub-fields of engineering, exploring the science background, real-world applications, and career opportunities of aerospace, nuclear, software, and other types of engineering. The second unit involves the study of cutting-edge biotechnology topics like gene therapy, bioengineering crops, and biodegradation. The last unit of the course focuses on the study of informational technology, covering computer networking, data storage, and the encryption of data to provide secure communication. At the completion of this course, students will have a general knowledge of and appreciation for technological sciences and their applications.

Part 1 Description

- Unit 1 Engineering

- Unit 2 Biotechnology
- Unit 3 Information Technology

Business Technology, Computing For College and Careers

Introduction to Office Applications

This course is designed to provide students with a comprehensive and engaging look at Microsoft® Office. The course is divided into four distinct parts, each consisting of three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

Students will learn the basics of the following Office Applications: Word, Excel®, Access®, and PowerPoint®. Students will learn how to use each application in detail and how to make the applications work for them. At the completion of this course, students will have gained both a knowledge of and appreciation for Microsoft® Office and how they can use these applications.

Part 1 Description

In Part 1, students will learn the basics of Microsoft® Word. Students will recognize the uses and benefits of using Microsoft® Word. Students will learn all of the steps in creating, saving, and customizing Word documents in order to meet their own needs and the requirements of class projects and assignments.

- Part 1 Unit 1 Microsoft® Word – Working with Documents
- Part 1 Unit 2 Microsoft® Word – Editing and Proofreading Documents
- Part 1 Unit 3 Microsoft® Word – Changing the Appearance of Text

Part 2 Description

In Part 2, students will learn about Microsoft Excel®. Students will learn the various uses for

Microsoft Excel® and recognize its application in their own personal work. By the end of this part of the course, students will be able to create, save, and customize Excel® workbooks for personal and school use.

- Part 2 Unit 1 Microsoft Excel® – Setting Up a Workbook
- Part 2 Unit 2 Microsoft Excel® – Performing Calculations on Data
- Part 2 Unit 3 Microsoft Excel® – Changing Document Appearance

Part 3 Description

In Part 3 of this course, students will focus on Microsoft Access®, its many uses and how it can be applied in their own lives. Students will be able to create, save, and customize an Access® database and apply its use in their education and personal use.

- Part 3 Unit 1 Microsoft Access® – Creating a New Database
- Part 3 Unit 2 Microsoft Access® – Simplifying Data Entry with Forms
- Part 3 Unit 3 Microsoft Access® – Locating Specific Information and Keeping it Accurate

Part 4 Description

Microsoft PowerPoint® is the focus of Part 4 of this course. Through instruction, students will recognize the value of Microsoft PowerPoint®. By the end of Part 4 of this course, students will be able to create, save, and customize PowerPoint® presentations

for both school and personal use.

- Part 4 Unit 1 Microsoft PowerPoint® – Basics
- Part 4 Unit 2 Microsoft PowerPoint® – Creating a Presentation
- Part 4 Unit 3 Microsoft PowerPoint® – Customizing your Presentation

ENGINEERING:

Chemical Engineering

This course is designed to provide students with a comprehensive and engaging look at chemical engineering. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn the basic concepts used in chemical engineering, including systems of units, the periodic table of the elements, molecules, compounds, bonding, temperature and pressure. Students will learn about chemical systems and reactions, including stoichiometry, open and closed systems, multiple components systems, and chemical reactions. Finally, students will understand gases and gas laws, pressure, systems, energy, and enthalpy. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of chemical engineering and its importance.

Part 1 Description

- Unit 1 Introduction to Chemical Engineering
- Unit 2 Systems and Reactions
- Unit 3 Gases, Pressures, Systems, and Energy

Computer Engineering

This course is designed to provide students with a comprehensive and engaging look at computer engineering. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn the basic concepts used in computer engineering, including the basic parts of a computer, how information is quantified, organized and used, and different types of information. Students will learn about information compression and information theory, including different types of coding, the theory of sound, and how sound is converted into a signal. Finally, students will learn about applications of computer engineering, including digital telephones, real-time data transmission, band limits, different types of systems, and information security. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of computer engineering and its importance.

Part 1 Description

- Unit 1 Introduction to Computer Engineering
- Unit 2 Information Theory, Coding and Sound
- Unit 3 Computer Engineering Applications

Electrical Engineering

This course is designed to provide students with a comprehensive and engaging look at electrical engineering. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn the basic concepts used in electrical engineering, including an introduction to electricity, circuits, energy, work, power, the components of circuits, and some simple applications of electricity. Students will learn basic circuit concepts, including series and parallel circuits, laws of electricity, and how circuits are used. Finally, students will learn about real life applications of circuits, including everyday items such as on/off switches. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of electrical engineering and its importance.

Part 1 Description

- Unit 1 Introduction to Electrical Engineering
- Unit 2 Basic Circuit Concepts
- Unit 3 Electrical Engineering Applications

Mechanical Engineering

This course is designed to provide students with a comprehensive and engaging look at mechanical engineering. The course consists of one part containing three, fifteen-lesson units.

Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn the basic concepts used in mechanical engineering, including systems of units, vectors, forces, moments, force systems, couples, and equilibrium problems. Students will learn about the methods of joints and sections, define centroids, explain distributed loads, explain center of mass and axes, and state the Pappus-Guldinus theorems. Finally, students will learn about dry friction, beams, cables, load distribution, pressure, and potential energy. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of mechanical engineering and its importance.

Part 1 Description

- Unit 1 Introduction to Mechanical Engineering
- Unit 2 Concepts in Mechanical Engineering
- Unit 3 Mechanical Engineering Applications

MATHEMATICS:

Mathematical Processes

This course is designed to help elementary students prepare for mathematics. The course consists of one part based around a central concept below. Students will find graded assessments after each lesson.

In this course, students will learn about basic mathematical operations, including: use mathematical language, symbols, and definitions while developing mathematical reasoning. Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution. Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts of numbers and math principles.

Number and Operation

This course is designed to help students prepare for mathematical operations. The course consists of one part based around a central concept below. Students will find graded assessments after each lesson.

In this course, students will learn about basic numerical operation, including: count objects in a set and use numbers, including written numerals to 25. Create, represent and recognize a set with a given number of objects. Understand addition as “putting together” and subtraction as “breaking apart.” Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers). At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts of math and fundamental operations.

SAT® Math

This course is designed to help students prepare for the mathematics portion of the SAT®. The course consists of one part containing three, fifteen-lesson units. Each of the units is based around a central concept as outlined below. Students will find graded assessments after each lesson and an exam at the end of each unit of the course.

In this course, students will learn about basic mathematical theories and operations, including rational numbers, integers, methods to solve counting problems, and the characteristics of sequences and series of numbers. Students will learn how to use algebra to solve problems, including polynomial functions, linear equations and inequalities, and variation. The final unit covers geometrical shapes and how to calculate the area and perimeter of polygons and the circumference of circles. Students will also learn to solve for missing angles and sides of triangles, and understand lines, similar figures, and ratios. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the SAT® Math exam.

Part 1 Description

- Unit 1 Mathematical Operations and Number Theory
- Unit 2 Algebra and Relations Functions
- Unit 3 Geometry, Probability and Statistics

Leadership Training

100 BMBACS recognizes that nurturing the leadership of underserved students will require a forward-thinking leadership curriculum and approach that is explicit about the crisis facing their communities. As an example, for African-American males, 100

BMBACS will engage in strategies of teaching leadership that include:

- teaching them about their history
- supporting them in articulating their own stories
- exposing them to African-American and African thought leaders, and
- engaging them in discussion and critical thinking about African-American leadership in America.

With these strategies, they are empowered to be leaders in their community, their city and their country. Our Leadership curriculum will be implemented in Brotherhood or Sisterhood classes and integrated throughout all of our classes. All students K-12 will be programmed into a Brotherhood/Sisterhood class that meets regularly. During this time, students will have the opportunity to build strong relationships with their peers and with an adult on campus, share their stories, learn about cultural histories, and participate in text-based discussions around the issues facing underserved communities today. In addition, leadership will be explicitly taught in core classes by using instructional strategies to naturally encourage and teach leadership – Socratic seminars, debates, literature circles, and other collaborative projects that build student capacity to communicate, facilitate, manage projects, manage teams, and build greater self-awareness.

The Development of College Habits

Brotherhood & Sisterhood also exists to provide explicit support around the development of college habits. The Advisor will lead students in a weekly reflection on their academic, social, and emotional progress and help them set goals for the coming week. Each advisor will begin their advisor-advisee relationship with a home visit where he or she will support the student in articulating his long-term goals and backwards mapping from those goals to support short term planning. This meeting will take place every year to ensure the goals evolve as the student does. Additionally, the advisor will have one-to-one meetings with each advisee at least once a quarter to ensure they are having deeper check-ins on a regular basis.

Brotherhood/Sisterhood is also where students receive college readiness skills. 100 BMBACS will either partner with an organization like College Summit to build advisors' capacity to coach around college or train teachers in a curriculum like Mychal Wynn's college readiness curriculum for grades 6-12.

All students will be required to take some number of college-level courses as part of their graduation requirement. This allows students to experience a college-level class and reflect on what other competencies they may require to be truly prepared for college.

100 BMBACS will also leverage the 100 Black Men of the Bay Area network to provide 11th and 12th graders internship opportunities where students will learn the "soft" skills necessary to be successful in the workplace – time management, effective oral and written communications, workplace etiquette, managing conflict professionally - and have the opportunity to explore potential careers they are considering. Mentors will

support students in their internships to ensure they maximize these opportunities.

Structures that Support Rigor

Extended Day

Students learn more when they are given more time to learn each day. With more time, teachers can delve into topics more deeply cover more topics. The School's day will be approximately 8 hours – from 8:00 am – 4:00 pm. This is about 90 minutes more instruction each day than students in many traditional public schools receive. In addition, the School will provide an Extended Day Program to provide homework assistance, additional academic tutoring and intervention, and enrichment opportunities.

Extended School Year

The School will provide 200 regular days of instruction, twenty days more than traditional public schools provide, and twenty-five more than the legal minimum applicable for charter schools. Reports from the California State Department of Education show that standardized reading test scores increased 19.3% for year-round grade school students and that a greater number of year-round students met state score objectives than those on traditional schedules. Research is clear that more instructional time enhances learning and reduces the opportunities to “forget” what has been learned. Students in Asia attend school many more days per year than U.S. students: 243 days in Japan and 220 days in South Korea; in China, students typically attend academic programs during breaks in the school year. The results that Asian countries obtain in schools that implement increased learning time and STEM curriculum are recognized to be superior.

RELATIONSHIPS

Brotherhood/Sisterhood

As mentioned above, the Brotherhood/Sisterhood program is designed to foster strong relationships between students and between students and a mentor adult. Brotherhood/Sisterhood will be taught by many different adults, and the School will use this as an opportunity to engage the 100 Black Men of the Bay Area network to bring in strong potential advisors and mentors into our student's lives. Advisors will stay with the same small cohort of students over many years, ideally the entire time the student is at 100 BMBACS. This will nurture a family-like community where students support one another for many years, their families are in relationship, and ties are built to last their lifetimes. 100 BMBACS recognizes that as students develop from ages 5 to 18, the relative influence of family versus peers versus adult allies changes throughout. Our goal is to ensure there is a comprehensive support network for every student. Explicit time will be spent in Brotherhood/Sisterhood building relationships and using supportive structures to provide consultancies and celebrate successes. Students will also use this time to practice meditation and mindfulness and reconnect with the 100 BMBACS habits of mind and heart.

Mentoring the 100 Way®

100 Black Men have developed a holistic mentoring program that addresses the social, emotional and cultural needs of students ages 8-18. Members of the 100 are trained

and certified to become mentors, advocates, and role models for the youth within their communities. The program focuses on building essential skills needed to become productive, contributing citizens. Workshops for students and youth include topics such as:

- Positive Self Identity and Personal Vision
- Life Skills
- Social and Emotional Skills
- Moral Character
- Work Ethic
- Lifelong Learning

All Mentoring the 100 Way techniques are developed using S.M.A.R.T. goals and utilize the following mentoring relationship models:

- 1 to 1 Mentoring
- Group Mentoring
- Tag Team Mentoring
- Peer to Peer Mentoring

Smart Goals are Specific, Measurable, Attainable, Realistic, and Timely.

Intersession

In addition to Brotherhood/Sisterhood, once a year, 100 BMBACS will conduct a weeklong intersession where students are spending a week in programs that include physical excursions or activities, STEM projects and courses, music and theater workshops, service learning internships, independent study projects and more. Intersession can also be a time to intervene for struggling students who may either need academic or social/emotional support. Many of the intersession activities will take place off-campus and be facilitated by 100 BMBACS staff, but this is another time when 100 BMBACS will engage its network and other partners to bring rich learning experiences for our students. Potential partners might include: the Headlands or Yosemite Institute, local hospitals, design and engineering firms, local architects, Habitats for Humanity, Destiny Arts, the Jack London Aquatic Center, Outward Bound, or Bay Area Wilderness Training, which allows for more autonomous outdoor education and experiences.

Back-to-School Bootcamp

During the summer, all students and their families will participate in a Back-to-School Bootcamp that will re-affirm the values and goals of the community; create opportunities for connection, celebration, and reflection; and ensure students begin the school year prepared to lead and model the schoolwide culture and expectations. For new families and students, this is an opportunity to learn the schoolwide culture and expectations and to experience the collective power and embrace of the 100 BMBACS community.

Supporting the Whole Child

We believe that one cannot separate the social, emotional, and physical development of a student from academic performance. Therefore, 100 BMBACS supports the “whole learner” in three ways.

- A. The school fosters a collaborative relationship between school and family.
- B. The school creates programs and partnerships to support the social, emotional,

and physical needs of each learner.

- C. The school involves community members and community-based organizations in many ways.

A. The school fosters a collaborative relationship between school and family.

Each student must be seen in the context of his or her family and the family must have ample opportunity to be involved in their student's education. Importantly, the U.S. Department of Education research has found that "what the family does to support the education of their child is more important to student success than family income or education."

Family participation at 100 BMBACS may include but is not limited to:

- Supporting student learning by attending all student meetings and conferences.
- Participating in and attending school functions, such as back to school night, family workshops, Principal's coffees (weekly information and learning opportunities), classroom potlucks and school social events.
- Providing input to teachers and administrators regarding curriculum and programmatic need.
- Participating in the School Site Council, and
- Volunteering time and resources to the school in multiple forms.

In addition, 100 BMBACS plans to open a Family and Community Resource Center (FCRC), a place for parents and community members to build a strong social network and share essential resources. The FCRC will also function as a place where parents drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. The Family and Community Resource Center will offer language classes, parenting workshops, classes to support economic solvency, health and wellness, career training, and assist families and the community in understanding the school and state reporting systems, and numerous college information events.

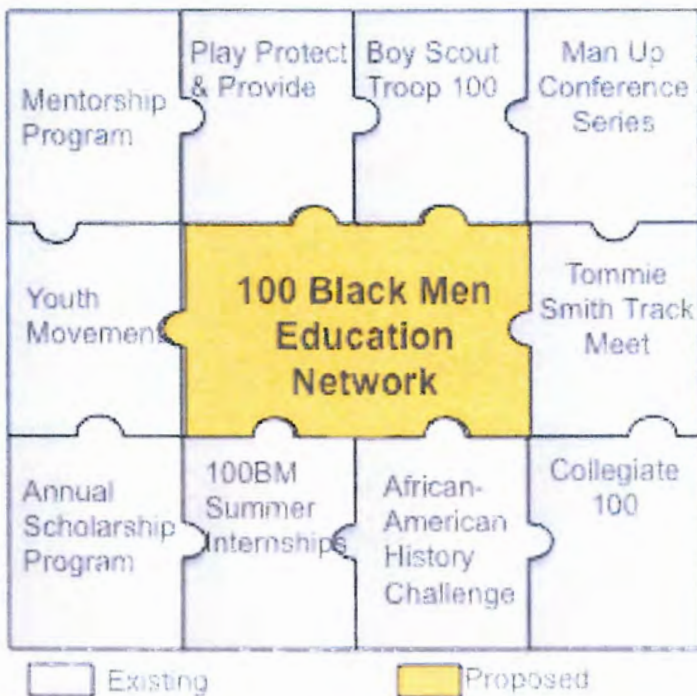
B. The school creates programs and partnerships to support the social, emotional, and physical needs of each learner.

In order for a student to academically succeed, his or her social, emotional, and physical needs must be met. 100 BMBACS will put in place several in-school programs and partnerships with families (see above) and the community to support these needs. These include the use of an advisory system and mentoring to ensure that students are well known and ensure a sense of school community exists. Social and emotional issues often extend beyond the capacity of 100 BMBACS leaders. To meet the more acute social and emotional needs of our students 100 BMBACS employs a social/emotional counselor that conducts individual, group, and drop-in counseling for our students. The counselor also connects students and families to community resources to extend the quantity and specificity of care. As much as possible, we will build strong partnerships with effective support organizations to ensure students at 100

BMBACS receive quality services. 100 Black Men already has established programs like Dollars & \$ense Youth Investment Program, SmartEdge by GMAC, Money Smart, Bank of America Family Home Ownership Program, Prudential Financial Literacy Program, Youth Movement and MOVE for Health that can be brought onto the campus. The School will engage organizations like Catholic Charities, Lincoln Child Center, Children’s Hospital, Ann Martin Children’s Center, Kaiser, Lifelong Medical, the Breathmobile, city and county resources, and others to bring much-needed services to our students and their families. In addition, the extensive 100 Black Men of the Bay Area network includes professionals in all fields, and 100 BMBACS will leverage that network to access doctors, lawyers, engineers, professors, scientists, bankers, CEOs, developers, government officials, political leaders, and others to bring needed resources to the school.

C. The school involves community members and community-based organizations into the village that will raise our students.

We believe that students and young adults should be supported by the entire school community and involved in the life of the community. As W. E. B. DuBois stated “Education is that whole system of human training within and without the school house walls, which molds and develops men.” and “it is the moral imperative of the talented tenth to work together...” We believe that family members, community stakeholders, professionals in higher education, business leaders, activists, artists, and professionals in the health and social services fields must be involved in educating our students. We will leverage the entire 100 Black Men Education Network to wrap around each of our young people, providing all that each student needs to achieve his/her human potential.



In addition, community members will authentically take part in the life of the school through tutoring, mentoring, hosting an intern, evaluating senior projects, observing passage presentations, guest speaking, and assisting in our intersessions. 100 BMBACS will work to partner with organizations such as community colleges, art galleries, businesses, health service organizations, community-based organizations, fraternities and sororities, and others to create several school-

related programs such as college coursework opportunities, community based art

shows, a family empowerment program and internship opportunities for students.

RITUALS AND CEREMONY

The 100 BMBACS Rituals and Ceremony serve as the foundation for and weave together the programmatic elements that create the relevance, rigor, and relationships. Rituals and Ceremony play a major part in many cultural traditions and are a driving force in creating cultural continuity and identity; they communicate the values and goals of a community and create pride and centering for its members. The School will ensure students experience the many aspects of their educational experience at 100 BMBACS as a “whole” by integrating Rituals and Ceremony into the day-to-day of our students.

- *Opening and Closing:* 100 BMBACS will open every day with a schoolwide meeting. All students and staff will participate in a ceremony where students participate in a call and response of The Scholar’s Oath led by students with rotating students playing different roles weekly.
- *Roses and Thorns:* Daily reflection in Brotherhood/Sisterhood of what went well and what students can continue to work on.
- *Meditation and mindfulness:* Daily time built in to meditate, get centered and practice mindfulness.
- *Healing Circles:* As needed, students and staff will participate in circles to address community challenges and trauma
- *Schoolwide Recognition:* Weekly school-wide meetings to acknowledge classes, Brotherhoods/Sisterhoods, or individuals who have demonstrated the Habits of Brotherhood/Sisterhood
- *Scholar’s Oath:* Teachers will start each class by reciting the 100 BMBACS Scholar’s Oath which clarifies the scholars’ commitment and responsibility.
- *Back to School Bootcamp:* A summer orientation to celebrate, build community and ensure all students start the school year prepared to model the 100 BMBACS expectations and habits.
- *Welcoming Ceremony:* A specific ceremony for new students and families.
- *Annual Promotion:* Following passage presentations, there will be an annual ceremony to celebrate this rite of passage where the students leaving a grade level bestow the grade-level tie to the students entering the grade level.
- *The Kente:* All students will receive a simple Kente when they begin their journey at 100 BMBACS. As students progress through 100 BMBACS and demonstrate mastery of the habits and targeted academic standards, students will receive “badges” that can be woven into their Kente. Each badge will represent a significant academic accomplishment or a habit of mind, heart or community. All graduating 12th graders will wear their Kente over their robes at the graduation ceremony demonstrating their preparedness for manhood.

In addition to the above, 100 BMBACS will implement a series of regular activities that enable students and adults to build community, develop strong relationships, and be engaged. This might include regular “Men vs Boys” tournaments and games, regular activities to honor women, elder circles, monthly Friday afternoon outings or activities,

and lunch and recess clubs and activities where mentors and community members positively interact with the students.

PLAN FOR LOW-ACHIEVING STUDENTS

Overview

100 BMBACS has intentionally developed an educational program that uses best practices from multicultural education and best practices around differentiation to support all learners in the core classroom.

100 BMBACS teachers will formally review students' progress every 6-8 weeks. Flags will be set up in the monitoring system to catch students who demonstrate a lack of growth despite the Tier 1 interventions in place. If a student is not making adequate progress, an individualized learning plan will be developed for that student.

Tier 1 interventions in the classroom can include:

- In-class small group instruction two to three times per week in a specific area targeted for growth, monitoring progress for 6-8 weeks, utilizing strategic materials and resources designed to build conceptual understanding and to accelerate understanding
- Strategic modifications, supports, and accommodations
- Peer support and teaching by another student in the classroom
- Regular personal goal-setting and check-ins with the student if engagement is of concern

Should the Tier 1 interventions fail to accelerate progress or be inadequate, the teacher will work with the Director to convene a Student Success Team. This team will be comprised of all the adults who work with the student at the School, other adults who may be effective in working with the student, any external mentors and advocates who have a strong relationship with the student, and the parents or guardians. At this meeting, the team will do a root cause analysis of the lack of progress and develop an interventions plan that builds on the Tier 1 classroom interventions and supplements with strategic Tier 2 interventions outside of the classroom.

Tier 2 interventions inside or outside of the classroom can include:

- Individual or small group instruction four to five times per week in a specific area targeted for growth, monitoring progress for six weeks utilizing strategic interventions curricula designed to accelerate learning
- Individualized guided practice with trained parents, volunteers, older students, mentors, etc (practicing reading, oral discussion, debate, math problems, math facts, etc.)

Tier 3 interventions occur outside of the classroom through extended day program or provided by on-site community based program and service providers.

- Counseling services and referrals
- Mentoring, clubs, support groups
- Other health, wellness, and family interventions as needed
- Arts/movement therapy
- Tutoring
- Finding exciting and engaging outside-of-school activities and programs that may motivate the student

After another six weeks, should a student continue to not make adequate progress, the Student Success Team would be reconvened and a plan developed to collect additional data. Additional testing may be requested or observations conducted, both inside and outside of the school setting. This data would help either identify a stronger more effective plan to address the student's needs and/or indicate whether a referral for Special Education may be appropriate.

See Appendix E4: Comprehensive RTI System.

PLAN FOR STUDENTS WHO ARE ELIGIBLE FOR SPECIAL EDUCATION

100 BMBACS shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

California law gives the school various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. During its first few years of operations, the School intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). As such, 100 BMBACS shall be categorized as a "public school" within the District in conformity with Education Code Section 47641(b), at least initially. As described below, the Charter School shall develop and comply with a Memorandum of Understanding ("MOU") with its LEA and/or SELPA partner related to the delineation of duties between the District and 100 BMBACS. 100 BMBACS agrees to negotiate any amendments to that MOU that may be necessary to conform the MOU to current applicable law during the charter term. Such amendments, once negotiated, shall be considered a material amendment to this charter.

100 BMBACS shall fulfill its fundamental obligation to provide a free appropriate public education ("FAPE") to its students identified with disabilities. 100 BMBACS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. 100 BMBACS shall be responsible for its compliance with Section 504 and the ADA.

The facilities to be utilized by the School shall provide students with disabilities equal access to all aspects of the educational program.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by 100 BMBACS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of 100 BMBACS and the District, which MOU shall be executed at least three (3) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Petitioner and the District based upon the Petitioner's knowledge of District special education procedures. The following language aligns the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Petitioner as agreed upon in a MOU:

100 BMBACS intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, 100 BMBACS seeks services from the District for special education students enrolled in the school in the same manner as is provided to students in other District schools. 100 BMBACS will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. 100 BMBACS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between 100 BMBACS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that 100 BMBACS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

At least initially, The District shall be designated the Local Educational Agency ("LEA") serving 100 BMBACS students. Accordingly, 100 BMBACS shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). 100 BMBACS agrees to adhere to the requirements of the Local Plan for Special Education

and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, 100 BMBACS seeks services from the District for special education students enrolled in 100 BMBACS in the same manner as is provided to students in other District schools.

100 BMBACS acknowledges the importance of cooperating with the District so that the District can provide special education services to 100 BMBACS students. 100 BMBACS agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to 100 BMBACS students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. 100 BMBACS believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at 100 BMBACS will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. 100 BMBACS staff shall participate in all mandatory District in-service training relating to special education.

It is 100 BMBACS’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. In the event that 100 BMBACS and the District agree that the School will to hire or contract for services some or all special education staff in exchange for an agreed-on portion of special education funding to be passed through to the school, 100 BMBACS shall ensure that all special education staff hired or contracted is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by 100 BMBACS (with the agreement of the District). Unless an agreement for 100 BMBACS to assume responsibility for staffing is in place, the District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to 100 BMBACS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

100 BMBACS shall follow District policies as they apply to all District schools for responding to implementation of special education services. 100 BMBACS will adopt and implement District polices relating to notification of the District for all special education issues and referrals.

100 BMBACS shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. 100 BMBACS shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

100 BMBACS shall have the responsibility to identify, refer, and work cooperatively in locating 100 BMBACS students who have or may have exceptional needs that qualify them to receive special education services. 100 BMBACS will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education after the resources of the regular education program have been considered, utilized.

It is 100 BMBACS's understanding that the District shall provide 100 BMBACS with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that 100 BMBACS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to 100 BMBACS from a District school. The District shall have unfettered access to all 100 BMBACS student records and information in order to serve all of the school's students' special needs.

100 BMBACS will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. 100 BMBACS shall work in collaboration with the District to obtain parent/guardian consent to assess 100 BMBACS students. 100 BMBACS shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is 100 BMBACS's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. 100 BMBACS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and 100 BMBACS/ Head of School and/or 100 BMBACS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and, as needed, other 100

BMBACS representatives who are knowledgeable about the regular education program at 100 BMBACS and/or about the student. It is 100 BMBACS's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, unless 100 BMBACS assumes responsibility for a greater share of special education service provision, the District shall be responsible for all school site implementation of the IEP, except that which is implemented by general education teachers. 100 BMBACS shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, 100 BMBACS shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for 100 BMBACS's non-special education students, whichever is more. 100 BMBACS shall also provide all home-school coordination and information exchange unless directed otherwise by the District. 100 BMBACS shall provide the District with adequate notification of student progress and immediate notification of any considered discipline of special education students that may be related to a disability.

Interim and Initial Placements of New Charter School Students

For students who enroll in 100 BMBACS from another school district outside of the SELPA with a current IEP, the District and 100 BMBACS shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and 100 BMBACS shall implement the existing IEP at 100 BMBACS, to the extent practicable or as otherwise agreed between the District and parent/guardian or as allowed by applicable law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. 100 BMBACS shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. 100 BMBACS shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission nor counseled out of the School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for special education services.

Parent/Guardian Concerns and Complaints

The School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The School shall immediately notify the District of any concerns raised by parents. In addition, the School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the School shall comply with the District's decision.

The School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other governmental agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in School if the District determines such action is legally necessary or advisable. The School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the School shall work together to defend the case. In the event that the District determines that legal representation is needed, the School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any School student necessary to protect its rights.

Funding

The School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the School. The School anticipates, based upon State and Federal law that, if the District provides all special education services, the fiscal relationship could be summarized as follows

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for School students through the SELPA Annual Budget Plan, and shall be entitled to count School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide School students with placements at locations other than at the School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the School site.

Contribution to Encroachment

The School shall contribute its fair share to offset special education's encroachment upon the District's general fund in accordance with Education Code Section 47646(c). Accordingly, the School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the School for the School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to School) divided by the total number of District ADA (including School students), and multiplied by the total number of School ADA. The School ADA shall include all School students, regardless of home district.

Lead Contact

The lead contact for the 100 BMBACS with regard to special education shall be the Head of School or his or her designee.

Right to Pursue LEA Status

As noted above, the School will initially anticipate functioning as an arm of the district for purposes of special education. The School shall also retain the right to pursue independent local education agency (LEA) status pursuant to Education Code Section 47641(a). In the event that the School opts not to establish independent LEA, it shall

remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section as updated by an MOU between the District and the School.

High Expectations

Students with disabilities will be held to the same high expectations as their non-disabled peers, modified only as allowed by IEP or 504 plan and in accordance with applicable law. Students will be served in the least restrictive environment and wherever possible special education and related services will be provided to align with the instruction taught in the regular classrooms.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

PLAN FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

100 BMBACS is open to and welcomes all students and have designed an instructional program to support English language learners. In fact, in designing an educational program to support African-American boys, we have taken the best practices of SDAIE and Sharokky Hollie's culturally and linguistically responsive teaching to create a supportive and strategic learning experience for EL students.

Identification and Reclassification of English Learners

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment in the School.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) within 30 days of enrollment⁵ to evaluate their listening, speaking, reading and writing abilities in English.

⁵ 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 based upon the date last tested at the prior school of enrollment.

This test will be given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The School will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving test results from the publisher. The CEDLT shall be used to fulfill the requirements under the No Child Left Behind Act for English proficiency testing.

English Learner Reclassification

100 BMBACS will utilize multiple criteria in determining whether to reclassify 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, but not limited to, the CEDLT.
- Staff determination that the student is able to access the curricular materials in English at or above the levels of native English-speaking peers
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards.
- 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 procedure.

Access to Core Educational Program

English Learners will have full access to 100 BMBACS's educational program. English Learners will receive explicit instruction in English Language Development. All EL students will have an individualized learning plan with clear ELD goals. The School will have teachers trained in systemic English Language Development and SDAIE strategies to ensure all ELL students are achieving mastery of ELD standards and goals and all ELL students are able to fully access core content.

With provision of help and support as needed, 100 BMBACS's English Learners will be expected to meet School standards in all academic and non-academic areas of the instructional program.

English Language Development

100 BMBACS understands that effective English Language Development requires

- Systematic and explicit instruction in the English Language Development standards specific to the student's EL level and based on results on diagnostic assessments
- Sheltered English Strategies (SDAIE) utilized throughout the entire program (Low affective filter; contextual clues; multisensory experiences; use of visuals and examples; frequent comprehension checks; use of informal formative assessments; use of multiple summative assessments; appropriate lesson design with scaffolding, vocabulary emphasis, pre and post reading/writing, frontloading, grouping, modeling, tapping prior knowledge, pacing; content-driven)
- Opportunities to practice and use the English language in authentic and challenging tasks – where students get the opportunity to apply and practice their ELD lessons using Academic English doing rigorous work.

Academic Intervention for English Learners

ELLs who do not make the minimum expected growth of one level per year on the CELDT will be referred to the SST process. Language development will be tracked and monitored. English Language Learners will have access to the same interventions approach described above under ***Plan for Low-Achieving Students***. Students not making adequate progress on their individualized EL goals will receive the appropriate Tier 1, 2, or 3 interventions.

100 BMBACS will meet all applicable legal requirements for English Learners related to annual notification to parents, student identification, placement, program options, reclassification of fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation and communication regarding English Learners and the rights of students and parents.

PLAN FOR HIGH-ACHIEVING STUDENTS

100 BMBACS has intentionally designed an academic program that integrates higher-order thinking and utilizes instructional strategies that drive higher-order thinking and provide high-achieving students the challenge they need. In addition, the STEM integration and focus on inquiry will allow high-achieving students the ability to drive their own learning and extend their learning. Further, high-achieving students will also have individualized plans that ensures they have a program tailored to their performance levels and their strengths and areas of need.

Additionally, because the School intends to promote the value that the growth and development of the whole is as valuable if not more valuable than the growth and development of the individual, 100 BMBACS would expect high-achieving students to become leaders in the classroom, teach others, or support the work and learning of their peers.

The belief at 100 BMBACS is that all students are gifted, and that it is the responsibility of the adults to identify a student's gifts and nurture those gifts. Just as every student is gifted, every student is challenged, and it is the responsibility of the adults to strategically address those challenges and to help students become self-aware of their own strengths and needs. The STEM challenges presented to 100 BMBACS students will allow a range of creative solutions, as complex as the students choose. These collaborative inquiries will be designed to ensure students are challenged and that students leverage each other's gifts to create a more powerful collective solution to authentic and engaging problems.

SERVING HIGH SCHOOL STUDENTS

100 Black Men of the Bay Area Community School intends to offer a full complement of A-G courses (see the graduation requirements under Pupil Outcomes and Progress Measures) and additional courses and experiences designed to ensure our students graduate truly college-ready. As a public high school, the School intends to become fully accredited through the Western Association of Schools and Colleges within three

years of operating our high school program to ensure the School is putting forward a quality education program and to ensure all students graduating from 100 BMBACS have access to all colleges and universities.

While 100 BMBACS is committed to serving its students from Kindergarten to beyond college, the School understands that students may choose to or have to transfer to another school. The School will ensure all families and students are informed about course transferability through the mail as well as in the student/family handbook. 100 BMBACS's graduation requirements exceed the UC/CSU A-G requirements.

II. PUPIL OUTCOMES AND PROGRESS MEASURES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program

-California Education Code Section 47605(b)(5)(B)

AND

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

-California Education Code Section 47605(b)(5)(C)

PUPIL OUTCOMES

Alignment of Pupil Outcomes to 100 BMBACS Mission and Vision

The 100 BMBACS educational program is designed so that all 100 BMBACS students become self-motivated, competent, lifelong learners and leaders in the 21st Century global community by ensuring proficiency in each of the following three areas:

- 1. Academic Knowledge and Critical Thinking**
- 2. College and Career Readiness Skills**
- 3. Principles of Brotherhood/Sisterhood and Manhood**

1. Academic Knowledge

100 BMBACS will ensure students have the literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century through rigorous, standards-based instruction that fulfills or exceeds the UC/CSU A-G requirements in:

Language Arts

Students will be able to read, write, and speak for a variety of purposes to different audiences, and interpret and analyze different genres of texts. There will be a particular focus on evidence-based expository writing and comparing and analyzing information coming from multiple sources as well as presentation, public speaking, and

debate.

Mathematics

Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies

Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating a global understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Science

Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Engineering

Students will be able to design and implement solutions to real world problems with clearly articulated constraints, applying their knowledge and skills from language arts, social studies, science, mathematics, and technology.

Visual and Performing Arts

Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate the ideas, experiences, and histories of diverse communities; and be able to articulate and apply a set of habits and skills that enable them to be creative in their approaches to multidisciplinary work.

World Language

Students will be able to communicate effectively in reading, writing, and speaking in a second language.

Physical Education

Students will understand the relationships between nutrition, exercise, and health; have sufficient knowledge to make healthier choices; and demonstrate enjoyment and fluency in a physical activity.

Technology

Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

2. College Readiness Skills

100 BMBACS understands that for students to be truly college-ready and prepared to succeed in college, we must recognize how challenged the educational system has historically been in doing this. 100 BMBACS must also explicitly identify, teach, and

assess for mastery the habits students will need to succeed in college.

College Ready Habits

- *Agency* around how to access resources and advocate for their own learning
- *Ability to organize themselves* and manage their time to achieve long term goals
- *College knowledge and comfort* where they have prior knowledge of the college experience and a level of comfort with the expectations and flow of college
- *Pride in achievement* where students can focus on what they do well and excel and leverage their strengths to address gaps in their understanding or skills
- *Compelling admission profile* that allows students to feel they authentically belong in the college setting, that they can compete with their peers
- *Resilience* to overcome obstacles, problem-solve challenges, ask for help, and develop the necessary support system to survive and thrive in the college setting

3. Principles of Brotherhood/Sisterhood and Manhood/Womanhood

All students at 100 BMBACS will be taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At 100 BMBACS, it is not quite enough to educate students for their own personal gain. 100 BMBACS educates students to take pride in their cultural legacies, appreciate the powerful interdependence between themselves and their community, and realize the promise of their individual and collective futures.

Pride in your self and your history

- Understand your history, the strengths of your community, and the power of your story
- Be resilient in the face of prejudice, low expectations, and negative stereotypes
- Be conscious of your strengths and your areas of growth; reflect regularly, leverage your assets, and learn from your mistakes

Integrity in your words and actions

- Follow through on commitments
- Have courageous conversations
- Demonstrate high moral character and honesty

Collaborative in your work

- Effectively communicate across difference and across cultures
- Leverage the strengths of others to accomplish a common goal
- Share the responsibility for collaborative work
- Build strong relationships – both personal and professional
- Be open and responsive to feedback

A leader to yourself and others

- Take initiative in identifying and solving problems
- Be thoughtful in your decision-making, conscious of the consequences and rewards, in the long and short term

- Act with the interests of the larger community in mind
- Advocate for others who are unable to advocate for themselves
- Ask for help when you need it

Respect and compassion as a foundation

- Demonstrate empathy for others
- Be thoughtful about the contributions and sacrifices of others in the past and the present
- Ask questions to develop deeper understanding of another's perspective

Graduation Requirements

Specific to high school graduation, 100 BMBACS expects all students to meet the following graduation requirements. 100 BMBACS's graduation requirements go above and beyond the A-G requirements because the 100 BMBACS founders believe that students who have traditionally not been successful either in getting into 4-year colleges and/or graduating from 4-year colleges require additional college-preparatory experiences to be truly college-ready. The additional requirements and the experiences aligned with those requirements will be designed to ensure students who meet the School's graduation requirements are truly college-ready.

Graduation Requirements for 100 BMBACS			
Subject Area	A-G Requires	100 BMBACS Graduation Requirements	High School Courses
Social Studies	A: 2 years	3 years	African Studies (1 year) World Cultures (1 year) US History (1 year)
English	B: 4 years	4 years	English 1 English 2 English 3 English 4
Mathematics	C: 3 years	4 years	Algebra (Students may pass in grades 7-8) Geometry Advanced Algebra/Trig Other _____ Other _____
Science	D: 2 years	4 years	Biology Chemistry Physics Other _____
Foreign Language	E: 2 years	3 years	Spanish 1-4 Mandarin 1-4 <i>Children will have access to foreign language instruction in these languages beginning in Kindergarten; formal instruction for ALL students will begin in the 8th grade</i>
Visual &	F: 1 year	1 year	

Performing Arts			
Engineering	G: 1 year	4 years	Students are required to select a pathway and take 4 years courses in the selected pathway. The senior year class focuses on the development of a required Capstone Service Project.
Physical Education/ Health	None	3 years	
Internship	None	1 year or summer intensive	
College courses	None	1 class	
Passage presentations	None	4 years	9 th grade 10 th grade 11 th grade 12 th grade
College applications	None	6 applications 3 scholarship applications	
Tests/Exams	None		Grades 9-11 CAHSEE Grades 8-11 PSAT Grades 11-12 SAT Grades 11-12 ACT

METHODS TO MEASURE PUPIL PROGRESS

Multiple Measures

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes. The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The School will administer all applicable state-mandated assessments such as STAR and the CELDT. The tools listed in the table below provide valuable assessment data that informs instruction, the School's program and the needs for professional development.

Specific assessments named in the table below may change based on final curricular choices. The assessments selected represent the kind of assessment the School

intends to use to ensure a complete battery of summative and formative assessments, both curriculum-imbedded and CST-aligned benchmarks. 100 BMBACS will adopt quality assessments that are aligned with standards-based learning objectives. Each assessment will provide teachers with useful information about student progress towards articulated grade-level learning goals in core and non-core areas. In core subject areas, interim assessments will be utilized to ensure that standards-based teaching is resulting in learning outcomes consistent with the performance standards expected at each grade level.

Assessment Table					
Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
Language Arts	Students will be expected to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language.	Action Learning Systems Benchmarks (K-12)	4x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Keys to Reading Success (K-12)	4x/year	Benchmark goals as indicated by Keys to Reading Success	Matched cohort data indicates 10% increase in K-2 students benchmarking annually
		California Standards Test (CST)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		WEX (3-12)	3x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Standards-aligned report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Mathematics	Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.	Swun Math	At the end of every unit	80% Correct	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		UCSMP curriculum-imbedded assessments	At the end of every unit	80% Correct	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Action Learning Systems	4x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10

Assessment Table

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
		Benchmarks (K-12)			YR4 B+15 YR5 B+20
		California Standards Test (CST)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Standards-aligned report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12))	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Science	Students will demonstrate understanding of key scientific concepts in the fields of earth, life and physical sciences. Students will be expected to apply their knowledge and skills in real-world situations.	FOSS Unit Assessments	At the end of every unit	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		California Standards Test (CST -5, 8, 10)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+8 YR4 B+11 YR5 B+14
		Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-5); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Social Science	Students will demonstrate understanding of key geographical, social, historical, political, and sociological knowledge. Students will be expected to apply their knowledge and skills in real-world situations through service-learning projects.	TCI Unit Assessment	3x/year	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		California Standards Test (CST -8, 10, 11)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+8 YR4 B+11 YR5 B+14
		Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20

Assessment Table

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
STEM	Students will demonstrate critical thinking, creativity, innovation, and real-world problem solving; they are able to create, design, build, discover, collaborate and solve problems while applying what they learn in math and science	Engineering is Elementary (EiE) unit assessments (K-5); PLTW end of course assessments	At the end of every unit	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
English Language Acquisition	Students will be expected to gain one ELL level per year until reclassification as English language fluent.	Proficiency Indicators (CELDT etc.)	1x/year	Advancement to next level	80% annually
Special Education	Students will be expected to meet the annual goals articulated in the student's Individualized Education Plan (IEP)	Tri and Annual Review Assessments	3x/year	Determined to have Met Stated Goal(s) in IEP	80% annually
Visual and Performing Arts; Physical Education and Health	Students will be expected to gain knowledge about featured artists, gain technical vocabulary and skill related to the discipline, and participate with confidence in performances and exhibitions. Students will be expected to know the rules of standard games (e.g. basketball, 4-square etc.), play cooperatively and for fun, prepare for and earn the Presidential Fitness Award, and demonstrate the principles of health in	Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		President's Physical Fitness Test (K-12)	1x/year	85 th percentile in all 5 events	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20

Assessment Table

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
	their daily school lives.				
World Languages	Students will be expected to gain knowledge, skill and understanding of the language and cultural heritage featured in their world language class (9 th -12 th grade).	Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Minnesota Language Proficiency Assessment (Spanish)	1x/year	As indicated on MLPA	Annual matched growth as indicated on MLPA
Brotherhood/ Sisterhood	Through exploration of gender roles students are expected to develop pride in self and history, integrity in words and actions, collaborative work ethic, leadership of self and others, and respect and compassion as a foundation	100 BMBACS-developed tools based on previous work done by leadership team	2x/year	Evidence-based portfolio	100%

- The B in the assessment chart represents the "baseline data" for year 1 of any given cohort. Growth will be tracked by cohort. The School anticipates and expects each cohort to show the growth indicated in the chart.

Passage Presentations

Every year, every 100 BMBACS student will be required to develop and present a Passage Presentation. The expectations for the passage presentation will grow every year as children grow. Students will present both their academic learning as well as their evolution as community leaders and members. This presentation will be done annually for families and community members with a ceremony following honoring all the passage presentations. Seniors will present their Capstone Projects, which is the design and implementation of solution that addresses a challenge or problem their community is facing.

State Assessments

Pursuant to California Education Code Section 47605(c), 100 BMBACS will conduct state pupil assessments, including the California High School Exit Exam (CAHSEE), STAR (California Standards Test), the California English Language Development Test

(CELDT), and any other assessments as mandated by (e.g. SABE or its equivalent, California Fitness Exam). 100 BMBACS is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

Specific to High School Outcomes

Method of Assessment	Proficiency Goal	Annual Goal
CAHSEE	Passing ELA and Math by graduation	100%
Graduation	Completing all graduation requirements within 5 years (includes all students who started with 100 BMBACS as 9 th graders who did not transfer to another school)	100%
College Acceptance Rate	Accepted to a 4-year college	100%
SAT	Math 550 Critical Reading 550 Writing 550	*YR 1: 60% YR 2: 65% YR 3: 70% YR 4: 75% YR 5: 75%
AP Tests	Students must take and pass at least one AP class	*YR 1: 15% YR 2: 20% YR 3: 20%% YR 4: 25% YR 5: 25%

*Year 1 represents the school's first graduating class, the Class of 2018. This cohort would have started with 100 BMBACS as 7th graders. Year 4 represents the Class of 2021, a cohort that would have started with us as 4th graders in the School's first year. Year 5 represents the Class of 2022, a cohort that would have started with us as 4th graders in the School's second year.

Building a design to prepare students to apply to college and know how to complete a competitive, comprehensive application process, 100% of the junior class will apply to a minimum of three 4-year colleges and universities (UC, CSU, and other).

Assessment Modifications and Accommodations

As described in Section II, the School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to the California Standards Test and the CAT 6 in accordance with their IEP or Section 504 plan.

External Reporting

The School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from the District and other authorized reporting agencies.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every grade level and in every subject area.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period. Individually and by Brotherhood/Sisterhood cohort, students will look at their own performance data, set goals, examine outcomes, and develop action plans in response to the data.

Parents are informed about both their individual student's and the School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Family Conferences conducted twice a year. At this time they find out about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive standards-based report cards, mailed home, three times per year. Parents can request more frequent progress information.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All Special Education students are entitled to the reports and assessment data described in this section that are provided to all students.

Educators examine student performance data formally through a process called the Cycle of Inquiry ("COI"), which entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in grade level or department teams. Data are examined in a public way, and instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, and who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings (looking in

particular at performance of special population groups like English Learners) and use this data to help monitor and improve the School's education program overall.

The Directors, collaborating with teachers and Advisory Council, use the assessment results to create annual and targeted plans for increased achievement. The entire School takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

The District may receive formative and summative data on student achievement through the School's reports and/or presentations to the District, in accordance with the District's standard process for reviewing and evaluating charter school performance. At the District's request, the District Superintendent and two (2) designees may be authorized users of the School's student information system.

Additionally, the School will publish student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the School and will be made available to the public as required by law.

District Visitation/Inspection

The School will comply with a District requested visitation process to enable the District to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, County Board of Education, and the State Superintendent of Public Instruction.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

- California Education Code Section 47605.6(b)(5)(E)

NONPROFIT PUBLIC BENEFIT CORPORATION

The School is a directly-funded independent charter school and will be operated by 100 Black Men of the Bay Area Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law.

The School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School as long as the District has complied with all oversight responsibilities required by law.

The School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The School will comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

See Appendix C2: Articles of Incorporation
See Appendix C4: 100 BMBACS for Bylaws

Board of Directors

The School will be governed by a Board of Directors in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

All Board meetings shall comply with the Brown Act.

The Board will abide by a Conflict of Interest Code, which shall comply with the Political Reform Act. The Board complies with the Political Reform Act and Corporations Code Conflicts of Interest rules and any charter school specific conflicts of interest regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

See Appendix C3: Conflict of Interest Policy

Board of Directors Membership

The Board of Directors consists of a minimum of 6 and a maximum of 15 regular members with one seat for every authorizing agency. (As provided by Education Code Section 47604(b), the charter authorizer shall be entitled to one representative on the Board of Directors). The majority of Board seats will be held by members of 100 Black Men of the Bay Area with one seat designated for the President and one seat designated for the Education Chair. The Board of Directors will meet monthly. In addition, the Board of Directors may elect a smaller group of directors to serve as the Board's Executive Committee, which could meet more frequently. The founding Board of Directors intends to add representatives of valuable wraparound service providers

who support our children and families.

Process for Electing Directors

The initial Board members are drawn from the founders of Oakland Community School for Boys and the leadership of 100 Black Men of the Bay Area. This Board was specifically selected to ensure the capacities needed to design and operationalize a successful school were represented on the Board. Two seats on the Board remain vacant for representatives of strong partner organizations that will bring valuable wraparound services for families and students at the schools.

100 BMBACS will maintain a Board of Directors with experience in not-for-profit governance, education program design, school administration, legal and risk management, finance, and community relationships. New directors can be nominated by sitting directors and will be elected by a majority vote of the Board.

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the School. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that the School is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the School's Director;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of the School.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for the School and increasing public awareness of the School's work.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

100 BMBACS's Founding Board of Directors include:

- **Dr. Mark Alexander**, President 100 Black Men of the Bay Area, retired epidemiologist and researcher
- **Christopher Chatmon**, Education Chair 100 Black Men of the Bay Area, Executive Director of African-American Male Achievement OUSD
- **Francine Shakir**, Founder and Executive Director, ASCEND Institute for Educational Change
- **Tovi Scruggs**, Executive Director Urban Services YMCA
- **Loren Taylor**, Member 100 Black Men of the Bay Area, Manager, PwC's' PRTM Management Consultants
- **El-Melech Stills-Bey**, Finance Chair 100 Black Men of the Bay Area
- **Daryle Whyte**, Member 100 Black Men of the Bay Area, Vice President Tri Valley Bank
- **Dr. Robert Adams**, President Merritt College
- **Walter Robinson, Director of Admissions, UC Berkeley**
- **John Wade**, Member 100 Black Men of the Bay Area, Senior Academic Manager/Athletic Director, Contra Costa College
- **Marcel Baker**, Member 100 Black Men of the Bay Area, 4th Grade Teacher East Oakland PRIDE Elementary School, OUSD

Advisory Council

100 BMBACS also has an Advisory Council, consisting of experts in educating African-American youth, charter schools, teacher development, business, and community leadership. The Advisory Council will meet formally once each year and in addition, on an as-needed basis will provide guidance to school leadership, the Board of Directors, and staff on the latest research and best practices in the field. Their input will help shape the school's strategic plan for the year. In addition, individual members of the Advisory Council may also serve as a sounding board for the school leadership, the Board of Directors, and teachers on specific issues that may arise during the course of the year.

The Advisory Council includes the following individuals:

- **Dr. Louis Murdock**, Chairman, Education Committee, 100 Black Men of America, Inc.
 - Vice-President & Chairman, Graduate Education, California State University, Dominguez Hills (Retired)
- **LaShawn Chatmon**, Executive Director, National Equity Project
- **Arnold Perkins**, Director, Alameda County Public Health Department (Retired)
- **Rev. Charlie Hames**, Pastor, Beebe Memorial Cathedral
- **Phyllis Hall**, Parent/Community Advocate
- **Dr. William A. Lester, Jr.**, Professor of the Graduate School, Department of Chemistry, University of California, Berkeley

- **Dr. Frederick L Moore**, President, Building Diversity in Science
- **Elaine Brown**, Representative/Organizer, Service Employees International Union
- **Brenda Harris**, California Department of Education, Education Program Consultant
- **Dr. Shirley Thornton**, Sausalito School Board Member
- **Jim Barnett**, Venture Capitalist, *Co-Founder*, Xilinx
- **Greg Young**, Vice President/Community Development Officer, Wells Fargo
- **Sharon Parker**, STEM Expert/Lead Coach, ASPIRE Schools
- **Dr. Bryan Brown**, Professor, Graduate School of Education, Stanford University
- **Dr. Patricia Nunley**, Educational Consultant, Lecturer of Mills College & SF City College
- **Mieko Scott**, Executive Director/ C.E.O. / Founder / Educator, Imagine That!
- **De Young Alexander**, Chief Executive Office, Imagine That!
- **Dr. Wade Nobles**, Executive Director at The Institute for Advanced Study of Black Family Life & Culture, Inc.
- **Jan Barker Alexander**, Director of Black Community Service Center, Stanford University

See Appendix C8: Resumes/Bios of Board Members and Advisory Council Members (partial listing)

School Community Council (SCC)

The School encourages all groups to participate in and share responsibility for the educational process and educational results. One mechanism for participation is the SCC, which will meet monthly, and is open to all families/caregivers and staff members. The School's SCC will be composed of at least 50% family and community with the remaining membership representing staff. The SCC will work with the School's leadership to review school performance data, identify priorities, assist setting school-wide goals, give input into budgets and annual and long-term plan, and evaluate the effectiveness of the School's programs. They will also plan community events, raise funds for the school, increase awareness of the School and its accomplishments, and make connections with community organizations. The SCC will have one family member from each grade level as well as a teacher from each grade level. They will serve as the main contact and liaison for other families and staff members.

Expectations and Opportunities for Family Involvement

The School recognizes that children learn best when families are engaged in their education. Because of the School's unique mission, it is especially important for families to understand and fully support the education program. To ensure that families fully understand and support the School's program prior to starting classes, the School will:

- Present information about the School's mission, goals and approaches during the open enrollment process. Families will be provided time to ask questions, and will be asked to sign a document confirming that they understand the School's mission, goals and approaches.
- Present information about the School's expectation of families in the life of the school during the enrollment process. Families will be provided time to ask questions, and will be asked to sign a document confirming that they understand the School's expectations of families.
- Meet with each family 1:1 after registration and before the start of school, to answer

remaining questions and to learn more about their individual child and his unique strengths and needs.

To encourage Family participation in all aspects of school life, the School features:

- *Summer Bootcamp*: All families and their children will be required to attend a week of Bootcamp during the summer when staff will facilitate activities to build community and nurture relationships between students and between families and ensure families and students understand the School's policies, rituals, and expectations.
- *Participation in the school community council*: Each grade level will have a family representative on the School Community Council.
- *A Family and Community Resource Center*: A place specifically for families and community on campus that provides access to resources, technology, and relevant classes and workshops.
- *Passage Presentations*: All families are required to participate in annual Passage Presentations where students present their learning to family and community members. Following, all families are invited to attend and participate in the Annual Promotion where the older students will bestow the grade-level ties to the younger students.
- *Regular Family Events*: 100 BMBACS will have monthly family events that bring families into the school to celebrate ancestral culture and history and build community.

Providing Families with Information about their Child's Progress

During the school year, families will regularly receive information about their child's progress, and the School will use multiple methods to keep families informed, including:

- Families will be asked to sign off on progress reports;
- Report cards will be standards-based and distributed at the end of each marking period;
- Family conferences, including parent(s)/caregiver(s), student, and teacher, will be held twice annually to plan and assess the students' learning progress and determine goals;
- Families will have regular access to staff and teachers by phone and email, and staff will contact families regularly, both to provide positive reinforcement for academic growth and to inform families when students make choices that do not match the School's behavior and academic expectations.
- The School will hold a Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or struggling academically. The SST will include parent(s)/caregiver(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs.

Addressing Family Concerns and Complaints

The School is committed to working with families to address any parental concerns and complaints. Families are encouraged to share their ideas and concerns with the School Directors at any time. If the Directors are unable to resolve a family's concern, families are able to contact the Chair of the Board of Directors. A formal complaint process will be used if necessary to address any community concerns that are not resolved through informal conversations.

The School will establish complaint procedures that address both complaints alleging

discrimination or violations of law and complaints regarding other areas. The School will not, at any time, refer internal complaints to the District.

See Appendix C9: Uniform Complaint Policy and Procedures

The School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

The School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The School acknowledges that it is subject to audit by the District; if the District seeks an audit of the School, it shall assume all costs of such audit.

Members of the Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and the District's School policies and regulations regarding ethics and conflicts of interest to the extent such policies and regulations align with and do not exceed the requirements of law applicable to charter schools.

The School and/or its non-profit corporation will be solely responsible for the debts and obligations of the School.

IV. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the school. California Education Code Section 47605 (b)(5)(E)

100 BMBACS will recruit a driven and highly-effective faculty as representative of the student population as possible. The School will achieve this goal by conducting a national search to find teachers who have proven success working in urban settings with African American boys and other culturally-diverse students who are underrepresented and marginalized. This includes contacting the top graduate and education programs in the country and publicizing 100 BMBACS to experienced teachers. The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, status as a Vietnam-era veteran or special disabled veteran, marital status, age, sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

Executive Director

Qualifications

The Executive Director will be responsible for helping the School and students achieve the outcomes outlined in this charter petition. He/she will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for underrepresented and marginalized students and African American boys.
- A high level of cultural competence, with strengths working with and within underrepresented and marginalized communities.
- Knowledge of the history and culture of underrepresented and marginalized groups, including African Americans.
- A track record of initiating and managing growth; A track record successfully running and managing the finances of a large organization
- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results
- Proven ability to develop meaningful relationships with diverse and key stakeholders. Familiarity with OUSD and California charter community desired.
- A track record of developing and securing resources through philanthropy and other funding opportunities, strategic partnerships, and mobilization of stakeholders.
- Educational leadership and/or experience working in a K-12 focused organization such as a traditional public school system, charter school, independent school or other educational organization highly desired.
- Passion for working with students from urban communities, with specific knowledge and understanding of the needs of students from all experiences, languages and backgrounds.
- Sense of humor and high ethical professional standards,
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Computer literacy and comfort with acquiring new technology skills.

Recommended educational level: Masters Degree; Doctorate Degree in relevant area preferred

- *Recommended experience:* 4+ years professional experience managing teams of at least 10, leadership experience in an urban setting working with underrepresented and marginalized groups, including the African-American community.

Director of Schools (one lower and one upper school)

Qualifications

The School's Directors are the instructional and operational leaders at 100 BMBACS, with responsibility for ensuring the School runs efficiently and effectively and its students achieve the outcomes outlined in this charter petition. The Directors will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for underrepresented and marginalized students..
- A high level of culturally competence, with strengths working with and within communities of color
- Commitment to the families and community of Oakland
- Knowledge of African culture and history
- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results
- Proven ability to develop meaningful relationships with diverse and key stakeholders
- Demonstrated knowledge of curriculum development and program design specific to 100 BMBACS
- Ability to facilitate cycles of data inquiry and use data meaningfully to drive hard equity conversations about teaching
- Ability to coach and build capacity of teachers and design and implement a professional development system that builds teacher capacity and effectively engage teachers as professionals in their own development
- Ability to provide leadership and serve as a mentor, facilitate and manage conflict
- Sense of humor and high ethical professional standards,
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Computer literacy and comfort with acquiring new technology skills.

Recommended educational level: Masters Degree; Doctorate in relevant area preferred

Recommended experience: 4+ years professional teaching experience, preferably in an urban setting working with African-American youth; 4+ years professional experience as a school administrator or leader, preferably in an urban setting working with African-American youth

Brotherhood/Sisterhood Coordinator and Dean

Qualifications

The School's Brotherhood/Sisterhood Coordinator and Dean is the school culture lead at 100 BMBACS. He or she will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for African-American boys.
- A high level of culturally competence, with strengths working with and within the African-American community
- A high level of effectiveness working with African-American boys, engaging, redirecting, supporting, and building relationships
- Commitment to the families and community of Oakland

- Proficiency in African culture and history; experience with effective curriculum or programs specific to exposing African-American students to their history and culture
- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results
- Proven ability to develop meaningful relationships with diverse and key stakeholders
- Ability to coach and build capacity of teachers in the implementation of a powerful Brotherhood/Sisterhood curriculum – a curriculum designed to support and teach African-American boys how to be successful in school and life
- Ability to provide leadership and serve as a mentor to children, facilitate and manage conflict
- Sense of humor and high ethical professional standards,
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Computer literacy and comfort with acquiring new technology skills.

Recommended educational level: Bachelor's degree; Masters or Doctorate in relevant area preferred

Recommended experience: 4+ years experience in an urban setting working with African-American youth

Business and Office Manager

Qualifications

The School's Business and Office Manager oversees and manages all the School's operations.

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for African-American boys.
- A high level of culturally competence, with strengths working with and within the African-American community
- Commitment to the families and community of Oakland
- Knowledge of African culture and history
- Proven ability to develop meaningful relationships with diverse and key stakeholders
- Skilled in managing Service Level Agreements and contracts for outsourced services
- Proven ability to manage the office of a results-oriented organization—school experience preferred.
- Strong "customer service" skills
- Proven ability to execute on multiple projects under tight deadlines
- Sense of humor and high ethical professional standards,

- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Computer literacy and comfort with acquiring new technology skills.

Teacher

Qualifications

The School's Teachers are instructional leaders with responsibility for ensuring students achieve the outcomes outlined in this charter petition. Teachers will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for African-American boys.
- A high level of culturally competence, with strengths working with and within the African-American community
- Commitment to the families and community of Oakland
- Knowledge of African culture and history
- Knowledge of and ability to implement the 100 BMBACS instructional program
- Passion for using multiple assessment forms and data sources to reflect on teaching practice and effectiveness and for receiving feedback to inform practice
- Passion for teaching African-American male students from urban communities
- Sense of humor and high ethical professional standards,
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Computer literacy and comfort with acquiring new technology skills.

Recommended educational level: Bachelor's degree; appropriate California credential, NCLB compliant;

Recommended experience: At least 2 years teaching experience with demonstrated success accelerating the academic outcomes for African-American male students

Family Advocate

Qualifications

The School's Family Advocate manages the Family and Community Resource Center and is responsible supporting the whole child by partnering with the families and the community. The Family Advocate will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for African-American boys and other underrepresented, marginalized students.
- A high level of culturally competence, with strengths working with and within the African-American community
- Commitment to the families and community of Oakland
- Knowledge of African culture and history
- Proven ability to develop meaningful relationships with diverse and key stakeholders
- Ability to provide leadership and serve as a mentor to children, facilitate and manage conflict
- Sense of humor and high ethical professional standards,
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

Recommended educational level: Bachelor's degree

Recommended experience: At least two years of experience doing case management or working with various student and family support CBOs in Alameda County with the African-American community

Student Support Coordinator

Qualifications

The School's Student Support Coordinator manages the Extended Day ensuring students have access to needed academic and extracurricular programming. The Student Support Coordinator will have the following qualifications:

- Deep understanding of 100 BMBACS's mission and theory of action. Demonstrated commitment to ensuring high academic achievement for African-American boys and other underrepresented and marginalized students.
- A high level of culturally competence, with strengths working with and within the African-American community
- Commitment to the families and community of Oakland
- Knowledge of African culture and history
- Proven ability to develop meaningful relationships with diverse and key stakeholders
- Ability to provide leadership and serve as a mentor to children, facilitate and manage conflict
- Proven capacity for leadership including ability to effectively assemble and motivate a team to achieve ambitious and measurable results
- Ability to collect and use student performance data to evaluate a program's effectiveness and to design/revise a program to a higher level of effectiveness
- Sense of humor and high ethical professional standards,

- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

Recommended educational level: Bachelor's degree

Recommended experience: At least two years of experience working in an urban setting supporting African-American youth

Required Educational Level / Credentialing:

100 BMBACS's core teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(l), and shall meet applicable "highly qualified" requirements required by the No Child Left Behind Act. 100 BMBACS will maintain auditable files of teacher credentials on site in compliance with applicable law.

Human Capital

100 BMBACS shall develop a comprehensive human capital plan to attract highly-qualified, credentialed teachers and highly-qualified and effective staff. 100 BMBACS recognizes the challenges before the School in recruiting excellent candidates who have demonstrated effectiveness with the School's target population. The School will conduct a national search for its leadership and its staff. The School will utilize several strategies in its efforts to recruit mathematics and science teachers.

The School will work to maintain data on teacher recruitment and retention, which will result in the development of policies and programs that effectively address the School's needs. The School will disaggregate data by teacher and student characteristics to ensure that all students are being taught by highly effective teachers. The type of data that will be collected will include but is not limited to the following:

- Professional backgrounds of mathematics and science teacher applicants, including their routes into the profession.
- Rates of attrition for mathematics and science teachers by teaching assignment.
- Surveys of working conditions.
- Surveys of mathematics and science teachers professional development needs.

A key component to the School's recruitment efforts will be it's ability to build strong and sustainable relationships with institutions of higher education. Math and science have typically been hard-to-staff subjects in public schools. Therefore, the School will work directly with teacher preparation organizations such as Teach for America and other effective teacher preparation programs across the country to gain access to their alumni and teacher leaders. The School will also strive to develop relationships with universities in the immediate area to develop a pipeline of mathematics and science and ensure that those teachers are prepared to excel once hired. As part of those efforts,

the 100 Black Men of the Bay Area will leverage their relationship with The Collegiate 100 at The University of California Berkeley to recruit mathematics and science teachers. Through working with the Black Community Services Center, Black Greek Letter Organizations and the Black Student Union, the 100 Black Men of the Bay Area will recruit talented Stanford undergraduates to work at the school. Additionally, the 100 Black Men of the Bay Area envisions working with the Stanford School of Education in creating a pipeline to teacher recruitment. The School will also develop a teacher recruitment fair as part of an ongoing effort to recruit well-qualified mathematics and science teachers from historically-Black colleges and universities. The School will also look to develop relationships with organizations such as the NAACP National Society of Black Engineers, and other networks of African-American educators.

The School will develop differentiated pay systems and create financial incentives to attract prospective mathematics and science teachers. The School will partner with the 100 Black Men of America local chapter and national headquarters to provide incentives and policies that encourage and support the recruitment of qualified STEM professionals who have access to higher paying careers outside of education. As an example, the Economic Committee of the 100 Black Men of the Bay Area will develop partnerships with banks, mortgage companies, and home builders to give teacher recruits access to affordable housing in the Oakland area.

In order to reduce attrition and migration, the School will provide prospective teachers with adequate information about the teaching opportunity at the School. Many teachers make a decision about where to work based on surface information. This often does not result in a best-fit for the teacher. The School desires to provide prospective mathematics and science teachers with sufficient information about policies and practices at the school to ensure a best-fit for both the teacher and the School.

Developing high-quality, content-rich induction and professional development programs will help the School recruit and retain mathematics and science teachers. The induction program will provide both experienced and novice teachers an opportunity to socialize into the school while at the same time enhancing their instructional effectiveness. The focus of the induction will be to allow teachers new to the school to strengthen their content and pedagogical knowledge. Content rich professional development opportunities will not only strengthen teacher effectiveness but enhance student outcomes as well.

The School recruitment strategies for recruiting highly qualified employees will include using the more established teacher recruiting services, such as EdJoin, Monster.com, college employment fairs, posting on educational listserves and networking, among other generally acceptable strategies.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar and school schedule. Professional development will take place during:

- 90 minutes of daily teacher collaboration and planning time built into the schedule
- Weekly four-hour professional development sessions
- 8 days of summer professional development

Professional development needs will be assessed through analysis of student assessment data, annual teacher surveys, and formal staff discussions on recommended modifications to the educational program. Professional development will align with the focus areas identified in the School's Tiered Implementation Plan. The School recognizes the challenge of implementing a new school's program effectively without prioritization and scaffolding and have therefore implemented a tiered implementation plan to ensure the School staff is focused annually to implement the described program effectively and deeply.

See Appendix E9: Implementation Plan

Personnel Policies

The Board will adopt and maintain personnel policies that shall be compiled and included in a personnel manual that will be provided to all employees upon commencing employment.

See Appendix D1: Employment Handbook

Compensation and Benefits

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —California Education Code Section 47605 (b)(5)(K)

100 BMBACS will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

100 BMBACS teachers will participate in the State Teacher Retirement System ("STRS"). 100 BMBACS shall seek reporting services from the District or County pursuant to Education Code Section 47611.3, in exchange for the actual costs of such services. All employees, except for those participating in STRS, shall participate in the Social Security system. 100 BMBACS intends to offer 403(b) retirement benefits to non-teaching staff.

The Principal shall coordinate and ensure appropriate participation in applicable retirement programs.

Employee Representation

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.—California Education Code Section 47605 (b)(5)(O)

100 BMBACS shall be deemed the exclusive public school employer of 100 BMBACS teachers, staff and other employees of 100 BMBACS for purposes of the Educational Employment Relations Act. 100 BMBACS recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Rights of School District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school—California Education Code Section 47605 (b)(5)(M)

No public school district employee shall be required to work at the School. Persons employed by 100 BMBACS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the 100 BMBACS and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. 100 BMBACS shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to 100 BMBACS. Employment by 100 BMBACS provides no rights of employment at any other entity, including any rights in the case of closure of 100 BMBACS.

HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, 100 BMBACS will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of 100 BMBACS:

Procedures for Background Checks

Employees and contractors of 100 BMBACS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential, as well as non-parent volunteers at the School, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal shall monitor compliance with this policy and report to the 100 BMBACS Board of Directors on a quarterly basis. The 100 BMBACS Board Chairman shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a

credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

100 BMBACS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by 100 BMBACS.

Emergency Preparedness

100 BMBACS shall adhere to an Emergency Management Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If utilizing facilities that were previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for 100 BMBACS.

Blood borne Pathogens

100 BMBACS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow current medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

100 BMBACS shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

100 BMBACS shall utilize facilities that are compliant with the Americans with Disabilities Act and meet the California Building Standards Code and local building codes. 100 BMBACS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

100 BMBACS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. 100 BMBACS will adopt the District's comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at 100 BMBACS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance 100 BMBACS sexual harassment policy, included in the Employee Handbook, a draft of which is included in the Appendix.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605 (b)(5)(N)

The School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The School is willing to consider changes to the process outline below as suggested by the District.

Disputes Between the School and the Charter-Granting Agency

The staff and Governing Board members of 100 BMBACS agree to attempt to resolve all disputes between the District and 100 BMBACS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and 100 BMBACS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written

Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Executive Director:
100 BMBACS
[Address TBD]

To Coordinator, Office of Charter Schools:
Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the American Arbitration Association ("AAA") shall select the mediator.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

V. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(100BMCS)

100 BMBACS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). 100 BMBACS shall comply with all applicable legally required minimum and maximum age requirements.

In order to ensure that all students will be placed appropriately and benefit fully from 100 BMBACS, parent/caregivers will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parent/caregivers will be encouraged to attend a family orientation.

To achieve racial and ethnic balance reflective of the district, an open-door policy of welcoming students and families from the district is fostered through our open enrollment and lottery processes. Application to 100 BMBACS shall be completed and returned to the School no later than the deadline published for that school year to be included in 100 BMBACS's random public lottery. All applications will be time/date stamped to ensure authenticity of lottery process.

Upon admission to 100 BMBACS, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive student records from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

All students who wish to attend 100 BMBACS shall be admitted, up to capacity. Admission to 100 BMBACS shall not be determined by the place of residence of the student or his parent/caregiver in the State, except as provided in Education Code Section 47605(d)(2).

If the number of students who wish to attend the school exceeds the School's capacity, admission, except for existing students of 100 BMBACS, shall be determined by a

public random drawing. In the case of a public random drawing, the following categories of children will be exempt from the public random drawing: ¹:

1. Currently enrolled children
2. Children of Oakland Community School for Boys Charter School founders
3. Siblings of children currently enrolled in Oakland Community School for Boys Children of Oakland Community School for Boys Charter School Board Members
4. Children of Children of Oakland Community School for Boys Charter School employees

As part of the public random drawing, the following categories will receive weighted preference for admission to the school in ranked order⁶:

1. Children seeking to change schools under the public school choice provisions of ESEA
2. Children residing within the boundaries of Oakland Unified School District

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn.

Non-Discrimination

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

— California Education Code Section 47605 (b)(5)(G)

100 BMBACS will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure there is broad access to the school across the city.

- The development of promotional and informational material
- Outreach during events facilitated by 100 Black Men of the Bay Area's many CBO partners and the 100's many programs across the city
- Outreach through the 100 Black Men of the Bay Area network
- Presentations in collaboration with OUSD's African-American Male Achievement Task Force

¹ To comply with the Public Charter Schools Grant Program as required by the State Board of Education approved RFA, OCSB will not implement preferences for Children of OCSB employees or children of OCSB Board Members the period during which OCSB is receiving the Public Charter Schools grant monies

- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations.

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605 (b)(5)(L)

No student may be required to attend 100 BMBACS. Students who reside within the District who choose not to attend 100 BMBACS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Families and caregivers of each student enrolled in 100 BMBACS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

SUSPENSION/EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well being of all students at the School. When the behavior code of the School is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as 100 BMBACS's policy and procedures for student suspension and expulsion; it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Whenever possible, suspensions will be served in-school supervised by the Brotherhood/Sisterhood dean. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The School will use preventive measures to reduce these incidents and tremendous focus will be placed on designing programs and curriculum to help students avoid conflict escalation and carefully consider their actions and potential outcomes.

This Policy and its Procedures will be printed and distributed as part of the Family/ Student Handbook and will clearly describe discipline expectations. 100 BMBACS administration shall ensure that students and their families are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Pupil Suspension and Expulsion Policy is provided in the Family/ Student Handbook.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom 100 BMBACS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. 100 BMBACS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom 100 BMBACS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his own safety or for his immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with one of the School's directors' or a designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - d) Committed or attempted to commit robbery or extortion.
 - e) Caused or attempted to cause damage to school property or private property.
 - f) Stole or attempted to steal school property or private property.
 - g) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - h) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 - i) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - j) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- k) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his own safety or for his immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his immediate family.
 - l) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 - m) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 - n) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 5 inclusive.
 - o) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
 - p) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with one of the School's directors' or a designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference:

Suspension shall be preceded, if possible, by a conference conducted by one of the School's directors or one of the School's designee with the student and his parent and, whenever practical, the teacher, supervisor or school employee who referred the student to one of the School's directors.

The conference may be omitted if one of the School's directors or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/caregiver and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his version and evidence in his defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or caregiver to attend a conference with school officials. Reinstatement of

the suspended pupil shall not be contingent upon attendance by the pupil's parent or caregiver at the conference.

2. Notice to Parents/Caregivers:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/caregiver by telephone or in person. Whenever a student is suspended, the parent/caregiver shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/caregiver to confer regarding matters pertinent to the suspension, the notice may request that the parent/caregiver respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by one of the School's directors or one of the School's directors' designee, the pupil and the pupil's caregiver or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by one of the School's directors or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the 100 BMBACS Board following a hearing before it, or by the 100 BMBACS Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a member of 100 BMBACS's Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after one of the School's directors or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/caregiver at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of 100 BMBACS's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/caregiver's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/caregiver to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

100 BMBACS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by 100 BMBACS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, caregiver, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 100 BMBACS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if

there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his testimony heard in a session closed to the public.

If an Administrative Panel is used, the Administrative Panel shall provide written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the decision is made not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

Following a decision of the Board to expel, one of the School's directors or designee shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/caregiver. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/caregiver's obligation to inform any new district in which the student seeks to enroll of the student's status with 100 BMBACS.

One of the School's directors or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) the student's name and b) the specific expellable offense committed by the student.

Disciplinary Records

100 BMBACS shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from 100 BMBACS, as the 100 BMBACS Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 100 BMBACS shall work cooperatively with parents/caregivers as requested by parents/caregivers or by the District of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from 100 BMBACS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with one of the School's directors and the pupil and caregiver or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. One of the School's directors shall make a recommendation to the Board following the meeting regarding his determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA:

100 BMBACS, while a school of the district for special education purposes, shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who 100 BMBACS or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension:

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination:

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 100 BMBACS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If 100 BMBACS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If 100 BMBACS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that 100 BMBACS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and 100 BMBACS agree to a change of placement as part of the modification of the behavioral intervention plan.

If 100 BMBACS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then 100 BMBACS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals:

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the

Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances:

100 BMBACS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

One of the School's directors or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated 100 BMBACS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if 100 BMBACS had knowledge that the student was disabled before the behavior occurred.

100 BMBACS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/caregiver has expressed concern in writing, or orally if the parent/caregiver does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative

- personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
 - c) The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If 100 BMBACS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If 100 BMBACS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. 100 BMBACS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the school pending the results of the evaluation.

100 BMBACS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VI. FINANCIAL REPORTING AND ACCOUNTABILITY

BUDGET AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.
- California Education Code Section 47605(g).

Financial Reporting

100 BMBACS shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of 100 BMBACS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all 100 BMBACS's receipts and expenditures for the preceding fiscal year.

Insurance

100 BMBACS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District and the District Governing Board shall be named as additional insureds on all policies of 100 BMBACS.

Administrative Services

Governing Law: the manner in which administrative services of the School are to be provided.

-Education Code Section 47605(g)

One of the School's directors will assume the lead responsibility for administering 100 BMBACS under the policies adopted by 100 BMBACS's Board of Directors. 100 BMBACS initially intends to contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, payroll, and budget development. 100 BMBACS may bring some or all of these services in house, using qualified personnel trained to work in 100 BMBACS's context, if and when it becomes efficient to do so.

See Appendix B1: 100 BMBACS Financials.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605 (b)(5)(l)

An annual independent fiscal audit of the books and records of 100 BMBACS will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of 100 BMBACS will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee of the Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and

Math, Science & Technology Bilingual
Charter Academy
Charter Petition

Submitted to
Oakland Unified School District Board Members
October 26, 2011

File ID Number: 11-2952
Introduction Date: 10/26/11
Enactment Number: _____
Enactment Date: _____
By:

Contact:
Olga G. Gonzalez, Padres Unidos
(510) 798-6423

100 BMBACS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of 100 BMBACS, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of 100 BMBACS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any unspent grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, 100 BMBACS shall remain solely responsible for all liabilities arising from the operation of the School.

As 100 BMBACS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

100 BMBACS will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g))

Civil Liability

The School is to be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a School operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the

School.

Further, the School and District shall enter into a memorandum of understanding, wherein the School shall indemnify the District for the actions of the School under this charter. The corporate bylaws of the Corporation provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance and Board Members and Officer's insurance to secure against financial risks. As stated above, insurance amounts are determined by recommendation and the School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the School.

The School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the School shall hold the District harmless from any such losses.

The School has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for children, and dispute resolution.

IX. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a renewal charter. 100 BMBACS's charter term shall begin on July 1, 2012 and shall expire on June 30, 2017. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

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educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. One of the School's directors, along with the audit committee, will review any audit exceptions or deficiencies and report to the 100 BMBACS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any appeals or requests for summary review of audit exceptions shall be made to the Education Audit Appeals Panel. The independent fiscal audit of 100 BMBACS is a public record to be provided to the public upon request.

VII. FACILITIES

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(g))

Facilities Strategy

100 BMBACS currently is pursuing a site option in partnership with the Oakland Unified School District. As 100 BMBACS is an OUSD initiative under the African-American Male Achievement Task Force, OUSD is committed to locating an appropriate facility for 100 BMBACS.

Should the 100 BMBACS need to apply for a facility under Proposition 39, we reserve the right to do so.

Transportation

No transportation to and from school will be provided for students by 100 BMBACS except as required by law for students with disabilities, according to their Individualized Education Plans.

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter School closes, The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and

for the maintenance and transfer of pupil records. (Education Code Section 47605(b)(5)(P))

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of 100 BMBACS, the District, the Alameda County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/caregivers may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of 100 BMBACS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of 100 BMBACS students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, 100 BMBACS shall work with the Alameda County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, 100 BMBACS will prepare final financial records. 100 BMBACS will also have an independent audit completed within six months after closure. 100 BMBACS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by 100 BMBACS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

Table I: Six Year Operating Budget including Start-up Year
100 Black Men of the Bay Area Community School

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Revenues							
State	\$ -	\$ 2,315,775	\$ 3,038,444	\$ 3,879,362	\$ 4,849,849	\$ 5,456,279	\$ 6,083,817
Federal	-	32,592	75,899	122,197	135,507	140,250	140,250
Loans	-	250,000	-	-	-	-	-
Other Fundraising	1,500,000	250,000	500,000	750,000	1,000,000	1,250,000	1,750,000
Total Revenue	\$ 1,500,000	\$ 2,848,367	\$ 3,614,343	\$ 4,751,559	\$ 5,985,357	\$ 6,846,530	\$ 7,974,068
Expenditures							
1000 - Certificated and Instructional Salaries	\$ 235,000	\$ 941,424	\$ 1,245,272	\$ 1,365,271	\$ 1,820,418	\$ 2,013,455	\$ 2,216,256
2000 - Non-Certificated Salaries	61,251	243,413	250,081	388,721	467,266	480,864	494,871
3000 - Retirement and Benefits	62,569	324,538	408,015	487,243	643,208	710,089	770,999
4000 - Books and Supplies	273,375	405,855	554,598	728,863	914,191	1,023,324	1,152,947
5000 - Utilities	-	89,900	92,597	95,375	98,236	101,183	104,219
5000 - Operating	28,078	64,700	85,602	98,346	104,950	110,197	110,197
5000 - Professional Service	30,000	288,873	413,666	548,453	707,398	822,999	949,941
5000 - Facilities	352,975	248,935	287,961	337,495	398,631	447,434	500,933
Other Transfers Out							
Total Expenditures	\$ 1,043,248	\$ 2,607,637	\$ 3,337,792	\$ 4,049,767	\$ 5,154,298	\$ 5,709,547	\$ 6,300,363
Operating Surplus/Deficit (excludes loans and fundraising)	\$ (1,043,248)	\$ (259,270)	\$ (223,449)	\$ (48,208)	\$ (168,941)	\$ (113,017)	\$ (76,296)
Surplus/Deficit	\$ 456,752	\$ 240,730	\$ 276,551	\$ 701,792	\$ 831,059	\$ 1,136,983	\$ 1,673,704
Carry-Forward from PY	-	456,752	697,482	974,032	1,675,825	2,506,883	3,643,866
Surplus/Deficit as a % of Total Revenues	30%	8%	8%	15%	14%	17%	21%
BUDGETED ENDING BALANCE	\$ 456,752	\$ 697,482	\$ 974,032	\$ 1,675,825	\$ 2,506,883	\$ 3,643,866	\$ 5,317,571
As a % of Total Revenues	30%	24%	27%	35%	42%	53%	67%
TOTAL EXPENDITURES PER STUDENT	N/A	\$ 6,954	\$ 6,358	\$ 6,000	\$ 6,248	\$ 6,344	\$ 6,462

Table II: Revenues
 State, Federal and Fundraising
 100 Black Men of the Bay Area Community School

	Notes	Year 0 2012-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Year 6 2017-2018
State								
General Purpose		\$ -	\$ 1,838,288	\$ 2,659,243	\$ 3,538,693	\$ 4,476,447	\$ 5,054,315	\$ 5,667,151
Categorical Block Grant		-	84,600	145,692	150,791	156,069	161,531	167,185
Economic Impact		-	17,888	39,394	62,787	68,957	70,612	70,612
Lottery	New charter schools do not receive Y1 lottery funds until Y2			62,865	63,341	81,439	99,536	108,585
Supplemental Hourly Instruction, CAHSEE		-	-	-	-	-	-	-
Supplemental Hourly Instruction, 2-9 retained		-	-	-	-	-	-	-
Supplemental Hourly Instruction, 2-6 STAR		-	-	-	-	-	-	-
Supplemental Hourly Instruction, core subject		-	-	-	-	-	-	-
Class Size Reduction								
Proposition 39 Facilities program								
Facilities Incentive Grant program		no	no	no	no	no	no	no
SB 740 Rent re-imbursement program		not eligible	not eligible	56,250	63,750	66,938	70,284	70,284
CDE PCSGP Grant		-	375,000	75,000	-	-	-	-
Subtotal State Revenues		\$ -	\$ 2,315,775	\$ 3,038,444	\$ 3,879,362	\$ 4,849,849	\$ 5,456,279	\$ 6,083,817
Federal								
Title 1 - Compensatory Education			\$ 32,592	\$ 75,899	\$ 122,197	\$ 135,507	\$ 140,250	\$ 140,250
Title 2 - Staff Development								
Title 2 - Piggyback Funds								
Title 4 - Safe and Drug Free Schools								
Subtotal Federal Revenues		\$ -	\$ 32,592	\$ 75,899	\$ 122,197	\$ 135,507	\$ 140,250	\$ 140,250
Loans and Fundraising								
Charter School Revolving Loan Fund			\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other Fundraising		1,500,000	250,000	500,000	750,000	1,000,000	1,250,000	1,750,000
Subtotal Fundraising Revenues		\$ 1,500,000	\$ 500,000	\$ 500,000	\$ 750,000	\$ 1,000,000	\$ 1,250,000	\$ 1,750,000
TOTAL REVENUES		\$ 1,500,000	\$ 2,848,367	\$ 3,614,343	\$ 4,751,559	\$ 5,985,357	\$ 6,846,530	\$ 7,974,068

Table III: Personnel Expenditures
 Personnel and Staffing
 100 Black Men of the Bay Area Community School

	Notes	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1000 - Certificated and Instructional Salaries								
1100 - Teachers			\$ 820,000	\$ 1,081,200	\$ 1,191,870	\$ 1,572,223	\$ 1,752,490	\$ 1,942,158
Substitute Teachers			32,800	43,248	47,675	62,889	70,100	77,686
Teachers, Supplementary Hourly			-	-	-	-	-	-
Teachers, Staff Development			1,800	3,672	5,646	5,815	5,990	5,990
Teachers, Other Extra Duty								
1100 - SPED Teacher	District employee		-	-	-	-	-	-
1100 - Visual and Performing Arts Specialist			20,000	20,400	20,910	43,075	44,367	45,698
1900 - Therapist			-	28,592	29,306	30,186	31,091	32,024
1900 - Nurse			31,824	32,460	33,272	68,540	70,597	72,714
Certificated Staff Development			35,000	35,700	36,593	37,690	38,821	39,986
Subtotal Certificated and Instructional Salaries	Excludes district employees	\$ 235,000	\$ 941,424	\$ 1,245,272	\$ 1,365,271	\$ 1,820,418	\$ 2,013,455	\$ 2,216,256
2000 - Non-Certificated Salaries								
2100 - Instructional Aides	hourly employee							
2100 - Instructional Aides, SPED	District employee							
2200 - Business Manager			\$ 45,000	\$ 45,900	\$ 47,048	\$ 48,459	\$ 49,913	\$ 51,410
2300 - Lower School Director			80,000	81,600	83,640	86,149	88,734	91,396
2300 - Upper School Director			-	-	83,640	86,149	88,734	91,396
2400 - Complimentary Services Coordinator			-	-	23,524	48,459	49,913	51,410
2400 - Family Advocate			-	-	23,524	48,459	49,913	51,410
2400 - Clerk			35,000	35,700	36,593	56,535	58,231	59,978
2900 - Maintenance and Operations			50,004	51,004	52,279	53,848	55,463	57,127
2900 - Security			23,409	23,877	24,474	25,208	25,965	26,744
2900 - Reserve for Coaches, Extracurricular			10,000	12,000	14,000	14,000	14,000	14,001
After School Tutors								
Subtotal Non-Certificated Salaries	Excludes district employees	\$ 61,251	\$ 243,413	\$ 250,081	\$ 388,721	\$ 467,266	\$ 480,864	\$ 494,871
3000 - Retirement and Benefits								
3100 - Certificated Retirement, Mandatory Benefits, Health	Excludes district employees		\$ 249,077	\$ 329,360	\$ 367,423	\$ 498,589	\$ 560,701	\$ 616,681
3200 - Non-Certificated Retirement, Mandatory Benefits, Health	Excludes district employees		71,472	73,400	114,035	136,997	140,904	144,929
3300 - Substitute Teacher Taxes and Mandatory Benefits			3,989	5,255	5,786	7,621	8,484	9,389
Subtotal Benefits		\$ 62,569	\$ 324,538	\$ 408,015	\$ 487,243	\$ 643,208	\$ 710,089	\$ 770,999
TOTAL ALL SALARIES AND BENEFITS		\$ 358,820	\$ 1,509,375	\$ 1,903,369	\$ 2,241,235	\$ 2,930,892	\$ 3,204,408	\$ 3,482,126

Table IV: Operating Expenditures
 Fees, Utilities, Operating, Service and Facilities
 Black Men of the Bay Area Community School

Notes	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4000 - Books and Supplies							
4100 - Approved Textbooks and Core Curricular Materials		\$ -	\$ 23,288	\$ 24,233	\$ 25,457	\$ 13,412	\$ 14,086
4200 - Instructional Books Other Than Textbooks		28,125	28,969	30,128	31,634	33,216	34,876
4300 - Instructional Materials and Supplies		45,000	22,248	35,992	40,491	42,516	42,516
4400 - Noncapitalized equipment		3,750	3,863	4,017	4,218	4,429	4,650
4500 - Other Supplies		2,250	2,318	2,410	2,531	2,657	2,790
4500 - Postage and Shipping		3,375	3,476	3,615	3,796	3,986	4,185
4500 - Meeting Support, Food & Printing		1,875	1,931	2,009	2,109	2,214	2,325
4700 - School Meals (breakfast, lunch and snacks)		321,480	468,506	626,459	803,956	920,895	1,047,518
Subtotal, Books and Supplies		\$ 273,375	\$ 405,855	\$ 554,598	\$ 728,863	\$ 914,191	\$ 1,023,324
5000 - Utilities							
5500 - Electricity / Gas / Heating		\$ 55,800	\$ 57,474	\$ 59,198	\$ 60,974	\$ 62,803	\$ 64,687
5500 - Garbage / Disposal Services		16,300	16,789	17,293	17,811	18,346	18,896
5500 - Water		10,600	10,918	11,246	11,583	11,930	12,288
5500 - Telephone		7,200	7,416	7,638	7,868	8,104	8,347
Subtotal, Utilities		\$ -	\$ 89,900	\$ 92,597	\$ 95,375	\$ 98,236	\$ 104,219
5000 - Operating							
5200 - Travel and Conferences		\$ 3,000	\$ 3,090	\$ 3,214	\$ 3,374	\$ 3,543	\$ 3,543
5300 - Dues and Memberships		4,000	4,120	4,285	4,499	4,724	4,724
5400 - Insurance		20,000	20,600	21,424	22,495	23,620	23,620
5500 - Office Cleaning Service		8,000	8,240	8,570	8,998	9,448	9,448
5600 - Copier and Office Equipment Lease		7,500	7,725	8,034	8,436	8,857	8,857
5800 - Printing and Reproduction		3,000	3,090	3,214	3,374	3,543	3,543
5800 - Staff Training and Development		1,200	2,472	3,856	4,049	4,252	4,252
5800 - Student Testing and Assessment		6,000	13,905	22,495	25,307	26,572	26,572
5800 - Transportation		5,000	5,150	5,356	5,624	5,905	5,905
6400 - Student Data Software		7,000	7,210	7,498	7,873	8,267	8,267
6400 - Technology, operating		-	10,000	10,400	10,920	11,466	11,466
Subtotal, Operating		\$ 28,078	\$ 64,700	\$ 85,602	\$ 98,346	\$ 104,950	\$ 110,197
5000 - Professional Service							
5100 - Advertising		\$ 5,000	\$ 5,150	\$ 5,356	\$ 5,624	\$ 5,905	\$ 6,200
5100 - Legal		7,000	7,210	7,498	7,873	8,267	8,680
5100 - Audit		-	12,500	15,000	17,500	20,000	22,500
SPED encroachment / reserve		105,000	151,410	202,457	259,820	297,611	338,533
District Title I Oversight Charge		-	-	-	-	-	-
District Oversight Charge		19,229	28,891	39,522	52,105	61,599	72,349
5100 - Business services		152,644	208,505	278,621	364,476	429,617	501,679
Subtotal, Services		\$ 30,000	\$ 288,873	\$ 413,666	\$ 548,453	\$ 707,398	\$ 949,941
5000 - Facilities							
5600 - Rent		\$ 147,000	\$ 151,410	\$ 157,466	\$ 165,340	\$ 173,607	\$ 182,287
5600 - Facilities Maintenance Fees		93,935	128,311	171,459	224,293	264,380	308,726
5600 - Capitalized Equipment Purchases							
5600 - Repairs and Equipment Replacement		6,000	6,180	6,427	6,749	7,086	7,440
5800 - Security Services		2,000	2,060	2,142	2,250	2,362	2,480
Subtotal, Facilities		\$ 352,975	\$ 248,935	\$ 287,961	\$ 337,495	\$ 398,631	\$ 500,933
TOTAL OPERATING EXPENDITURES		\$ 684,428	\$ 1,098,262	\$ 1,434,424	\$ 1,808,531	\$ 2,223,406	\$ 2,818,237

Table V: Cash Flow for Year 1
 Monthly
 Summary
 2010-2011

	Annual Amount 2012-2013	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
		July	August	September	October	November	December	January	February	March	April	May	June
REVENUES													
State	\$ 2,315,775	\$ -	\$ -	\$ 648,417	\$ -	\$ -	\$ 625,259	\$ -	\$ -	\$ 173,683	\$ 173,683	\$ 173,683	\$ 173,683
Federal	32,592	-	-	-	-	13,037	-	-	-	13,037	-	6,518	-
Loans and Fundraising	500,000	425,000	-	-	-	-	-	75,000	-	-	-	-	-
TOTAL REVENUES	\$ 2,848,367	\$ 425,000	\$ -	\$ 648,417	\$ -	\$ 13,037	\$ 625,259	\$ 75,000	\$ -	\$ 186,720	\$ 173,683	\$ 180,202	\$ 173,683
	% of Subtotal:	15%	0%	23%	0%	0%	22%	3%	0%	7%	6%	6%	6%
EXPENDITURES													
1000 - Certificated and Instructional Salaries	941,424	\$ -	\$ 42,364	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733	\$ 81,733
2000 - Non-Certificated Salaries	243,413	-	10,954	21,133	21,133	21,133	21,133	21,133	21,133	21,133	21,133	21,133	21,133
3000 - Retirement and Benefits	324,538	-	14,604	28,176	28,176	28,176	28,176	28,176	28,176	28,176	28,176	28,176	28,176
4000 - Books and Supplies	405,855	-	20,293	60,878	60,878	101,464	16,911	16,911	16,911	60,878	16,911	16,911	16,911
5000 - Utilities	89,900	3,746	7,832	7,832	7,832	7,832	7,832	7,832	7,832	7,832	7,832	7,832	7,832
5000 - Operating	64,700	2,696	5,637	5,637	5,637	5,637	5,637	5,637	5,637	5,637	5,637	5,637	5,637
5000 - Professional Service	288,873	12,036	25,167	25,167	25,167	25,167	25,167	25,167	25,167	25,167	25,167	25,167	25,167
5000 - Facilities	248,935	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745
TOTAL EXPENDITURES	\$ 2,607,637	\$ 39,223	\$ 147,595	\$ 251,300	\$ 251,300	\$ 291,885	\$ 207,332	\$ 207,332	\$ 207,332	\$ 251,300	\$ 207,332	\$ 207,332	\$ 207,332
	% of Subtotal:	2%	6%	10%	10%	11%	8%	8%	8%	10%	8%	8%	8%
MONTHLY SURPLUS / (DEFICIT)	\$ 240,730	\$ 385,777	\$ (147,595)	\$ 397,117	\$ (251,300)	\$ (278,849)	\$ 417,927	\$ (132,332)	\$ (207,332)	\$ (64,580)	\$ (33,649)	\$ (27,131)	\$ (33,649)
MONTHLY FUND BALANCE		\$ 385,777	\$ 238,182	\$ 635,299	\$ 384,000	\$ 105,151	\$ 523,078	\$ 390,746	\$ 183,413	\$ 118,834	\$ 85,184	\$ 58,054	\$ 24,405

Table VI: Cash Flow for Year 2
 Monthly
 Summary
 2010-2011

	Annual Amount 2013-2014	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
REVENUES													
State	\$ 3,038,444	\$ 347,366	\$ 273,460	\$ -	\$ 273,460	\$ 455,767	\$ -	\$ 273,460	\$ -	\$ 235,822	\$ 235,822	\$ 235,822	\$ 235,822
Federal	75,899	-	-	-	-	30,359	-	-	-	30,359	-	15,180	-
Loans and Fundraising	500,000	400,000	-	-	-	-	-	100,000	-	-	-	-	-
TOTAL REVENUES	\$ 3,614,343	\$ 747,366	\$ 273,460	\$ -	\$ 273,460	\$ 486,126	\$ -	\$ 373,460	\$ -	\$ 266,181	\$ 235,822	\$ 251,002	\$ 235,822
	% of Subtotal:	21%	8%	0%	8%	13%	0%	10%	0%	7%	7%	7%	7%
EXPENDITURES													
1000 - Certificated and Instructional Salaries	1,245,272	\$ 81,733	\$ 52,359	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016	\$ 101,016
2000 - Non-Certificated Salaries	250,081	21,133	10,303	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877
3000 - Retirement and Benefits	408,015	28,176	17,093	32,977	32,977	32,977	32,977	32,977	32,977	32,977	32,977	32,977	32,977
4000 - Books and Supplies	554,598	41,595	27,730	83,190	83,190	69,325	23,108	23,108	23,108	83,190	23,108	23,108	50,838
5000 - Utilities	92,597	3,858	8,067	8,067	8,067	8,067	8,067	8,067	8,067	8,067	8,067	8,067	8,067
5000 - Operating	85,602	3,567	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458
5000 - Professional Service	413,666	17,236	36,039	36,039	36,039	36,039	36,039	36,039	36,039	36,039	36,039	36,039	36,039
5000 - Facilities	287,961	23,997	23,997	23,997	23,997	23,997	23,997	23,997	23,997	23,997	23,997	23,997	23,997
TOTAL EXPENDITURES	\$ 3,337,792	\$ 221,294	\$ 183,045	\$ 312,621	\$ 312,621	\$ 298,756	\$ 252,539	\$ 252,539	\$ 252,539	\$ 312,621	\$ 252,539	\$ 252,539	\$ 280,269
	% of Subtotal:	7%	5%	9%	9%	9%	8%	8%	8%	9%	8%	8%	8%
MONTHLY SURPLUS / (DEFICIT)	\$ 276,551	\$ 526,072	\$ 90,415	\$ (312,621)	\$ (39,161)	\$ 187,370	\$ (252,539)	\$ 120,921	\$ (252,539)	\$ (46,439)	\$ (16,717)	\$ (1,538)	\$ (44,447)
MONTHLY FUND BALANCE		\$ 526,072	\$ 616,487	\$ 303,866	\$ 264,706	\$ 452,076	\$ 199,537	\$ 320,458	\$ 67,918	\$ 21,479	\$ 4,762	\$ 3,224	\$ (41,223)

Table VII: Cash Flow for Year 3
 Monthly
 Summary
 2014-2015

	Annual Amount 2014-2015	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
REVENUES													
State	\$ 3,879,362	\$ 347,366	\$ 349,143	\$ -	\$ 349,143	\$ 581,904	\$ -	\$ 349,143	\$ -	\$ 317,111	\$ 317,111	\$ 317,111	\$ 317,111
Federal	122,197	-	-	-	-	48,879	-	-	-	48,879	-	24,439	-
Loans and Fundraising	750,000	600,000	-	-	-	-	-	150,000	-	-	-	-	-
TOTAL REVENUES	\$ 4,751,559	\$ 947,366	\$ 349,143	\$ -	\$ 349,143	\$ 630,783	\$ -	\$ 499,143	\$ -	\$ 365,989	\$ 317,111	\$ 341,550	\$ 317,111
	% of Subtotal:	20%	7%	0%	7%	13%	0%	11%	0%	8%	7%	7%	7%
EXPENDITURES													
1000 - Certificated and Instructional Salaries	1,365,271	\$ 101,016	\$ 56,891	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760	\$ 109,760
2000 - Non-Certificated Salaries	388,721	19,877	16,598	32,022	32,022	32,022	32,022	32,022	32,022	32,022	32,022	32,022	32,022
3000 - Retirement and Benefits	487,243	32,977	20,442	39,439	39,439	39,439	39,439	39,439	39,439	39,439	39,439	39,439	39,439
4000 - Books and Supplies	728,863	54,665	36,443	109,329	109,329	91,108	30,369	30,369	30,369	109,329	30,369	30,369	66,812
5000 - Utilities	95,375	3,974	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309
5000 - Operating	98,346	4,098	8,568	8,568	8,568	8,568	8,568	8,568	8,568	8,568	8,568	8,568	8,568
5000 - Professional Service	548,453	22,852	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782
5000 - Facilities	337,495	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125
TOTAL EXPENDITURES	\$ 4,049,767	\$ 267,583	\$ 223,158	\$ 383,334	\$ 383,334	\$ 365,113	\$ 304,374	\$ 304,374	\$ 304,374	\$ 383,334	\$ 304,374	\$ 304,374	\$ 340,817
	% of Subtotal:	7%	6%	9%	9%	9%	8%	8%	8%	9%	8%	8%	8%
MONTHLY SURPLUS / (DEFICIT)	\$ 701,792	\$ 679,783	\$ 125,984	\$ (383,334)	\$ (34,192)	\$ 265,670	\$ (304,374)	\$ 194,768	\$ (304,374)	\$ (17,345)	\$ 12,736	\$ 37,176	\$ (23,707)
MONTHLY FUND BALANCE		\$ 679,783	\$ 805,767	\$ 422,433	\$ 388,241	\$ 653,912	\$ 349,537	\$ 544,306	\$ 239,932	\$ 222,587	\$ 235,323	\$ 272,499	\$ 248,792
BALANCE AS A % OF MONTHLY EXPENDITURES		254%	361%	110%	101%	179%	115%	179%	79%	58%	77%	90%	73%

Table VII: Start-Up Expenses
100 Black Men of the Bay Area Community School
Operating Year: Start-up Year (i.e. Prior to School Opening)
Time Period: 2011 - 2012

Enter Data in White Boxes
Automatically Generated
Please Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	75	
Projected Enrollment 4-6	225	
Projected Enrollment 7-8	75	
Projected Enrollment 9-12	0	
Total Projected Enrollment	375	
Certificated Salaries:		
Certificated Teachers FTE	\$ 205,000	3 months of FTE Certified Teachers Salaries
Certificated Instructional Aides	\$ -	
Total Certificated Staffing Startup	\$ 205,000	
Classified Salaries		
Director(s)	\$ 20,000	3 months Admin Salary
Admin Support	\$ 8,750	3 months Admin support
Administrations and Management	\$ 32,501	3 months of Salaries for Business Manager & Custodians
Sub-total	\$ 61,251	
Benefits		
STRS/PERS/OASDI/Medicare (16.5% salaries)	\$ 43,934	
Health and Welfare Benefits	\$ -	
Unemployment Insurance	\$ 2,663	1% of total salaries
Workers' Compensation Insurance	\$ 15,975	6% of total salaries
Retiree Benefits	\$ -	
Other Employee Benefits	\$ -	
Sub-total	\$ 62,569	
Facilities		
Lease Deposit, prepaid rent & rent	\$ 200,000	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ -	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ -	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ -	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ -	Contingent on lease, may be incorporated into lease.
Sub-total	\$ 200,000	
Initial Staff Development		
Staff Orientation	\$ 22,500	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ 7,500	
Sub-total	\$ 30,000	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ 88,225	Contingent on grades, classrooms & enrollment: 1desk/student @ \$135; 1 table/4 students @ \$100
Students Chairs	\$ 26,250	2 chairs per student @ \$20 - \$50 each
Staff Workstations, Desks & Chairs	\$ 10,000	Two chair(s)/one desk per staff or teacher @ \$300-500
Book shelves	\$ 3,000	One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets	\$ 12,000	One per certificated teacher & one per classified staff @ \$300-500
Fire Proof Storage Student Records & MIS Backup	\$ 1,000	One @ \$500-\$1000
Bulletin Boards, Dry Erase Boards	\$ 7,500	One - Two per certificated teacher \$150
Storage Cabinets	\$ 5,000	As needed
Sub-total	\$ 152,975	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ 112,500	\$200-300 per student
Teacher/Students Computer(s)	\$ 105,875	One per every 10-20 students, One per certificated teacher @ \$1500-2000
Classroom Printer(s)	\$ 8,400	One per every 5-7 Computers @ \$500-1000
Classroom Software License(s)	\$ 28,900	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Classroom Fax Machine(s)	\$ 350	One fax machine for instructional communications @ \$100 - \$500
Television(s)	\$ 4,000	One for every 5 certificated teachers @ \$350-\$500
VCR(s)/DVD(s)	\$ 1,600	One for every 5 certificated teachers @ \$150-\$200
Overhead Projector(s)	\$ 2,000	One for every 5 certificated teachers @ \$250-\$400
Video Display Projection System(s)	\$ 6,000	One for every 5 certificated teachers @ \$1000-\$1500
Projection Screen(s)	\$ 2,250	One for each classroom @ \$150
Public Address System	\$ 1,500	One for the school @ \$750-1500
Sub-total	\$ 273,375	
Office Equipment & Supplies		
First Aid Kit(s)	\$ 600	One - Two per school @ \$300
Copier Lease or Purchase?	\$ 1,500	Assumption - Lease
Initial Office Supplies & Equipment	\$ 5,000	
Fire Extinguishers	\$ 750	As required by occupancy - assume one per classroom @ \$50
Cleaning Equipment/Supplies	\$ 3,500	
Telephone System	\$ 1,250	One for the school @ \$500-1500
Admin Computer(s)	\$ 7,500	One per admin staff @ \$1500
Admin Printer(s)	\$ 2,500	One public & one secure printer @ \$500-1000
Admin Software License(s)	\$ 2,125	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Admin Fax Machine(s)	\$ 450	One for admin communications @ \$350-\$750
Tool Kit	\$ 350	One for the school @ \$150-\$350
Misc	\$ 2,553	
Sub-total	\$ 28,078	
Professional Services & Consultants		
Legal	\$ 5,000	Assumes contracts @ \$2500-\$7500
Testing, Accountability & Assessment	\$ 2,500	Assumes contracts @ \$2500-\$7500
Finance & Operations	\$ 7,500	Assumes contracts @ \$2500-\$7500
Special Education	\$ 7,500	Assumes contracts @ \$2500-\$7500
Technology	\$ 7,500	Assumes contracts @ \$2500-\$7500
Sub-total	\$ 30,000	
TOTAL	\$ 1,043,248	

Graph: Cash Flow over Time
 Surplus / (Deficit) and Fund Balance by Month in Year 1

	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
MONTHLY SURPLUS / (DEFICIT)	\$ 385,777	\$ (147,595)	\$ 397,117	\$ (251,300)	\$ (278,849)	\$ 417,927	\$ (132,332)	\$ (207,332)	\$ (64,580)	\$ (33,649)	\$ (27,131)	\$ (33,649)
MONTHLY FUND BALANCE	385,777	238,182	635,299	384,000	105,151	523,078	390,746	183,413	118,834	85,184	58,054	24,405

Operating Surplus / Deficit and Fund Balance over Time

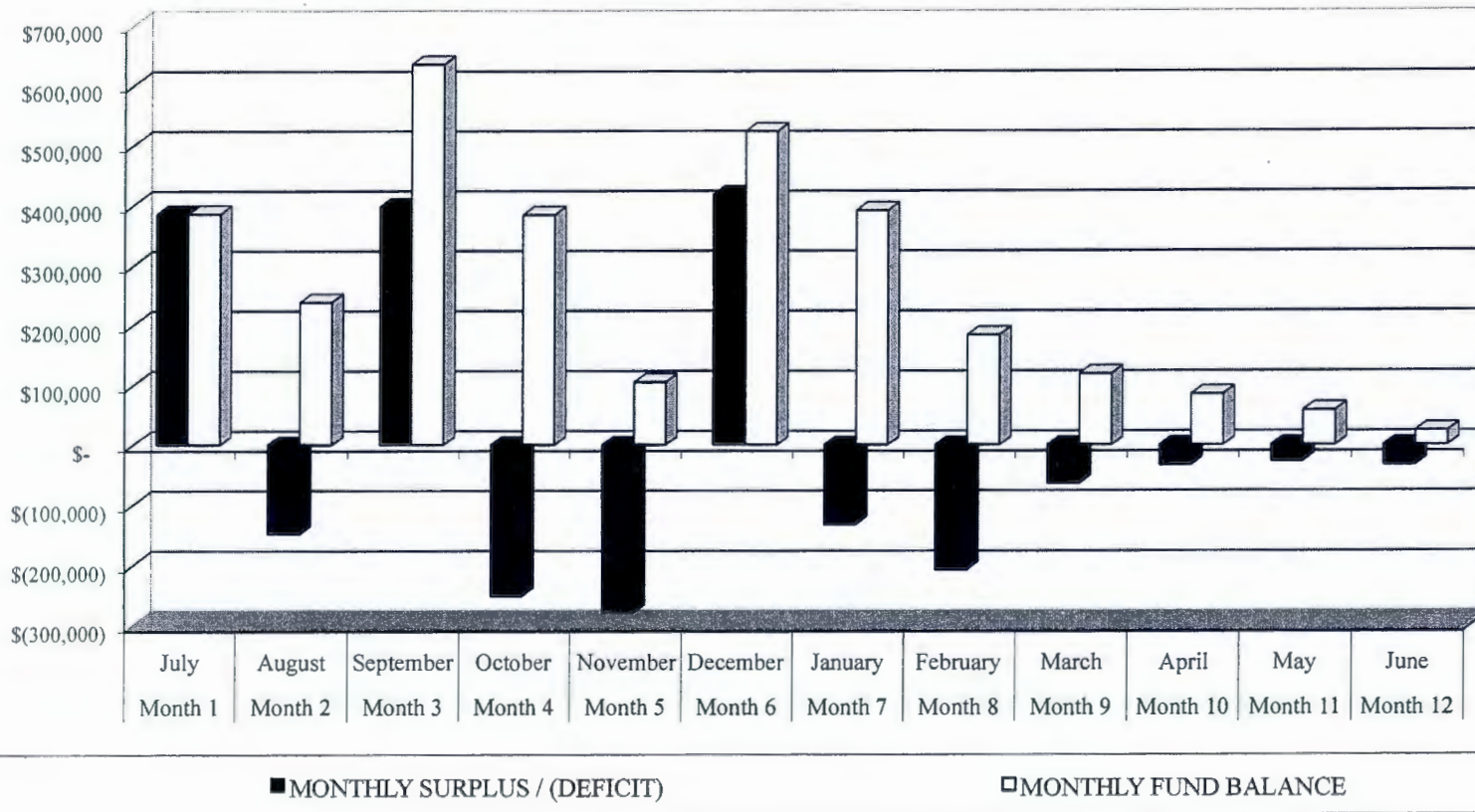


Chart: Personnel Mix
Teachers, Other Certificated, and Non-Certificated

Job Class	Number of FTEs in Year 1
1100 - Teachers	20.5
1000 Series - Other Certificated	1.5
2000 - Non-Certificated	6
Total Personnel	28

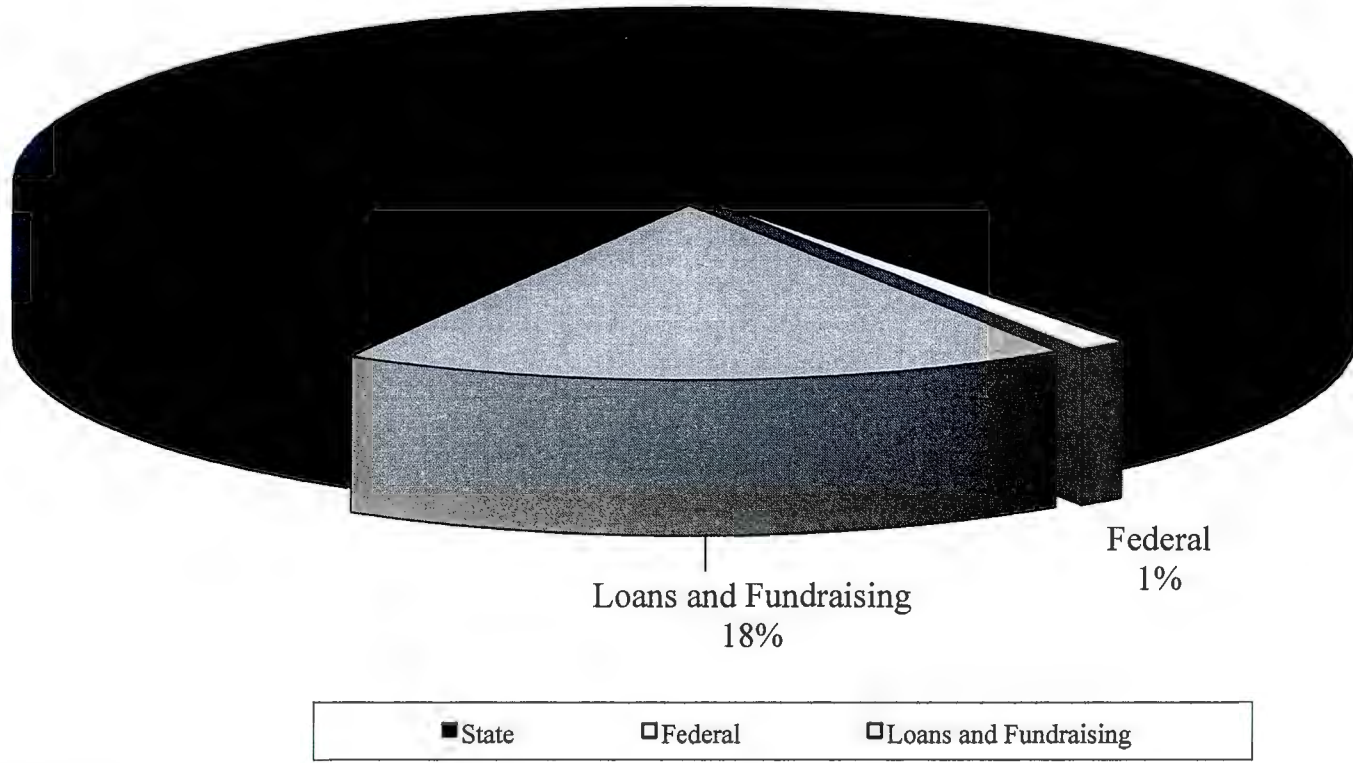
Personnel Mix



Chart: Revenue
 State, Federal and Fundraising

Funding Source	Total Revenue in Year 1
State	\$ 2,315,775
Federal	32,592
Loans and Fundraising	500,000
TOTAL REVENUES	\$ 2,848,367

Revenue Mix



Graph: Revenue Mix over Time
 State, Federal and Fundraising

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
State	\$ 2,315,775	\$ 3,038,444	\$ 3,879,362	\$ 4,849,849	\$ 5,456,279	\$ 6,083,817
Federal	\$ 32,592	\$ 75,899	\$ 122,197	\$ 135,507	\$ 140,250	\$ 140,250
Loans and Fundraising	500,000	500,000	750,000	1,000,000	1,250,000	1,750,000
TOTAL REVENUES	\$ 2,848,367	\$ 3,614,343	\$ 4,751,559	\$ 5,985,357	\$ 6,846,530	\$ 7,974,068

Revenue Mix over Time

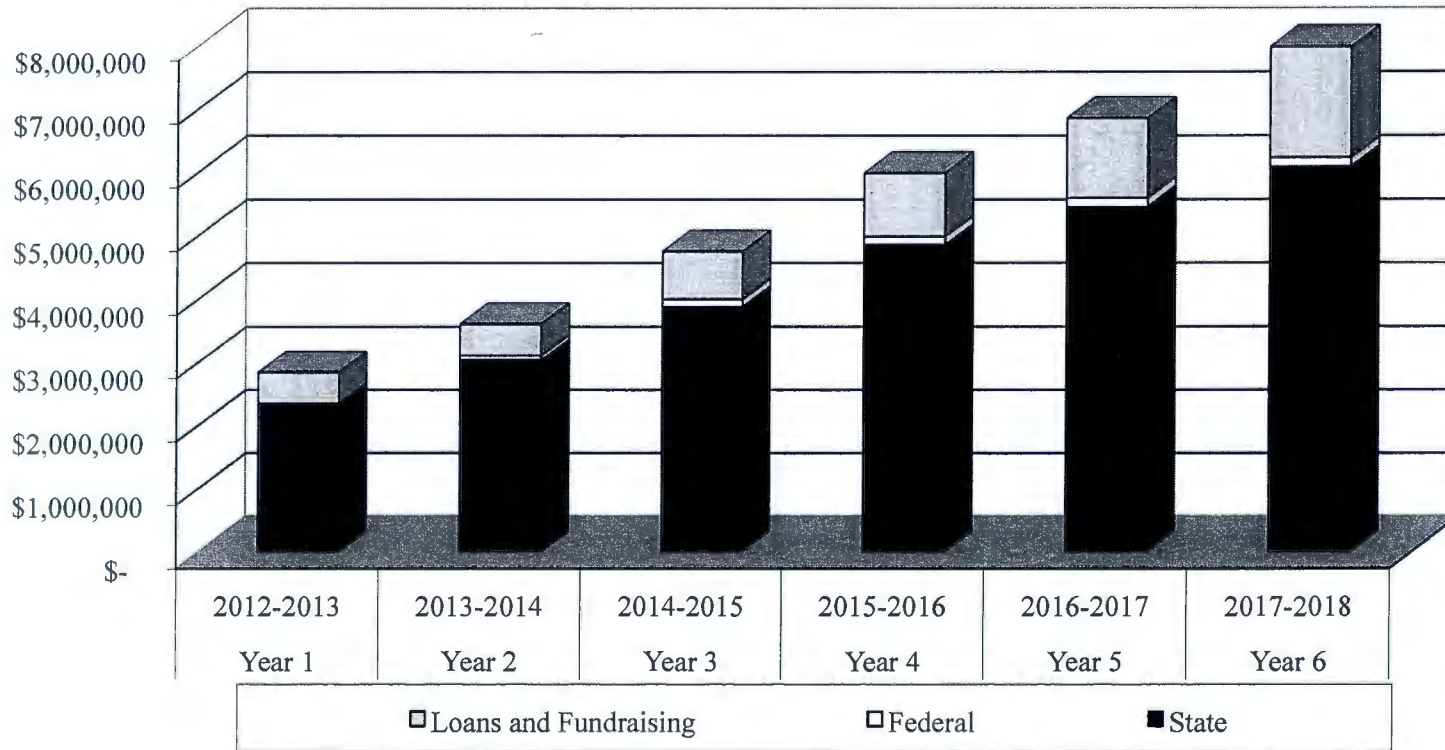


Chart: Salary Mix
Teachers, Other Certificated, and Non-Certificated

Salary Type	Aggregate Salary in Year 1	
1100 - Certificated Instructional Salaries	\$	820,000
1000 Series - Other Certificated Salaries		121,424
2000 - Non-Certificated Salaries		243,413
TOTAL ALL SALARIES	\$	1,184,837

Salary Mix

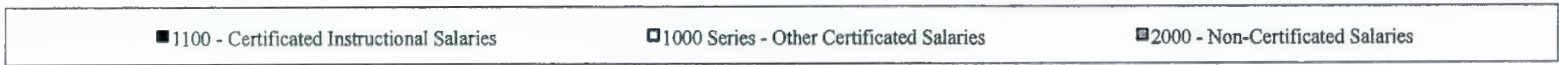


Chart: Operating Expenditures Mix
Supplies, Utilities, Operating, Service and Facilities

Expenditure Type	Aggregate Expenditures in Year 1
4000 - Books and Supplies	\$ 405,855
5000 - Utilities	89,900
5000 - Operating	64,700
5000 - Professional Service	288,873
5000 - Facilities	248,935
TOTAL	\$ 1,098,262

Expenditures Mix

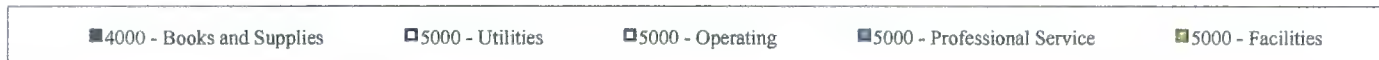
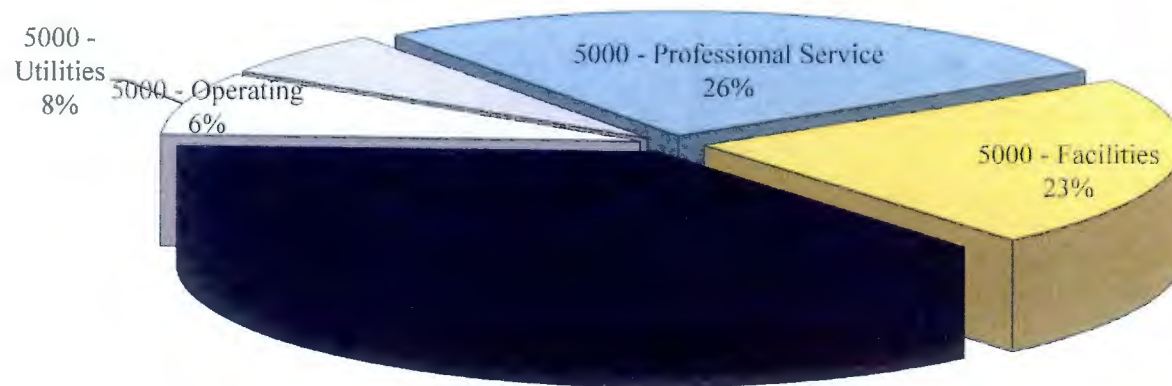
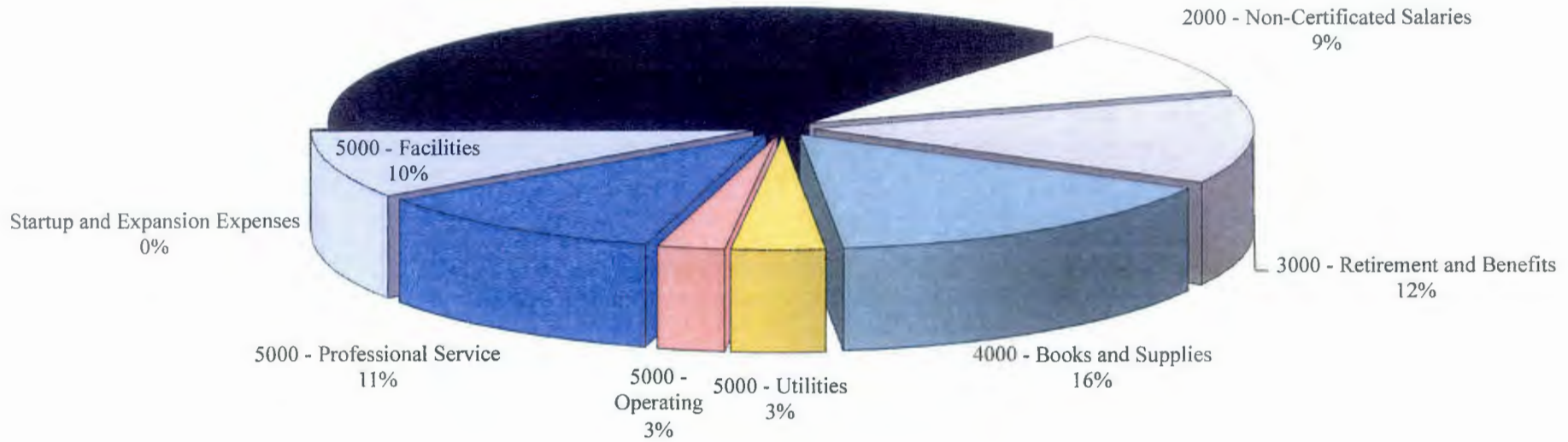


Chart: All Expenditures Mix

Salaries (by type), Benefits, Supplies, Utilities, Operating, Service and Facilities

Expenditure Type	Aggregate Expenditures in Year 1	
1000 - Certificated and Instructional Salaries	\$	941,424
2000 - Non-Certificated Salaries		243,413
3000 - Retirement and Benefits		324,538
4000 - Books and Supplies		405,855
5000 - Utilities		89,900
5000 - Operating		64,700
5000 - Professional Service		288,873
5000 - Facilities		248,935
Startup and Expansion Expenses		-
TOTAL	\$	2,607,637

All Expenditures Mix



Graph: Operating Surplus / Deficit and Fund Balance over Time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Surplus/Deficit	\$	240,730	\$	276,551	\$	701,792	\$	831,059	\$	1,136,983	\$	1,673,704
Fund Ending Balance		697,482		974,032		1,675,825		2,506,883		3,643,866		5,317,571

Operating Surplus / Deficit and Fund Balance over Time

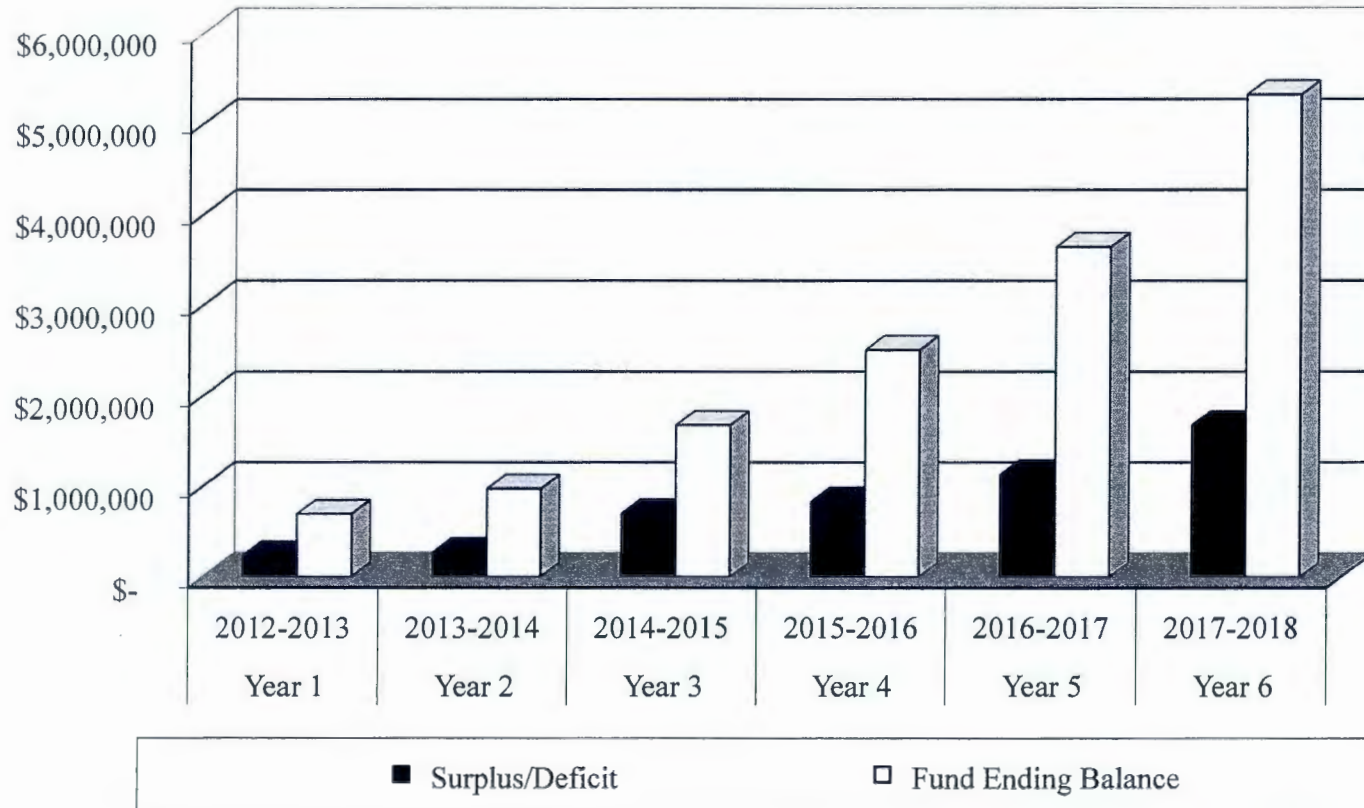


Table IX: Student Data

Assumptions

100 Black Men of the Bay Area Community School

Notes

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Enrollment By Grade

Kindergarten		75	75	75	75	75	75
Grade 1			75	75	75	75	75
Grade 2				75	75	75	75
Grade 3					75	75	75
Grade 4		75	75	75	75	75	75
Grade 5		75	75	75	75	75	75
Grade 6		75	75	75	75	75	75
Grade 7		75	75	75	75	75	75
Grade 8			75	75	75	75	75
Grade 9				75	75	75	75
Grade 10					75	75	75
Grade 11						75	75
Grade 12							75
Other Enrollment (Grade 12+, etc.)							
Total Enrollment	-	375	525	675	825	900	975

Daily Attendance Rate

Overall ADA rate		94%	95%	95%	95%	95%	95%
ADA Grades K-3		71	143	214	285	285	285
ADA Grades 4-6		212	214	214	214	214	214
ADA Grades 7-8		71	143	143	143	143	143
ADA Grades 9-12		-	-	71	143	214	285
Overall ADA for all grades	-	353	499	641	784	855	926

Free/Reduced Price Lunch

Free lunch	% of overall students	0%	95%	95%	95%	95%	95%
Reduced lunch	% of overall students	0%	2%	2%	2%	2%	2%
Number of Students	number of free/reduced priced eligible students	-	364	509	655	800	946

English Language Learners

Percentage of Students - ELL		0%	15%	15%	15%	15%	15%
Number of Students		-	56	79	101	124	146

Table X: Instructional Calendar

Assumptions

100 Black Men of the Bay Area Community School

Notes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Regular Instructional Days/Year

School Calendar	# of days in School Year	200	200	200	200	200	200
-----------------	--------------------------	-----	-----	-----	-----	-----	-----

Supplemental Instructional Days/Year

Supplementary programs	After School Sessions	200	200	200	200	200	200
	Saturday Sessions	-	-	-	-	-	-
	Summer Sessions	-	-	-	-	-	-
Total		-	-	-	-	-	-

Supplemental Instruction Hours/Day

Supplementary programs	After School Sessions	-	-	-	-	-	-
	Saturday Sessions	-	-	-	-	-	-
	Summer Sessions	-	-	-	-	-	-

Supplemental Instruction: Total Hours Possible

Supplementary programs	After School Sessions	-	-	-	-	-	-
	Saturday Sessions	-	-	-	-	-	-
	Summer Sessions	-	-	-	-	-	-
Total		-	-	-	-	-	-

Table XI : COLAs
 COLA Assumptions
 100 Black Men of the Bay Area Community School

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
COLAs							
COLA, state	drives general purpose revenue growth, below	2.2%	2.2%	3.5%	3.5%	3.5%	3.5%
COLA, federal	drives federal revenues growth, below	3.0%	3.5%	3.5%	3.5%	3.5%	3.5%
COLA, personnel costs	drives personnel costs increase	2.0%	2.0%	2.5%	3.0%	3.0%	3.0%
COLA, operating expenses	drives expenses increase	3.0%	3.0%	4.0%	5.0%	5.0%	5.0%

Table XII: Revenues
 Revenue and Economic Assumptions
 100 Black Men of the Bay Area Community School

Notes		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
State								
General Purpose, grades K-3	per ADA	-	5,215	5,332	5,518	5,712	5,911	6,118
General Purpose, grades 4-6	per ADA	-	5,215	5,332	5,518	5,712	5,911	6,118
General Purpose, grades 7-8	per ADA	-	5,215	5,332	5,518	5,712	5,911	6,118
General Purpose, grades 9-12	per ADA	-	5,215	5,332	5,518	5,712	5,911	6,118
Categorical Block Grant, grades K-3	per ADA	-	400	409	423	438	453	469
Categorical Block Grant, grades 4-6	per ADA	-	400	409	423	438	453	469
Categorical Block Grant, grades 7-8	per ADA	-	400	409	423	438	453	469
Categorical Block Grant, grades 9-12	per ADA	-	300	307	317	329	340	352
Economic Impact	per eligible (ELL and poverty) student-equivalent	-	318	325	337	348	360	373
Lottery	prior year ADA	-	127	127	127	127	127	127
Supplemental Hourly Instruction, CAHSEE	per student-hour served	-	-	-	-	-	-	-
Supplemental Hourly Instruction, 2-9 retained	per student-hour served	-	-	-	-	-	-	-
Supplemental Hourly Instruction, 2-6 STAR	per student-hour served	-	-	-	-	-	-	-
Supplemental Hourly Instruction, core subject	per student-hour served	-	-	-	-	-	-	-
Class Size Reduction	per K-3 student in 25:1 or less classroom	-	1,066	1,090	1,128	1,167	1,208	1,250
Proposition 39 Facilities program	if applicable	no	no	no	no	no	no	no
Facilities Incentive Grant program	based on nonprofit status, high free/reduced counts	no	no	no	no	no	no	no
SB 740 Rent re-imburement program	if >70% free/reduced priced lunch students	not eligible	not eligible	yes	yes	yes	yes	yes
CDE PCSGP Grant		-	375,000	75,000				
Federal								
Title 1 - Compensatory Education	per Free/Reduced price lunch enrollment	-	420	435	450	466	482	499
Title 2 - Staff Development	per ADA	-	2.25	2.33	2.41	2.49	2.58	2.67
Title 2 - Piggyback Funds	1.8% of Title 1, per ADA	-	7.56	7.82	8.10	8.38	8.68	8.98
Title 4 - Safe and Drug Free Schools	per ADA	-	4.00	4.14	4.28	4.43	4.59	4.75
Loans and Fundraising								
Charter School Revolving Loan Fund	if applicable	\$ -	\$ 250,000					
Other Fundraising/Grants		\$ 1,500,000	\$ 250,000	\$ 500,000	\$ 750,000	\$ 1,000,000	\$ 1,250,000	\$ 1,500,000

Table XIII: Staff and Personnel Data
 Assumptions
 100 Black Men of the Bay Area Community School

Notes

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Staff Counts and Ratios

1000 - Certificated and Instructional

	# of Enrolled Students per Teacher	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Student to Teacher Ratio		0.0	26.8	22.8	27.0	25.0	25.0	25.0
1100 - Teachers		20.5	20.5	26.5	28.5	36.5	39.5	42.5
1100 - SPED Teacher	District employee	0.5	0.5	0.5	0.5	1	1	1
1100 - Visual and Performing Arts Specialist		0.5	0.5	0.5	0.5	1	1	1
1300 - Education Director		0	0	0	0	1	1	1
1900 - Therapist		0	0	0.5	0.5	0.5	0.5	0.5
1900 - Nurse		0.5	0.5	0.5	0.5	1	1	1
Total Certificated FTEs		22.0	22.0	28.5	30.5	41.0	44.0	47.0
Number of Staff Development Days	per Certificated employee	60	5	5	5	5	5	5

2000 - Non-Certificated

2100 - Instructional Aides	hourly employee	0	0	0	0	0	0	0
2100 - Instructional Aides, SPED	District employee	0	0	0	0	0	0	0
2200 - Business Manager		1	1	1	1	1	1	1
2300 - Lower School Director		1	1	1	1	1	1	1
2300 - Upper School Director		0	0	0	1	1	1	1
2400 - Complimentary Services Coordinator		0	0	0	0.5	1	1	1
2400 - Family Advocate		0	0	0	0.5	1	1	1
2400 - Clerk		1	1	1	1	1.5	1.5	1.5
2900 - Maintenance and Operations		2	2	2	2	2	2	2
2900 - Security		1	1	1	1	1	1	1
Total Non-Certificated FTEs		6	6	6	8	9.5	9.5	9.5
Number of Staff Development Days	per Classified employee	60	4	4	4	4	4	4

Salary Rate and Benefit Rate Assumptions

1100 - Teachers		40,000	40,000	40,800	41,820	43,075	44,367	45,698
Average Annual Teacher Days Absent		-	6	6	6	6	6	6
Supplemental Hourly Rate		-	-	-	-	-	-	-
Substitute Teacher Per Diem		130	130	130	130	130	130	130
Teacher Ratio, Supplemental Hourly	# of Stu/Teacher	15	15	15	15	15	15	15
Teacher Attendance Rate, Development Days		90%	90%	90%	90%	90%	90%	90%
Teacher Per Diem		100	100	102	105	108	111	114
1100 - SPED Teacher	District employee	-	-	-	-	-	-	-
1100 - Visual and Performing Arts Specialist		40,000	40,000	40,800	41,820	43,075	44,367	45,698
1300 - Lower School Director		80,000	80,000	81,600	83,640	86,149	88,734	91,396
1300 - Upper School Director		80,000	80,000	81,600	83,640	86,149	88,734	91,396
1900 - Therapist, Part-Time		56,062	56,062	57,183	58,613	60,371	62,182	64,048
1900 - Coaches		62,400	63,648	64,921	66,544	68,540	70,597	72,714
2100 - Instructional Aides	hourly employee	17,000	17,000	17,340	17,774	18,307	18,856	19,422
2100 - Instructional Aides, SPED	District employee	-	-	-	-	-	-	-
2200 - Business Manager		45,000	45,000	45,900	47,048	48,459	49,913	51,410
2400 - Complimentary Services Coordinator		45,000	45,000	45,900	47,048	48,459	49,913	51,410
2400 - Family Advocate		45,000	45,000	45,900	47,048	48,459	49,913	51,410
2400 - Clerk		35,000	35,000	35,700	36,593	37,690	38,821	39,986
2900 - Maintenance and Operations		25,002	25,002	25,502	26,140	26,924	27,731	28,563
2900 - Security		23,409	23,409	23,877	24,474	25,208	25,965	26,744
2900 - Reserve for Coaches, Extracurricular		25,000	25,000	25,500	26,138	26,922	27,729	28,561
3100 - Certificated Retirement, Mandatory Benefits, Health	% of Salary	27.4%	27.4%	27.4%	27.9%	28.4%	28.9%	28.8%
3200 - Non-Certificated Retirement, Mandatory Benefits, Health	% of Salary	29.4%	29.4%	29.4%	29.3%	29.3%	29.3%	29.3%
3300 - Substitute Teacher Taxes and Mandatory Benefits	% of Salary	12.2%	12.2%	12.2%	12.1%	12.1%	12.1%	12.1%

Table XIV: Benefit Expense Detail

100 Black Men of the Bay Area Community School

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Notes								
Assumed overall average salary (based on teacher average)		40,000	40,000	40,800	41,820	43,075	44,367	45,698
Mandatory Benefits								
Social Security	6.2% of salary	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.45% of salary	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	.9% of salary	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%
Workers' Compensation	3% of salary	3%	3%	3%	3%	3%	3%	3%
Unemployment Insurance	3.4% of first \$7,000 of salary	0.60%	0.60%	0.58%	0.57%	0.55%	0.54%	0.52%
Employment Training Tax	.1% of first \$7,000 of salary	0.018%	0.018%	0.017%	0.017%	0.016%	0.016%	0.015%
Subtotal		12.16%	12.16%	12.15%	12.14%	12.12%	12.10%	12.09%
Health and Retirement								
Health	\$605 per employee per month - mix of spouse and spouse plus family covered, assumed mix of ages, HMO option	13.20%	13.20%	13.20%	13.20%	13.20%	13.20%	13.20%
Retirement, certificated	STRS contribution, then no Social Security	8.25%	8.25%	8.25%	8.75%	9.25%	9.75%	9.75%
Retirement, classified	4% employer contribution via 403b plan	4%	4%	4%	4%	4%	4%	4%
Total, certificated		27.41%	27.41%	27.40%	27.89%	28.37%	28.85%	28.84%
Total, classified		29.36%	29.36%	29.35%	29.34%	29.32%	29.30%	29.29%

Table XV: Expenditures
 Other Data Assumptions
 100 Black Men of the Bay Area Community School

Notes		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2012-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4000 - Books, Supplies and Food								
4100 - Approved Textbooks and Core Curricular Materials	new and used & replacement per enrolled student	0.00	0.00	155.00	161.20	169.26	177.72	186.61
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	75.00	75.00	77.25	80.34	84.36	88.57	93.00
4300 - Instructional Materials and Supplies	per Enrolled Student	120.00	120.00	123.60	128.54	134.97	141.72	148.81
4400 - Noncapitalized equipment	per Enrolled Student	10.00	10.00	10.30	10.71	11.25	11.81	12.40
4500 - Other Supplies	per Enrolled Student	6.00	6.00	6.18	6.43	6.75	7.09	7.44
4500 - Postage and Shipping	per Enrolled Student	9.00	9.00	9.27	9.64	10.12	10.63	11.16
4500 - Meeting Support, Food	per Enrolled Student	3.50	3.50	3.61	3.75	3.94	4.13	4.34
4500 - Meeting Support, Printing	per Enrolled Student	1.50	1.50	1.55	1.61	1.69	1.77	1.86
4700 - School Meals (breakfast, lunch and snacks)	per Free Meals Enrolled Students per school days	4.80	4.80	4.94	5.14	5.40	5.67	5.95
5000 - Utilities								
5500 - Electricity / Gas / Heating	Estimated annual	55,800	55,800	57,474	59,198	60,974	62,803	64,687
5500 - Garbage / Disposal Services	Estimated annual	16,300	16,300	16,789	17,293	17,811	18,346	18,896
5500 - Water	Estimated annual	10,600	10,600	10,918	11,246	11,583	11,930	12,288
5500 - Telephone	Estimated annual	7,200	7,200	7,416	7,638	7,868	8,104	8,347
5000 - Operating								
5200 - Travel and Conferences	Estimated annual	5,000	5,000	5,150	5,356	5,624	5,905	6,200
5300 - Dues and Memberships	Estimated annual	4,000	4,000	4,120	4,285	4,499	4,724	4,960
5400 - Insurance	Estimated annual	20,000	20,000	20,600	21,424	22,495	23,620	24,801
5500 - Office Cleaning Service	Estimated annual	8,000	8,000	8,240	8,570	8,998	9,448	9,920
5600 - Copier and Office Equipment Lease	Estimated annual	7,500	7,500	7,725	8,034	8,436	8,857	9,300
5800 - Printing and Reproduction	Estimated annual	3,000	3,000	3,090	3,214	3,374	3,543	3,720
5800 - Staff Training and Development	per Teacher	300	300	309	321	337	354	372
5800 - Student Testing and Assessment	per Enrolled Student	75	75	77	80	84	89	93
5800 - Transportation	Estimated annual	5,000	5,000	5,150	5,356	5,624	5,905	6,200
6400 - Student Data Software	Estimated annual	7,000	7,000	7,210	7,498	7,873	8,267	8,680
6400 - Technology, operating	Annual, for ongoing updates	-	-	10,000	10,400	10,920	11,466	12,039
5000 - Professional Service								
5100 - Advertising	Estimated annual	5,000	5,000	5,150	5,356	5,624	5,905	6,200
5100 - Legal	Estimated annual	7,000	7,000	7,210	7,498	7,873	8,267	8,680
5100 - Audit	Estimated annual	-	-	12,500	15,000	17,500	20,000	22,500
SPED encroachment / reserve	per Enrolled Student	280	280	288	300	315	331	347
District Title I Oversight Charge	% of Title 1 Revenue	0%	0%	0%	0%	0%	0%	0%
District Oversight Charge	% of General Purpose and Cat. Block	1%	1%	1%	1%	1%	1%	1%
5100 - Business services	% of all Revenue	7%	7%	7%	7%	7%	8%	8%
5000 - Facilities								
5600 - Rent	Estimated annual	147,000	147,000	151,410	157,466	165,340	173,607	182,287
5600 - Facilities Maintenance Fees	% of all Revenue	4%	4%	4%	4%	4%	5%	5%
5600 - Repairs and Equipment Replacement	Estimated annual	6,000	6,000	6,180	6,427	6,749	7,086	7,440
5800 - Security Services	Estimated annual	2,000	2,000	2,060	2,142	2,250	2,362	2,480

Table XVI: Instructional Minute

Analysis

100 Black Men of the Bay Area Community School

	Number of Days	Number of Minutes per Day (estimate, excludes passing time, lunch, recess)	Number of Instructional Minutes
100 Black Men of the Bay Area Community School			
Instructional Minutes, Kindergarten	200		
Instructional Minutes, grades 1-3			
Instructional Minutes, grades 4-8	200	348	69,600
Instructional Minutes, grades 9-12			
After School Program			
Saturday Sessions			
Summer School Sessions			
Total Instructional Minutes, Kindergarten			
Total Instructional Minutes, grades 1-3			
Total Instructional Minutes, grades 4-8			69,600
Total Instructional Minutes, grades 9-12			
Traditional public school requirements			
Kindergarten	175		36,000
Grades 1-3	175		50,400
Grades 4-8	175		54,000
Grades 9-12	175		64,800
Ratio of minutes versus traditional public schools'			
Kindergarten			
Grades 1-3			
Grades 4-8			1.3
Grades 9-12			

The Scholar's Oath

I am a scholar and a winner

I uplift my spirit through daily reflection and by serving my community.

I elevate my mind through positive thinking, reading and problem solving.

I strengthen my body through exercise, and by eating nutritious food.

I compete in the spirit of friendship and fun.

I always do my best.

I respect my fellow scholars.

I congratulate others for a job well done.

I am a scholar and a winner

**ARTICLES OF INCORPORATION
OF
100 BLACK MEN OF THE BAY AREA CHARTER SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE: The name of this corporation is 100 Black Men of the Bay Area Charter Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. The specific purposes for which this corporation is organized is to provide educational services that will facilitate critical and creative thinking, foster social responsibility and inspire academic excellence among its students of the community.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

**Vernon Goings
1638 12th Street
Oakland, California 94607-1404**

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

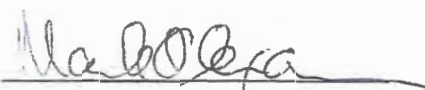
(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The property of this corporation is irrevocably dedicated to educational charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

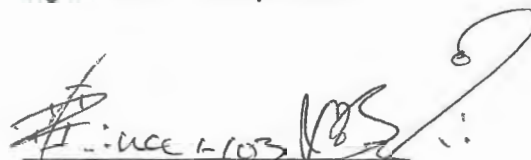
On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 2-1-11

Mark Alexander, Ph.D
Printed Name of Incorporator


Signature of Incorporator

El-Melech Y. Stills Bey
Printed Name of Incorporator


Signature of Incorporator



Secretary of State Administration Elections **Business Programs** Political Reform Archives Registries

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Business Entity Detail

Data is updated weekly and is current as of Friday, October 21, 2011. It is not a complete or certified record of the entity.

Entity Name:	100 BLACK MEN OF THE BAY AREA CHARTER SCHOOLS
Entity Number:	C3358193
Date Filed:	02/08/2011
Status:	ACTIVE
Jurisdiction:	CALIFORNIA
Entity Address:	1638 12TH ST
Entity City, State Zip:	OAKLAND CA 94607
Agent for Service of Process:	VERNON GOINGS
Agent Address:	1638 12TH ST
Agent City, State, Zip:	OAKLAND CA 94607-1404

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- For information on ordering certificates, copies of documents and/or status reports or to request a more extensive search, refer to [Information Requests](#).
- For help with searching an entity name, refer to [Search Tips](#).
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100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL

CONFLICT OF INTEREST POLICY

I. Purpose

The purpose of this policy is to ensure that the business affairs of 100 Black Men of the Bay Area Community School (100 BMBACS) are conducted with the intent of high business ethics, honesty, and integrity, and to protect its interest as a tax-exempt organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest for nonprofit and charitable organizations.

II. Definitions

Conflict of Interest: A situation in which a person's decisions are influenced by the person's personal or private interests. This includes when an individual's personal interests or concerns are inconsistent with what is best for the organization or business that he/she represents, or when an individual's personal interests are contrary to his/her loyalty to the organization or business of affiliation.

Interested persons: Employees, consultants, directors, trustees, and committee members with Board of Director-delegated powers.

III. Procedures

1. Responsibility of Interested Persons

- a. Interested persons are responsible for preventing any conflict of interest from occurring. An interested person must not engage in any conduct that would create an actual or potential conflict of interest or create the appearance of such a conflict.
- b. Interested persons must not use any confidential, sensitive, or proprietary information belonging to 100 BMBACS in any manner that is unauthorized, detrimental, or against the best interest of the organization.
- c. To maintain the integrity of 100 BMBACS, Interested persons may not accept inappropriate gifts or money, other than those of nominal value, or enter into any arrangements, financial or otherwise, that may create a conflict of interest.
- d. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an Interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- e. **Recusal of Self** -- Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

2. Determination of a Conflict of Interest

After full disclosure and discussion of the arranged interest, and all material facts, the Board of Directors, in closed session without the presence of the Interested person, shall vote to make a

Approved _____ by Board of Directors

determination of a conflict of interest, and a possible resolution. An ad hoc committee may also be formed to investigate the details of the matter and bring information back to the Directors for a final determination and vote.

3. Addressing the Conflict of Interest

The Board of Directors or committee shall, by a majority vote of the Disinterested, determine the best fair and reasonable solution or arrangement to address the conflict of interest. Appropriate disciplinary and corrective actions by the Disinterested members shall be taken.

VI. Annual Statements

Each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that 100 BMBACS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Approved _____ by Board of Directors

BYLAWS
of
100 BLACK MEN OF THE BAY AREA CHARTER SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
PURPOSE

SECTION 1. OBJECTIVES AND PURPOSE

The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE 2
BOARD OF DIRECTORS

SECTION 1. NUMBER

The Corporation shall have a minimum of nine (9) and a maximum of thirteen (13) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this Corporation, or by these Bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Corporation;
- (c) Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the Corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than twenty percent (20%) of the persons serving on the Board may be interested persons. For purposes of this Section, "interested persons" means either:

- (a) Any person currently being compensated by the Corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at such locations as determined by the Board of Directors, provided that notice of such meeting is provided as required in Article 2, Sections 10 and 11 of these Bylaws. Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

- a) Each director participating in the meeting can communicate with all of the other directors concurrently; or
- b) Each director is to provide the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.

SECTION 8. REGULAR AND ANNUAL MEETINGS

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). Regular meetings of Directors shall be held as the Board may fix from time to time, with notice as to the time and place of such meetings to be given to each Director by the methods stated in Article III, Section 3 (e). If this Corporation makes no provision for members, then, at the annual meeting of directors held each year, directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by voice or ballot.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President of the Corporation, the Chairperson of the Board, the Vice Chairperson, and the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the Corporation.

SECTION 10. NOTICE OF MEETINGS

Notice of regular and special meetings of the Board shall be in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). An agenda containing a brief description of each item to be considered or discussed will be posted at least 72 hours prior to a regular meeting.

Special meetings of the Board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph. If sent by mail or

telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any Board meeting need not be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum shall consist of more than fifty percent (50%) of the total number of Directors.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the Board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this Corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this Corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by "Roberts Rules of Order", as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this Corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the Board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this Corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

SECTION 17. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

If this Corporation has any members, then, if the Corporation has less than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the Corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this Corporation has no members, directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the Corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining director. If this Corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this Corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

SECTION 18. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee or other agent of this Corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the Corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 20. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee or other agent of the Corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 3 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The Corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents (Vice-Chairs), Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this Corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has

been approved or ratified by the Board of Directors relating to the employment of any officer of the Corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the head of the Corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this Corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall certify and keep at the principal office of the Corporation, the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the Corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the Corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the Corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the Corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the Corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this Corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the Corporation, or to his or her agent or attorney, on request therefor.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the Corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the Corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the Corporation, provided, however, that such compensation paid a director for serving as an officer of this Corporation shall only be allowed if permitted under the provisions of Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this Corporation shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the charitable or public purposes of this Corporation.

ARTICLE 4 COMMITTEES OF THE BOARD OF DIRECTORS

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this Corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the Board in the management of the business and affairs of the Corporation, except with respect to:

- (a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.
- (b) The filling of vacancies on the Board or on any committee which has the authority of the Board.
- (c) The fixing of compensation of the directors for serving on the Board or on any committee.
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (e) The amendment or repeal or any resolution of the Board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the Board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.
- (h) The approval of any transaction to which this Corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the Board. The Committee shall

keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

SECTION 2. OTHER COMMITTEES

The Corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 5 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation.

SECTION 3. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this Corporation.

ARTICLE 6 CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (c) A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the Corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 5. ANNUAL REPORT

The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the Corporation's fiscal year to all directors of the Corporation and, if this Corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation , both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

If this Corporation has members, then, if this Corporation receives TWENTY-FIVE THOUSAND DOLLARS (\$25,000), or more, in gross revenues or receipts during the fiscal year, this Corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

ARTICLE 7 FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the Corporation shall begin on July 1 and end on June 30 of each year.

ARTICLE 8 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

- (a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this Corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the Corporation, the maximum or

minimum number of directors, or changing from a fixed to variable Board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this Corporation.

ARTICLE 9 AMENDMENT OF ARTICLES

SECTION 1. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this Corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this Corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the Corporation has filed a "Statement of Information for Domestic Non-Profit Corporation" pursuant to Sections 6210, 8210, or 9660 of the California Corporations Code.

ARTICLE 10 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this Corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the Corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the Corporation. All members, if any, of the Corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the Corporation, whether voluntarily or involuntarily, the assets of the Corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the Articles of Incorporation of 100 Black Men of the Bay Area Schools, a California nonprofit Corporation, and, pursuant to the authority granted to the directors by these Bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaws, consisting of 15 pages, as the Bylaws of this Corporation.

Dated: 12/30/2010

Mark Alexander Director

[Signature] Director

[Signature] Director

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the Corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said Corporation on the date set forth below.

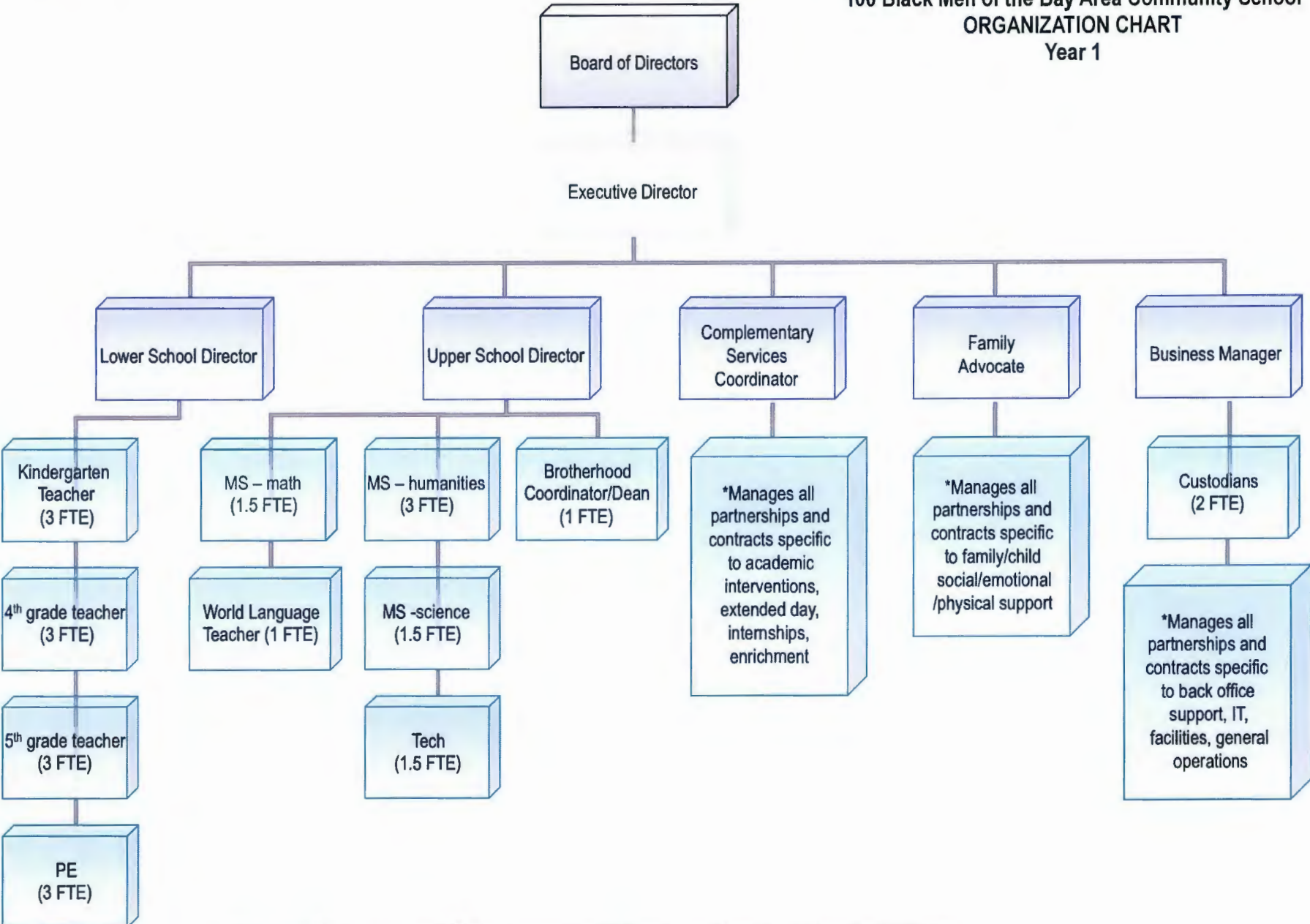
Dated: 12/30/2010


_____, Secretary

Board Member Expertise Chart

Board Member	Member of 100?	Educational Program	Start Up School Experience	School Finance	Charter School Facilities	Governance and Law	Development/ Fundraising	Charter Schools	Community/ Political	School Administration	Human Capital	Professional Development
1. Tovi Scruggs		X	X							X	X	X
2. Dr. Mark Alexander	X						X		X		X	
3. Francine Shakir		X						X	X		X	X
4. Loren Taylor	X										X	
5. Chris Chatmon	X	X					X		X	X	X	
6. El-Melech Stills-Bey	X	X		X		X					?	
7. Dr. Robert Adams	X	X		X			X		X	X	X	
8. Walter Robinson		X							X	X	X	
9. Daryle Whyte	X			X			X		X			
10. John Wade	X	X					X		X	X		
11. Marcel Baker	X	X	X	X	X		X	X				X

100 Black Men of the Bay Area Community School
ORGANIZATION CHART
 Year 1



*As needed, some of these responsibilities may become staff positions

Curriculum Vitae
Mark Alexander, PhD

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Fax. (510) 217-3439

EDUCATION: University of California, Berkeley, PhD, Epidemiology, 1994
University of California, Berkeley, MPH, Epidemiology, 1982
University of California, Santa Cruz, BA, Biology, 1974
University of Nairobi, Kenya, East Africa, (University of California,
Education Abroad Program) 1972-1973

POSTGRADUATE TRAINING:

1993-1994: Medical Effectiveness Research Center (MERC) Fellow, University of California
San Francisco.
1998 National Institute on Aging, National Institutes of Health, Summer Institute on
Aging Research, Airlie, Virginia.

RESEARCH AND PROFESSIONAL EXPERIENCE:

2002-Present **Executive Director**, Youth Movement-Tommie Smith Youth Athletics, 2002-present. *Tommie Smith Youth Athletics (TSYA)* is a Bay Area wide effort that harnesses the talent and resources of several different community organizations and focuses on the health and physical fitness of at-risk youth. The goals of TSYA are to: develop a model low-cost, community driven-school based fitness program in low-income neighborhoods, improve the fitness test scores of children in Bay Area schools, develop healthy food choice habits among children in target schools, establish youth athletic clubs in Bay Area communities, and to revitalize Bay Area after-school/weekend youth sports programs. The TSYA model is being replicated in several U.S. cities, and in France.

1990-2007: **Research Scientist**, the Permanente Medical Group, Inc., Division of Research, Health Services Research Group, Oakland, California (Retired). Research scientist at the Division of Research (DOR) Kaiser Permanente Northern California, with an emphasis on cardiovascular epidemiology, and committed to improving health outcomes of people of color (see *SELECTED PUBLICATIONS* below).

- 1994-2004: **Assistant Director/Epidemiologist**, Medical Effectiveness Research Center (MERC), University of California, San Francisco, California. Researcher, and administrator responsible for the day-today operation of the Center, MERC was established within the UCSF School of Medicine in 1993. MERC unites investigators from multiple disciplines, departments and schools in conducting clinical and outcomes research on health services, specific medical conditions, and prevention that addresses racial and ethnic disparities in health and health care. MERC is committed to promoting the development of minority investigators and supports training and mentoring of students, residents, fellows and junior faculty. MERC has built a network of relationships with diverse community-based organizations and strives to incorporate the community perspective in training and research (see *SELECTED PUBLICATIONS* below).
- Spring 1990: Graduate Student Instructor, Introduction to Epidemiology, School of Public Health, University of California, Berkeley, CA.

SELECTED PUBLICATIONS:

- Roach M, **Alexander M**. The significance of race in time from symptom recognition to medical consultation for black and white women with breast cancer. *Breast Diseases: A Year Book Quarterly* 1993; 4(1):22-23.
- Roach M, **Alexander M**. Prognostic significance of race and survival from breast cancer: a model for assessing the reliability of reported survival differences. *J Natl Med Assoc.* 1995; 87:214-219.
- Alexander M**, Grumbach K, Selby J, Brown AF, Washington AE. Hospitalization for congestive heart failure: explaining racial differences. *JAMA.* 1995;274:1037-1042.
- Alexander M**, Grumbach K, Remy L, Rowell R, Massie B. Congestive heart failure hospitalizations and survival in California: pattern according to race/ethnicity. *Am Heart J.* 1999; 137:919-27.
- Alexander M**, Tekawa I, Hunkeler E, Fireman B, Rowell R, Selby J, Massie B, Cooper W. Evaluating hypertension control in a managed care setting. *Arch Intern Med.* 1999; 159:2673-2677.
- Brown AF, Posner S, **Alexander M**, Gathe J, Washington EA, Pérez-Stable EJ. Racial and ethnic differences in hormone replacement therapy. *J Gen Int Med.* 1999; 14:663-669.
- Alexander M**, Baker L, Clark C, McDonald KM, Rowell R, Saynina O, Hlatky MA. Management of ventricular arrhythmias in diverse populations in California. *Am Heart J.* 2002;144:431-9.
- Ansari M, **Alexander M**, Tutar A, Bello D. Massie BM. Cardiology participation improves outcomes in patients with new onset heart failure in the outpatient setting. *JACC.*

2003;41:62-68

Ansari, M, **Alexander M**, Tutar A, Massie BM. (2003). "Incident cases of heart failure in a community cohort: importance and outcomes of patients with preserved systolic function." *Am Heart J* 146(1): 115-20.

Alexander M, Gordon NP, Davis CC, Chen RS. Patient knowledge and awareness of hypertension is suboptimal: results from a large health maintenance organization. *J Clin Hypertens (Greenwich)*. Jul-Aug 2003;5(4):254-260.

Selby JV, Peng T, Karter AJ, **Alexander M**, Sidney S, Lian J, Pettitt D. High rates of co-occurrence of hypertension, elevated low-density lipoprotein cholesterol, and diabetes mellitus in a large managed care population. *Am J Manag Care*. Feb 2004;10(2 Pt 2):163-170.

Brown DR, **Alexander M**. *Guest Editors*. Recruiting and retaining people of color in health research studies. *J Aging & Health (Supplemental issue)*. Nov 2004; 16(5).

SELECTED REPORTS/GUIDELINES:

Washington EA, Watson SE, **Alexander M**, Bindman A, Pinderhuges H, Pérez-Stable EJ. The health status of African Americans in California. Woodland Hills: The California Endowment and California Health Care Foundation, 1997.

Al-Mufti H, **Alexander M**, Minkoff J, Muldowney W, Richmond C, Kayman S. Clinical Practice Guideline for Screening, Evaluation and Management of Adult Hypertension. Kaiser Permanente Northern California, TPMG Department of Quality and Utilization, Oakland, CA. January, 1999.

COMMUNITY SERVICE:

Alameda County Community Health Services Agency Advisory Committee, 1983-1985. Served as an advisor to this agency charged with the responsibility of providing health services for the residents of Alameda County, including identification and analyses of the health status of the population, achieving the appropriate degrees of prevention and control of communicable diseases and environmental hazards to citizens, identification of basic health service needs of the County population, and development of appropriate programs to deal with these needs

100 Black Men of the Bay Area Inc., Chairman, Board of Directors, 2010.

Chairman, Health & Wellness Committee, 1998-2009. In response to the burgeoning childhood obesity epidemic in our communities, the 100 Black Men of the Bay Area established the Youth Movement/Tommie Smith Youth Athletics initiative in 2002. This program sponsors year-round track and field clinics and track meets where children are physically conditioned, athletically trained and benefit from group mentoring. The purpose of

Youth Movement is to promote recreation, health and wellness under the mentorship of highly qualified coaches, world-class athletes and Olympians.

100 Black Men of America, National Health & Wellness Committee, Chairman, 2001-Present. Advisor to the Board of Directors, on health and wellness issues that affect the Black Community. The "100" is concerned about the well being of the whole community and the whole person: physical, emotional/psychological, and spiritual. The 100's initiatives are aligned with three objectives: 1) increasing public awareness regarding health issues which disproportionately impact the black community, 2) increase awareness and expand knowledge among black people regarding current research, therapies and practices which have demonstrated efficacy in the treatment of illnesses that disproportionately affect black people, and 3) to help shape public policy regarding the local, state, and national health policy impacting the black community. The 100 teams up with other non-profit organizations to promote preventative health strategies, deliver screenings and provide education on conditions that impact the Black community.

Bay Area African American Health Initiative, Member, Council of Elders, 2004. The Bay Area African American Health Initiative is a dynamic multi-pronged effort to support collaborative efforts with the many diverse African American health and service oriented organizations in the Bay Area.

Students Run Oakland, Board Member, 2005-present. Students Run Oakland (SRO) is a non-profit running program that serves low-income high school students in Oakland. SRO uses the concept of training for a marathon to teach at-risk youth the values of goal setting, discipline and commitment, which can become skills they can use in academics and other areas of their lives.

American Heart Association, Member of the Western States Affiliate African American Task Force, 2004-present. The goals of the Taskforce are to educate community leaders, organizations and AHA staff about their role in integrating the African-American community with approved programs and information with particular emphasis on nutrition, physical activity and chain of survival; To build awareness of CVD and stroke among African-American communities, *including youth and seniors*, through educational outreach with community health agencies, hospitals, schools, churches, government health agencies, professional, social and civic organizations and African-American Media; and to establish partnerships and collaborations with African-American *businesses and leaders* to support continued AHA activities (*i.e. MOVE for Health*) within the African-American communities.

Urban Services YMCA of the East Bay, Board Chair, 2005-2008. Two community-based YMCA's serve East and West Oakland, California and a YMCA Teen Center that together make up the **Urban Services YMCA**. The Urban Services YMCA was designed to provide placed based health and wellness services to reduce sedentary behavior in children and families and increase physical activity among African American adults and children.

CERTIFICATES:

USA Track & Field Level I Coach

USA Track & Field Official

MARCEL BAKER
418 Vernon St, Apt 5
Oakland, CA 94610
mbake67@yahoo.com (702) 238-8208

Education

- 2010-2011 **LOYOLA MARYMOUNT UNIVERSITY** **LOS ANGELES, CA**
Preliminary Multiple Subject Teaching Credential
GPA 4.0/4.0
- 1989 - 1992 **SAN JOSE STATE UNIVERSITY** **SAN JOSE, CA**
Bachelor of Science in Business Administration/Finance, Minor in Economics, December 1992
GPA 3.2/4.0
- 1986-1988 **DE ANZA COLLEGE** **CUPERTINO, CA**
General Education Courses

Experience

- 2010 - Present **OAKLAND UNIFIED SCHOOL DISTRICT** **OAKLAND, CA**
4TH Grade Teacher, East Oakland PRIDE Elementary School.
- Instructed 26 fourth graders in a SEI classroom.
 - Improved ELA assessment scores from 5% proficient (per 3rd grade CST 2010) to 48% proficient or above (per 4th grade CST 2011); 19% tested as advanced.
 - Improved math assessment scores from 24% proficient (per 3rd grade CST 2010) to 72% proficient or above (per 4th grade CST 2011); 48% tested as advanced.
 - Conducted after school tutoring for both ELA and math for students in need of extra instruction in a small group setting.
 - Mentored 19 African-American students during formal weekly mentoring sessions, which reduced suspension rate significantly.
 - Introduced and trained the fourth grade instructional team on the Swun Math lesson approach in 2010. Lead implementation of Swun Math across the 4th grade level. Significantly improved test scores across the grade level from 28% proficient/advanced to proficient/advanced 64%. Adopted as a school norm to be rolled out for 2011-1012 school year.
 - Selected as recipient of the Urban Educator of the Year Award by Loyola Marymount University in recognition of outstanding achievements by a first year teacher.
 - Member of the Instructional Leadership Team.
 - Lead instructor of School Culture Committee for 2011-2012 school year.
- Summer 2010 **TEACH FOR AMERICA (TFA)** **LOS ANGELES, CA**
Teacher. Selected from more than 46,000 applicants nationwide to join national teacher corps of recent college graduates and other professionals who commit to teach in under-resourced public schools. Participated in intensive training program to develop the skills and knowledge needed to

achieve significant gains in student achievement. Taught in a summer school program for students in Los Angeles area public schools, under the supervision of a faculty of experienced teachers. Engage in a full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and 'learning teams' specific to teaching license area.

2006-Present **1ST COMMERCE BANK (CAPITOL BANCORP AFFILIATE) NORTH LAS VEGAS, NV**
Vice President / Sr. Commercial Banker. Responsible for growth and maintenance of diverse commercial loan portfolio. Underwrite credits to meet corporate lending policy and present to lending committee for approval.

2003-2006 **DESERT COMMUNITY BANK (CAPITOL BANCORP AFFILIATE) LAS VEGAS, NV**
Commercial Loan Officer. Managed a portfolio of loans, which met the established lending requirements of the bank. Solicited and developed all types of business activity, specializing in commercial loan relationships.

1998-2003 **CHEVRON FEDERAL CREDIT UNION OAKLAND, CA**
Credit Administrator. Assisted lending department in reviewing and decision making process for consumer loan applications. Made final underwriting decision on all exception loan applications.

Professional Development Results for English Learners June 2011
Assessment for Learning - Math August 2011

Community

2003-2009 **100 BLACK MEN OF LAS VEGAS, INC. (NON-PROFIT) LAS VEGAS, NV**
Mentor / Board of Directors Member. Served as mentor to low-income inner city youth in three separate schools on Las Vegas, NV. Met with youth weekly to discuss grades, behavioral issues, and life skills. Twice elected to Board of Directors as Treasurer and Financial Secretary. Served as head of Education Committee. Started the Mentoring Through Baseball Program in 2004. The program grew to serve over 60 mentees annually at no cost to the families as I wrote grants to fund the program 100% each year.

2006-2008 **100 ACADEMY OF EXCELLENCE. (NON-PROFIT) LAS VEGAS, NV**
Financial Secretary / Board of Directors Member. Part of original Board of Directors responsible for the organization and startup of charter school. Controlled all aspects of financial operations of school.

Personal

Conducted financial literacy seminars focusing on how to finance a college education at Andre Agassi College Preparatory Academy, Canyon Springs High School, and various community centers in the Las Vegas area. Head Boys Middle School Basketball Coach for four years at Andre Agassi College Preparatory Academy in Las Vegas, NV.

El-Melech Stills Bey
1939 Harrison Street, Suite 216
Oakland, CA 94612
(510) 273-8642 Office . (510) 229-8434 Mobile
stills@ss-ac.com

SUMMARY OF QUALIFICATIONS

- Over 15 years of total audit experience including external and internal audit.
- Over eight (8) strong years of Internal Audit experience with top-ranked, US based, large international engineering services firm.
- Thorough knowledge of the application of US Generally Accepted Accounting Principles.
- Excellent ability to build relationships with key company personnel.
- Results-oriented, hands on professional, with a successful record of accomplishments in Internal Audit.
- Major strengths include strong leadership, project management, organizational, and problem-solving skills; excellent verbal and written communication skills; competent, strong team player; attention to detail; and dutiful respect for compliance in all regulated employment environments.
- Solid experience with major systems implementation/projects, internal controls and business processes analysis.
- A clear vision towards accomplishment of goals with a "Value Added" approach.
- Supervisory skills in external and internal auditing.
- Supervisory skills including coaching, interviewing, scheduling, planning and budgeting, hiring, firing and training.
- Thorough technical proficiency of performance of audits including compliance, financial and operational.
- Experienced in specialized audits including Ethics/Forensic, Federal Acquisition Regulation (FAR), Sarbanes-Oxley Section 404 (SOX 404) and Foreign Corrupt Practices Act (FCPA).

PROFESSIONAL EXPERIENCE

Managing Member

SS-AC M&T, LLC

(formerly STILLS & STILLS Accountants and Consultants)

Oakland, CA

October 1994 - Current

- Perform management consulting services that include accounting, planning and budgeting, audits/reviews/compilations, compliance audits/reviews (company, FCPA, government/other regulatory agencies, SOX 404, etc.), risk assessments of management controls, training and other consulting services; and
- Perform tax consulting services that include preparation of corporate (C&S Corp), estates & trusts, individual, professional athletes, LLC/LLP, partnerships and tax-exempt organizations tax returns and other tax services.

Internal Audit Manager
Senior Internal Auditor
Internal Auditor

June 2000 to May 2009

URS Corporation, San Francisco, CA

- Managed the San Francisco corporate based internal audit team.
- Developed audit programs for Foreign Corrupt Practices Act based audits for the Internal Audit group.
- Managed, supervised, led and performed internal audits of systematic and operational functions and developed and presented to operational management recommendations for best practices and/or deficiencies identified in operational functions.
- Manager/supervisor and lead for complex operational and specialized audit engagements including Ethics/Forensic, FAR, SOX 404 and FCPA requiring detailed planning that incorporates comprehensive analysis to identify Company business risks and determination of appropriate audit objectives.
- Supervised and collaborated with external auditors/consultants when employed to assist with large internationally based audits.
- Performed labor floorchecks in conjunction with operational audits to ensure compliance with FAR.
- Developed audit programs, utilize data analysis tools and direct an audit team through the audit process, ensuring audit reports and work papers are completed in an efficient and timely manner.
- Liaison for Internal Audit to the Financial Compliance Group to effectively plan for SOX 404 readiness with external auditors.
- Collaborated with process owners including walkthroughs to identify best practices and process improvement opportunities.
- Worked in partnership with Financial Compliance Group and process owners to incorporate sound internal controls and SOX 404 requirements.
- Performed company risk assessment to better plan, execute and report upon audits with the greatest risk of loss within the company.
- Developed electronic audit annual plan for the Internal Audit Department.
- Performed compliance and operational internal audits and developed recommendations for best practices and/or deficiencies identified in operational functions.

Manager, Audit & Tax

January 1995 – June 2000

Gusman & Associates CPA Firm, Oakland, CA

- Planned, performed and reported upon financial and overhead audits for small to large corporations.
- Prepared reports and related financial statements for audit clients.
- Documented and communicated audit findings to the partner and management as required.
- Performed compilations and audit reviews.
- Reviewed financial statements and working papers of the audit.
- Performed critical reviews of systematic and operational functions of audit areas and developed recommendations for enhancement.
- Prepared interim analyses to test audit areas after the implementation of controls to enhance the effectiveness of operations.
- Performed FAR compliance audits including labor floorchecks and business travel and expense audits.
- Reviewed and approved budget reports to be submitted to third party funding agencies.
- Trained, guided and motivated staff for timely and accurate completion of audits.

OTHER EMPLOYMENT HISTORY

Merchandising/Accounts Payable Manager, Crescent Jewelers, Inc., Oakland, CA

RELEVANT VOLUNTEER PROFESSIONAL EXPERIENCE

Interim Chief Financial Officer

June 2008 to Current

Finance Committee Chairman

Board of Directors, Member

100 Black Men of the Bay Area Inc., Oakland, CA

- Assist the Board of Directors in its oversight responsibilities relating to fiscal management along with selected committee members.
- Review and recommend approval of an annual operating budget;
- Regularly review financial results;
- Establish and ensured the implementation of fiscal policies;
- Ensure the maintenance of an appropriate capital structure;
- Oversee the management of organization-wide financial assets;
- In conjunction with the Legal Committee, ensure the maintenance of the organization's status with federal, state and local taxing agencies; and,
- Select and engage financial auditor for annual audit and serve as the liaison between the organization and the financial auditor.
- Ensure that management employs personnel and systems capable of providing timely and accurate financial information to key decision-makers in order to assist the organization in the proper and prudent management of its financial resources.
- In the absence of a Chief Financial Officer, perform interim duties of the Chief Financial Officer until Finance Committee recruits or recommends a replacement to the Board of Directors.

EDUCATION

SOUTHERN UNIVERSITY A&M COLLEGE, Baton Rouge, LA
Bachelor of Science, Accounting (May, 1994)

PROFESSIONAL AFFILIATIONS

100 Black Men of the Bay Area, Inc.
California Registered Tax Preparers
National Association of Black Accountants

REFERENCES AVAILABLE UPON REQUEST



De Young Alexander

Educator & Business Visionary

Mailing Address: 2817 High Street # 11 Oakland, CA 94619

(510) 230-6251

alexander@hi5ent.net

AREAS OF EXPERTISE

- ❖ Event & Fundraiser Planning
- ❖ Problem Solving
- ❖ Entrepreneurship
- ❖ Instruction of Autistic Children
- ❖ Writing/Editing
- ❖ Business Development
- ❖ Curriculum Development
- ❖ Alternative Models of Education
- ❖ Strategic testing
- ❖ Childhood Literacy Development
- ❖ Account principles
- ❖ Information Technology
- ❖ Professional Tutorial Services
- ❖ Technology Instruction

Professional Experience

Imagine That, CA

Board of Directors / Chief Financial Officer, (2010 – Present)

Responsible for setting guidelines and for setting the mission of the company and assuring that all actions are related to and adhere to that mission, ensure financial documents, agreements, and applications are completed on time, custodial of all funds received by the organization and maintain accurate records of all financial transactions, safeguard monthly, weekly, and daily minimum standards.

Arthur Young Debris Removal, CA

Operations Administrator, (2009 – Present)

Manage Payroll Preserve up-to-date billing system, carry out billing, collections and reporting activities according to specific guidelines, verifies accounts by reconciling bank statements and transactions, monitoring customer account details for non-payments, delayed payments and other irregularities. Coordinator for workers compensation claims.

Charles Schwab, CA

Accounting Operations Specialist, (2006 – 2007)

Converting Custodial and IRA accounts, account authentications and irregularities, facilitate restricted and blocked accounts, Quality Assurance Lead for signature verification projects.

Unaffiliated, CA

Professional Tutor, (2006 – Present)

Provide tutorial and academic support services for k-12 students, develop workshops and academic support sessions, organize, facilitate, and track tutorial sessions, communicate deficiencies with parents and teacher.

Education

Associate of Art in Business Administration, Heald College, Hayward CA (2007)
Associate of Science in Software Technology, Heald College, Hayward CA (2007)

Advisory Experience

Consultant/ Advisory – Office of African American Male Achievement, Oakland, CA. 2011 - Present. Conduct workshops, research and data collection of past and present OUSD statistics.

Consultant/ Advisory – Partnership of AAMA, Imagine That, OUSD, Together We Can, AIA, Oakland, CA. 2011 - Present. Conduct workshops, literacy education strategies, trust exercises, youth development, cascade learning.

MEMBERSHIP & AFFILIATION

Block By Block Organizing Network (BBBON)
Oakland Bay Area CARES
Volunteer in Probation (Alameda County Probation Department)

References Available Upon Request

Robert A. Adams, Ed.D.

President, Merritt College

Peralta Community College District

12500 Campus Drive

Oakland, California 94619

(510) 436-2501 Fax: (510) 436-2514

E-mail: radams@peralta.edu

Web Site: www.merritt.peralta.edu

Professional Experience

- Vice President Student Affairs, Santa Monica College
- Associate Vice President of Student Affairs, Santa Monica College
- Dean of Student Activities, Santa Monica College
- Department Chair, Counseling, Santa Monica College
- Director of Outreach, Santa Monica College
- Director, Extended Opportunity Program and Services, Santa Monica College
- Counselor, Extended Opportunity Program and Services, Santa Monica College
- Director, VEA Program, Los Angeles Trade Tech College
- Head Counselor, Educational Opportunity Center, University of California, Los Angeles
- Instructor, Santa Monica College, University of Southern California, and Compton Unified School District

Professional and Civic Organizations

- California Community College Chief Executive Officers' Board of Directors
- Western Region Council on Black American Affairs
- Association of California Community College Administrators
- Association of California Community College Administrators' Commission for Legislation and Advocacy
- Presidents' Round Table • Association of Pan African Doctoral Scholars, Incorporated
- Kappa Alpha Psi
- Major League Baseball's Reviving Baseball in the Inner City
- Past Board Member of the Charles Drew Medical School Saturday Science Academy

Education

- Ed.D., Educational Management Pepperdine University, Malibu, California
- M.A., Education University of Southern California Los Angeles, California
- B.A., Psychology Loyola Marymount University Los Angeles, California

The Institution

Merritt College is a public, comprehensive two-year community college serving the diverse East Bay communities of the San Francisco Bay Area for over 50 years. The college combines modern, spacious, facilities with a spectacular view of the entire Bay Area. An integral part of a busy urban community, the location provides a sense of tranquility and peace on a 125-acre site in the hills of East Oakland.

One of the four colleges of the Peralta Community College District in Alameda County, Merritt College offers a comprehensive day and evening program for transfer, technical and occupational training, and basic skills education. Merritt College is committed to meeting the educational needs of the diverse student population it serves.

Whether a student plans to transfer to a university, acquire technical skills for entrance or advancement in employment, has a desire for educational enrichment, or wants to develop the foundational skills necessary to enter a field of his or her choice, Merritt offers courses online, on campus, and in the community. Merritt also offers opportunities for intellectual and cultural growth at the Fruitvale Education Center, 1900 Fruitvale Avenue, Oakland

OAKLAND, Calif., July 11, 2011 - At its June 17, 2011 meeting in Sacramento, the Chief Executive Officers of the California Community Colleges (CEOCCC) installed Merritt College President Dr. Robert Adams as its newly elected Vice-President North. A branch of the Community College League of California (CCLC), the CEOCCC is a nonprofit public benefit corporation whose voluntary membership is comprised of the 72 local community college districts in California.

(See photo below)



Loren M. Taylor

1955 Northshore Drive, Richmond, CA 94804

Phone: 510.541.7617 Email: CustomTaylor@gmail.com

EXECUTIVE SUMMARY

- Management consultant with a proven track record of translating strategic visions into tangible and sustainable improvement
- Strong interest in leveraging skills and experiences from Corporate America to improve the lives of Oakland residents through educational reform, economic development and coordination of city-wide youth engagement activities
- Experience successfully enhancing business operations through development of strategic alliances, optimization of business processes and application of cutting edge technology
- Expertise managing interdisciplinary teams in developing innovative, customer-focused, and enterprise-level programs/services

PROFESSIONAL EXPERIENCE

- 2006 – Present **Manager, PRTM Management Consultants** *Mountain View, CA*
Published "Capturing the Value of Innovation" in Electric Light & Power Magazine (2008)
Received Certification in Production & Inventory Management (CPIM) from APICS (2006)
- Innovative Product/Program Development: Led complex and multi-faceted product and service development initiatives for leading companies in the healthcare, energy, and telecommunications industries. Example projects include:
 - Leading a cross-functional team in overhauling an underperforming service program for an industry leading utility company – Managed the optimization of a key business processes leading to a 39% decrease in cycle time and a ten-fold increase in program effectiveness.
 - Leading a project to improve the new services development processes for a national healthcare company – Assessed existing processes and led cross-functional core teams in the design, development, and validation of the new processes, templates, and tools.
 - Developing strategic decision-making tools to help a telecommunications company decide how to allocate scarce resources in light of unanticipated financial challenges
 - Organizational Effectiveness and Process Improvement: Guided the development/redesign of both internally and externally facing business functions within heavily regulated multi-billion dollar corporations. Example projects include:
 - Leading the redesign of a major US corporation's project management office – Updated policies & procedures and revamped the communication strategy to improve the success of their \$7B project portfolio
 - Serving as a business project manager in the integration of a Swiss pharmaceutical company and a North American biotech company – Facilitated integration activities for the supply chain planning, contract manufacturing, and quality functions, moving the projects from being behind schedule to ahead of schedule within three months.
 - Facilitating the development of a continuous quality improvement program for the Energy Efficiency organization of a \$10+ Billion US utility company – Positioned the client to deliver a 17-fold improvement in key performance indicators.
 - Strategic Marketing and Service Delivery: Developed a marketing and service delivery plan to address both immediate tactical needs and longer-term strategic ones for the key customer segments of a \$10 billion dollar California corporation. Example projects include:

- Performing a deep-dive analysis of key customer segments - Used primary and secondary research to identify opportunities for strategic alliances and collaborations throughout the service delivery process
- Assessing existing organizational capabilities and developing 20 specific recommendations for increasing service volume and customer satisfaction – The majority of which were implemented by the client and helped them to deliver against department goals
- Workforce Training and Development:
 - Leading the learning needs assessment and developing training strategies and curriculum for key roles in a leading biotech company's commercial organization.
 - Developing, administering, and co-presenting a two-day Project Management training course for a global management team within the development organization of a large medical device company – Secured high ratings from training participants
 - Managing training related activities for employees of a public utility company who supported their primary Energy Efficiency and Demand Response programs

2001 – 2005

Clinical Systems Engineer, Kaiser Foundation Hospitals

Berkeley, CA

- Technology Planning & Development: Served as medical technology consultant in the design, construction, and equipping of radiology and cardiology departments for new hospitals and medical office buildings.
- Team Management & Conflict Resolution: Unified a newly formed team of engineers, managing interpersonal issues that arose between team members, and revitalizing a project that initially threatened to be behind schedule and over budget
- Capital Budgeting & Strategic Planning: Facilitated regional and cross-functional teams of senior and mid-level management in developing and executing a comprehensive \$60 million capital equipment strategy resulting in improved alignment with organizational priorities.
- Enterprise-Wide Project Implementation: Coordinated the radiology departments from 19 hospitals and more than 30 medical office buildings in optimizing workflow, streamlining service delivery, overhauling communications, and improving inter-departmental collaboration leading to an annualized cost savings of more than \$300,000

1999 - 2001

Clinical Engineer, Baystate Health System

Springfield, MA

EDUCATION

2005

Master of Business Administration, University of California at Berkeley
Emphasis on General Management and Business Strategy

- International Exchange Program: SDA Bocconi University in Milan, Italy (*Fall 2005*)
- International Business Dev. Program: Consultant for *BizWomen, Inc* in Ghana (*Summer 2004*)

2001

Master of Science – Biomedical Engineering, University of Connecticut
Concentration in Technology Management for Health Systems

1999

Bachelor of Science – Biomedical Engineering, Case Western Reserve University
Minor in Spanish

BOARDS & ACTIVITIES

2008 – Present

Scoutmaster, Boy Scout Troop 100
Co-founder of troop that is focused on serving low-income youth

Oakland, CA

2009 - Present

Member, 100 Black Men of the Bay Area
Member of the Education Committee and the Charter School Design Team

Oakland, CA

2005 - Present

Secretary, West Oakland Health Council Board of Directors
Chair of the board training & development committee

Oakland, CA

Patricia L. Nunley, EdD
Curriculum Vitae

971 Market Street Oakland, Ca 94607
(510) 836-5237 Home
patricianunley@aol.com

EDUCATION

2011 Ed.D., Educational Leadership
Mills College, Oakland, Ca

Dissertation: *Urban Head Start Teachers' Classroom Interactions with Black Male Preschoolers Identified as "Challenging" or "Externalizing": Opportunities for teaching Self-Regulation Chair: Sabrina Zirkel*

2002 MA in Early Childhood Education,
Mills College, Oakland, Ca

1980 BS Business Administration with a concentration in Marketing
San Francisco State University

PROFESSIONAL CERTIFICATION

2004 State of California Commission on Teaching Credentials
Child Development Program Director Permit

2011 Social & Emotional Foundations for Early Learning for Faculty
2010 WestEd's Program for Infant Toddler Care for College Instructors
2008 Second Step Violence Prevention Curriculum Preschool 9th Grade

CERTIFICATIONS

2010	Research Course on African Americans and Education	AERA
2009	Multicultural Infusion Project for College Instructors Clients with Substance Abuse Issues PLAY! Edinburgh Maternal Postnatal Depression Scale	SF City College Every Child Counts Kindergarten & Early Care Education & Collaborative Every Child Counts
2008	Ages & Stages Questionnaires and ASQ-SE Family Centered Care	Every Child Counts Every Child Counts

	Maternal Mental Health Early Steps to Reading Success II	Every Child Counts Preschool Instruction Network
2007	Detection of Vision Problems in Children Immunization for Child Care Centers Child Health Care Advocate Discrimination and Harassment in the Workplace	Prevent Blindness Program SF Immunization Coalition CA Childcare Health Program SF State University
2006	The Creative Curriculum for Preschool	Teaching Strategies, Inc
2005	Community Care Licensing Component III Preschool for All Leadership Institute	CCL Child Dev. Policy Institute
2004	Director Mentor Institute Desired Results for Children & Families	CA Early Childhood Mentor Program CA Dept of Education

EMPLOYMENT

College

2010 – present	Adjunct Faculty Leadership Program in Early Childhood Education School of Education, Mills College, Oakland, CA Graduate Teaching: "Working With Families & Communities" Non-Teaching Activities: Leadership Program Mentor Discussant for Mills Leadership Program In Early Childhood 2011 Capstone Presentation
2007 – present	Adjunct Faculty Child Development Department San Francisco City College, San Francisco, CA Undergraduate Courses Taught: Substitute Teaching in Early Education Programs Parent/Child Observations Youth Development & Communities Non-Teaching: College Faculty Multicultural Infusion Project
2009 – present	Adjunct Faculty Child Development Department Merritt College, Oakland, CA Student's Taught: Undergraduate Course Taught: The Child, The Family, The Community Non-Teaching: Accreditation Review Committee

Early Childhood Development

- 2008 – 2009 Children's Program Manager
Homeless Shelter
- 2006 – 2008 Head Start Center Director
San Francisco State University
- 2002 – 2005 Fellowship Academy & Preschool
Interim Head of School
Preschool Director
1st Grade Teacher
K-4 & K-5 Teacher
- 2000 – 2002 Mills College Laboratory School
Afterschool Program Teacher
Preschool Teacher

Consulting - Selected Contracts

- 2011 WestEd - Center for Child and Family Studies
2010 Teach Tomorrow in Oakland – Oakland Unified School District
2009 Head Start – City of Oakland
2009 Child Development Department – Berkeley Unified School District

Community Service – Selected Recent Examples

- 2011 African American Male Achievement Task Force
2011 Allen Temple Black Male Health Project
2010 PolicyLink (Boys & Men of Color Leadership & Learning Network)
2011 New Way Forward Mentoring Program

Professional Service

- 2010 Faculty Focus Group Participant – CA Learning Foundations
Black Infant Health Advisory Board
East Bay Assoc. for Education of Young Children – Board Member

Federal Grant Reviewer

- 2009 Panel Chair for Administration for Children and Families the Office of Head Start's Discretionary Grant Review Process in Washington, DC
- 2009 Reviewer for Administration for Children and Families the Office of Early Head Start's Discretionary Grant Review Process in Washington, DC
- 2011 Reviewer for Office of Family Assistances Pathway to Fatherhood Discretionary Grant Review Process in Washington, DC
- 2011 Reviewer for Office of Family Assistance Prisoner Re-Entry Program Discretionary Grant Review Process in Washington, DC

Awards and Honors

- American Education Research Association's Hillard & Sizemore Fellow 2010
- Peralta College District Leadership Institute 2010
- Nominee for Walt Disney Hand Teacher of the Year 2005
- Fellowship Academy & Preschool Teacher of the Year 2003

Offices Held in Professional Memberships

- Bay Area Chapter of the Association of Black Psychologist - Board Member
- East Bay Association for the Education of Young Children – Board Member
- Alameda County Black Infant Health Program – Advisory Board Member

Professional Memberships

- American Education Research Association
- National Association of Black Psychologist
- National Association for the Education of Young Children
- National Association for the Education of Homeless Children & Youth

National Association for Black Child Development

Institute for the Study of the African American Child

Publications

Nunley, P. (2011). *"Urban Head Start Teachers' Classroom Interactions with Black Male Preschoolers Identified as "Challenging" or "Externalizing"* Dissertation for Mills College School of Education

Zirkel, S., Johnson, T., Nunley, P. (2011). *African American Identity and Education: A Conceptual Framework for Research and Theory* (Manuscript in Preparation)

Nunley, P. (2012). *"The Impact of the Intersection of Racism, Sexism, Classism, and Chronic Exposure to Community Violence on the Manifested Classroom Behaviors of Urban Black Male Preschoolers"* (Manuscript in Preparation)

Presentations

Keynote Addresses

Nunley, P. (2010, April). Keynote address *"Young Warriors in the Preschool Classroom"* at the Community Service Bureau Reflections on the California Head Start Associations Education Conference, Concord, CA

Nunley, P. (2009, December). Keynote address *"Warriors in Preschool Classrooms"* for the San Juan Unified School Districts Preschool Cultural Competency Workshop, Carmichael, CA

Nunley, P. (2009, May). Keynote address *"Working with Diverse Student Populations"* for Berkeley Unified School District's Early Childhood Department, Berkeley, CA

Invited Talks

Nunley, P. (2011, June). Paper presentation *"The Student-Teacher Relationship: Teaching to Equip Black Males for STEM Success"* at the Annual Math, Science Career & Technical Education Conference for K-14 Teachers and Future Teachers focusing on increasing access for ALL students in math, science and CTE content, San Francisco City College, San Francisco, CA

Nunley, P. (2011, April). Paper presentation *"Preschool Teachers as the Mediator: Student-Teacher Interactions with Black Males Who Exhibit "Externalizing"*

Behaviors" for the Annual Meeting of the American Education Research Association

- Nunley, P. (2010, November). Paper presentation "*Watch Out Your Teenager is Watching You*" at the Annual D.I.V.A. Conference for the Sacramento Chapter of the National Black Child Development Institute, Sacramento, CA
- Nunley, P. (2010, May). Study presentation "*Asian Immigrant Child Development Students*" at the Faculty Development MiniGrant Presentations for San Francisco City College's Multicultural Infusion Project, San Francisco, CA
- Nunley, P., Becerril, C, Clover, K, Hollis, M., Lewis, R., Rodriguez, N. (2010, January). Discussant on panel "*Future Teachers on Today's Students: What We See and What We Will Do*". Presented at the Annual Conference for the East Bay Associations for the Education of Young Children, Oakland, CA
- Nunley, P. (2010, April). Panel presenter "*Educating African-American Boys*" for A Call to Action Educating African-Americans for the 21st Century for Inward Journeys Consulting at Mills College, Oakland, CA
- Nunley, P. (2010, February). Panel presenter for "*The Teacher-Student Relationship with African-American Preschool Age Males Who Have Been Identified as Having ADHD*" for the Alameda County Black Infant Health Role of Men Program, Oakland, CA
- Nunley, P. (2010, February). Paper presentation "*Preschool Teachers' Relationships with Black Male Preschoolers Who Exhibit Challenging Behavior*" panel on Challenging Behaviors, Intervention & Developmental Services at the Second Annual Edward Zigler Western Research Institute for the California Head Start Association, Long Beach, CA
- Nunley, P. (2009, October). Paper presentation "Understanding Attachment" at the Black Infant Health Baby Shop for the Black Infant Health Program, San Leandro, CA
- Nunley, P. (2009, July). Planned paper presentation "*Effects of Homelessness on Children and Families*" to Alameda County 4 C's, San Leandro, CA
- Nunley, P. & Davis, A. (2009, March). Paper presentation "*Black Boys & Challenging Behavior: Implications for Early Childhood Classroom Management*" at the Annual Conference for the California Association for the Education of Young Children, Sacramento, CA

Nunley, P. (2008, July). Paper presentation "*Parent's Understanding of Preschool Brains*" presented for Parent Training for San Francisco Head Start, San Francisco, CA

Papers Presented at Conferences and Meetings

Nunley, P. (2011, July). "*Ensuring the Civil Rights of Preschoolers*". Un-presented accepted paper presentation at the Annual Meeting of the Association of Black Psychologist, Washington, DC.

Nunley, P. (2011, March). Paper presentation "*Other People's Children are the Children: Preparing Children & Teachers for the Global Economy*" at the Annual Conference for the California Association for the Education of Young Children's Center for Social Change, Sacramento, CA

Nunley, P. (2011, February). Paper presentation "*Young Warriors in the Preschool Classroom: Teacher-Student Relationships Between Urban Black Male Preschoolers and their Classroom Teachers*" at the Annual Education Conference for the California Head Start Association, San Francisco, CA

Nunley, P. & Davis, A. (2010, November). Paper presentation "*Young Warriors in Preschool Classrooms: The Importance of Positive Teacher-Child Relationships of Black Boys Who Exhibit Challenging Classroom Behavior*" at the Annual Conference National Association for the Education of Young Children the National Black Child Development Institute Session, Anaheim, CA

Nunley, P. (2010, October). Paper presentation "*So You Want Me To Be A Psychologist Too: Applied Mental Health in the Preschool Classroom*" at the Ohlone College Annual Conference for Early Childhood Educators, Fremont, CA

Nunley, P. (2010, October). Paper presented "*Applied Mental Health in the ECE Classroom*" at the Annual ECE Conference for Ohlone College's Child Development Department, Fremont, CA

Nunley, P. (2010, July). Paper presented "*Young Afrikan Warriors in the Preschool Classroom*" at the Annual Conference for the Association of Black Psychologist, Chicago, ILL

Nunley, P. (2010, April). Paper presented "*Preschool Teachers and Black Preschool Boys*" at the Annual Conference for the California Head Start Association, Long Beach, CA

Nunley, P. & Davis, A. (2010, March). Paper presented "*Preschool Teachers & Black Boys*" at the Annual Conference of the Black Child Development Institute, Anaheim, CA

Nunley, P. (2010, March). Paper presented "*Coming Home to A Shelter*" at the Annual Conference for the California Association for the Education of Young Children, Long Beach, CA

Nunley, P. (2008, June). Paper presented "*Black Boys & Classroom Behavior: Implications for Preschool Classroom Management*" at the Annual Summer Health Institute for the California Head Start Association, Riverside, CA

Professional Development Workshops

Nunley, P. (2011, January). Training on "*Succeeding Against The Odds: Black Males on College Campuses*" for Spring 2011 Professional Development Day for San Francisco City College, San Francisco, CA

Nunley, P. (2010, May). Training "*Working with Black Male Students who Exhibit Challenging Behavior*" for Cohort I of the Oakland Unified School District and the Office of the Mayor's Teach Tomorrow in Oakland, Oakland, CA

Nunley, P. (2009, May). Training "*Working with Black Male Preschoolers with Challenging Classroom Behaviors*" for Berkeley Unified School District's Early Childhood Staff, Berkeley, CA

References

Sabrina Zirkel, Ph.D. Associate Dean School of Education Mills College, Oakland, CA

James L. Moore, III Ph.D. Associate Provost, The Ohio State University, Columbus, OH

Sylvia Buford, Ed.D. Tenured Professor San Francisco City College, San Francisco, CA

Joe C. Canton, Ph.D. Executive Director, Canton & Associates, Pacifica, CA



Tovi Scruggs, M.Ed.

Visionary – Educational Leader – Master Teacher

Mailing Address: 2601-C Blanding Avenue, #338, Alameda, CA 94501

(510) 708.5340

asa2tovi@hotmail.com

SENIOR-LEVEL ADMINISTRATION

AREAS OF EXPERTISE

- Successful WASC Accreditation coordination
- Strategic Planning and Leadership
- Organizational Design and Development
- Powerful Teaching & Learning
- Personal Growth & Development Expert
- Project Planning/Execution
- Writing/Editing
- Community & Service Events
- Community Partnerships
- Alternative Education Models
- Problem Solving
- *Teacher Coaching/Professional Development
- * Culturally-Relevant Instruction
- * Parent Champion Coach™
- * Diversity Training
- * Special Event & Commencement Planning
- * Small Learning Communities
- * Standards-Based Instruction
- * Training and Leadership Development
- * Entrepreneurship
- * Team Building/Trust Building
- * Public Speaking and Presentation

PROFESSIONAL EXPERIENCE

Executive Director, Urban Services Branch, YMCA of the East Bay, Oakland, CA. September 2010 – present.

Founder & Chief Educational Officer, ASA Educational Services, Oakland, CA. September 2009 – present. ASA (“ah-sah”- means “life is given”). ASA Educational Services is an educational advocacy firm with a track record for creating and providing strategic educational programs proven to enhance learning and success. Our work addresses the growing numbers of educational institutions with inadequate academic services and opportunities for students, insufficient parent participation, and the cultural-disconnect facing urban educators. ASA’s invaluable services address the crisis and overall problems of the academic achievement gap. ASA Educational Services provides teacher coaching, consulting, curriculum development, parent education seminars, and academic workshops for students. ASA is focused on creating the Parent Champion™ who is committed to winning and academic achievement for their children.

www.asaedservices.com

Co-Founder and Executive Director, ASA Academy & Community Science Center, Oakland, CA. August 2000 – August 2009. ASA Academy (Grades 6 – 12) was an educational model & framework for responsibly and powerfully educating African-American youth in a culturally-relevant setting with academic rigor, helping to close the academic achievement gap. ASA doubled growth and resources for over 4 years. ASA Academy proudly celebrates 100% graduation & college-going rates. Key Responsibilities:

- Coordinating WASC Accreditation, and UC a-g college level coursework approval and curriculum
- Facilitating community partnerships
- Supervising/training/mentoring/evaluating teachers and staff
- Designing & coordinating Professional Development
- Creating master schedule, curriculum design, and handbooks
- Recruiting of all stake-holder groups
- Coordinating & executing numerous special events & fundraisers
- Conducting student discipline/counseling/scheduling
- Organizing and supervising campus safety to create a positive climate for learning
- Designing and facilitating parent workshops as well as formal parent/teacher conferences
- Organizing student events and activities
- Planning and organizing events for parent participation
- Designed marketing materials and outreach efforts

Assistant Principal, Royal Sunset Continuation High School, San Lorenzo Unified School District, San Lorenzo, CA. August 1998-August 2002. Key Responsibilities:

- Restructuring the continuation high school academic programs to increase graduation rates more than 100% for two years
- Organizing and supervising campus safety
- Conducting student discipline/counseling/scheduling
- Facilitating parent/teacher conferences
- Participating in IEP meetings for special education students
- Being an active community liaison
- Evaluating teachers and staff
- Supervising leadership of after school program with various community-based organizations
- Supervising/training/mentoring staff
- Organizing student events and activities
- Planning and organizing evening events for parent participation
- Planning and organizing graduation commencement
- Interviewing potential staff members
- Serving on numerous school & district-wide committees

Acting-Assistant Principal, San Lorenzo High School, San Lorenzo Unified School District, San Lorenzo, CA. November 1997 – June 1998. Responsible for: student discipline, campus safety, conducting parent conferences, evaluating teachers and staff, WASC preparation, teacher coverage duties, and planning graduation commencement.

English and Health Teacher, San Lorenzo High School, San Lorenzo Unified School District, San Lorenzo, CA. August 1994 – November 1997. Responsible for: implementing and designing innovative curriculum and methodologies designed for youth of color, maintaining classroom management, maintaining parent contact, developing and evaluating student achievement, creating standards for Language Arts and Health in accordance with the CA State Framework, participating as an agent of social and educational change in both the English and Health Departments. Also taught “Sheltered Health” to ELD Students.

PROFESSIONAL HIGHLIGHTS while Teaching(1994 – 1997)

Teacher-Leader (1994 – 1997) – instruct and support teachers in facilitating changes in classroom instruction, organization, and management to increase student learning and achievement, especially students of color.

Human Relations/Certified Diversity Trainer (1994 – Present) – led workshops for all stake-holders to effectively learn to listen, respect, and value the traditions and contributions of every culture.

“True Colors” Trainer (1996) – educate both students and teachers to learn about people and personality traits beyond race/color; team-building to develop effective strategies and intervention methods based on “personality-types”.

Beginning Teacher Support and Assessment (BTSA) Support Provider (1996) – supported and coached new teachers in the six modules designated for successful teaching.

Mentor Teacher, English & Health Depts., San Lorenzo Unified School District, San Lorenzo, CA. Spring 1997 – Spring 1998. *Youngest teacher in district to ever hold this honor.*

Site Representative Council Member, San Lorenzo High School, 1995-1997. Provided representation and input as a teacher representative on a council that consists of every major campus stakeholder: parents, students, teachers, and administration. This council is the major decision-making body on campus, and all members must be voted to the council.

Youth Empowerment Services (YES) Coordinator (1995-1997) – designed and organized school-wide and all-day activities that fostered student awareness of consequences of tobacco and drug-use as well as team/community-building skills.

Successfully presented the following culturally-relevant novels for San Lorenzo School Board adoption: *Native Son, Always Running, Monster, and Makes Me Wanna Holler*

CONSULTANT EXPERIENCE

Consultant/School Design Team Member, “Charter School For Black Boys” – The 100 Black Men of the Bay Area, Oakland, CA. April 2010 to present. Development, organization, and strategic plan for new school to open Fall 2011. Also serving as Co-Chair for Curriculum & Instruction Committee, Secondary School Emphasis.

Consultant, Parent Equity Coalition for Tracey Unified School District, Tracy, CA. April 2010 to present. Development, organization, and strategic plan for newly formed parent group charged with closing the academic achievement gap and increasing cultural-relevancy.

Consultant, “PATHS: Providing Access to HIV-Testing through Schools” - Educational Training & Research Associates, Scotts Valley, CA 2009. Revised resource guide, refining content and layout. Consulted with developers and representatives on revisions and recommendations.

Consultant, “Focus On Youth: HIV Prevention” - Educational Training & Research Associates, Scotts Valley, CA 2007. Revised workshop curriculum to be more culturally-relevant. Met with Center for Disease Control Representatives to articulate action plan for revision, dissemination, and implementation.

Consultant/Diversity Trainer for New College, San Francisco, CA. Summers 1999 & 2000. Conducted workshops and presented highly sensitive material for teacher credentialing candidates.

Curriculum Consultant & Teacher Advisor/Trainer, Real Alternatives Program, Berkeley, CA.

Summers 1996 & 1997. Responsible for: designing and conducting a summer intensive teacher training program to prepare and support teachers and college students in teaching new material to highly at-risk youth of color; evaluating and mentoring teachers in methodology and classroom management, and designing curriculum to be delivered by other teachers.

EDUCATION

Bachelor of Arts Degrees in English and Social Welfare, University of California at Berkeley, Berkeley, CA. May 1993.

Master of Arts in Education (emphasis in teaching), Mills College, Oakland, CA. May 1995.

Secondary Teaching Credential in English and Health, Mills College, Oakland, CA. May 1994.

CLAD Training, Alameda County Office of Education, Hayward, CA. March 1996.

Tier 1 Administrative Credential Program in Education, Mills College, Oakland, CA. May 1998.

Non-Profit Management Program, California State University East Bay, Hayward, CA 1999-2000.

KEYNOTES & PRESENTATIONS

The College Board "Dream Deferred Conference" Presentation: "Successful Models of Educating African-American Youth," – 2007

California Girls State Keynote: "Spiritual Leadership: Leading With Your Spirit" – 2007

Fun Fact: Tovi attended CA Girls State in 1989, elected Lt. Governor, & appointed as one of two representatives of CA at Girls Nation in Washington, D.C.

Connecting Communities Coalition Keynote: "Bridging the Home to School Connections" – 2008

Crocker Highlands Elementary School Parent Coalition Presentations: "Creating a College-Going Culture at Home" - 2007 AND "What Parents Can Do...Because School is Not Enough" – 2008

Black Infant Health Care Conference Keynote: "Preparing Our Children for Success" – 2009

San Francisco National Association of Black Accountants Education Conference Keynote: "Community Responsibility for the Success of All Youth" – 2010

AWARDS & ACCOLADES

Nominated as one of the "10 Most Influential" African-Americans in the Bay Area for City Flight Magazine, April 2003 (ASA represented by Sharon Parker, Co-Founder)

"Unsung Hero Award" by National Council of Negro Women, Oakland Chapter, 2004

"101 Outstanding Women" Award by The Black Expo, Oakland, CA, 2006

"101 Champions for Our Youth" Award by The Black Expo, Oakland, CA, 2008

"2009 Woman of Greatness" Award by Oakland Mayor Ron Dellums Model City Summit, 2009

MEMBERSHIP & AFFILIATIONS

Alpha Delta Kappa Sorority for Educators (ADK)

California Alliance of African American Educators (CAAAE)

East Bay Independent Schools Association (EBISA)

The Miraculous Foundation Christian Center Church (MFCC)

References Available Upon Request

ASCEND Institute

Curriculum Vitae

Francine Olivia Shakir

CURRENT POSITIONS

Founder/Executive Director
ASCEND Institute for Educational Change
P.O. Box 3402, Oakland, CA
foshakir@ascendinstitute.com
www.ascendinstitute.com

Interim Program Development Officer
Richard Oakes Multicultural Center
San Francisco State University
Cesar Chavez Student Center
www.sfsustudentcenter.com/romc

HOME

255 Sheridan Road
Oakland, CA 94618-2717
(510) 652-8324

EDUCATION

University of San Francisco, Ed.D., 2001
International and Multicultural Education
Dissertation Title: *“Addressing Inequities in Educational Opportunity: The Making Waves Model”*

San Francisco State University, M.A. Education, 1996
Special Interest
Field Research Title: *“Culturally-Congruent Education for African American Students”*

University of San Francisco, B.A. 1976
Creative Writing

RESEARCH INTERESTS

Professional Development in Education
Social/Cultural Issues in Education
Parent Involvement in School & Community Development

EDUCATIONAL LEADERSHIP CONSULTING

Professional Development

Founder and Executive Director, ASCEND Institute for Educational Change 2003- present.

ASCEND is a non-profit professional development organization, designed to facilitate the process of reflective critical analyses to promote self-awareness, definition of educational issues, and collaborative change for excellence in education. Through its workshop sessions, educators gain beneficial information for insightful and logical questioning of the values, beliefs, experiences and socialization related to learning and self-efficacy, and how these elements effect the educational outcomes of their students. Previous contracts included Los Angeles Unified School District and West Contra Costa Unified School District.

Senior Associate, Performance Fact, Inc. 7/2008 – 11/2009

This Oakland California-based consulting firm designs strategic plans and implementation programs for school improvement, throughout the U.S. As a senior associate, my primary work has been to design a culturally responsive practices program and support leaders throughout the implementation process:

- Facilitate team learning with school leadership teams to explore culturally responsive teaching practices, leadership practices, and organizational practices.
- Provide support to teacher-leaders to identify *root causes* of low-academic achievement.
- Help educators align the school plan to address the high priority needs of culturally diverse student groups.

ADMINISTRATIVE EXPERIENCE IN EDUCATION

Interim Program Development Officer, Richard Oakes Multicultural Center, Cesar Chavez Student Center, San Francisco State University February 2010 – current

The Richard Oakes Multicultural Center (ROMC) provides a collaborative and supportive environment that promotes a multi-ethnic, culturally-conscious University. The primary tasks of this position are to promote academic and extra-curricular programming to unite people in the pursuit of self-determination, identity development, and knowledge of personal and human experiences.

Director, Program Operations, Making Waves Education Program, Richmond, California, 1998- 2003

Making Waves Education Program is a non-profit, community-based college preparatory program serving youth, in grades 5-12, enrolled in West Contra Costa public schools, in general, and in Richmond, California schools, primarily. This eight-year academic model is targeted for urban students who are educationally under-served, economically disadvantaged, and in need of additional academic support. The program's primary objective is to provide academic, financial and moral support; thus ensuring educational preparation, enrollment, and graduation from colleges and universities throughout the U.S.

My responsibilities included daily oversight of program operations, and developing new programs to build a "learning community" for parents, teachers, students, and the Richmond

community. These new programs supported the academic and social needs of the culturally, linguistically, and ethnically diverse students enrolled in Making Waves and their families. Among these programs was a teacher-development "action research" project designed for pre-service teachers/tutors. Other responsibilities included grant writing, resolving student-family issues, human resources, and managing outside contracts.

San Francisco State University, Cesar Chavez Student Center, 1992 -2008 Positions:

The mission of the S.F.S.U. Student Center is "...to provide and maintain facilities and support services that promote and enrich the educational, social, and cultural needs and objectives of the diverse campus and local communities". Accordingly, having worked in numerous Student Center positions, I consistently interacted with culturally, ethnically, and linguistically diverse students and staff. This personal and social engagement cultivated my understanding of social and cultural influences on worldviews and learning. Important perspectives on issues of higher education and student needs within this diverse educational setting were also gained. .

- *Special Projects Consultant, August 2003-2008*

This position was developed to ensure the completion of several critical projects within the organization. Responsibilities include staff/organizational development, Best Practices Program development, and facility improvement planning and management

- *Assistant Director for Operations, 1992 – 1999*

This position was created to serve the needs of a rapidly increasing campus community. The position focus, in general, is facilities management and includes planning and project management of building (capital) improvements, structural engineering and maintenance, environmental health and safety, contracted vendor operations, supervision, and hiring of engineering and operations staff. Oversight and coordination of cultural events involving national and international dignitaries.

TEACHING

Higher Education

Lecturer, Department of Elementary Education, College of Education, San Francisco State University, Fall 2007 – Spring 2008.

- Developmental Teaching and Learning in Diverse Settings (783) Upper division course
- Working with Families in Group Settings (604) Upper division course

Working with Families in Group Settings (604) offers important insight on social and cultural values and norms within a service-oriented context, and considers these values when working with parents, students and the community representing diverse groups. Research and experience-based principles of effective teaching and learning practices were explored to give authenticity and meaning to the phenomena. These classes were taught from both an educational and social service framework and focused on the complexity of cultural diversity in education and social service.

Class objectives for *Developmental Teaching and Learning in Diverse Settings (783)* were to understand human growth, development and learning theory, and to apply these

understandings to teaching practices and curriculum to improve the emotional, social and academic development of urban classroom students.

*Lecturer, Dept. of Africana Studies, College of Ethnic Studies, San Francisco State University
Fall 2006 – Spring 2007.*

- Black Child Development (525); and Teaching the Black Experience (650)

These upper division courses, taught from an educational framework, focus on the development of African-American children by analyzing culture, identity-development, learning styles, health and various social and economic impacts on their intellectual, spiritual and social development. The courses introduce conventional and non-conventional approaches and programs designed to address the perceived educational needs of African American and Latino children. Finally, students research topics that are relative to the educational needs of African American and other educationally under-served and marginalized children, and present projects and models to support their “wholistic” development.

*Co-Principal Investigator, Urban Teacher Apprenticeship Project (UTAP) 2000 - 2003
University of California, Berkeley/Making Waves Education Program*

With funding provided by University of California, Berkeley and the Fullerton Family Foundation, the Urban Teacher Apprenticeship Project (UTAP) functioned as a teacher- training program. Using a critical pedagogical framework supporting "learning and action" approaches to teaching, UTAP's primary objective was to supplement in pre-service teacher preparation for inner city classrooms. The satellite urban classrooms of Making Waves, (Richmond and San Francisco locations) were used as classroom laboratories and training centers. In this role, I taught undergraduate and graduate level pre-service teachers. Topics covered included (but were not limited to): culturally-relevant teaching/learning; transformative education for social change; historical influences on the socialization of students of color; barriers to successful academic outcomes; structure & needs of public schools, school policy and policy development.

Elementary and Secondary Education

Making Waves Education Program - Elementary Advisor, Richmond, California, (1995-99)

This philanthropic college preparatory program is designed to academically, socially and financially support students attending public schools in the West Contra Costa Unified Schools. My work with these students, grades 6 through 8, entailed substantive focus on enhancing self-efficacy, discipline, and academic success through rigorous academic skill building. Responsibilities included detailed tracking of students' academic, social, and emotional progress, as well as relevant observable factors impacting the students' learning competence.

PAPERS/WORKSHOPS PRESENTED

“Black Child Development: Teaching Self-Love for Resilience and Academic Success”.
Presented at Bay Area Coalition for Equitable Schools, 2008 Small Urban Schools Symposium, Oakland, CA. 4/26/08.

"Do You Have the Heart? Asking the Hard Questions About The Vocation of Teaching". Presented at ASCEND Institute for Educational Change- Forum on Education and Culture, San Francisco State University, San Francisco, CA. 2/25/05

"Challenging the Mainstream Paradigm for Teacher Education: A Service-Learning Model for Future Teachers of African American Students". Presented at the 2003 Annual Meeting of the American Educational Researchers Association (AERA), Chicago, IL. 4/24/03.

"Improving Enrollment & Retention of Students of Color: A Model of Community-based Support". Presented at the 2003 Annual Conference, National Association of Independent Schools (NAIS), New York, N.Y. 2/27/03

"Critical Pedagogical Model for Change and Social Action". Presented at the 2002 National Black Child Development Institute (NBCDI) Annual Conference, Atlanta, GA, 10/27/02.

"Effective Teachers – The Public School Dilemma: Implications for Transforming Teacher Preparation Programs". Presented at the IX Scientific Seminar on the Quality of Education, Havana and Matanzas, Cuba, 2/11/02.

PUBLICATIONS

"Challenging the Mainstream Paradigm for Teacher Education: A Service-Learning Model for Future Teachers of African American Students". ERIC #ED481215
Research presented at the 2003 Annual Meeting of the American Educational Researchers Association (AERA), Chicago, IL. 4/24/03.

"Addressing Inequities In Educational Opportunity – What We All Should Know" (In Progress)

RESEARCH PROJECTS

Urban Teacher Apprenticeship Project (UTAP), Principal Investigator

Grant awards for this research:

2000-2001: *University of California, Berkeley*, \$28,000; *Fullerton Family Foundation*, \$28,000. 2001-2002: *U.C. Berkeley*, \$35,000; *Fullerton Family Foundation* \$35,000. 2002-2003: *Fullerton Family Foundation* \$35,000.

The rationale of the Urban Teacher Apprenticeship Project (UTAP) was to test a model for teacher preparation by looking at: a) the academic outcomes of student participants compared to their peers, and b) the learning outcomes of the pre-service teacher participants. UTAP was an intervention designed to supplement the formal academic training of prospective teachers, in preparation for working with the ethnically diverse student populations that dominate the inner city schools, particularly in West Contra Costa County (Richmond, California) and Oakland, California. The program was designed to immerse participants in the cultural climate and community environment of these diverse students while receiving extensive training and coaching in preparation for effective urban school teaching.

Implemented as a "pilot" action research project in the 2000-2001 academic year, the effects of the project have shown positive results for generating an increase in classroom

readiness for the pre-service teachers, helping to transform previous assumptions, and beliefs with practical knowledge and understanding. This research also suggests that students receiving academic support under this model will receive greater academic benefits, compared to their peers.

"Addressing Inequities in Educational Opportunity: The Making Waves Model", Doctoral Research, 2001.

This qualitative single-case study sought to investigate and describe an academic intervention model utilized by Making Waves Education Program (MWEP), in Richmond, California. The study included current MWEP participants, their parents, administrators, and teachers, totaling approximately 75 subjects. This community-based philanthropic academic support program is designed to support academically under-served students of color attending public schools in the West Contra Costa Unified School District. Using multiple units of analysis, the study sought to reveal attitudes and values of teachers, administrators, students, and parents to discover those program elements said to be most effective for addressing the unmet needs of this student population. The theoretical framework was guided by the principles of cultural continuity, Black education historical ideology, education for liberation, culturally relevant teaching and learning, and ensuring academic success.

"Culturally-Congruent Education for African-American Students". Graduate Study Research, 1996.

This study investigated how the use of African-centered curricula and teaching methods impacted the self-concept and academic achievement of African American children, and teacher perceptions about administering the method. The study included teachers, students, and the administrator in an urban elementary public school setting. Examination of students' written work, classroom observations, and teacher/administration interviews provided the data to analyze student self-concept, teaching methods, teacher perceptions and attitudes, and methodological effectiveness. An analysis of reading and math test scores revealed significant academic differences of students learning under the culture-congruent methods compared to those in traditional settings. Overall, students' perceptions of ability, environmental supportiveness, and goal value, pointed to potentially enhanced efficacy for children learning through such frameworks.

"African American Islamic Education: School Influences on Identity Development" (In progress)

This study examines the cultural model of African-American Muslims and how their beliefs influence their American schooling strategies. The study intends to discover the most salient factors leading to school success in terms of the movement toward a cultural renewal, theory of commitment, and day-to-day religious practice by group members. Some of the questions the study attempts to answer include 1) what effect(s) does the Islamic epistemology have on the perceptions of schooling for African-American students? 2) what social/political ideals and models are reinforced in these classrooms, and to what extent do these ideals/models reflect the African-American experience and the Islamic experience?; and 3) how are the principles & practices of the religion infused in the curriculum?

PROFESSIONAL SERVICE

Community Roots Academy, Richmond, California

Design Team Member, fall 2007 -2010; President of the Board, Jan 2011 - Present

This fourth to eighth grade charter school is scheduled to open in fall 2012, and will serve predominantly low-income Latino, African American, and Southeast Asian students. Charter approval is anticipated by early fall 2011.

Black Coalition on AIDS, San Francisco, California

Trustee, 2003- 2008

Founded in 1986, the mission of the Black Coalition on AIDS (BCA) is to stop the spread of HIV/AIDS and eliminate health disparities in the Black community. BCA strives to achieve its mission by providing health and wellness services including, but not limited to, education, advocacy, housing, health case management and other health-promoting activities.

Leadership High School, San Francisco, California

Trustee, 2001 – 2003; Vice-Chairperson, Board of Directors, 1997- 1999

Chairperson, 1996-1997

Leadership High School is San Francisco Unified School District's first secondary charter school. This public school, devoted to providing effective community leaders and education at its highest standards, opened September 1997 at Golden Gate University in San Francisco. Leadership High provides the first comprehensive high school leadership program in the country. My initial role was to work with the school's founder and principal, advisors, and co-trustees to develop the overall design of the school and its academic programs. The school now serves approximately four hundred students, grades 9 through 12, and is San Francisco's third highest ranking public school.

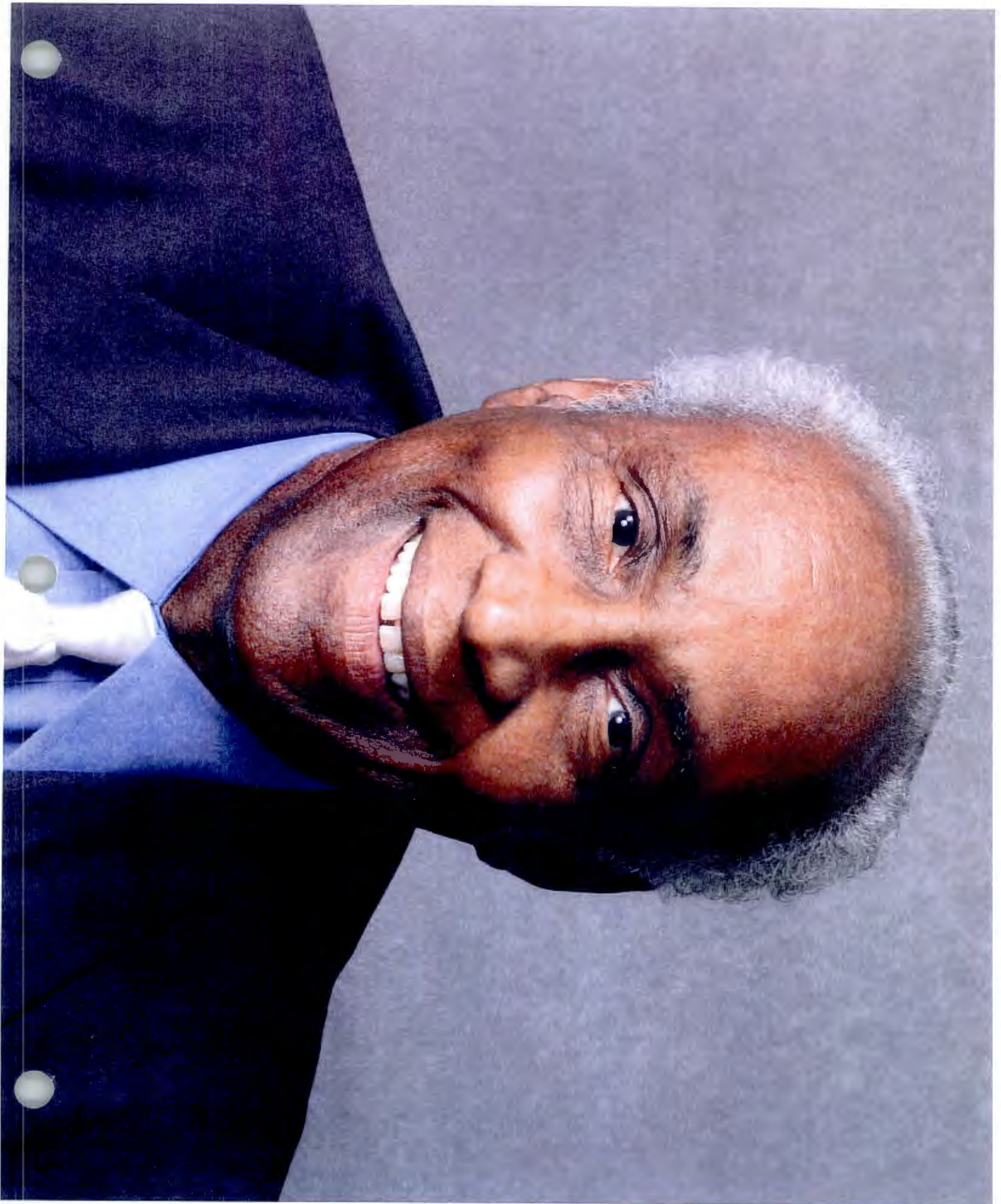
Louis J. Murdock, Ph.D.
3902 Lenawee Avenue, Suite #16
Culver City, California 90232
310.650.1567

Education: Ph.D., University of Pittsburgh, Pittsburgh,
Pennsylvania.
M. Ed., University of Pittsburgh, Pittsburgh,
Pennsylvania.
B.S., East Stroudsburg University, East
Stroudsburg, Pennsylvania.

Organizations: National Education Association
California Teachers Association
National Mental Health Association, Board Member & Vice President
American Counseling Association
National Association of Black Psychologists
National Association of Minority Health Educators
100 Black Men of America, Board Member & Education Chair
100 Black Men of Los Angeles, California, Board Member & Past President
Association for Supervision and Curriculum Development
California State University System, Vice Presidents' Roundtable, Chair
YMCA Board Member, Philadelphia, Pennsylvania
City of Carson, California, Commissioner, Fine Arts Commission
Golden State Mutual Insurance Company, Executive Board Member
Mid-Cities Credit Union, Board Member & Chair of Board

Career Summary

- *Public Classroom Teacher*
- *Principal of an educational pilot program (The Manchester Floating Classrooms) Pittsburgh, Pennsylvania Public School System*
- *Assistant vice president of students – Drexel University, Philadelphia, Pennsylvania*
- *Associate vice chancellor of students – University of Maryland, Baltimore, Maryland*
- *Tenured full professor - California State University, Dominguez Hills*
- *Chair, Graduate Education - California State University, Dominguez Hills*
- *Chair, Graduate Education - California State University, Dominguez Hills*
- *Vice president of students – California State University, Dominguez Hills*
- *Consultant – Los Angeles County Office of Education*

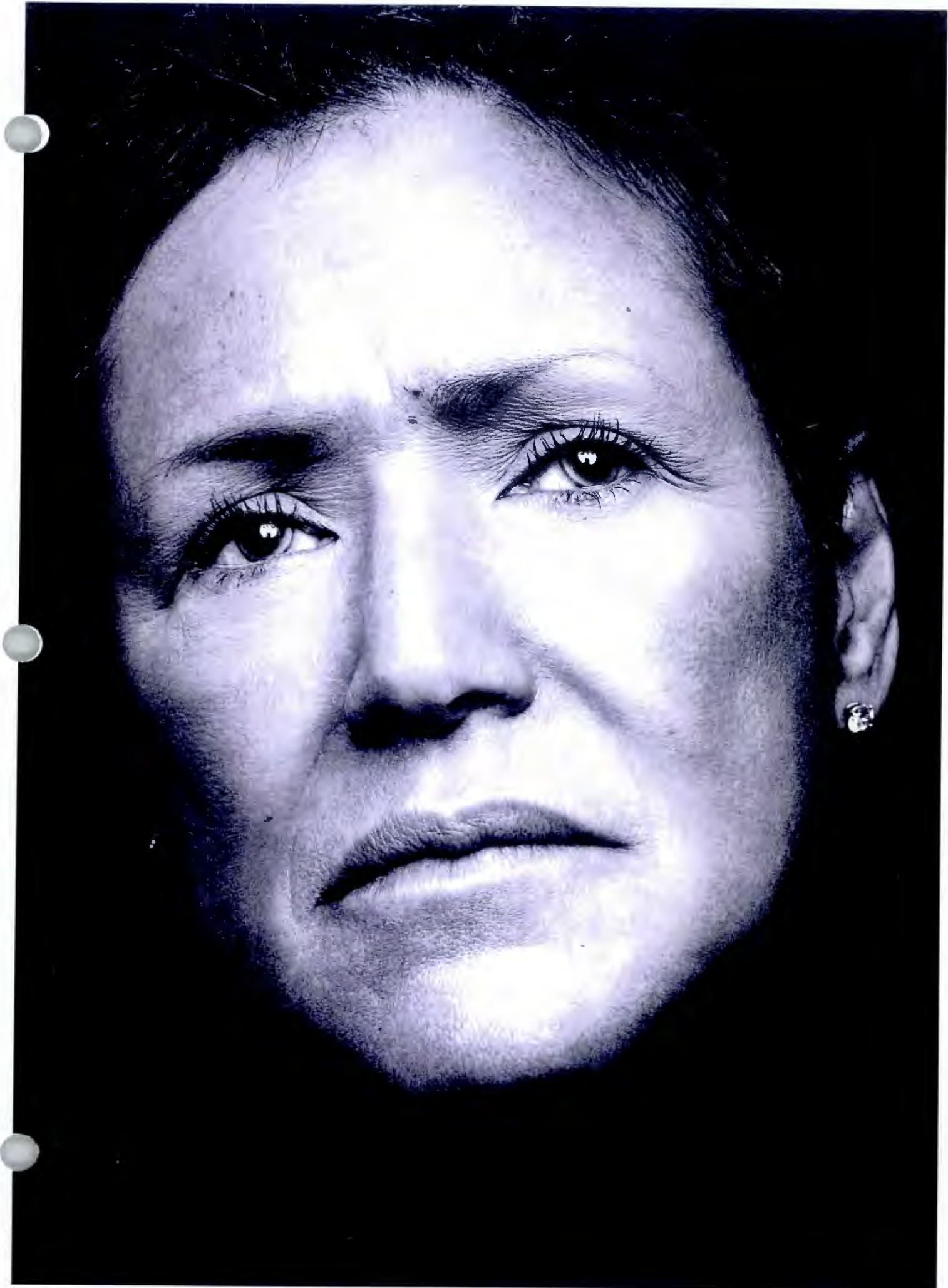


ELAINE BROWN

Biographical Overview

2011

- Elaine Brown is a former leader of the Black Panther Party. She is author of *A Taste of Power* (Pantheon, 1992) and *The Condemnation of Little B* (Beacon Press, 2002). *A Taste of Power* has been optioned for film production by de Passe Entertainment.
- Elaine is presently co-authoring *For Reasons of Race and Belief, The Trials of Jamil Al-Amin (H. Rap Brown)* with Karima Al-Amin (for 2012 publication by Lawrence Hill Books), and she is completing the non-fiction book *Melba and Al, A Story of Black Love in Jim Crow America* (for 2012 publication by Feminist Press). She is the editor of *Messages to Our Brothers and Sisters on the Other Side of the Wall*, a collection of autobiographical essays by black prisoners in New Mexico, published by the New Mexico Department of African American Affairs (2007).
- Elaine is the Executive Director of the Michael Lewis Legal Defense Committee, supporting the legal appeal of Lewis ("Little B"), who, arrested in 1997 in Atlanta, Georgia, at the age of 13 for a murder he did not commit, was convicted and sentenced to life in prison.
- In 1996, she established the nonprofit education corporation Fields of Flowers, in Atlanta; in 1997, she co-founded Mothers Advocating Juvenile Justice; and, in 2002, co-founded and became a Board member of the National Alliance for Radical Prison Reform; in 2010, she founded the Concerned Coalition to Respect Prisoners' Rights. Elaine is a member of the Geechee Council of Georgia, a partner in Seize the Time, Inc., a member of the Committee to Free Romaine "Chip" Fitzgerald.
- In November 2005, Elaine ran for mayor of Brunswick, Georgia, with the intent of using the office to create a base of economic power for the city's majority black and poor population through redistribution of the massive revenues of the city's port. Later, she became a co-founder of the Brunswick Women's Association for a People's Blueprint.
- Elaine regularly lectures at colleges and universities throughout the country on "New Age Racism in America" and realization of the vision of eliminating racism, gender oppression and class disparity toward an inclusive and egalitarian world society.
- Elaine lived in France for seven years before returning to the U.S. in 1996, and has traveled extensively throughout the world, from China, North Korea, Vietnam, Cuba, Algeria to Germany, Italy, Russia, Argentina, Uruguay, Costa Rica, Belize and elsewhere.
- Elaine studied classical piano for years, and has recorded two albums of original songs, one for Motown records, *Until We're Free*, and her 1969 album, *Seize the Time*, which includes "The Black Panther Party National Anthem" (*The Meeting*), re-released as a CD in 2007 by Warner Bros.
- Elaine grew up in the ghettos of North Philadelphia, is listed as a distinguished graduate of the Philadelphia High School for Girls, and attended Temple University, UCLA, Mills College and Southwestern University School of Law. She is the mother of one adult daughter, Ericka Abram. Her papers have been acquired by Emory University.



GREG YOUNG



Greg is Vice-President, Community Development Officer for Wells Fargo based in Redwood City, CA. In his role, Greg mobilizes Wells Fargo's human and financial resources to foster sustainable solutions for critical community needs, especially in low-and moderate-income areas. Prior to his return to Wells Fargo in 2011, Greg held a variety of leadership roles in Wells Fargo, American Express, and Procter & Gamble.

Most recently, Greg was the Executive Director of the Bay Area Leadership Foundation, an Oakland based non-profit which provides academic assistance, tutoring, mentoring, and scholarship to underserved high school students in the Bay Area. In 2008, he was one of the Founding Partners of Think Feel Know, a San Francisco based personal and executive coaching firm. Greg has worked with clients from Wells Fargo, Bank of America, Saint Francis Memorial Hospital, California Transplant Donor Network, Cisco, and Global Fund for Women.

Greg clearly has a passion around community and giving back. He has volunteered in Oakland Public Schools, the East Bay Conservation Corps, Vacaville State Prison, and the East Bay Leadership Foundation. Greg currently serves on the boards of the Bay Area Leadership Foundation, Youth Employment Partnership, HIP Housing, Habitat for Humanity Greater San Francisco, and the NOVA Workforce Investment Board in Silicon Valley.

He has been a guest lecturer on a variety of topics at U.C. Berkeley and Cal State East Bay. In the fall, Greg currently teaches a Financial Management Course in the School of Business and Management at Notre Dame de Namur University in Belmont, CA.

In the government sector, Greg spent time in Washington D.C. where he was Chief Legislative Clerk for Senator Edward M. Kennedy on the Labor and Human Resources Committee. In this role, Greg worked on several key appointments during the Clinton Administration as well as issues dealing with minimum wage and the overhaul of the federal job training legislation. Locally, Greg has served on the Martinez Planning Commission, Library Commission, and the Contra Costa Library Commission. In 2004, Greg ran for Contra Costa County Board of Supervisors for District 2.

Greg has a solid academic background with a Bachelor of Arts in Mass Communications from the University of California at Berkeley, a Master of Arts in Counseling Psychology from the University of San Francisco, and an Executive MBA from St. Mary's College in Moraga, CA.

Greg currently resides in Martinez, CA with his wife of 12 years Sherry, and their 3 children ages 10, 8, and 2.

October 2011



Frederick L. Moore has helped carve a path for under-represented minority students interested in the sciences. While finishing his Ph.D. at UC San Francisco nine years ago, Moore cofounded the nonprofit Building Diversity in Science to provide mentoring and resources to young people in hopes of improving their access to world-class universities and careers in science. In 2007, he launched the Scientific Empowerment Movement, a statewide initiative that connects urban youth to science and technology through sports and entertainment.

Moore is a role model who has been willing to share the details of his success in order to craft a better roadmap for others. A native of Fairfield, Calif., he began his academic pursuit at Solano Community College and later transferred to UC Berkeley, where he studied genetics and graduated with honors in 1996. He went on to study human reproductive genetics at UC San Francisco and received his Ph.D. in 2002. Moore has won fellowships from the National Science Foundation and Ford Foundation and he was awarded the Martin Luther King Jr. Award from UC San Francisco for his humanitarian and community service work. He most recently was awarded the prestigious Peter Haas Public Service Award from UC Berkeley, which is the highest honor bestowed to an alumni of UC Berkeley.

The cofounder and Managing Partner of PotentSci LLC, a consulting and book-publishing company that focuses on science education, Moore co-edited *Finding Your North: Self-Help Strategies for Science-Related Careers*, which was published in 2006.

Moore is also faculty at City College of San Francisco, where he runs their Math Engineering Science Achievement (MESA) program.

- working with diverse groups of people including the Board, staff, managers, clients, funding resources, agencies such as the OUSD and the community

August 07 to February 2008 East Oakland Leadership Academy Oakland, CA

• **K-2 Teacher**

- Preparing lessons from students in grades K-2
- Instructing students from the Voyager Teaching Material
- Coordinating monthly field-trips
- Teaching Phonics, Science, Math and Language Arts to students in grades K-2

January 07 to May 25, 2007 Emerson Elementary Oakland, CA
Student Teacher 5th grade

- Working with 5th grade students on Open Court curriculum
- Teaching various assignment in Math, Language Arts, Science, Social Studies
- Assisting in working with students in essay writing
- Assisting in working with individual students in Math

August 06 to Dec 06 Crocker Highland Elementary Oakland, CA
Student Teacher Kindergarten

March 05 to Jan 06 Melrose Elementary Oakland, CA
Tutor (K-1st)

April 01 to Sept 03 Meyer Sound Labs. Berkeley CA
Accounts Payable Coordinator

June 98 to February 01 Total Axxess.Com Oakland, CA
Administrative Assistant, Payroll Clerk

June 97 to June 98 Ku Koo 4 Toddlers Antioch, CA
Director, Day Care Provider

Education
 Cal State East Bay (formerly Hayward) Concord, CA
 Bachelor of Arts degree in Liberal Studies
 Minor in Childhood Studies
 Multiple Subject Teaching Credential

References Available Upon Request

Mieko Scott is the founder of Imagine That! Mieko specializes in Early Childhood Education. She holds a B.A. in Liberal Studies with a minor in Childhood Development as well as a California Multiple Subject Teaching Credential. Mieko possesses a wealth of knowledge around young children. Through Mieko's experience and education she has acquired the skills to plan organized activities and enforce educationally appropriate curriculum for young children, their families, and the surrounding communities. In 2011 Mieko received a "Community Hero" award from 100 Black Men of America Inc.



Wade Nobles, Ph.D.

Dr. Nobles is professor emeritus in the Department of Africana Studies, the School of Ethnic Studies at San Francisco State University and is the founder and Executive Director of the Institute for the Advanced Study of Black Family, Life and Culture, Inc. in Oakland. As the director of the Institute for the Advanced Study of Black Family Life & Culture, Inc., Dr. Nobles has served as the leader of numerous community based development initiatives. He has written and conducted over sixty seven funded community-based research, training and development projects. His specific research interest include African-centered education, African psychology, Black self-concept, racial identity formation and human authenticity, cross-cultural and ethno-human functioning, socio-political systems and psycho-cultural development, African-American family dynamics, psychological aspects of mythology, Black child development and parenting, systems of human transformation, African spirituality and traditional African healing systems.

A founding member of the Association of Black Psychologists and former national President (1994-95). Dr. Wade W. Nobles is the author of over sixty-five (65) articles, chapters, research reports and books; is the co-author of the seminal article in Black Psychology, Voodoo or IQ: An Introduction to African Psychology and the author of Seeking the Sakhu: Foundational Writings in African Psychology, an anthology of over thirty years of African centered research and scholarship. In recognition of his scholarship and community work, Dr. Nobles was appointed to serve on the California State Commission on the Status of the African American Males. He has served as a member of the White House Conference on Families, 1980 (Jimmy Carter); The President's Commission on Mental Health (Member), Special Populations Sub-Panel on Mental Health of Black Americans, 1979 (Jimmy Carter); The White House Conference on Drug Free America, 1984 (Ronald Reagan) and served as a select Diasporan Scholar to the Conference of Intellectuals from Africa and the Diaspora on "Africa in the 21st Century-Integration and Renaissance" in Dakar Senegal, (October 2004).

In 1989 Dr. Nobles was initiated as a devotee of Ifa by Chief Priest Ifayemi Elebuibon, the Awise of Osugbo, Osun State Nigeria and in 1996, Dr. Nobles received the high honor of being enstooled as a traditional Chief, the Nkwasohene, of Akwasihoh-Kwahu Region of Ghana West Africa. His stool name is Nana Kwaku Berko I.. Upon being enstooled as an African sub-chief for development, Dr. Nobles has been reintegrated back into the ancient clan system of the royal chieftancy of the Akan civilization. Since that time he has co-led "The Enyimnyam Project", a unique and special study-development project designed to connect Africans from the Diaspora with Africans from the continent.



100 Black Men of the Bay Area Community School Discipline Policy

100 Black Men of the Bay Area Community School(100 BMBACS) wants each student to enjoy a secure learning environment and a rich educational experience These discipline guidelines were developed to promote consistency in dealing with unacceptable behaviors and to require students to become increasingly more responsible for their behavior.

As a student grows toward responsible citizenship and independence, he/she must develop acceptable behavioral traits that show progress toward and understanding of the respect for constituted authority and the rights of others in his/her environment. As part of the learning process, a student must be held accountable for his/her actions and recognize that there are negative consequences for choices that lack judgment, respect for self or others or self-discipline. We expect everyone to be 100% responsible for their own behavior at all times. When a student chooses to make a poor choice and “break the rules,” you can trust that adults at the school will enforce consequences.

A comprehensive review of any specific incident in relation to a student’s past behavior and/or his/her current circumstances might result in a different penalty being assessed than that outlined below should the facts of the situation warrant a different disciplinary action.

Parents will be notified regularly of disciplinary issues that arise with their child as well as those that impact the larger learning community.

This document defines the behavioral expectations for students and provides information to students and parents relating to these expectations and the consequences for violations.

RULES AND CONSEQUENCES

If a student chooses to break the rules, a consequence will follow. Repeated failure to follow school rules could result in suspension from school. Serious violations, Level III’s, will result in suspension on the first occurrence. Repeated violations may result in more serious consequences, including expulsion. Level IV behaviors are mandatory recommendations for expulsion.

Generally actions that are dangerous, that are unfair to others (interrupting games), that ruin the environment (littering), or that show disrespect to others are considered violations of the rules. Some examples of inappropriate behavior and possible consequences are:

Unacceptable Behaviors	Level I	Level II	Level III
Name calling	X		
Littering	X		
Being in unassigned areas at unassigned times	X		
Failure to follow classroom, bathroom, cafeteria, or playground rules	X		
Misuse of library or labs	X		
Inappropriate dress	X		
Disrespect to other students	X		
Talking back or being disrespectful to adults	X		
Bullying		X	
Malicious teasing		X	
Major disruption of teaching or learning		X	
Profanity/abusive language		X	
Use of skateboards, roller blades, or any wheeled mode of transportation on campus during school operational hours		X	
Fighting which is aggressive and intentional			X
Verbal threats and/or intimidation of others			X
Profanity/abusive language directed towards a student or adult.			X
Sexual Harassment (grades 4 – 12)			X
Physical abuse of a student or adult			X
Willful defiance			X
Theft of personal/school property			X
Vandalism of personal/school property			X
Possession of realistic toy weapons			X
Possession/use of alcohol, tobacco or tobacco products, or a controlled substance			X

Level I – Behaviors that are minor violation of classroom and school rules. However, repeated violations may result in suspension. For the first offense the teacher and/or principal will take one or more of the following actions:

- Student/teacher conference
- Teacher-held detention
- Additional assignments
- Parent contact/conference
- Office referral
- Intervention program
- Suspension from class

Level II – Behaviors that hinder positive school climate and interfere with student and campus safety.

Repeated violations may result in suspension.

Consequences:

First Offense

One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

Exclusion from school activities

Intervention program

Second Offense

One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

Exclusion from school activities

Intervention program

At home detention

Third Offense

One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

Exclusion from school activities

Intervention program

1-3 day suspension

Level III – Behaviors that are serious violations and threaten the safety of students and disrupt the instructional or operational process at a school. Repeated violations of Level I and Level II behaviors apply. Repeated violations may result in expulsion.

Consequences: A parent/guardian conference will be made for each violation. In addition, please review below.

First Offense

One or more of the following shall occur:

1-3 day suspension

Exclusion from school activities

Police involvement

Intervention program

Second Offense

One or more of the following shall occur:

3-5 day suspension

Exclusion from school activities

Police involvement

Intervention program

Third Offense

One or more of the following shall occur:

5 day suspension

Exclusion from school activities

Police involvement

Intervention program

Recommendation for expulsion

Involuntary transfer to another school or program.

Level IV – Behaviors that are MANDATORY RECOMMENDATIONS FOR EXPULSION

By law, students causing serious physical injury; possessing weapons, controlled substances, dangerous objects, or explosives; selling drugs; committing robbery/extortion; committing or attempting to commit sexual assault/sexual battery, or assault or battery upon a school employee, must be recommended for or against expulsion which the principal must report to the 100 BMBACS Board of Directors.

ITEMS NOT ALLOWED AT SCHOOL

Several types of items are **not to be brought to school. They include, but are not limited to:**

- Guns, knives or weapons of any kind, including BB guns, “air-soft” guns, pellet guns, paintball guns, and/or toy guns
- Water pistols, water balloons, squirt tubes
- Matches, lighters, firecrackers, caps, or other dangerous explosive devices
- Pepper spray, tear gas, etc.
- Radios, tape recorders, laser pointers, cameras

Suspension

The policies and procedures for suspension and expulsion of 100 BMBACS students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291.5, 48900.1, 48980) Notification shall include information about the availability of individual school rules and all 100 BMBACS policies and regulations pertaining to student discipline. (Education Code 35291)

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day for students of the same grade level;
2. Referral to a certificated employee designated by the principal to advise students;
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any 100 BMBACS activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Suspension from school can only be imposed when other means of correction fail to bring about proper conduct. However, a student may be suspended on a first offense if #1, #2, or #3 occurs:

1. The student committed any of the following violations:
 - a) Caused or threatened to cause physical injury
 - b) Willfully used force on another person except in self-defense
 - c) Possessed a dangerous object
 - d) Possessed, used, or furnished a controlled substance or alcoholic beverage
 - e) Arranged to sell or furnish a "look alike" controlled substance
 - f) Committed robbery or extortion
2. The student's presence at school causes a danger to persons or property
3. The student's presence at school threatens to disrupt the instructional process

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the 100 BMBACS Board of Directors – Executive Committee (“100 BMBACS Executive Committee”) on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the 100 BMBACS Executive Committee on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CMO, designee, or principal. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within 100 BMBACS in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)) A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant of Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s).
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
Notification to police required for students in grades K-12.

Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000. (Education Code 48904, Government Code 53069.5)

- Stole or attempted to steal school property or private property. (Education Code 48900(g))
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
- Knowingly received stolen school property or private property. (Education Code 48900(l))
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
 - Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289)
 - Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person being touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.3)
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
- Unlawfully offered, arranged to sell, or sold the prescription drug Soma. (Education Code 48900(p))
- Hazing - Any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school. (Education Code 48900(q))
- Made terrorist threats against school officials and/or school property. (Education Code 48900.7) *Note:* Terrorist threat is any statement, whether oral or written, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading engaged in harassment, threats or intimidation against 100 BMBACS personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students student rights by creating an intimidating or hostile educational environment (Education Code 48900.4)

- Caused or attempted to cause damage; or stealing or attempted to steal; or knowingly receiving stolen school property including electronic files and databases. Aiding and Abetting: Defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a of 48900 which authorizes (Education Code 48900(s))
- Harassed, threatened, or intimidated another student or 100 BMBACS personnel. (Education Code 48900.4)

Procedures in Cases Requiring Suspension

Step One: The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

Investigations: Keep in mind that:

1. School officials may investigate, interrogate, and search students based upon reasonable suspicion (a greatly reduced standard as opposed to the requirement of probable cause);
2. No school official ever needs a search warrant in doing a search in conjunction with a school-related investigation;
3. *Miranda Rights* do not apply in situations in which school officials are pursuing disciplinary policy, even if the questioning is likely to reveal criminal activity which may be reported to the police; and
4. Standard school operations are not subject to Parental Notification requirements – the school official does not need to notify or obtain permission from the parent of an involved student as to how to act or proceed, and the parent cannot bind the school by demanding such notification. (*New Jersey v. T.L.O.*, [1985])

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal or designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two: The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against them, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone. In the event that a teacher suspends a student from class, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the 100 BMBACS home office (Attention Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

Step Five: Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Specifically:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school administrator may require the student and his/her parent or guardian to sign a contract that states the conditions that the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the 100 BMBACS home office.

Appeals Process:

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

- After appeal at the school level, if further appeal is desired, the appeal should be made to the 100 BMBACS Home Office and should be directed to the CEO or designee (Director of Brotherhood and Mentoring) for resolution with a written response within fifteen (15) school days.
- After appeal at the 100 BMBACS administrative level, if further review is desired, the appeal may be forwarded to the 100 BMBACS Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion is the involuntary removal of a student from all 100 BMBACS schools and 100 BMBACS programs for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline (including suspension) have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the 100 Black Men of the Bay Area Community School Board of Directors (the "Board") – Executive Committee ("100 Black Men of the Bay Area Community School Executive Committee").

In the event that a student is recommended for expulsion from 100 BMBACS, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. 100 BMBACS will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school 100 BMBACS without approval of that 100 BMBACS Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or 100 BMBACS operated Community Day Schools (AB922) during the duration of the expulsion.

Expellable Offenses

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the 100 BMBACS Executive Committee **must expel** the student -- Upon finding that the student committed any of the following acts; the Board shall expel the student. (Education Code 48915)

- Possessing, as verified by a 100 BMBACS employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- Brandishing a knife as defined in Education Code 48915(g) at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive as defined in 18 USC 921

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7. *Note:* The 100 BMBACS Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion

Step One: School site administrator investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined previously.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardian are invited to attend this meeting with the CEO or designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

Step Three: A letter from 100 BMBACS is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement. The written notification of the hearing must be forwarded to the pupil and the parent at least ten (10) calendar days prior to the date set for the hearing. The notice must include:

- The date and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the 100 BMBACS disciplinary rules which relate to the alleged violation;
- Notice that the hearing is an opportunity for the pupil and the parent/guardian to appear in person or be represented by counsel or by a non-attorney adviser, inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all the evidence presented, and present oral and documentary evidence on the pupil's behalf. **Note: If the pupil is to be represented by counsel or by a non-attorney adviser, such written notice must be received by 100 BMBACS at least five (5) calendar days prior to the hearing.**
- Notice that the parent/guardian or the pupil is obligated to advise any new school district of the student's status with 100 BMBACS.

Step Four: The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

Step Five: The student and his/her advocate prepare their presentation to the expulsion hearing board and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Step Six: Process of the Expulsion Hearing

- a) Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

- b) Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
- c) Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration. (Education Code 48918(i))

Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Relevant evidence of any kind may be admitted and given probative effect if it is the kind upon which reasonable persons are accustomed to rely. Hearsay is an acceptable form of evidence and is admissible. (Education Code 48918(f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

- d) Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - 1) Any complaining witness shall be given five days' notice before being called to testify.
 - 2) Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - 3) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - 4) The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - 5) If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

- e) Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- f) In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the 100 BMBACS shall provide a non-threatening environment.
- 1) The 100 BMBACS shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - 2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - 3) The person conducting the hearing may:
 - Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - Permit one of the support persons to accompany the complaining witness to the witness stand

Step Seven: Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the 100 BMBACS Executive Committee. The decision of the Board to expel may be based solely on substantial evidence relevant to the charges adduced at the hearing. While hearsay is admissible and acceptable as a form of evidence, no decision to expel a student may be based solely upon hearsay.

If the Discipline Review Board decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. The decision not to recommend expulsion shall be final.

Step Eight: If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the 100 BMBACS Executive Committee. The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a)) *Note:* If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j)) If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the 100 BMBACS. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred.

Written Notice to Expel

The CEO or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c) (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian (Education Code 48916) upon their request for readmission at a later day.
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's expelled status with 100 BMBACS, pursuant to Education Code 48915.1 (Education Code 48918)

Steps to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the 100 BMBACS simultaneously with the filing of the notice of appeal with the County Board of Education. The 100 BMBACS shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Readmission

Readmission procedures shall be as follows:

1. Upon written request from the pupil and parent/guardian no earlier than a full year from the date of expulsion, the 100 BMBACS shall consider readmission of the student. (Education Code 48916)
2. The CEO or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation shall be reviewed. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of

Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the CEO or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus safety or to other 100 BMBACS students or employees. (Education Code 48916) The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. (Education Code 48916)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

[California Department of Education]

Categorical Programs Complaints Management; Legal, Audits and Compliance Branch (December 2010)]

Sample Uniform Complaint Procedures Williams Settlement Form
For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: (Optional) _____ Mailing Address: _____

Phone Number: (Optional) Day: _____ Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint at the following location:
(Principal or the designee of the district superintendent and address)

100 Black Men of the Bay Area
Community School

Employee Handbook
2012-13

**ACKNOWLEDGMENT OF RECEIPT
100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL**

EMPLOYEE HANDBOOK 2012-2013

EMPLOYEE NAME: _____

I acknowledge that I have received a copy of the 2012-2013 100 Black Men of the Bay Area Community School Staff Handbook. I understand and agree that I have been given the opportunity to ask any questions about the policies in the Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand and agree that my employment is governed by the guidelines set forth in this Handbook and any written revisions to this book or any written policies that are distributed or posted. I understand and agree that the statements contained in the Handbook are guidelines and not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand and agree that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

**Please sign/date this page, and return to the School
Administrator**

**ACKNOWLEDGMENT OF RECEIPT
100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL**

EMPLOYEE HANDBOOK 2012-2013

EMPLOYEE NAME: _____

I acknowledge that I have received a copy of the 100 Black Men of the Bay Area Community School (100 BMBACS) Employee Handbook. I understand and agree that I have been given the opportunity to ask any questions about the policies in the Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand and agree that my employment is governed by the guidelines set forth in this Handbook and any written revisions to this book or any written policies that are distributed or posted. I understand and agree that the statements contained in the Handbook are guidelines and not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand and agree that other than the Board of 100 BMBACS, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please retain this copy for your records.

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INTRODUCTION TO HANDBOOK

As an employee of 100 Black Men of the Bay Area Community School (100 BMBACS), you are an important member of a team effort. We hope that you will find your position with us rewarding, challenging and productive. Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and our other employees to contribute to the School's success.

This Staff Handbook is designed to help employees get acquainted with 100 Black Men of the Bay Area Community School. It explains some of our philosophies and beliefs, and describes, in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. While this Handbook sets forth the policies and guidelines that govern your employment at the School, it is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (*e.g.*, health insurance, retirement plan, *etc.*) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that 100 Black Men of the Bay Area Community School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. 100 Black Men of the Bay Area Community School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the President of the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Principal.

Employees must sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the School's Administrative Office. This will provide the School with a record that each employee has received this Handbook.

When you start, 100 Black Men of the Bay Area Community School will provide you with necessary paperwork concerning your employment and will give you time with your manager to review your job functions, have a tour, and meet your co-workers. Please use this time to ask any questions you may have. We want to ensure that you have a great start!

MISSION AND VISION

THE 100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL

The mission of 100 Black Men of the Bay Area Community School is to prepare young men with the skills, tools, and multiple intelligences needed to be entrepreneurial leaders in the fields of science, technology, engineering, and mathematics; and to instill confidence and a sense of responsibility for leading social change. The educational model of 100 BMBACS supports a life-long commitment to personal excellence, leadership, civic responsibility, and service to the community, environment and a global society.

100 Black Men of the Bay Area is committed to developing a truly excellent school that effectively nurtures and taps the human potential of every student. 100 BMBACS will serve as a replicable model and a demonstration school for providing a quality K-12 education for African-American boys and will serve to support the larger education community in its efforts to close the achievement gap for African-American boys.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

100 Black Men of the Bay Area Community School is an equal opportunity employer. Federal and state laws prohibit discrimination in hiring, promotions, pay, discharge and other employment actions where the decision is based on such prohibited reasons as the employee's or applicant's race, color, national origin, ancestry, religion, sex, sexual orientation, marital status, pregnancy, age, physical or mental disability, medical condition, veteran status, or any other legally protected status. Such laws also require reasonable accommodation of religious belief and protected disabilities. Employees who need such reasonable accommodation must promptly inform the School of their need so that an interactive process can occur.

The School is committed to following these laws in all respects. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees.

Employment at Will

Our School is committed to changing the trajectory of young men being educated in Oakland, California. All of us depend on our employees' excellent job performance for our success. As a result, all employees are expected to provide excellent and reliable service to the School, our students, our parents, and our fellow employees.

For this reason, all School employees are employed on an at-will basis. This means that both the School and you have the right to terminate employment, and the School may change your job, at any time, for any reason, with or without prior notice or cause.

This Handbook is intended to make that mutual at-will relationship perfectly clear, and to make clear that no one has any express or implied contract limiting your right to resign, or the School's right to terminate or change your employment, at any time, for any reason, with or without prior notice or cause. Furthermore, that at-will relationship can be changed only by an express individual written employment agreement signed by the President of the Board of Directors and you that expressly changes this at-will relationship, and not by any other person, statement, act, series of events, or pattern of conduct. Furthermore, by choosing to remain at 100 Black Men of the Bay Area Community School, current employees understand and accept this relationship as an integral part of their employment with us.

Policy Prohibiting Harassment

100 Black Men of the Bay Area Community School does not tolerate the harassment of any employee for any reason by any other employee, supervisor, manager, or person with whom the School does business. In addition, harassment for any discriminatory reason, such as race, color, national origin, ancestry, religion, sex, sexual orientation, marital status, pregnancy, age, physical or mental disability, medical condition, veteran status, or any other legally protected

status, is a violation of various state and federal laws, which subject the individual harasser to liability for any such unlawful conduct.

With this policy, as well as our policies regarding proper email and Internet usage, the School prohibits not only actions that are severe enough to be unlawful, but also conduct and comments which are not severe enough to violate state or federal law but which are still inappropriate in our workplace.

➤ ***Prohibited Conduct/Comments***

- Racial or ethnic remarks, slurs, or jokes, or any other comments or conduct that disparages individuals or groups based on any discriminatory factors.
- Physical conduct, including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected status.
- Deferential or preferential treatment based on any of the protected classes above.
- Sexual harassment. Sexual harassment includes many forms of offensive sexual behavior, including, but not limited to:
 - Physical assaults of a sexual nature, such as:
 - rape, sexual battery, molestation or attempts to commit these assaults; and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
 - Unwanted sexual advances, propositions or other sexual comments, such as:
 - sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
 - preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct; and
 - subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

In addition, no supervisor of staff may have a dating or sexual relationship with any employee to whom they assign work, evaluate, or influence employment or compensation decisions without both parties promptly informing the Principal of such relationship, so that appropriate assurances/arrangements can be made to assure mutual consent and no adverse impact in the workplace.

➤ ***Prevention Procedure***

All employees are responsible for ensuring a harassment-free workplace. To that end, any employee who is subjected to offensive comments or conduct should immediately report the conduct to his or her immediate supervisor and/or the School's Administrative Office. Employees may use the complaint forms attached as Appendices A and B to this Handbook.

In addition, any other employee or supervisor who becomes aware of any such objectionable conduct by any employee, supervisor, vendor, independent contractor, parent, or any vendor with whom the School does business should immediately advise the School's Administrative Office to ensure that the conduct does not continue.

As soon as a report or complaint is made to the School's Administrative Office, it will take prompt investigatory, corrective and preventative action as appropriate in the circumstances. In the process, reports of harassment will be maintained in confidence to the extent practical to enable a reasonable investigation and reasonable correction and prevention steps.

Any supervisor or employee who engages in conduct prohibited by this policy is subject to termination.

No employee will be retaliated against for bringing concerns to the School's attention. Therefore, do not allow an inappropriate or unlawful situation to continue by not reporting it,

regardless of who is creating that situation. No person in this School is exempt from this policy.

Compliance with All Laws

School policy prohibits any discrimination and retaliation against an employee for any prohibited reason. If you believe that such activity is occurring, inform the Administrative Office immediately, and appropriate investigatory and remedial action will be taken.

Child Abuse & Neglect Reporting

Each member of the 100 Black Men of the Bay Area Community School staff is a mandated child-abuse reporter and shall follow all applicable reporting laws, as well as the same policies and procedures used by the District.

Mandated reporters *must* report suspected child abuse or neglect under the California Child Abuse and Neglect Reporting Act. "Child" is defined as a person under the age of 18 years. A mandated reporter is any individual who is an employee of a youth organization or public school. The term "child abuse or neglect" includes sexual abuse; negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare including both acts and omissions on the part of the responsible person; willful cruelty or unjustifiable punishment; unlawful corporal punishment or injury; and abuse or neglect in out-of-home care. Child abuse or neglect does not include an accidental injury.

All employees of 100 Black Men of the Bay Area Community School must report suspected abuse immediately or as soon as is practicable (and within 36 hours) by telephone, to Child Protective Services ((510) 259-1800), any police department, sheriff's department, county probation department (if designated by the county to receive mandated reports), or the county welfare department. School district police or security departments are not acceptable reporting agencies. The individual making the report must also prepare and submit a written report to the reporting agency within 36 hours of receiving the information concerning the incident. This report must be on the mandated state form, which is available in the School Administrative Office or at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.

Employees shall not contact the child's family or any other persons to determine or investigate the cause of the suspected abuse or neglect. Any interview of the child should be conducted in a professional manner, after consulting with the School's Administrative Office. In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child.

Eligibility for Employment

100 Black Men of the Bay Area Community School will employ only authorized workers. All new hires must provide proof of identity and work eligibility in accordance with U.S. Immigration and Homeland Security Regulations. Employees must complete and sign a Form I-9 and produce valid documents designated by the U.S. Department of Justice, which establish

both identity and employment eligibility within three (3) working days of hire. Failure to comply may result in termination.

Whistleblower Policy

100 Black Men of the Bay Area Community School requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this whistleblower policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

Under the whistleblower policy, all directors, officers, employees, and volunteers have a responsibility to report any action or suspected action taken within the School that is illegal, unethical, or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action for reporting or cooperating with an investigation into a violation.

Drug-Free Workplace

100 Black Men of the Bay Area Community School recognizes a responsibility to help provide a safe and productive work and learning environment for all employees and students and to minimize the public safety risks of our School. Toward this end, the School has a particular concern about substance abuse, since it can affect an employee's productivity and efficiency; jeopardize the safety of the employee, coworkers, students, and the public; impair the reputation of the School and its employees; and violate state and federal statutes.

For these reasons, we have developed this policy to deal with those whose drug or alcohol use affects the rest of us.

➤ *Alcohol*

The possession, consumption, purchase or sale of alcohol on School premises is prohibited. Furthermore, no employee shall be under the influence of alcohol while on School premises or while performing School business off School premises.

➤ ***Legal Drugs***

“Legal drugs” are those prescribed or over-the-counter drugs which are legally obtained by the employee and used for the purpose for which they were prescribed and sold.

Even such legal drugs may affect the safety of the employee, coworkers, students, or the public. Therefore, any employee who is taking a legal drug which might impair safety, performance, or any motor function must advise his or her supervisor before reporting to work under such medication. If the School determines that such use does not pose any safety risk, the employee will be permitted to work.

➤ ***Illegal Drugs***

“Illegal Drugs” are drugs or controlled substances that are (1) not legally obtainable or (2) legally obtainable but not obtained in a lawful manner. Examples include cocaine, marijuana, and illegally-obtained prescription drugs.

The purchase, sale, use, transfer, possession, presence in one’s system of a detectable amount of an illegal drug by any employee, or an employee’s being under the influence of the same is prohibited (1) on School premises, (2) where the employee is performing School business off School premises, or (3) where such activity away from School premises affects the employee’s suitability for continued employment or may harm the reputation of the School and its employees.

Any violation of this policy may be grounds for disciplinary action up to and including termination.

Confidential Information

All information relating to students including, but not limited to, personal information, schools attended, addresses, contact numbers and progress information, is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education student shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Conflict of Interest

You are expected to work for the best interest of the School at all times. Each employee has an obligation to avoid situations involving actual or potential conflict of interest, such as any agreement, activity, or other situation that is or could be construed as in conflict with the School’s best interests.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the School’s Administrative Office, the Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined to

exist, the School may take whatever corrective action appears appropriate in the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Employment of Relatives

100 Black Men of the Bay Area Community School may refuse to hire relatives of present employees if doing so could result in actual or potential problems in supervision, security, safety or morale, or create potential conflicts of interest. 100 Black Men of the Bay Area Community School defines "relatives" as spouses, children, siblings, parents, in-laws and step-relatives. Under most circumstances one relative may not supervise another. If two employees marry or become related, causing actual or potential problems such as those described above, only one of the employees will be retained with 100 Black Men of the Bay Area Community School, unless accommodations can be made to eliminate the actual or potential problems. The employees will have thirty (30) days to decide which relative will stay with 100 Black Men of the Bay Area Community School. If this decision is not made within the time allowed, the department director will make the decision, taking the employment history and job performance of both employees into account.

No Smoking

100 Black Men of the Bay Area Community School is a no-smoking facility.

THE WORKPLACE

Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, 100 Black Men of the Bay Area Community School classifies its employees as defined below. If you change positions during your employment, you will be informed of any change in your status. Please direct any questions you may have regarding your employment classification or status to the School's Administrative Office or your direct supervisor.

- ***Nonexempt Employees:*** Employees who are entitled to be paid overtime in accordance with applicable federal and state wage and law hours. They may be either full-time or part-time employees.
- ***Exempt Employees:*** Employees who are not required to be paid overtime in accordance with applicable federal and state wage and hour laws. Executives, professional employees (teachers), outside sales representatives, and certain employees in administrative positions are typically exempt.

Employment Status

- ***Regular Full-time Employees***

Employees hired to work at 100 Black Men of the Bay Area Community School on a full-time, 40-hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as

defined above. They are eligible for employee benefits as described in this Handbook as well as those benefits required by law.

➤ ***Regular Part-time Employees***

Employees hired to work fewer than 40 hours per week on a regular basis. Such employees may be “exempt” or “nonexempt” as defined above. Employees working 30 or more hours per week are eligible for prorated benefits as described in this Handbook.

➤ ***Temporary/Seasonal/Contract/Intern Employees***

Employees engaged to work for a limited period of time to fill a specific need within 100 Black Men of the Bay Area Community School. A temporary/seasonal/contract/intern employee earns no employment benefits except where specifically indicated or required by law. A temporary employee may be offered and may accept a new temporary assignment with 100 Black Men of the Bay Area Community School and still retain temporary status. Temporary/seasonal/contract/intern employees are not eligible for benefits, outside of federal and state mandated benefits, unless specifically stated in employment agreement. People hired from temporary employment agencies are employees of the agency and not of 100 Black Men of the Bay Area Community School.

Rehired Employees (Bridging of Service Credit)

An employee rehired after more than a year from his or her last date of employment with 100 Black Men of the Bay Area Community School is considered a new employee from the date of the rehire; otherwise, for service-credit purposes, the rehired employee’s original date of employment will be used. For purposes of vacation accrual only, the original date of employment will be used for employees who previously worked at 100 Black Men of the Bay Area Community School as an employee of an outside agency, so long as the break in service between employment with the agency and employment with 100 Black Men of the Bay Area Community School does not exceed one year.

Job Duties

Upon employment, each employee will be given a job description or other explanation of his or her job responsibilities and duties of the tasks. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or 100 Black Men of the Bay Area Community School. Your cooperation and assistance in performing such additional work is expected and appreciated.

100 Black Men of the Bay Area Community School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions or assign additional job responsibilities.

Work Schedules

100 Black Men of the Bay Area Community School normally is open for business between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday. Your supervisor will assign your individual work schedule. All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work. The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday. 100 Black Men of the Bay Area Community School reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees. Any request to change work hours must be approved in advance by the employee's supervisor.

Meal and Rest Periods

All non-exempt employees are authorized and permitted to take a full 10-minute paid rest period near the middle of the second half of the first half of their shift and again near the middle of the second half of their shift at a time that does not interfere with School operations.

In addition, 100 Black Men of the Bay Area Community School provides all non-exempt employees with the right and opportunity to take at least a one-half hour unpaid meal period by the beginning of the 5th hour after they begin work each day.

To the greatest extent possible, your supervisor will schedule your meal and rest periods. You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than ten (10) minutes for each rest period. You may leave the premises during your meal period. If you do not receive a meal or rest period, you must advise the Administrative Office in writing so that all working time can be properly paid at that time. Additionally, you must accurately record your meal period on your time-sheet. Willful failure to use your meal period may result in disciplinary action.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone the School's Administrative Office as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep the School's Administrative Office sufficiently informed of your situation.

As noted in the section of this Handbook concerning the Rules of Conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination. Absence for more than three (3) consecutive days without notifying the School's Administrative Office will be considered a voluntary resignation from employment.

Timekeeping Requirements

All non-exempt employees are required to record time worked on a timesheet (Non-Exempt Timesheet) for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the lunch break. Employees also must record their time whenever they leave the building for any reason other than 100 Black Men of the Bay Area Community School business. Any errors on your timesheet should be reported immediately to your supervisor. Your supervisor must initial any changes on the timesheet. Completing another employee's timesheet, allowing another employee to complete your timesheet, or altering a timesheet is not permissible and may result in disciplinary action. Non-exempt employees must record all hours worked.

Exempt employees are required to complete the Exempt Employee Work Performed Record Sheet for the purpose of indicating whether or not they worked and what type of payment they should receive.

Due to the limited time frame in which payroll must be processed, all employees are required to complete and submit their timesheets by the 15th of each month. Failure to submit a timesheet will result in non-payment for hours worked, and may result in disciplinary action.

The way in which time is tracked may change from time to time. In the event of any change, employees will be given adequate notice and instruction as to the new procedure.

Computer and Telecommunication Resources Policy

100 Black Men of the Bay Area Community School's Computer and Telecommunication Resources Policy ensures that its resources are used properly by all personnel, including but not limited to employees, participants, consultants, and other persons working with 100 Black Men of the Bay Area Community School who use the e-mail system.

The rules and obligations described in this policy apply to all users of the resources, wherever the user may be located. It is every person's obligation to use the resources responsibly, professionally, ethically and lawfully, and subject to the following requirements:

1. **Business Use.** The e-mail system is meant to be used for business purposes of 100 Black Men of the Bay Area Community School. Personal e-mail accounts are not to be used for professional communications.
2. **Ownership.** All email accounts and information and messages that are created, sent, received or stored on the e-mail system are the sole property of 100 Black Men of the Bay Area Community School and not the property of the employee or other personnel.
3. **E-mail Review.** 100 Black Men of the Bay Area Community School reserves the right to monitor, access, read, delete, copy, disclose and use all e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for any violations of law, breaches of 100 Black Men of the Bay Area Community School policies, communications harmful to 100 Black Men of the Bay Area Community School, or for any other reason.

4. **E-mail Content.** Emails should be professional, courteous and in compliance with all applicable laws.
5. **Prohibited Acts.** Users may not use the resources of 100 Black Men of the Bay Area Community School for any illegal purpose or violation of any policy; in a manner contrary to the best interests of 100 Black Men of the Bay Area Community School; in any way that discloses confidential information of 100 Black Men of the Bay Area Community School or third parties; or for personal or pecuniary gain. Provided below is a non-exclusive list of prohibited acts associated with your use of our email system. When considering the appropriateness of engaging in a particular act, personnel should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:
 - a. Using any words, images or references that could be viewed as libelous, offensive, harassing, illegal, derogatory, discriminatory, or otherwise offensive.
 - b. Transmitting, creating, receiving, or storing any information that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic (*e.g.*, sexually explicit or racial messages, jokes, or cartoons).
 - c. Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital preference, religion, national origin, physical or mental disability, or other protected status.
 - d. Downloading, copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Without prior consultation with the Administrative Office, users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or participants of 100 Black Men of the Bay Area Community School programs or to any other third party; (3) install software on any of 100 Black Men of the Bay Area Community School's workstations or servers; (4) download any software from the Internet or other on-line service to any of 100 Black Men of the Bay Area Community School's workstations or servers; (5) modify, revise, transform, recast, or adapt any software; or (6) reverse-engineer, disassemble, or decompile any software. Any user with a question concerning a copyright issue, or who becomes aware of any misuse of software or violation of copyright law, should contact the School's Administrative Office.
 - e. Using encryption devices and software that have not been expressly approved by 100 Black Men of the Bay Area Community School.
 - f. Deliberately wasting or unfairly monopolizing any of the resources, including excessive use of the e-mail system for personal purposes, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large

documents, undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

6. **Security.** The e-mail system is to be used only by authorized persons, and personnel must have been issued an e-mail password in order to use the system. Personnel shall not disclose their codes or passwords to others and may not use someone else's code or password without express written authorization from an authorized officer of 100 Black Men of the Bay Area Community School.
7. **No Presumption of Privacy/Confidentiality.** E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail. Personnel are required to use email in a manner that will not risk the disclosure of proprietary and other information to persons outside 100 Black Men of the Bay Area Community School. In addition, as explained above, 100 Black Men of the Bay Area Community School reserves the right to monitor its employees' email communications.
8. **Message Retention and Creation.** Users expressly waive any right of privacy in anything they create, store, send, or receive on or through the resources, regardless of whether such material may be protected by password or other special entry code or procedure. 100 Black Men of the Bay Area Community School makes its resources available to users solely to assist them in the performance of their jobs. Access to resources is within the sole discretion of 100 Black Men of the Bay Area Community School and use of the resources is a privilege that may be revoked at any time. Generally, users are given access to our various technologies based on their job functions. Only employees whose job performance will benefit from the use of 100 Black Men of the Bay Area Community School's resources will be given access to the necessary resources.
9. **Viruses.** Any files downloaded from e-mail received from non-100 Black Men of the Bay Area Community School sources must be scanned with 100 Black Men of the Bay Area Community School's virus detection software. If a computer does not have a virus protection system and/or any viruses, suspected tampering or system problems should be immediately reported to our network administrator.
10. **Passwords.** All passwords must be made known to the network administrator. The use of passwords to gain access to our computer systems or to access specific files does not provide users with an expectation of privacy.
11. **Retention in the Event of Litigation, Subpoena, or Regulatory Inquiry.** It is 100 Black Men of the Bay Area Community School's policy to comply with all legal proceedings. In the event of any threatened or actual litigation, subpoena, administrative or regulatory inquiry, criminal proceeding, or the like, our personnel are prohibited from deleting, discarding, or destroying any relevant documents and/or e-mails.

12. **No Waiver.** Any delay or failure to discipline personnel for violations of this policy will not constitute a waiver of the rights of 100 Black Men of the Bay Area Community School.

Questions regarding e-mail technical usage or terms contained in this policy should be directed to the Network Administrator and/or the School's Administrative Office.

Personal Business

100 Black Men of the Bay Area Community School' facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use School material, time or equipment for personal projects.

Employee Blogs

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes.
- Student and employee confidentiality policies must be followed.
- Employees must make clear that the views expressed in their blogs are their own and not those of the School.
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf.
- Employees are not authorized to publish any confidential information maintained by the School.
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors.
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

100 Black Men of the Bay Area Community School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

News Media Contacts and Inquiries From Outsiders

The news media occasionally may approach employees for interviews or comments. Only employees designated by the Principal may comment to news reporters on 100 Black Men of

the Bay Area Community School policy or events relevant to 100 Black Men of the Bay Area Community School.

In addition, employees may be contacted by persons outside of the School regarding current or former employees or students. Because these inquiries often involve confidential information and/or legal issues, refer the caller to the Administrative Office rather than involve yourself in the disclosure of confidential information or in a legal dispute involving others.

Notice Posting

Notices required by law are regularly posted on our bulletin board(s) or designated area(s), such as in the teachers' lounge. Employees should make it a practice to review them frequently so that they can keep current regarding news about 100 Black Men of the Bay Area Community School. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval from their supervisor. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their supervisor.

Receiving Gifts

The Gift Receiving Policy delineates policies and guidelines governing the acceptance of gifts by the School and its employees and provides guidance to prospective donors regarding making gifts to the School.

Although we appreciate any donor who is interested in donating a gift to our School, the School will not:

- accept gifts that violate federal or municipal laws;
- accept gifts that require the School to provide special consideration or treatment to any client, donor, entity, *etc.*;
- accept gifts that require the School to deviate from its normal hiring, promotion or contracting procedures;
- accept gifts in any cash amount without approval from the Principal and/or Board of Directors; or
- accept gifts from organizations whose core activities may be in direct conflict with the mission of the School or which may limit the School's ability to provide services.

The School respectfully reserves the right to refuse any gift it believes is not in its best interests. Additionally, School employees may not accept any gifts on the School's behalf without the prior consent of the Principal. Under no circumstances shall a School employee accept monetary gifts consisting of, but not limited to, gift certificates, coupons, entertainment tickets, *etc.* from prospective donors. The only gifts acceptable to receive without the prior consent of the Principal are those small, peripheral gifts, including small food baskets or

edible treats (*i.e.* food baskets, chocolate treats, pastries, etc). This policy does not prohibit the occasional receipt of genuine gifts of nominal items such as holiday gifts so long as the amount received by an employee over a calendar year does not exceed \$50.

Employer Property

All equipment provided by the School, such as lockers, computers, desks, file cabinets, computer systems, computer software, facsimile machines, phones, and other items, is the property of 100 Black Men of the Bay Area Community School and is to be used for School purposes only. All property should be kept clean. If any damage to School property occurs, report such damage to the Office Manager immediately. These items may need to be reviewed by 100 Black Men of the Bay Area Community School in the ordinary course of business, or whenever a need arises, without prior notice to the employee and not necessarily in the employee's presence. For this reason and to safeguard personal items and information, any personal or private information, documents, or items should be kept at home.

100 Black Men of the Bay Area Community School reserves the right to enter and review all computer databases and electronic transmissions, including, but not limited to, computer, electronic, facsimile, telephone, and voice mail systems. In addition, 100 Black Men of the Bay Area Community School reserves the right to assign and/or change passwords and personal codes for its communication technologies systems, keep a record of all passwords and codes used, and override any password system.

All communication technologies, related storage media, and databases are the property of 100 Black Men of the Bay Area Community School and must be used for School-related purposes only. Prior authorization must be obtained before any 100 Black Men of the Bay Area Community School property may be removed from the premises.

In the event of termination, all personal items should be removed at the time the terminated employee leaves School premises. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Cell Phone Policy

Cell phones are to be used for 100 Black Men of the Bay Area Community School business only. Incoming and outgoing personal calls, except in an emergency, are not allowed. In addition, downloading or accessing the Internet generates additional charges and therefore also is not allowed. Any user found to be exceeding average minutes (a figure based on all users) may face disciplinary action, which may include losing cell phone privileges, re-paying the School for unauthorized usage costs and/or other disciplinary action.

Dress Code and Other Personal Standards

100 Black Men of the Bay Area Community School expects employees to maintain a neat, clean, professional appearance in their dress and grooming consistent with their roles as representatives of the School, role models to students, and educators in the community. Items that are not acceptable include blue jeans; shorts; mini-skirts; ripped, torn or dirty clothing;

flip flops; sneakers; and beach shoes. Employees arriving at work improperly dressed or groomed may be sent home to change.

Parking

Employees may park their vehicles in any 100 Black Men of the Bay Area Community School marked space, if space permits. If space is unavailable, employees must park in permissible public areas on the streets in the vicinity of 100 Black Men of the Bay Area Community School property. Employees may not use parking areas specifically designated for visitors, other companies, or 100 Black Men of the Bay Area Community School vehicles. 100 Black Men of the Bay Area Community School is not responsible for any loss or damage to employee vehicles or contents while parked on 100 Black Men of the Bay Area Community School property.

Solicitation and Distribution of Literature

We believe that the following rules will help us provide a safe, pleasant, and efficient work place for all of our employees.

- ***Solicitation by Employees:*** Employees may not engage in solicitation of other employees for any purpose or organization during working time. In addition, no employee shall represent 100 Black Men of the Bay Area Community School in support of any cause or organization unless directed to do so by his or her manager.
- ***Distribution by Employees:*** Employees may not distribute written materials during working time or in working areas.
- ***Solicitation by Outsiders:*** Unless part of a school sponsored event, under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on 100 Black Men of the Bay Area Community School property.

Health and Safety Policy

100 Black Men of the Bay Area Community School is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to follow safe and healthy work practices at all times. You are required to report immediately to the School's Administrative Office any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Ergonomics

100 Black Men of the Bay Area Community School complies with Cal/OSHA ergonomics standards for minimizing workplace injuries, including but not limited to repetitive motion

injuries, and believes that reduction of ergonomic risk is instrumental in maintaining a safe environment and the well-being of our employees and students. 100 Black Men of the Bay Area Community School provides appropriate resources to create a risk-free environment and, consistent with this, will train employees regarding safe working habits and will make adjustments and modification to equipment as necessary. 100 Black Men of the Bay Area Community School encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines. If you have any questions about ergonomics or require an evaluation, please contact the Administrative Office.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. Ensuring the safety and the wellbeing of students is the School's top priority, and the School will not permit any activity that could jeopardize this objective. The School will not employ individuals who have been convicted for a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or a serious or violent felony, the employee must immediately report such a conviction to the School's Administrative Office.

Tuberculosis Testing

All employees, contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator, must submit written proof from a physician of an examination for tuberculosis (TB) within sixty (60) days of hire showing that they are free of active TB. In addition, any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The examination for tuberculosis consists of an approved TB test, which, if positive or in the absence of skin testing, will be followed by an x-ray of the lungs. All employees will be required to undergo a TB examination at least once every four (4) years after hire; food handlers will be required to have annual TB exams. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Documentation of employee and volunteer compliance with TB exams will be kept on file in the Administrative Office.

Security Protocols

100 Black Men of the Bay Area Community School is committed to providing a secure workplace for students, employees, vendors, and contractors, and has developed guidelines to further this commitment. Please be aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas, and immediately report any suspicious persons or activities to the School's Administrative Office. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The

security of facilities as well as the welfare of our employees and students depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the School's Administrative Office when keys are missing or if security access codes or passes have been breached.

Occupational Safety

100 Black Men of the Bay Area Community School is committed to the safety of its employees, vendors, contractors and the public; it is the School's policy that accident prevention is of primary importance in all aspects of School operation and administration. 100 Black Men of the Bay Area Community School expects each School supervisor to provide safe and healthy working conditions for all employees and prevent accidents through acceptance and use of safe practices. The School also expects each employee to accept and promote the School's established safety regulations and procedures. The School will make reasonable efforts to provide adequate safety training to all employees. If an employee is ever in doubt about how to perform a job or task safely, he or she should request assistance. Unsafe conditions must be reported immediately.

Failure to comply with or enforce School safety and health rules, practices, and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

Every employee must immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

Every employee must report fires and other emergencies quickly and accurately. All employees should know the local emergency numbers such as 911. In addition, employees should report any emergency to the School's Administrative Office.

EMPLOYEE WAGES AND BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
- **State Income Tax Withholding:** The same factors that apply to federal withholdings apply to state withholdings.
- **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Your check voucher reflects each deduction made from your paycheck. If you do not understand the deductions, ask the School's Administrative Office staff for explanation.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal tax withholding is determined based on the Form PRINCIPAL-4. Each employee should complete a Form PRINCIPAL-4 upon hire and report any changes in filing status to the School's Administrative Office. Any employee may change the number of withholding allowances he or she wishes to claim at any time by filling out a new Form PRINCIPAL-4 and submitting it to the School's Administrative Office. The office maintains a supply of these forms.

At the end of the calendar year, a "withholding statement" (Form PRINCIPAL-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The Form PRINCIPAL-2 shows Social Security information, taxes withheld and total wages. If you do not receive a Form PRINCIPAL-2, please contact the School's Administrative Office.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and principals are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Non-exempt employees will receive time and one half their regular straight-time hourly rates for all hours worked in excess of eight (8) hours in one day or forty (40) hours in one week and on the seventh consecutive day of work, and double time for all hours worked after twelve (12) hours in one day.

100 Black Men of the Bay Area Community School will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be requested and approved in advance by the Principal and properly documented on a timecard.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Payment of Wages

Paydays are scheduled on the last work day of the month in which the work is performed, for the monthly pay periods ending on the last day of the month. If a regular payday falls on a Saturday or Sunday, employees will be paid on the previous Friday. If a regular payday falls on a holiday, employees will generally be paid on the previous business day, and if not, the following business day. Paychecks normally are available by 12:00 p.m., and must be picked up from your supervisor. If you observe an error on your check, please report it immediately to your supervisor.

100 Black Men of the Bay Area Community School offers direct payroll deposit for all employees. You may begin and stop direct payroll deposit at any time. To begin direct payroll deposit, you must complete the Direct Deposit form (available from the Administrative Office) and return it to the Administrative Office no later than the 15th of the month that the service is to begin.

To stop automatic payroll deposit, complete the Direct Deposit form (available from the Administrative Office) and return it to the Administrative Office no later than the final day of the pay period that the service is to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than the final day of the pay that the service is to end.

Pay for Mandatory Meetings/Training

100 Black Men of the Bay Area Community School will pay non-exempt employees for their attendance at meetings, lectures, and training programs, under the following conditions:

- attendance is mandatory;
- the meeting, course or lecture is directly related to the employee's job; and
- the employee's supervisor notifies the employee of the need to attend the event in advance.

The employee will be paid at his or her regular rate of pay for attendance at meetings, lectures and training programs, including travel time beyond his or her normal commute time to work. If an overnight stay is required, employees will be paid for the number of hours each day that they would normally be at work plus overtime pay where required by law.

Expense Reimbursements

Employees who have expense accounts or who have incurred business expenses must submit required receipts and the Expense Reimbursement to the School's Administrative Office. In order to process requests for reimbursements, employees must have their department manager sign the appropriate form.

If you have any questions about the 100 Black Men of the Bay Area Community School expense reimbursement policy, contact the School's Administrative Office.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. Creditors, however, may resort to certain legal procedures such as garnishments, levies or judgments, which require the School, by law, to withhold part of your earnings.

You are strongly encouraged to avoid such wage attachments and garnishments. If the School receives a wage garnishment request concerning you, the School's Administrative Office staff will contact you to discuss how to proceed.

Medical/Health Benefits

100 Black Men of the Bay Area Community School offers a comprehensive health insurance plan for eligible employees. Regular full- and part-time employees who work at least thirty (30) hours per week are eligible for health insurance on the first day of the month following completion of thirty (30) days of service. Temporary employees are not eligible for health benefits.

Employees pay a portion of the monthly premium for employee health benefits. 100 Black Men of the Bay Area Community School pays the remainder of the premium for eligible employees up to the designated benchmark. Employees will be notified of their contribution amount at the time they sign up for the specific benefit, and this amount will be deducted from their paychecks. Eligible employees may be responsible for the monthly premium costs for their dependents' coverage.

In the event of an increase in health insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about health insurance coverage are available in a separate publication from the School's Administrative Office.

Your coverage will begin on the first day of the month following completion of thirty (30) days of service. Your enrollment form must be submitted to The School's Administrative Office as soon as possible. This form serves as a request for coverage and authorizes any payroll deductions necessary to pay for your coverage. For the 2012-2013 school year, coverage will not begin until October 1, 2012.

Cal-COBRA Benefits

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for up to 36 months. To continue coverage, you must pay the full cost of coverage—your contribution and the School's previous contribution, plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- your employment ends; or
- your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- you die while covered by the plan;
- you and your spouse become divorced or legally separated;
- you become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

100 Black Men of the Bay Area Community School will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. 100 Black Men of the Bay Area Community School will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- the time period for coverage end;
- premiums for continued coverage are not paid timely;
- you (or your spouse or child) become covered under another group health plan;
- 100 Black Men of the Bay Area Community School stops providing group health benefits;

- you (or your spouse or child) become entitled to Medicare.

Retirement Plan

100 Black Men of the Bay Area Community School provides a 403(b) plan for eligible non-teacher employees in order to assist in saving for their retirement. All eligible employees age 18 or over may begin contributing their own money on a pre-tax basis. For information regarding eligibility, contributions, benefits and tax status, contact the School's Administrative Office. Teacher employees are eligible to participate in the California State Teachers Retirement System. Details on the retirement programs are available from the School's Administrative Office.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluations

100 Black Men of the Bay Area Community School will conduct performance reviews for all of its employees at least once a year. Teachers will be reviewed twice each school year.

Your performance evaluations may cover factors such as job criteria, critical duties and tasks of a job, attainment of goals, and 100 Black Men of the Bay Area Community School values. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of 100 Black Men of the Bay Area Community School and depend upon many factors in addition to performance, including availability of funds. After the review, you will be required to sign the evaluation report to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents. You may add a rebuttal statement to your review that will be maintained in your personnel file.

Performance Improvement Plan

Employees who are having performance or behavioral difficulties may be placed on a performance improvement plan. This plan will detail the current issue(s) and outline improvement plan steps and goals to assist the employee in a successful outcome. Performance Improvement Plans will be initiated by the Supervisor and will be done in writing with input from the Principal. Both the Supervisor and the employee are expected to sign off on the plan and meet at the specified times to work through the issues. A Performance Improvement Plan does not create any express or implied right to continued employment through the course of the plan; an employee may be terminated at any time before implementation or during the course of a Performance Improvement Plan.

Personnel Files and Record-Keeping Protocols

100 Black Men of the Bay Area Community School maintains personnel files, the accuracy of which is very important. If the information in your personnel file is incorrect, a problem may arise concerning payroll deductions, employee benefits, employee verification or other important matters. You must notify the Administrative Office immediately whenever there is a change in your employee information, including home address, telephone number, marital status, employment benefit beneficiaries, emergency contacts, or number of dependents.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. 100 Black Men of the Bay Area Community School will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal. Only the Principal or his/her designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. The School will,

however, cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

100 Black Men of the Bay Area Community School' calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

Regular full-time employees shall be paid eight (8) hours pay for the holiday. Regular part-time employees will receive holiday pay based on a proration of their regularly scheduled work week hours to a forty-hour week.

If a holiday occurs during a vacation period, the employee will be paid the holiday rate for that day and will not be charged for a vacation day for that day.

Employees on a leave of absence do not receive holiday pay.

Vacation

Teachers follow the school calendar set for each academic year and are ineligible for vacation or paid holidays other than what is included in the school calendar.

Regular full- and part-time non-teacher employees who work a minimum of thirty (30) hours per week accrue paid vacation in accordance with the following policy:

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment. Temporary employees do not accrue paid vacation.

Accrual for full-time regular employees other than the Principal (whose contract specifies vacation allowance):

- 0-3 Years 3.33 Hours per pay period 10 days per year
- 4-10 Years 5.00 Hours per pay period 15 days per year
- 11+ Years 6.70 Hours per pay period 20 days per year

Employees working fewer than forty (40) hours per week but a minimum of thirty (30) hours per week accrue vacation proportionately to the number of hours worked. Vacation pay will be at the employee's normal pay rate on the first day of the vacation and will be paid on the normal pay day.

Employees may not accrue more than two hundred (200) hours of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation time will begin to accrue again. Employees should not take vacation before it is earned, *i.e.*, on "credit."

Vacation schedules must be coordinated and cleared with your supervisor. 100 Black Men of the Bay Area Community School schedules determine permissible vacation periods, to which employees may need defer or otherwise adjust accordingly.

An employee whose employment terminates will be paid for accrued unused vacation days.

Employees on unpaid leaves of absence do not accrue vacation time.

Sick Leave

Employees accumulate sick leave in order to provide paid time off for incapacitation due to illness. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments can be treated as sick leave. 100 Black Men of the Bay Area Community School will not tolerate abuse or misuse of the sick-leave privilege.

100 Black Men of the Bay Area Community School offers paid sick leave to regular full- and part-time employees who work a minimum of thirty (30) hours per week. Full-time employees accrue four hours of paid sick leave per pay period, or one day per month. Part-time employees (who work a minimum of thirty (30) hours per week) accrue sick leave proportionately to the number of hours worked. Temporary employees do not accrue paid sick leave.

Earned sick leave accrues to a maximum of two hundred eighty (280) hours. No additional sick leave will be earned beyond this until accrued sick leave is used. Because sick leave is

available only if the employee is incapacitated due to illness, 100 Black Men of the Bay Area Community School does not pay employees for accrued but unused sick leave.

100 Black Men of the Bay Area Community School may require a medical note for requests to take sick leave for more than three (3) consecutive business days.

Employees may use their yearly sick leave accrual to attend to a child, parent, spouse, domestic partner, or domestic partner's child who is ill. Leave for this purpose may not be taken until it has actually accrued.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Unpaid Leave of Absence

100 Black Men of the Bay Area Community School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the Principal.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Pregnancy Disability Leave

100 Black Men of the Bay Area Community School complies with the California Pregnancy Disability Act, which allows female employees to take an unpaid leave of absence for a reasonable period of time not to exceed four (4) months for disabilities on account of pregnancy, childbirth, or related medical conditions.

➤ *Employee Eligibility Criteria*

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

➤ ***Qualifying Events***

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- the employee is unable to work;
- the employee is unable to perform any one or more of the essential functions of her job; or
- the employee is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons.

Please note that a woman suffering from severe morning sickness is considered “disabled” by pregnancy. Also, a woman who needs time off for prenatal care is considered “disabled.”

➤ ***Duration of Pregnancy Disability Leave***

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight-hour days per week, four months means 88 working and/or paid eight-hour days of leave entitlement based on an average of 22 working days per month for four months.

If an employee works less than full time, the number of working days is calculated on a pro rata basis. For example, if an employee works half-time, “four months” may mean 44 eight-hour days or 88 four-hour days, or four months of whatever the employee’s normal half-time schedule is.

Pregnancy disability leave runs concurrently with FMLA leave, but not with CFRA leave. The maximum amount of leave entitlement for pregnancy-related disabilities will be 4 months plus 12 weeks (4 months of pregnancy disability leave, of which 12 weeks might be FMLA leave plus 12 weeks of CFRA leave).

➤ ***Pay During Pregnancy Disability Leave***

An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave. Vacation pay and sick leave accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

➤ ***Health Benefits***

The provisions of the School’s various employee benefit plans govern continued eligibility during pregnancy disability leave; these provisions may change from time to time. When a

request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

➤ ***Seniority***

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

➤ ***Medical Certifications***

An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

A recertification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit a required recertification may result in termination of the leave.

➤ ***Requesting and Scheduling Pregnancy Disability Leave***

1. You may request pregnancy disability leave by completing a Request for Leave form and submitting it to the School's Administrative Office. When you make your request, you will be provided with a notice advising you of your right to take pregnancy disability leave.
2. Provide not less than thirty (30) days or, where that is not possible, as much notice as is practicable, for all foreseeable needs for pregnancy disability leave. Failure to provide such notice is grounds for denial or delay of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Please make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If you need intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, you may be transferred temporarily to an available alternative position for which you are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than your regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify you in writing and leave will be counted against your pregnancy disability leave entitlement. This notice will explain your obligations and the consequences of failing to satisfy them.

➤ ***Return to Work***

Upon timely return at the expiration of your pregnancy disability leave period, you may be entitled to return to the same position unless you would not otherwise have been employed in the same position at the time you request reinstatement or if preserving your job would substantially undermine the School's ability to operate safely and efficiently. If you are not reinstated to the same position, you may be reinstated to a comparable position unless there is no comparable position available or if doing so would substantially undermine the School's ability to operate safely and efficiently.

When a request for pregnancy disability leave is granted, the School will give you a written guarantee of reinstatement at the end of the leave (subject to the limitations explained above).

Before you will be permitted to return from a pregnancy disability leave of three days or more you must obtain a certification from your healthcare provider that you are able to resume work. If you can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate you as required by law. If accommodation cannot be made, you will be medically separated from the School.

➤ ***Employment During Leave***

While on pregnancy disability leave, you may not accept employment with any other employer without the School's written permission. Acceptance of such employment will be deemed a resignation from employment.

Industrial Injury Leave (Workers' Compensation)

100 Black Men of the Bay Area Community School, in accordance with State law, provides insurance coverage for employees who suffer work-related injuries. The workers' compensation benefits provided to injured employees may include:

- medical care;
- cash benefits, tax-free to replace lost wages; and
- vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you must:

- immediately report any work-related injury to the Administrative Office;
- seek medical treatment and follow-up care if required;
- complete a written Employee's Claim Form (DWC Form 1) and return it to the Administrative Office; and
- provide the Administrative Office with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that employees injured on-the-job receive appropriate medical attention. 100 Black Men of the Bay Area Community School, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service at a location that is convenient to the School's operation.

If you are injured on the job, you should go to (or be taken to) the approved medical center for treatment. If your injuries require the use of emergency medical systems ("EMS"), such as an ambulance, the medical center selected by EMS personnel will be recognized as an approved center.

All accidents and injuries must be reported to the School's Administrative Office and to the individual responsible for reporting to the School's insurance carrier, Republic Insurance. If you fail to report a work-related injury by the end of your shift, you may experience a loss of insurance coverage. You may choose to be treated by your personal physician at your own expense, but you are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work. In addition, where there is reason to believe that employee impairment may have been a factor in a job-related injury, the School will require a blood test, urinalysis, or other drug/alcohol screening.

Bereavement Leave

Exempt employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if you are called to serve on a jury. For all non-exempt employees, the School will pay for up to five (5) days if you are called to serve on a jury.

Volunteer Firefighters and Peace Officers

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter, peace officer or emergency rescue worker. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please inform and alert the Administrative Office that you may have to take time off for emergency duty before doing so when possible.

Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders and/or appearing in court to obtain relief and ensure your health, safety or welfare, or that of your child(ren).

You should provide notice and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence.
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court of the prosecuting attorney that the employee appeared in court.
- Documentation from a medical professional, domestic violence advocate, health-care provider or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

100 Black Men of the Bay Area Community School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The length of unpaid leave an employee may take is limited to 12 weeks as provided for under the federal Family and Medical Leave Act. Employees may use accrued sick and or vacation time for this type of leave.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an

election day without loss of pay. When possible, an employee requesting time off to vote shall give the School's Administrative Office at least two (2) days notice.

Leaves for School Visits and Activities

Employees are encouraged to participate in the school activities of their child(ren). Any absence for this purpose is subject to the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 to 12 may take time off for a school activity.
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year.
- Employees planning to take time off for school visitations must provide as much advance notice as possible to the Administrative Office.
- If both parents are employed by 100 Black Men of the Bay Area Community School, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by the Principal.
- Employees must use vacation time in order to receive compensation for this time off unless the employee is exempt and the time off is less than a full day.
- Employees who do not have paid time off available will take the time off without pay.
- Employees must provide the Administrative Office with documentation from the school verifying that the employee participated in a school activity on the day of the absence for that purpose.

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert the Principal as soon as possible before leaving work.

External Employee Education Leaves

From time to time, employees may wish or need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities, for personal benefit or the benefit of 100 Black Men of the Bay Area Community School. Attendance at such activities, whether required by 100 Black Men of the Bay Area Community School or not, requires the advance written approval of the Principal. To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, anticipated expenses, and the nature, purpose and justification for attendance. Attendance at any such event further is subject to the following policies on reimbursement and compensation:

- For attendance at events required or authorized by 100 Black Men of the Bay Area Community School, customary and reasonable expenses will be reimbursed upon

submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation and parking. Reimbursement policies regarding these expenses should be discussed with your supervisor in advance.

- Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While 100 Black Men of the Bay Area Community School generally encourages all employees to improve their knowledge, job skills and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

To ensure the security and personal safety of employees and students and continuity of School operations, the School has developed Rules of Conduct that must be followed by all employees. Failure to follow these Rules of Conduct may result in discipline up to and including termination. The specification of these Rules of Conduct serves to notify employees of the types of actions that could result in discipline and/or termination, and in no way alters the at-will employment relationship of employees of the School. If an employee is working under a contract with the School that grants procedural rights prior to termination, the procedural terms in the contract shall apply.

➤ ***Expectations***

100 Black Men of the Bay Area Community School employs the top educators and staff and expects its employees to display the highest degree of professionalism. School employees act as community leaders and role models for students. Consistent with this, all employees must:

- Understand and apply the mission and guiding principles of 100 Black Men of the Bay Area Community School both in the classroom and in other school-related activities.
- Work cooperatively and collaboratively with all school staff to ensure the effective implementation of the school program.
- Develop a sense of community in the School while respecting and responding appropriately to the strengths and needs of students.
- Model core values of 100 Black Men of the Bay Area Community School: respect, responsibility and compassion.
- Implement the 100 Black Men of the Bay Area Community School educational program with fidelity.
- Maintain a clean and organized School space that is conducive to student learning.
- Work with parents, our most essential partners in the education of the students, in modeling to students the importance of teaching and learning as life tools.

➤ ***Prohibited Conduct***

Conduct prohibited by the School includes, but is not limited to, the following:

- Insubordination, including the refusal to perform an assigned task or duty or act in accordance with instructions provided by an employee's manager or proper authority.
- Inefficiency, including deliberate restriction of output, carelessness or unnecessary wastes of time or material, and neglect of job duties or responsibilities.

- Unauthorized solicitation, collection of contributions, and distribution of literature, written or printed matter, on School property during on-duty time. While this rule does not apply to employees on breaks or otherwise off-duty, it does prohibit such employees from engaging in such activity with other employees who are performing their work tasks.
- Damaging, defacing, and/or engaging in the unauthorized removal, destruction or theft of School or an employee's property.
- Fighting or attempting to start a fight on School premises.
- Violating the School's drug and alcohol policy.
- Using or possessing firearms, weapons or explosives of any kind on School premises.
- Gambling on School premises.
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
- Filling out the timesheet of another employee or permitting or arranging for another employee to fill out your time sheet.
- Using profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
- Conducting personal business during business hours and/or using of telephone lines for personal calls without permission.
- Engaging in excessive absenteeism or tardiness.
- Posting any notices on School premises without prior written approval of the Principal, unless posting is on a School bulletin board designated for employee postings.
- Engaging in immoral or indecent conduct.
- Being convicted of a criminal act.
- Engaging in sabotage or espionage (industrial or otherwise).
- Violating the School's harassment policy.
- Failing to report a job-related accident to the employee's manager or failing to take or follow prescribed tests, procedures or treatment.
- Sleeping during work hours.

- Releasing confidential School, employee, or student information without authorization.
- Engaging in acts of dishonesty or displaying dishonesty.
- Refusing to speak to supervisors or other employees.
- Engaging in any other conduct detrimental to employees, students, or the School's interests and/or its efficient operations.

Engaging in prohibited conduct may result in discipline up to and including termination. For employees who possess an employment contract that provides for other than at-will employment, the procedures and process for discipline and termination in the contract shall govern.

➤ ***Prohibited Off-Duty Conduct***

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

The School requires the full time energies of all employees. Therefore, the School discourages its employees from obtaining additional employment. The School further prohibits the following:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position.
- Additional employment that impairs or has a detrimental effect on the employee's work performance.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or use the School's facilities and/or equipment,
- Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to secure additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. 100 Black Men of the Bay Area Community School shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising

out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Principal regarding your intention as far in advance as possible. For non-teacher employees, at least two (2) weeks' notice is expected whenever possible. For teacher employees, at least one month's notice is expected whenever possible.

When your employment terminates, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

Employment Verifications

All requests for employment verifications must be directed to the Principal or his/her designee. No other employee is authorized to release verifications for current or former employees. By policy, 100 Black Men of the Bay Area Community School discloses only the dates of employment and the title of the last position held by former employees. With written authorization from the employee, 100 Black Men of the Bay Area Community School will release salary or wage information to institutions such as banks or credit unions, or prospective employers.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the School Administrator or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the School Administrator or Board President as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

100 Black Men of the Bay Area Community School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the School Administrator or his/ her designee shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the School Administrator or Board President.

MODIFICATION OF EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication. 100 Black Men of the Bay Area Community School reserves the right to amend, delete or otherwise modify this Handbook at any time.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX Principal___

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been inappropriate conduct.

If you are an employee of the School, you may file this form with the School Administrator or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

100 Black Men of the Bay Area Community School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (*i.e.* specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, *etc.*) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX __
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (*i.e.* specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, *etc.*) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL (100 BMBACS)

Health and Safety Plan

I. Establishment of the School Safety Team

Policy

All OUSD schools are held accountable to ensure the safety of all students, staff, and visitors. As such, 100 BMBACS will develop a School Safety Team (SST) which will be comprised of the upper and lower school principals, teachers, classified staff and a parent representative, and other members, as necessary. The School Safety Team will establish goals, strategies and activities to ensure that emergencies are handled in a timely and efficient manner. The school will also establish a Crisis Response Team that will serve as the front-line emergency officers who are responsible for the overall safety of occupants including but not limited to disseminating information, directing and leading first aid response needs, and search and rescue efforts.

Procedure

The SST will assess the overall school climate, and the potentiality of student unrest or crime on campus, and will develop goals, strategies and programs to address student needs to maintain a high level of school safety and positive school climate. (Ed Code 32282). To determine school climate, various data will be taken into account, including but not limited to the following:

- Student observations
- Attendance
- Suspensions
- Office referrals
- Student and parent input

II. Child Abuse

Policy

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and policies used by the district. Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

Procedure

In the case of sexual assault (child assaulted on or near school property) the following procedures should be followed:

1. Accompany victim to safe place at school and remain with her/him
2. Protect evidence of sexual assault
3. Notify Child Protective Services (CPS), and Police without delay
4. Notify district police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

1. Notify CPS and describe evidence: Crisis Line (510) 259-1800
2. Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
3. Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

1. Do not wash clothes or victim's body or underwear. Do not have victim undress.
2. Do not allow victim to wash or wipe body
3. Do not wipe away dirt, semen or dried blood
4. Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:

1. Notify appropriate staff and CPS immediately.
2. Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
3. Notify immediate director/supervisor

III. Sexual Harassment

Policy

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.

2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Procedure

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment (See Complaint Form, Appendix X a.)

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name(s) of Person(s) you have a complaint against:

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date

Print Name _____

To be completed by School:

• Received by: _____ Date: _____

IV. Emergency Disaster Procedures and Drills

Earthquake

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

Fire Procedures

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

1. Sound alarm if it has not already been done.
2. **Call 9-1-1**, identify problem, school building address and location of fire (if known).
3. Evacuate the buildings immediately for any fire or suspected fire.
4. Take your attendance cards.
5. Close classroom windows.
4. Lead your class out the assigned exit door.

5. Close the classroom door.
6. Walk to the designated area outside of the school building.
7. Take attendance to make sure that all children are accounted for.
8. Support staff will check bathrooms and common areas to make sure that all children
6. exited the school building.
7. Talking is NOT PERMITTED at any time during an emergency drill.
8. Children must walk in an orderly fashion and listen carefully for additional instructions.

Other Procedures

1. Children will be expected to exit along with the teacher of a special class they are attending.
2. In the event that a child is unattended (i.e., going to the bathroom, nurse, office) when the fire alarm sounds, he or she should leave the building through the nearest exit and quietly find his/her way to the class's normal line-up area.
3. At times, an exit or hallway may be obstructed. Teachers are expected to react calmly and make a decision as to an alternate route. Questions to discuss with children at the beginning of the year include:
 - a. What would you do if our regular exit were blocked?
 - b. What would you do if you were in the Library?
 - c. Computer Room?
 - d. Resource Center?
 - e. Bathroom?
4. In the event that an emergency drill takes place when the children are at an assembly, each class will exit the auditorium doorway nearest where it is seated and then proceed quickly through the auditorium driveway or front doors and proceed to the designated assembly area.
5. Upon arrival, the Fire Department will assume command.
6. Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
7. Notify State Administrator's Office of incident.

Fire Extinguisher Instructions:

- | | |
|---|---------------------------------|
| P | Pull safety pin from the handle |
| A | Aim at the base of the fire |
| S | Squeeze the trigger handle |
| S | Sweep from side to side |

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

BOMB THREAT PROCEDURES

The following procedures have been prepared by the school's safety committee in the event that a bomb threat is received. It takes into account the fact that the school is responsible for a large number of students, teachers, and other staff, and that administrators must do all that is prudent and possible in the event of imminent danger. Please read these procedures carefully.

I. When A Call Is Received

- A. The person receiving the call should make every effort to connect the caller with the principal, assistant principal, or teacher in charge.
- B. If the person receiving the call is unable to accomplish the above, he or she should gather as much pertinent information as possible, including:
 - 1. Site of the bomb
 - 2. When it is set to go off
 - 3. What kind of device it is
 - 4. Name, sex, and location of caller
 - 5. Approximate age of caller
 - 6. Voice tone, accent, background noises
 - 7. Exact nature of threat
- C. Immediately after the call is received, the person should give information to the principal, assistant principal, or teacher in charge.
- D. Principal notifies the superintendent, who will initiate procedures based upon his or her judgment.

II. Search and Evacuation Procedures

- A. The fire alarm will sound.
- B. Teachers not responsible for exiting a class will scan the floor in which they are located before exiting and notify the principal's designee outside the school building immediately if anything looked suspicious.
- C. Custodial personnel will search boiler rooms, janitorial supply rooms, sink closets, waste containers, and other areas as directed.
- D. If no bomb is found, a search of all lockers may be ordered.
- E. **No one is to handle any suspicious-looking package or device!**

III. Reentry After Evacuation

- A. The highest ranking police department official shall inform the principal that a reasonable search has been conducted.
- B. Based upon such information, and in consultation with police and fire department officials, the principal shall decide when it is appropriate to reenter

the building. If the decision is made not to reenter the building, instructions to proceed to the designated evacuation site will be given.

C. Immediately after the call is received, the person should give information to the principal, assistant principal, or teacher in charge.

D. Principal notifies the superintendent, who will initiate procedures based upon his or her judgment.

Shelter-In-Place Procedures

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

The announcement will be: "TEACHERS, LOCK YOUR DOORS AND WINDOWS" A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:

1. Teachers should quickly check halls and get students into classrooms.
2. Lock doors, close blinds.
3. Teachers will keep all students in the classroom until an all clear has been sounded.
4. Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
5. Staff without students will report to the office for instruction or as otherwise directed.
6. Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
7. Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
8. When the emergency is over, a coded "all clear" will be announced.
9. The Crisis Response Team will meet to determine needs of school.
10. Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Crisis Response Team Procedures

ONCE A CRISIS SITUATION BECOMES KNOWN, THE FOLLOWING ACTIONS WILL TAKE PLACE:

Principal (or designee):

1. Verifies occurrence
2. Gathers facts and details

3. Contacts family, if applicable
4. Notifies superintendent of schools
5. Notifies police
6. Contacts public information officer
7. Initiates staff and parent phone chains, if applicable
8. Calls for a meeting of the crisis response team

Crisis Response Team:

1. Shares available information and the sources
2. Assesses situation
3. Develops plan for same and/or next day
4. Develops memo to be distributed to staff, to be read over the phone, and given to public information officer for distribution to media
5. Prepares for meeting with entire staff
6. Assigns individuals to remain with students so that the team can meet with staff if emergency is during the school day
7. Assigns individuals to make calls and answer phones
8. Plans for individuals to talk with students in classrooms
9. Develops list of closely connected or at-risk students for individual counseling

Principal and Crisis Response Team:

Meet with school staff to:

1. Describe the event in detail
2. Discuss plan for the rest of the day and/or next day
3. Distribute statement for the public
4. Review procedures to use with media
5. Review approach to inform specific grade levels or individual students

6. Answer questions
7. Request additional assistance from school system or municipality
8. Deploy staff personnel to speak with classes and counsel individuals
9. Continue to monitor and assess situation

Principal:

1. Distributes information to staff and public
2. Conducts end-of-day staff briefing
3. Plans for next day(s)
4. Assesses response and operations with the team

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

1. **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.

Students should also be advised to do the following when possible:

- A. Select rooms on higher floor levels and avoid basements.
 - B. Select an internal room or a room with as few windows as possible.
 - C. Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
 - D. Custodial personnel will search boiler rooms, janitorial supply rooms, sink closets, waste containers, and other areas as directed.
 - E. If no bomb is found, a search of all lockers may be ordered.
 - F. **No one is to handle any suspicious-looking package or device!**
2. **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
3. **LISTEN.** Remain quiet to hear critical instructions from school officials.

Fire Drills

The principal shall hold fire drills at least once a month at the elementary level, and not less than twice every school year, at the middle and high school level. The drills will alternate between a morning and afternoon schedule. A proposed schedule for academic year 2012-2013 is provided below.

Proposed Fire Drill Schedule Academic Year 2012-2013

MONTH	DATE	TIME
September	20	10:15
October	17	1:30
November	5	9:45
December	12	2:00
January	18	9:00
February	12	2:00
March	18	9:00
April	4	2:00
May	20	9:45

2012-2013 Lockdown Drill Schedule

The principal shall hold two lockdown drills every school year at elementary, middle and high school level. A proposed lock-down drill schedule for academic year 2012-2013 is provided below as Attachment __ __.

SEMESTER	DATE	TIME
Fall	10 Nov.	9:40
Spring	17 Mar.	8:45

Emergency Drill Report
Oakland Community School for Boys

Type of Drill	Month/Day/Year	Time of Day	Time Duration	Number of persons evacuated	Number of Staff Supervising Drill
Earthquake					
Fire					
Lockdown					

Comments: _____

Principal: _____ Date: _____

**Completed form must be returned to
OUSD Emergency Preparedness Program Manager**

Important Information
EMERGENCY TELEPHONE NUMBER DIRECTORY

PURPOSE	AREA		DIAL
ALL EMERGENCIES	<i>All Areas</i>		9-1-1
Law Enforcement	<i>Oakland School Police</i>		224-1001
Oakland Police Dept. EMERGENCY	<i>City of Oakland</i>		9-1-1 777-3211
Oakland Police Dept. NON-EMERGENCY	<i>City of Oakland</i>		777-3333
Non Emergency Fire/Paramedics	<i>City of Oakland</i>		238-3030
Local Hospitals	<i>Children's Hospital</i>		428-3240
Poison Control	<i>Alameda County</i>		1-800-222-1222
OUSD Management			
Emergency Preparedness Program Manager		<i>879-3670 (office)</i>	
YOUR SCHOOL OR FACILITY (fill in names & numbers)			
Name	Home	Work	Pager/Cell
<i>Principal Lower School</i>			
<i>Principal Upper School</i>			
<i>Custodian</i>			
<i>Secretary/Other</i>			

Emergency Evacuation Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Considerations for Planning for People With Disabilities:

1. Identify the population of people with disabilities
2. Students with disabilities are located in self-contained SDC and SH classrooms
3. There are certified teachers and paraprofessionals trained to assist students with disabilities
4. Determine proper signage and equipment
5. The facility has been reviewed and certified by the school district's department of buildings and grounds
6. The facility is reviewed for proper signage and equipment on a yearly basis

B. Assigned Staff Trainers On Assisting Individuals With Disabilities

Name: TBD

Title: Principal

Name: TBD

Title: Teacher, Severely Handicapped Class

Name: TBD

Title: Teacher, Special Day Class

C. Planning

100 BMBACS must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

TBD Pending Location of School

Off-Campus Evacuation/Assembly Location

- a. Location TBD
- b. Establish a memorandum of agreement with the evacuation site(s)
- c. Enter Date of Agreement

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

Principal's Checklist for Emergency Evacuation

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
 - ✓ **9-911**
 - ✓ **Superintendent's office**
 - ✓ **Utilities**

Activate key personnel to:

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

Employees Checklist for Emergency Evacuation

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

Teachers Checklist for Emergency Evacuation

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

If it is necessary to evacuate to another school or relief center, the Principal will:

- Contact the Superintendent or designee.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whole the student is being released and address or destination.

If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.

100 Black Men of the Bay Area Community School Human Capital Strategic Plan

This Human Capital Strategic Plan constitutes the framework for managing the 100 Black Men of the Bay Area Community School (100 BMBACS's) human capital system and builds upon the strength and commitment of 100 BMBACS's workforce to fulfill the school's mission. The Plan is intended as a "living" document—one that accommodates changing environments and needs as they arise.

EDUCATORS

The 100 Black Men of the Bay Area Community School (100 BMBACS) faculty opens students' minds to the wonder of learning, teaches with passion, and demonstrates sincere caring for each student.

Goal

Ensure that outstanding educators – teachers, coaches, administrators, and staff – are attracted to and retained, supported, and rewarded by 100 BMBACS so that the mission is served and fulfilled.

Strategies

- I. Attract and retain educators who understand and embrace 100 BMBACS's mission:
 - a. Specify the full dimension of the role of an independent school teacher in general and of an 100 BMBACS teacher in particular.
 - b. Utilize a nationwide recruitment team to hire and retain senior teachers who believe in the importance of significant contact with students inside and outside of the classroom.
 - c. Develop recruitment practices that are flexible and embrace traditional and non-traditional approaches.
 - d. Create partnerships with other organizations to attract qualified candidates to serve as intern teachers at 100 BMBACS during their first year.
 - e. Assure that 100 BMBACS's teachers are committed to: curriculum review and revision; adaptation through technology and innovation; and a desire to stay current with evolving teaching methodologies and understandings.
- II. Shape a compensation structure and philosophy that attracts and rewards faculty who are deeply invested in fulfilling the mission:
 - a. Organize a compensation task force to develop new models.
 - b. Examine the evaluation system to align professional development and goals.
- III. Provide professional development to allow educators to grow and learn and link professional development to performance review and self-reflective teaching.
- IV. Develop an appropriate administrative structure to sufficiently support current operations while planning for future strategic choices.

100 Black Men of the Bay Area
Community School

Staff Handbook

General Information

“Children are the reward of life.” - Proverb from Zaire

“The surest way to make it hard for children is to make it easy for children.”

100 Black Men of the Bay Area Community School

Success is our promise to the students, parents and community we serve. The promise demands that every person within 100BMBACS focus on one, uncompromising vision: creating opportunities for every student to graduate from high school prepared for college and career.

We know that in order to keep that promise, we must continue to work hard to improve everything we do. We must help our teachers become the best they can be. We must make sure students are at school, in class and ready to learn. We must ensure families are involved and invested in students' learning and success. At 100BMBACS, we expect success from every one of our students because we know success in school means success in life.

Together, we can help our children grow into happy, productive adults. That is the goal which itself is the culmination of years of activism by school leaders, board members, teachers, parents and students for equity and excellence for all Oakland students.

In support of this 100 BMBACS is committed to:

- Promoting sustained student achievement in all classrooms, at all grade levels.
- Providing a comprehensive and academically challenging core program that addresses the needs of a diverse population of students and families.
- Pursuing partnerships with parents, community members and organizations, and other agencies to ensure broad participation in the education of our youth.

The 100 BMBACS Vision

Our vision is to provide students with a high quality, comprehensive education that sparks a joy for learning by empowering them with the information, knowledge, skills, and tools necessary to realize their highest potential as complex thinkers, quality producers, collaborative workers, self-directed learners, and productive contributors to society.

The 100 BMBACS Mission

Brookfield School is a place where everyone learns and everyone teaches. At Brookfield, we prepare our students to educate themselves throughout their lives. The 100 BMBACS is to provide all students with a positive, safe, and challenging learning environment which empowers them to become responsible and productive citizens who value diversity.

School Procedures

Professional Appearance

Certificated and classified staff is expected to present a professional appearance in meeting the responsibilities of your assignment. A professional appearance should:

- Serve as a role model for students
- Positively represent the teaching profession
- Positively represent the expectations of the school, community, district, and state

Attendance

All faculty & staff members are expected to be present and on time each day. This is vital to the continuity of our instructional and supplemental services and programs for students.

Absence

If you are, sick it is your responsibility to get coverage (see substitute policy below). All personal leave requests shall be submitted two weeks in advance in writing. Personal leaves are limited to one day at a time and shall not be used to extend vacation leaves or holidays, except in the case of emergencies.

Sign-in & Sign-out / Leaving School Premises

All certificated personnel are expected to sign in no later than 8:00 am and sign out by 4:00 pm unless otherwise granted permission by a site administrator. PLEASE DO NOT SIGN IN & OUT IN THE MORNING.

Any staff member who needs to leave school early must do the following:

1. Inform an administrator
2. arrange for coverage for your students (substitute or dividing up the class)
3. leave work for students
4. sign out on time sheet
5. Teachers who leave and return the same day need to fill out a destination form in a binder on the main office.

Substitute Policy

All teachers must register in the substitute system. All teachers are responsible for calling or logging on on-line to the system for their own absence coverage, with the exception of conferences and workshops. For a list of substitute, please see the office. If

you are attending an in-service, please check with the secretary to ensure that a substitute is assigned prior to leaving for the workshop or conference. Please make sure to have your substitute binder located in an area that is easy to locate and readily accessible. In addition, please make sure that detailed lesson plans have been left for your students.

Emergency Procedures

Fire and Earthquake drills are conducted each month. Emergency school lockdown drills will also be conducted. Lockdown situations may occur when students and staff must remain in classrooms/ school with all doors and windows secured. No one is permitted to enter or leave the school during a lockdown crisis. If such a situation should occur, the principal and staff will work closely with the police or other authorized officials for the safety of all concerned.

Emergency Information Staff

All Staff are required to have on file the following information:

- Contact information including names and address
- Home telephone number
- Cellular telephone number
- Doctors name and number
- Medical alert information

Student / Adult Injury / Accidents

If an employee is injured at work, report to the site administrator immediately. You will be asked to describe the injury/ accident and you will need to complete an Employee's Claim for Worker's Compensation Benefits.

If a student is injured at school, the supervising adult will be asked to complete the Student Report form for student injuries. These are legal documents. It is imperative that you are attending to supervisory duties at all times during assigned times (in classroom, yard duty, cafeteria, field trips, etc.).

Certificated Evaluation

Teacher competency is evaluated and assessed as it relates to 1) engaging and supporting all students in learning, 2) creating and maintaining an effective learning environment, 3) understanding and organizing subject matter for learning, 4) planning and designing instruction and learning experiences for all students, 5) Assessing student learning, 6)

developing as a professional educator, and other criteria: attendance, preparation, organization, performance of adjunct duties, communication with caregivers, parent complaints, and use of support staff. (Section 44662 Stull Act S.B. 813)

Evaluation Process Review

Site administrator conducts a meeting with evaluates to 1) provide Employee Handbook: and 2) inform them of the evaluation process.

Objectives and Standards of Performance

Completed Objectives and Standards of Performance are due to the administrator by the 18th member's workday. Objectives and Standards of Performance shall be written to include, but not limited to the following five (5) areas: 1) Implementation of core curriculum, 2) increased student achievement, 3) increased student attendance, 4) reduced student discipline, 5) increased parent / caregiver contact.

Each teacher is also expected to submit a Daily Class Schedule, as well as Classroom Management Procedures, that include discipline policies, buddy teacher information, class divided roster.

Review of Objectives and Standards of Performance

An initial conference between the evaluator and evaluate must be held to 1) review Objectives and Standards of Performance and 2) obtain signatures indicating agreement on A2 Form by the member's 27th workday.

Pre-observation Conference

A pre-observation conference must be held prior to the scheduled observation. The first observation must be a formal, scheduled observation.

Post-observation Conference

A post-observation conference must be completed and signatures obtained within five (5) days of observation. Signatures are to be obtained by the evaluator on all forms.

Completed Evaluations

Completed evaluations are to be submitted to HRSS to be placed in employees personnel file. A copy of the evaluation shall be provided to the evaluatee and kept on file in the administrator's office.

Informal / Unscheduled Observations Learning.

Informal, unscheduled observations will be conducted on a regular on-going basis in order to provide additional opportunities for the continued improvement of all staff members.

Child Abuse Reporting

You are required by law to report every instance of child abuse, which becomes known to you or which, you reasonably suspect to have occurred to a child with whom you have professional contact. You must report your observations to a Child Protective agency within 36 hours after you become aware of abuse. Your duty to report is individual. No supervisor or administrator may impede or inhibit your duty to report, although you may also report to your supervisor. Your failure to report an instance of child abuse known or reasonably suspected by you is a misdemeanor, punishable by up to six months in jail or by fine of \$1,000 or both (CA Penal Code Section 11166.5).

Sexual Harassment

100 BMBACS is committed to the creation and maintenance of a Professional Learning Community (PLC) and working environment in which all individuals are treated with respect and dignity. Each student has the right to learn and each teacher the right to teach in an environment free of harassment.

At the 100 BMBACS, sexual harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Sexual harassment is unlawful and hurts all people. Sexually oriented acts or sex based conduct has no educational purpose. Any employee or student, male or female, who engages in such conduct, shall be disciplined as provided by law, district policies, and applicable labor agreements.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome or unwanted advances, requests for sexual favors, and any verbal, written, or physical conduct of a sexual nature when:

This conduct substantially interferes with an individual's ability to learn or an individual's employment, or creates an intimidating, hostile, or offensive school or work environment.

Statement of Prohibited Conduct

Conduct prohibited under this policy includes, but is not limited to the following:

1. Physical assaults of a sexual nature such as touching, pinching, patting, grabbing, poking, or brushing against another employee or student's body.
2. Unwanted sexual advances, or other sexual comments, such as jokes or comments about a person's sexuality or sexual experience directed at or made in the presence of any employee, student, or member of the public who has indicated in any way that such conduct is UNWELCOME in his/her presence.
3. Reading or otherwise publicizing in the learning or work environment materials that are sexually revealing, sexually suggestive, sexually demeaning, or pornographic. The only exceptions to this are publications or displays approved for educational purposes by site managers or district administrators.
4. Intentionally lying about, falsely denying, asserting pressure to conceal, or otherwise attempting to cover up conduct such as that described above.

Dissemination of Policy

This policy will be disseminated to all 100 BMBACS employees, students, and parents. All supervisory personnel are responsible for its implementation.

Individuals Covered Under this Policy

This policy covers all individuals in attendance at, or participating in events sponsored by 100 BMBACS.

Pay Warrants

Each person receiving a pay warrant shall be responsible for signing-off on receipt of said warrant each pay period. The office staff cannot, and will not, give pay warrants to any one but the payee. Checks will be issued after 11:00 a.m. on paydays.

School Procedures

Master Calendar

The Master Calendar is a primary source of information for the weekly bulletin and for staff when parents call with questions. Teachers are asked to note all special class events such as field trips, assemblies, conferences, or workshops on the Master Calendar in the Main Office. The site administrator generates a weekly bulletin every Friday regarding the upcoming events and necessary information. Staff members are 100% responsible for information in the bulletin. Please be sure to note your personal calendars accordingly, in addition to noting any information to bring to the attention of your parents. Material(s) to be included in the bulletin should be submitted to the site administrator no later than 10:00 am Thursday morning.

Assemblies

All assemblies should be aligned with, exhibit, and display content standard subject mastery. Assemblies that include student presentations should be tied to student learning (standards based) in the form of a poem, song, visual or performing art performance. Appropriate student behavior during assemblies is included in the expectations for the curriculum area of Visual & Performing Arts. Proper student conduct discussions shall be held by teachers, with their students, prior to all assemblies. Teachers are expected to supervise, and monitor student conduct during assemblies. A site administrator or designee prior to be calendared must approve all assemblies. Once approved assemblies will be scheduled for the afternoon block to prevent distractions during the morning core instruction periods.

Yard Supervision

Staff is directed to be on yard duty at the beginning of the time indicated. It is suggested that assigned yard supervisors (certificated) take their classes out a minute or two before time and remain out until all classes are inside. This is NOT a time to chat with parents or neighbors. TAKE YOUR ASSIGNED SUPERVISION SERIOUSLY. Supervise closely, restrooms and any play/exercise structures. Yard duty schedules will rotate and change each report card period.

Study Tours, Field Trips, Walking Trips

Teachers are expected to plan with colleagues to take a minimum of two educational study tours a year. Study tours are to be planned as extensions to the classroom curriculum and connected to the content standards, and not as rewards. Teachers should plan tours which can be reached using public transportation whenever possible. All study tour requests must be turned into your grade level chair at least 45 days prior to the scheduled trip. The grade level chair reviews the request and forwards to a designated staff member, who then submits to a site administrator for approval. No admission fees should exceed \$5 per child or adult. Please note the following requirements for approval of study tours:

- How the tour connects to student learning, subject mastery, based on California Content Standards.
- Identify the relevant standards the tour addresses.
- Identify the lessons or activities conducted prior to tour.
- Identify the means of assessment post tour.

Checklist prior to Study Tours:

- Decide as early as possible where and when to go (do the research). Call the contact person involved in scheduling school groups. Inquire about the cancellation policies if any. Complete the request for Study Tour Approval forms. Your trip will be posted on the master calendar in the office. In order for the cafeteria to provide bag lunches for your trip, please notify the cafeteria manager at least two (2) weeks prior with the date and number of lunches required. Send permission slips home a week prior to the scheduled trip. Arrange to have at least 1 adult per every 5 students.

Checklist for the Day of the Tour

Provide all students with nametags, which have the school name and telephone number. Please prepare lessons and activities and arrange with a colleague for students who are not attending, to stay in another class. District policy requires that a student must have a signed permission slip to attend study tours. Take a copy of classroom emergency cards with you on the study tour. Before you leave be sure to turn in daily attendance to the office, and the location of any students that are not attending the tour, the time expected back, and an emergency number for you. If your return is delayed, please call the school.

After the Study Tour

Provide samples of student work, which demonstrates follow-up activities.

Walking Tours

Walking tours may be taken throughout the year to local businesses, the post office, local library, local park, etc. A blank walking permission slip can be signed by parents and kept on file for use during the present school year.

Room Keys

District policy requires that all school keys be turned in daily, unless granted permission by a site administrator. All personnel who are issued, pick-up or otherwise have a key or set of keys in his/her possession, is responsible for them. Keys will not be given to students. Teachers should only have the following keys: 1) classroom, 2) adult restroom, 3) closet / file cabinet. Any other keys need to be returned to the office. Replacement for lost keys may be requested from the office. There will be a fee of \$25 for key replacement, unless approved by an administrator.

Personal Property

Occasionally teachers may decide to bring personal property into classrooms for instructional purposes. Items valued at \$50 or more should be registered with the office. Employees may be reimbursed for personal property loss/ damage in the line of duty ... if such property is stolen from the employee while the employee is in the line of duty (Administrative Bulletin 10080). The lost property has to be registered in advance of use.

Bulletins / Newsletters

Any staff member may write announcements, requests, and informational items for our weekly bulletin. Please submit the information exactly how you want it published. Grade level teams are also encouraged to submit for the weekly/ monthly newsletter by the last Monday of the month. Any staff member that wishes to be placed on the agenda for staff meetings, please submit your request in writing by Wednesday before the scheduled meeting.

Classroom Procedures

Attendance Procedures

Regular attendance is essential to a student's success in school. Subjects / Content Standards are taught in sequence, requiring understanding of each concept. Students miss out when they miss school. Persistent absenteeism can create poor students, both academically and socially. Absenteeism and tardiness are regarded as very serious problems. Please be sure to make contact with parents and families of absence students. Please be sure that the students bring a written and signed note when they return to school.

Classroom Supervision

Students are to be supervised by an adult at all times. They are not to be left in a classroom unattended. If it is necessary for a teacher to leave the classroom, call the office to arrange for coverage. Please do not send students outside the classroom or in the hallways without supervision as a means of discipline. If a student needs to leave the classroom for disruptive behavior, please utilize the buddy class procedures.

Buddy Class Procedures

Buddy Classrooms are used solely for a cooling down period for students that are disruptive or off-task. This period of time shall NOT exceed 30 minutes per day. If the student behavior is such that a period of time greater than 30 minutes is necessary the student should be referred to the office. Please be sure to document any and all referrals to Buddy Classes.

Lunchroom

In order to maintain an orderly cafeteria, please adhere to the following rules:

- Walk your students into the cafeteria in an orderly fashion and seat them at their table.
- Stay with your students until they have all gotten their lunch, have been seated, and are eating.
- Students are to leave tables and floors clean. Please assign table monitors to ensure that tables and floors are left clean.
- Students are to walk at all times while in the cafeteria.

Your cooperation and assistance is needed to ensure that all lunch forms are returned. Our State & Federal Funding is based on student eligibility for this program. Please turn these applications in to the office. Effective the first week of October students will be required to pay full price for lunch if there is no form on file.

Homework Policy

Homework must be an integral part of the educational process. Homework should promote lifelong learning habits and augment the classroom experience. It must meet individual needs to provide opportunities for reinforcement and enrichment. Homework can and should be used to strengthen classroom learning through enrichment and long-term creative projects, completion of class work, make-up work, and extra practice for reinforcing particular skills. Homework consists of carefully planned activities, which are assigned to students on a regular basis or whenever the individual can profit by personalized additional assignments.

District guidelines for homework assignments should be reviewed at Curriculum / Back-to-School Night: Monday-Thursday: K-3 grades an average of 15-30 minutes per day; 4-5 grades, an average of 30-45minutes , 6-8 grades an average of 45-75 an average of minutes, and grades 9-12 90- 120 minutes per day. Homework may be assigned on Fridays. Additionally, homework activities should be prepared for all school recesses (winter & spring).

Lesson / Intervention Plans

Lesson / Intervention plans should be open and on the teacher's desk at all times for anyone to see and review. The principal may randomly collect lesson plan sample from teachers. Lesson plans are to include evidence of:

- Content standard being taught and lesson objective
- Differentiated student groups by need (intervention, challenge)
- Engagement and intervention strategies
- ELD instruction
- Cross cultural emphasis and understanding imbedded into lessons
- Expectations for students with Special Needs (RSP, LEP, EDY, GATE)
- Assessment procedures (including portfolios, profiles, tests)

Emergency Lesson Plans /Substitute Binder

Each teacher is required to create an emergency lesson plan folder. This folder will be used for substitutes in case appropriate arrangements cannot be made. This folder should include:

- Class list
- Seating chart
- Daily classroom schedule
- Classroom discipline policy
- Bell and lunch schedule
- Buddy class assignments
- Intervention groups/ assignments

Report Cards/ Progress Reports

Report cards are an important way to establish benchmarks for student progress. They are one means of communicating with parents and a part of the students permanent record. Grades should be a cumulative record of all work and assessments for that report card period. A student's effort and achievement are to be considered separately.

Comments are especially constructive to both students and parents when they:

- Begin with positive comments regarding the student
- Highlight skills which have been mastered and skills which need additional work
- Include a rationale for low grades
- Provides examples of how the parent/ family can support the student improvement
- Highlight student strengths and areas of growth

Retention Policy

Administrative Bulletin Section 5020 sets guidelines for retention: If retention is necessary, it should occur in primary grades whenever possible to accomplish early intervention and correct learning difficulties. A student should be retained at his/her present grade level when: 1) the student has mastered less than 70% of the Standards of Achievement in Reading/ Language Arts or Math, or a combination thereof for the grade, 2) the student is scoring below the 25th percentile on a standardized test, 3) it is the

judgment of the assessment committee, utilizing information from intervention strategies, that students will profit from retention. In addition, students may be retained when absences are more than 20% of the school year, as documented by state attendance registers. Documentation must be submitted to support all retention requests.

Cumulative Folders

Teachers are required to review all CUM folders of their assigned students at the beginning of the year. Pay particular attention to the following:

- Student status (LEP, Special Education, etc.), note presence of IPT scores or current IEP
- Earthquake Disaster Form
- Emergency Dismissal Form (must be current)
- Assessment results (CST, CELDT, OCR, District interim)
- Medical Information- Please alert the site administrator or nurse if you find that a student has a medical condition.

School Resources

Supplies

Please submit a supply request form (located in the office) to office staff. The supplies with your request form will be returned to you the following week.

Student Success Team (SST)

The Student Success Team is a concentrated problem-solving meeting where all persons are present at the same time forming a team to support student success. This team includes the student, parent/ guardian, classroom teacher, resource specialist, psychologist, and administrator or designee. Students not suspected of a potential learning disability should be referred. Referral forms are located in the office. The classroom teacher will complete the referral, completely, and return it to the psychologist's box. After the SST is set, the teacher is responsible for contacting the family, bringing student work samples, and the CUM folder.

The SST will schedule a follow-up meeting 4 to 6 weeks after the initial meeting to see if the action plan has been successful, or look at next steps. If it seems appropriate, a referral for Special Education evaluation will be generated.

Student Attendance Review Team (SART)

The purpose of SART is to actively involve parents/ guardians in the schools efforts to address and resolve their children's attendance or behavioral issues. If the children's issues cannot be resolved at the school site or if the student is uncooperative or uncommunicative, the matter will be reverted to the School Attendance Review Board (SARB), as required.

The SART will meet and discuss alternative plans for remediation of the student's issues, utilizing as many school resources as possible. The student who is being considered is one who has presented a SERIOUS attendance and/or behavioral issue. The SART team consists of the parent/guardian, student, teacher, administrator, and psychologist. Please contact the site administrator to initiate the process.

Faculty Council (FC)

Teachers at each grade level elect the FC at the beginning of each school year. The FC should be in place and functioning by October 1st. The goals of the FC are as follow:

- To be an active committee in making suggestions / recommendations on school-wide issues
- To identify these issues throughout the school year using in place forums such as circuit meetings
- Hold pre-meetings for the purpose of categorizing and generating possible solutions to issues
- Identify a chair and recording secretary to record and publish minutes in a timely manner
- Provide the site administrator with an agenda for the monthly meeting
- Communicate to teachers the time, date, and location of FC meetings

BELL SCHEDULE
Kindergarten

Time	Activity
7:55 - 8:00	First Bell
8:00 - 8:25	Community Circle
8:25 - 8:30	Passing
8:30 - 10:00	Language Arts Block
10:00 - 10:15	Recess
10:15-11:05	Language Arts Block
11:05-11:40	Lunch
11:40-1:00	Math Block
1:00-1:15	Recess
1:15-1:45	Math Workshop
1:45-2:45	STEM Integration
2:45-6:00	Extended Day Activities

BELL SCHEDULE
Elementary, Middle, & High

Time	Activity
7:55 - 8:00	First Bell
8:00 - 8:25	Community Circle
8:25 - 8:30	passing
8:30 - 9:30	Period 1
9:30 - 9:35	passing
9:35 - 10:35	Period 2
10:35 - 10:50	- Break -
10:50 - 10:55	passing
10:55 - 11:55	Period 3
11:55 - 12:35	- Lunch -
12:35 - 12:40	passing
12:40 - 1:40	Period 4
1:40 - 1:45	passing
1:45 - 2:45	Period 5
2:45 - 2:50	passing
2:50 - 3:50	Period 6
3:50 - 4:00	Break
4:00 - 4:05	passing
4:05 - 6:00	Extended Day Activities

Lesson Planning Reflective Questions

classroom instructional strategies should clearly be based on sound science and research, ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. 10 questions that represent a logical planning sequence for successful instructional design:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized into a cohesive unit?

For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve. Filled with charts, rubrics, and organizers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement.

DIAGNOSTIC STAFF DEVELOPMENT NEEDS ASSESSMENT

A committee of teachers and administrators is in the process of designing a comprehensive staff development plan for our school. As a part of this process, your input in answering the questionnaire below will help us to develop a program that will best suit the needs of all staff.

	Disagree	Somewhat Disagree	Agree	Strongly Agree	Don't Know
1. Staff development activities result in changes in classroom practice for most teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Professional development is highly valued by all members of the educational community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sufficient time for planning and learning exists during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Staff development activities in our school are generally collaborative and respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The staff recognizes the need to grow professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The impact new knowledge and skills gained by students is regularly assessed by staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Staff members regularly reflect upon their own performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The results of educational research are valuable for program and practice improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The staff works collaboratively and uses effective interpersonal skills when working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Teachers' classroom management strategies increase academic learning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teachers use strategies that promote high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Student assessment focuses on what students actually know and can do in relevant contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The staff has the knowledge and skills required to facilitate the learning of special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The staff has the knowledge and skills required to facilitate the learning of E.S.L. students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ongoing opportunities for technology training exist for all staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Response to Intervention

- **RTI is Community:** RTI uses the collective knowledge and expertise of the learning community to ensure all students have certain access to needed support.
- **RTI is Early Identification:** RTI is a way to find at-risk students early, before they fail, and give them the support they need to successfully access the academic and social/behavioral demands of school

Response to Intervention

- Who are my students? What do they need to learn?
 - What do they like? What are their talents? What skills are they coming in with?
 - What don't they like? What is difficult for them? What skills are they lacking? What have they forgotten over the summer?
- Why are some struggling? What other skills do they need to learn?
 - Even with the best curriculum and the best teacher, some students will struggle.
 - Often, students struggle predictably: we know some students will need repetition, different presentations, or certain skill reinforcement.
 - Some student present more complex puzzles – we will need to dig deeper to learn how to help them.
- Did it work? Is there another way to teach them?
 - We keep track of student progress to determine if our extra help helped them.
 - If the student still struggles, we get more information and we try again.

What is Response to Intervention?

The Big 3

- **Data:** RTI is a way of using data to systematically identify the reasons why a student is struggling.
- **Problem Solving:** RTI is a way of helping the teacher, the parent and the student understand the difficulty, the goal, how to get there, and how to know when they have arrived.
- **Instruction & Intervention:** RTI is a framework for systematically determining how well instruction is working for individual students and making adjustments to accelerate learning for all.

Where does RTI come from?

Individuals with Disabilities Education Act (IDEA) 2007

- IDEA 2007 changed the criteria for identifying a Specific Learning Disability from only using a “discrepancy model” to also including a “response to intervention model”.
- Currently, about 50% of Special Ed students are identified as having a Specific Learning Disability (processing disorder)
- Of those students, 80% are in Special Ed because they cannot read
- Special Ed does not “fix” these problems – only 1.8% of students nationally are re-designated as general education students (Mike Mattos, Solution Tree)
- IDEA 2007 allows 15% of special education funds to be used for school-wide early, pre-referral interventions to help alleviate learning difficulties for struggling students.

www.ed.gov

Response to Intervention

A formal definition

Response to Intervention (RTI) is a data-driven, multi-tiered approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction, universal screening and discrete data analysis of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity, specific to their skill needs, in order to accelerate their rate of learning. When students continue to struggle despite interventions, a team of educators come together in a problem solving process to identify the specific needs of the most at-risk students. **RTI is not a program but a process:** a way to identify *who* is at-risk and, more importantly, *why*.

What this means for educators

- We don't have to wait until a child has failed to act
- We are called on to employ systems of collaboration and problem solving to identify difficulties early and with enough specificity to intervene
- All students have access to support at the first sign of struggle
- We are ALL responsible for ensuring that ALL students learn

What this means for Special Ed

PREVIOUSLY...

A student had a Specific Learning Disability if and only if their achievement scores were significantly *discrepant* from their cognitive scores.

Special Ed funds could only be used for Special Ed students – only students already identified as disabled could benefit from the expertise and services of the department.

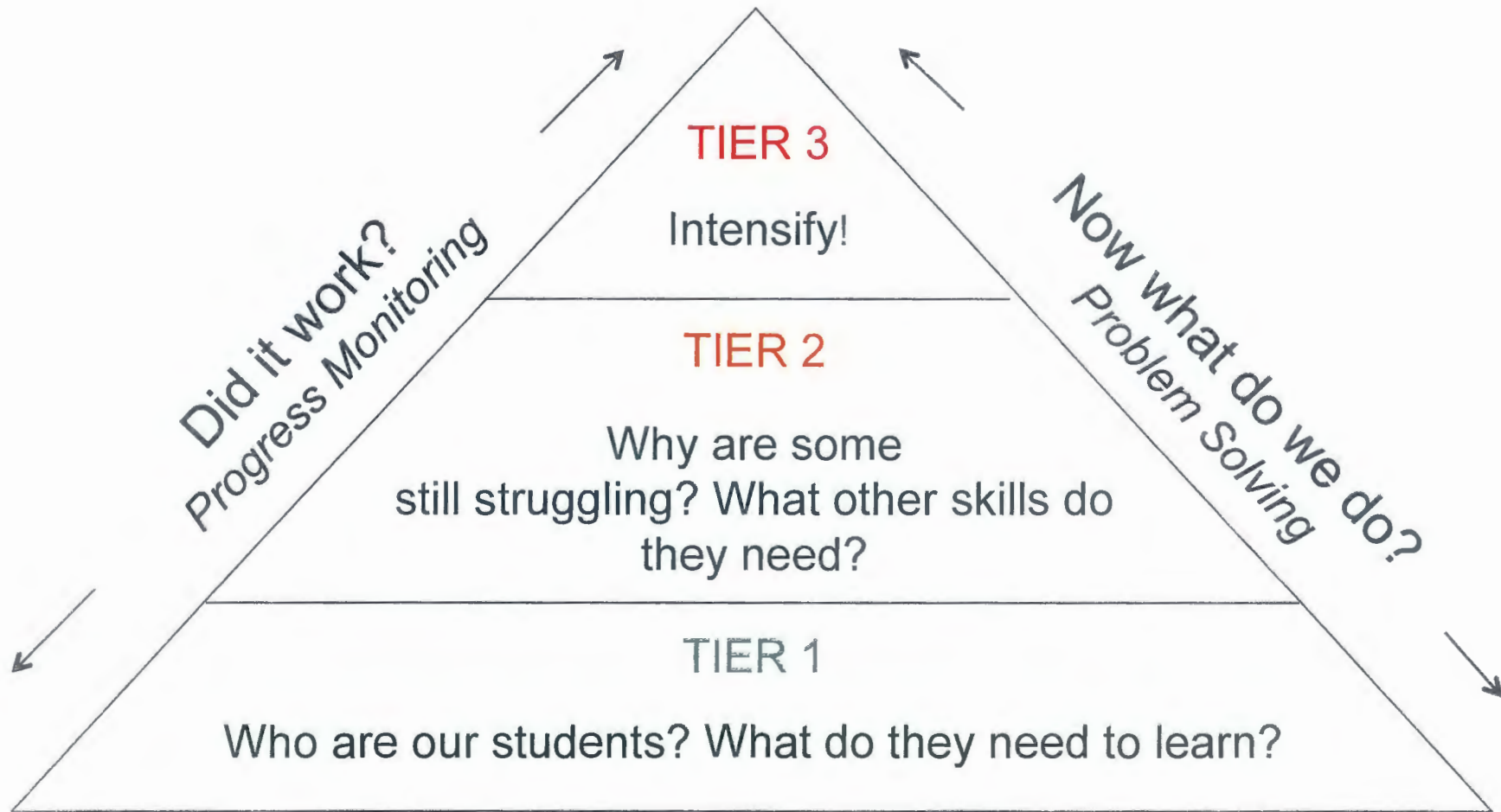
NOW...

Students may also be identified as disabled if they do not respond to scientifically based instruction and intervention implemented with fidelity.

Up to 15% of funds can be used to support early intervention with General Ed students and cross departmental collaboration is condoned as part of supporting ALL students

It's not Special Ed, it's not General Ed – It's just Ed!

The RTI Pyramid





EiE Unit Overviews

Available Titles

Unit Title	Science Topic	Engineering Field	Storybook/Setting	Grade Level (A=Advanced Grades 3-5, B=Basic Grades 1-2)
<u>Catching the Wind: Designing Windmills</u>	Wind & Weather	Mechanical	<u>Leif Catches the Wind (Denmark)</u>	B
<u>Water, Water Everywhere: Designing Water Filters</u>	Water	Environmental	<u>Saving Salila's Turtle (India)</u>	A
<u>A Sticky Situation: Designing Walls</u>	Earth Materials	Materials	<u>Yi Min's Great Wall (China)</u>	B
<u>To Get to the Other Side: Designing Bridges</u>	Balances and Forces	Civil	<u>Javier Builds a Bridge (USA - Latino)</u>	B
<u>Marvelous Machines: Making Work Easier</u>	Simple Machines	Industrial	<u>Aisha Makes Work Easier (USA - African American)</u>	A
<u>Sounds Like Fun: Seeing Animal Sounds</u>	Sound	Acoustical/ Communication	<u>Kwame's Sound (Ghana)</u>	A
<u>The Best of Bugs: Designing Hand Pollinators</u>	Insects/Plants	Agricultural	<u>Mariana Becomes a Butterfly (Dominican Republic)</u>	B
<u>Just Passing Through: Designing Model Membranes</u>	Organisms	Bioengineering	<u>Juan Daniel's Fútbol Frog (El Salvador)</u>	A
<u>An Alarming Idea: Designing Alarm Circuits</u>	Electricity	Electrical	<u>A Reminder for Emily (Australia)</u>	A
<u>A Work in Process: Improving a Play Dough Process</u>	Solids & Liquids	Chemical	<u>Michelle's MVP Award (Canada)</u>	B
<u>A Stick in the Mud: Evaluating a Landscape</u>	Landforms	Geotechnical	<u>Suman Crosses the Karnali River (Nepal)</u>	A
<u>Thinking Inside the Box: Designing Plant Packages</u>	Plants	Package	<u>A Gift From Fadil (Jordan)</u>	A
<u>The Attraction is Obvious: Designing Maglev Systems</u>	Magnetism	Transportation	<u>Hikaru's Toy Troubles (Japan)</u>	A
<u>Now You're Cooking: Designing Solar Ovens</u>	Energy	Green	<u>Lerato Cooks Up a Plan (Botswana)</u>	A
<u>It's a Long Way Down: Designing Parachutes</u>	Astronomy	Aerospace	<u>Paulo's Parachute Mission (Brazil)</u>	A
<u>Solid as a Rock: Replicating an Artifact</u>	Rocks & Minerals	Materials	<u>Galya and Natasha's Rocky Adventure (Russia)</u>	A
<u>A Slick Solution: Cleaning an Oil Spill</u>	Ecosystems	Environmental	<u>Tehya's Pollution Solution (USA - Native American)</u>	A
<u>Taking the Plunge: Designing Submersibles</u>	Sinking & Floating	Ocean	<u>Despina Makes a Splash (Greece)</u>	A

Future Units

Science Topic	Engineering Field	Storybook/Setting	Grade Level (A or B)
Light	Optical	Egypt	A
Human Body	Biomedical	Germany	A

**GRADE
LEVEL**

FOSS K-8 Program

Grades 6 – 8	Life Science	Physical Science and Technology	Earth and Space Science	Alternative Modules	
	Human Brain and Senses	Electronics	Planetary Science		
	Populations and Ecosystems	Chemical Interactions	Earth History		
	Diversity of Life	Force and Motion	Weather and Water		
Grades 5 – 6	Life Science	Physical Science	Earth Science	Scientific Reasoning and Technology	Living Systems Water Planet
	Food and Nutrition	Levers and Pulleys	Solar Energy	Models and Designs	
	Environments	Mixtures and Solutions	Landforms	Variables	
Grades 3 – 4	Human Body	Magnetism and Electricity	Water	Ideas and Inventions	Matter and Energy Sun, Moon, and Stars
	Structures of Life	Physics of Sound	Earth Materials	Measurement	
Grades 1 – 2	Life Science	Physical Science	Earth Science	Plants and Animals Insects and Plants	
	New Plants	Solids and Liquids	Air and Weather		
Kindergarten	Insects	Balance and Motion	Pebbles, Sand, and Silt	Trees	
	Trees	Wood and Paper			
	Animals Two by Two	Fabric			



Developed with
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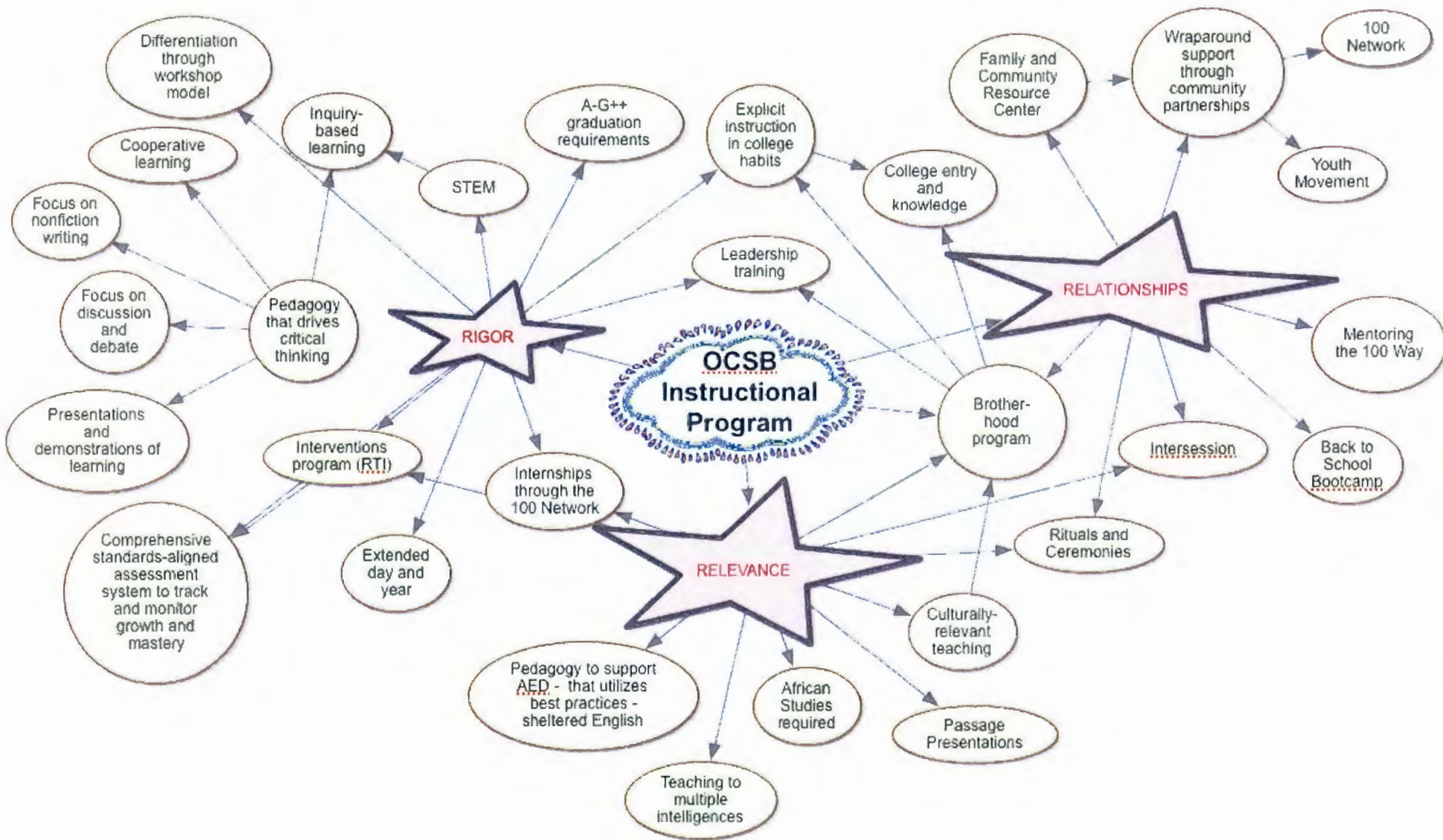


Implementation Plan – Resources, Scheduling and Professional Support

Implementation Focus	Year 1	Year 2	Year 3	Year 4
<p>Lower and Upper School Directors</p> <p>(A Middle School Director will be brought on board to manage grades 6-8 in year 3)</p>	Supporting classrooms to be structured with rigorous, academic cultures; facilitating teacher development around indicated focus areas	<p>Secondary: Supporting effective implementation of PTLW;</p> <p>Elementary: facilitating teacher development around indicated focus areas; early interventions</p>	<p>Secondary: Development of high school program</p> <p>Middle: Interventions, integration of Brotherhood curriculum</p> <p>Elementary: facilitating teacher development around indicated focus areas; early interventions</p>	<p>Secondary: Development of high school program in partnership with Dean</p> <p>Middle: Focus on higher-order thinking and effective differentiation</p> <p>Elementary: Focus on higher order thinking and effective differentiation</p>
Dean/ Brotherhood Coordinator	<p>Brotherhood curriculum implementation</p> <p>Student culture – rituals and ceremony</p>	Leadership training	College knowledge and access program	Internships; college access
Complementary Services Coordinator	Ensuring every child who requires one has intervention plan; setting up Youth Movement	Creating a robust enrichment program after school and during the summer; Mentoring 100	Intersession; bringing multiple partnerships on campus for intersession	Summer and abroad opportunities for kids
Family Advocate	Developing comprehensive profiles of every family; developing support plans for target families	Setting up comprehensive support network for referrals; creating FCRC space	Bringing family workshops and programming onto campus	
Lower School	Effective	Effective	Effective	Pedagogy to

Implementation Plan – Resources, Scheduling and Professional Support

<p>Teachers</p>	<p>implementation of ELA program and assessments (<i>Keys to Reading Success and WEX</i>); Effective teaching for multimodal learners</p>	<p>implementation of Math program and assessments (<i>Everyday Mathematics</i>); Structures to support differentiation and cooperation</p>	<p>implementation and integration of STEM units with Science program (<i>Engineering is Elementary</i>); Pedagogy to support higher-ordering thinking</p>	<p>support higher-ordering thinking</p>
<p>Upper School Teachers</p>	<p>Effective implementation of core programs; teaching multimodal learners</p>	<p>Effective implementation of core programs; Structures to support differentiation and cooperation</p>	<p>Pedagogy to support higher-order thinking</p>	<p>Pedagogy to support higher-order thinking</p>



100 Black Men of the Bay Area Community School

STUDENT SUCCESS SYSTEM

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10	Student Success Team process
11	SST Cycle of Inquiry
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13	Student Success Plan template
19	Progress Report
21	Student interview for SST
23	Teacher report for SST
25	Student Success Plan modification forms

100 Black Men of the Bay Area Community School

At 100 BMBACS, we are committed to seeing ALL of our students graduate prepared for post-secondary success. In order to deliver on that commitment, we must be able to track our students' progress academically; track progress towards 100 BMBACS graduation requirements; identify when a student is not making adequate progress towards graduation; develop a plan to intervene and accelerate that student's progress; and monitor the effectiveness of our interventions. Our comprehensive three-tier Student Success System is designed to ensure our students stay on track for graduation and post-secondary success.

THE THREE TIERS

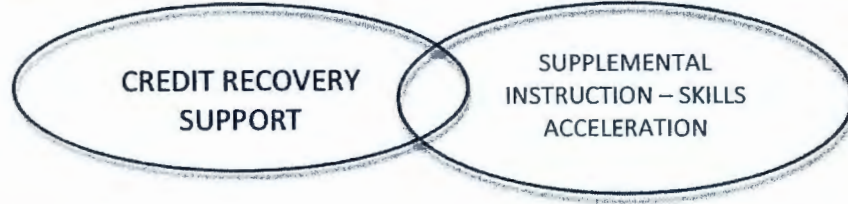
Struggling students will receive support at the classroom level first, then at a strategic level, and finally at an intensive level. This ensures we identify them early and group students by need strategically. See the table below to see how the three tiers support all students.

Note: It is important to determine the appropriate type of support for English Language Learners. Some students will need English Language Arts supports, but at the root of many ELL students' struggles with English Language Arts is weak English Language Development.

	TIER 1 – IN CLASS	TIER 2 – PULLOUT/EXTENDED DAY/SATURDAY SCHOOL/SUMMER SCHOOL	TIER 3 – INSTEAD OF CORE CLASSES
<i>Focus</i>	All students	For those students not making adequate progress at tier 1; students who through the SST process are identified as needing additional support	For those students not making adequate progress at tiers 1 or 2; students who through the SST process are identified as requiring an alternative curriculum
<i>Program</i>	Core curricula with supplemental resources as needed	Focused small group instruction in writing, reading, or math using a proven interventions curriculum; after-school support by credentialed teachers in coursework	Sustained intensive scientifically-based program – can replace the Core program
<i>Grouping</i>	Can be individual support by teacher in a workshop model, homogenous grouping by ability as needed, small group instruction – any time students are taught in their Zone of Proximal Development	As needed; pullout will be homogenous grouping by ability	Homogeneous grouping based on level
<i>Time</i>	Daily	At least 30 minutes 2-3 times per week in addition to core provided in tier 1 (can be before school, after school, weekends or during school); generally for no more than 6 months	At least 60 minutes daily for a sustained period of time during the school day
<i>Support staff</i>	Classroom teacher	Classroom teacher, Directors of the Lower and Upper Schools, Resource Specialist, Extended Day Coordinator	Resource Specialist
<i>Setting</i>	Regular classroom setting	Will generally take place outside the regular classroom setting (should NOT supplant core instruction)	Outside regular classroom setting (can supplant core program)

100 Black Men of the Bay Area Community School

At 100 BMBACS, there are two ways in our students struggle. First, we have students who are not making adequate progress towards their graduation requirements at the high school level. These students may or may not have the skills to complete the work, but their lack of progress requires support. Then, we have students whose low academic skills make it difficult to approach and complete assigned grade-level work. Some of these students may simply require in-class tier 1 differentiation and modification and others may require targeted supplemental instruction.



It is critical to address both sets of struggles, but where students are struggling with progress towards graduation requirements as a result of skills, we will prioritize the skills remediation to ensure students have the capacity to approach and complete the assigned grade-level work. Student support at 100 BMBACS will take place during school, during extended day, on Saturdays, during Intersession, and over the summer.

CREDIT RECOVERY SUPPORT	SUPPLEMENTAL INSTRUCTION – SKILLS ACCELERATION
Extended Day	During the day – pullout or intervention class
Saturday School	Extended Day
Summer School	Saturday School
Supplemental courses off-site/on-site	Summer School

DURING THE DAY

Students requiring a tier 2 or 3 intervention will receive scheduled pullout support in English Language Development, reading, and mathematics during the school day. These sessions will be scheduled, and students needing this level of support will be required to participate. The content of these sessions will be strategic direct instruction in the student’s zone of proximal development using programs proven in accelerating learning. Students will receive this targeted intensive support for a quarter before being re-assessed for growth. This is a short term intensive intervention designed to accelerate and enable the student to successfully access the classroom curricula.

EXTENDED DAY

Extended day is required of all students whose interventions plans indicate extended day. It is also required of all high school students who require credit recovery.

SATURDAY/SUMMER SCHOOL

The primary purpose of Saturday School is to support students with credit recovery. Summer school is used for both credit recovery and intervention

HOW THE SUCCESS PLANS ARE INITIATED/MONITORED

At the conclusion of every quarter, the Directors of the Lower and Upper Schools will generate reports to check on the progress of all students. These reports will trigger a list of students who may be referred to the Student Success Team. We will also communicate the need to continue or modify existing plans. Brotherhood leaders will meet with the Directors of the Lower and Upper Schools at the conclusion of every quarter to review their advisees’ progress. At these meetings, they will:

100 Black Men of the Bay Area Community School

For students who do not currently have Success Plans who meet the criteria:

- Determine whether a Student Success Team referral is needed
- Develop SST referrals as needed and submit to the Directors of the Lower and Upper Schools

For students who currently have Success Plans who are making adequate progress:

- Complete the Success Plan Progress Report indicating progress made
- Schedule a time to contact the family to communicate progress and log in the Success Plan

For students who currently have Success Plans who are not making adequate progress:

- Determine whether another Student Success Team referral is needed
- Develop SST referrals as needed and submit to the Directors of the Lower and Upper Schools
- Complete the Success Plan Progress Report indicating progress challenges and indicate whether
 - Another SST will be convened to modify the plan
 - The plan will be continued for an additional marking period

100 BMBACS understands that graduating from high school and college-readiness are not equivalent. Recent research from the GATES Foundation shows that only half of the nation's high school graduates achieve success in college. 100 BMBACS is committed to seeing our graduates demonstrate true readiness for college. In order for 100 BMBACS students to graduate, they must demonstrate above and beyond even the A-G requirements of the University of California system. See the table below for an overview of the 100 BMBACS graduation requirements. This form can be copied and used to help advisees plan their four years at 100 BMBACS.

100 Black Men of the Bay Area Community School

PLANNING YOUR FOUR YEARS AT 100 BMBACS

Subject Area	A-G Requires	100 BMBACS Graduation Requirements	High School Courses
Social Studies	A: 2 years	3 years	<input type="checkbox"/> African Studies (1 year) <input type="checkbox"/> World Cultures (1 year) <input type="checkbox"/> US History (1 year)
English	B: 4 years	4 years	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> English 4
Mathematics	C: 3 years	4 years	<input type="checkbox"/> Algebra (Students may pass in grades 7-8) <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Algebra/Trig <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Science	D: 2 years	4 years	<input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Other _____
World Language	E: 2 years	3 years	<input type="checkbox"/> World Language _____ <input type="checkbox"/> World Language _____ <input type="checkbox"/> World Language _____ <input type="checkbox"/> World Language _____
Visual & Performing Arts	F: 1 year	1 year	<input type="checkbox"/> Art _____
Engineering	G: 1 year	4 years	<input type="checkbox"/> Engineering _____ <input type="checkbox"/> Engineering _____ <input type="checkbox"/> Engineering _____ <input type="checkbox"/> Engineering _____
Physical Education/ Health	None	3 years	<input type="checkbox"/> PE <input type="checkbox"/> PE <input type="checkbox"/> PE
Internship	None	1 year or summer intensive	<input type="checkbox"/> Internship _____
College courses	None	1 class	<input type="checkbox"/> College class _____
Passage presentations	None	4 years	9 th grade 10 th grade

100 Black Men of the Bay Area Community School

			11 th grade 12 th grade										
College applications	None	6 applications 3 scholarship applications	<table border="0"> <tr> <td>College applications</td> <td>Scholarship applications</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	College applications	Scholarship applications	_____	_____	_____	_____	_____	_____	_____	_____
College applications	Scholarship applications												
_____	_____												
_____	_____												
_____	_____												
_____	_____												
Tests/Exams	None		<i>When</i> _____ CAHSEE _____ PSAT _____ SAT _____ ACT										

100 Black Men of the Bay Area Community School

We will report progress quarterly using multiple data. The following table highlights the data used to assess progress. This is not a complete list. Other forms of data will be utilized as appropriate.

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
Language Arts	Students will be expected to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language.	Action Learning Systems Benchmarks (K-12)	3x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Keys to Reading Success (K-12)	3x/year	Benchmark goals as indicated by Keys to Reading Success	Matched cohort data indicates 10% increase in K-2 students benchmarking annually
		California Standards Test (CST)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		WEX (3-12)	3x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Standards-aligned report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Mathematics	Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.	Everyday Mathematics Unit Assessments (K-6)	At the end of every unit	80% Correct	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		UCSMP curriculum-imbedded assessments	At the end of every unit	80% Correct	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Action Learning Systems Benchmarks (K-12)	3x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		California Standards Test (CST)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20

100 Black Men of the Bay Area Community School

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
		Standards-aligned report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12))	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Science	Students will demonstrate understanding of key scientific concepts in the fields of earth, life and physical sciences. Students will be expected to apply their knowledge and skills in real-world situations.	FOSS Unit Assessments	At the end of every unit	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		California Standards Test (CST -5, 8, 10)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+8 YR4 B+11 YR5 B+14
		Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-5); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
Social Science	Students will demonstrate understanding of key geographical, social, historical, political, and sociological knowledge. Students will be expected to apply their knowledge and skills in real-world situations through service-learning projects.	TCI Unit Assessment	3x/year	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		California Standards Test (CST -8, 10, 11)	1x/year	Proficiency	YR1 B* YR2 B+5 YR3 B+8 YR4 B+11 YR5 B+14
		Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
STEM	Students will demonstrate critical thinking, creativity, innovation, and real-world problem solving; they are able to create, design, build, discover, collaborate and solve problems while applying what they learn in math and science	Engineering is Elementary (EiE) unit assessments (K-5); PLTW end of course assessments	At the end of every unit	80%	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
English Language	Students will be expected to gain one ELL level per	Proficiency Indicators	1x/year	Advancement to next level	80% annually

100 Black Men of the Bay Area Community School

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
Acquisition	year until reclassification as English language fluent.	(CELDT etc.)			
Special Education	Students will be expected to meet the annual goals articulated in the student's Individualized Education Plan (IEP)	Tri and Annual Review Assessments	3x/year	Determined to have Met Stated Goal(s) in IEP	80% annually
Visual and Performing Arts; Physical Education and Health	Students will be expected to gain knowledge about featured artists, gain technical vocabulary and skill related to the discipline, and participate with confidence in performances and exhibitions. Students will be expected to know the rules of standard games (e.g. basketball, 4-square etc.), play cooperatively and for fun, prepare for and earn the Presidential Fitness Award, and demonstrate the principles of health in their daily school lives.	Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		President's Physical Fitness Test (K-12)	1x/year	85 th percentile in all 5 events	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
World Languages	Students will be expected to gain knowledge, skill and understanding of the language and cultural heritage featured in their world language class (9 th -12 th grade).	Standards-based report card (K-12)	3x/year	4 out of 5 point rubric (gr K-6); >2.5GPA (gr 7-12)	YR1 B* YR2 B+5 YR3 B+10 YR4 B+15 YR5 B+20
		Minnesota Language Proficiency Assessment (Spanish)	1x/year	As indicated on MLPA	Annual matched growth as indicated on MLPA

Method of Assessment	Proficiency Goal	Annual Goal
CAHSEE	Passing ELA and Math by graduation	100%
Graduation	Completing all graduation requirements within 5 years (includes	*YR 1: 80% YR 2: 85%

100 Black Men of the Bay Area Community School

	all students who started with 100 BMBACS as 9 th graders who did not transfer to another school)	YR 3: 90% YR 4: 90% YR 5: 90%
College Acceptance Rate	Accepted to a 4-year college	*YR 1: 70% YR 2: 75% YR 3: 80% YR 4: 85% YR 5: 90%
SAT	Math 550 Critical Reading 550 Writing 550	*YR 1: 60% YR 2: 65% YR 3: 70% YR 4: 75% YR 5: 75%
AP Tests	Students must take and pass at least one AP class	*YR 1: 15% YR 2: 20% YR 3: 20%% YR 4: 25% YR 5: 25%

The quarterly progress report will indicate student progress in the above areas as

- GREEN: making solid progress/achieving success
- some progress/either insufficient effort or support
- RED: minimal or no progress/insufficient effort and support

Students who are GREEN do not require additional support. Students who are RED require immediate support or modifications to their existing Success Plan. Brotherhood leaders have discretion over students who are . They can decide to refer the student to SST and develop/modify a Success Plan or they may decide to wait another quarter and monitor the student. The following criteria will be used to identify students as RED.

100 Black Men of the Bay Area Community School

THE STUDENT SUCCESS TEAM PROCESS

Step 1: Brotherhood leaders submits an SST referral to the Directors of the Lower and Upper Schools

Student Success Team referrals will generally be submitted following the quarterly progress report. SST referrals can be submitted by the Brotherhood leader or the students' teachers.

Step 2: Directors of the Lower and Upper Schools will schedule an SST

SSTs will be scheduled in order of priority. If there are a large number of SSTs needed, the RED students will be prioritized over the YELLOW, and upperclassmen will be prioritized over underclassmen. If there is an excessively large number of SSTs, some of the yellow students will be placed on monitor until the next quarterly progress report. SSTs must minimally include the Brotherhood leaders, the student, the parent/guardian and a facilitator. If there is a particular class or teacher that is of concern, that teacher should attend. All the student's teachers should be invited. The Directors of the Lower and Upper Schools will generally facilitate all SSTs. In the event that the Directors of the Lower and Upper Schools is the Brotherhood leaders, another designee will facilitate. If there are an excessive number of SSTs needed, the Resource Specialist or an Administrator can also facilitate SSTs. In the event the parent or guardian fails to attend the scheduled SST and cannot attend during normal hours, an evening, weekend or home meeting will be scheduled.

Step 3: The Directors of the Lower and Upper Schools will collect data for the Student Success Team

Student performance data will be analyzed at the SST meeting. Minimally, the following information will be collected in advance of the meeting:

- Teacher reports on student progress
- Transcript communicating student progress towards 100 BMBACS graduation requirements
- Last progress report/report card
- Brotherhood leader's report
- Attendance data
- Student conduct data
- Any other relevant reports from relevant staff or adults (after-school program, coaches, tutors, mentors, etc)

Step 4: The Student Success Team will follow the SST Cycle of Inquiry process to develop a Success Plan

The SST Cycle of Inquiry uses the data presented to identify root causes for the student's performance. It is CRITICAL that the SST follows the protocol to be as accurate as possible in identifying the specific causes to the student's challenges. The root causes will identify the target areas for growth on the Success Plan. It will also indicate areas where the student may require modification of requirements or instructional pedagogy.

Step 5: The Brotherhood leaders and Directors of the Lower and Upper Schools will monitor the implementation of the Success Plans

The Brotherhood leaders is the lead for the Success Plan. However, the Directors of the Lower and Upper Schools will do bi-monthly checks to monitor student progress in the plan. He will maintain a file for each student with a Success Plan. He will monitor student attendance at assigned support sessions, do regular check-ins with the Extended Day Coordinator to identify students who are not making good use of the time or resources provided, and check-in with teachers to identify students who are struggling. The Directors of the Lower and Upper Schools will provide information to Brotherhood leaders as needed about the progress of their advisees so they can better monitor progress.

100 Black Men of the Bay Area Community School

THE STUDENT SUCCESS TEAM CYCLE OF INQUIRY

Step 1: Review the data presented

Review the student interview responses, the teachers' reports, the student's performance data, and the information presented on the referral. Ask the members of the team to make observations about –

- A. Student's strengths/assets
- B. Student's challenges
- C. Where the student has experienced success
- D. Where the student has struggled

Step 2: Make a data-based observation/statement about the student's struggles

Make a statement about the challenges the student is experiencing. Make sure this is an evidence-based statement and that the statement is significant. A significant statement is one that describes a challenge that if overcome would dramatically improve the student's performance. For example, the statement "Student A seems very unmotivated and does not engage in class" is much more significant than the statement "Student A is often tardy to class."

Step 3: Ask WHY 3-5 times.

Ask why. Apply your understanding of the student based on the data presented and based on your own experiences with the student to really deeply analyze the root cause of the statement. Why is Student A unmotivated? Once the team has come to some conclusion about why Student A is unmotivated. Ask why again. So, if the team decides Student A is unmotivated because he does not appear to see any point to school, ask why he does not appear to see any point to school. If the team decides he doesn't see the point to school because he has been retained twice already and has experienced largely failure in school, ask why that is the case. If the team decides he has largely failed because his reading and writing skills are very low and he has not received adequate support, the team might recommend remediation and pullout. If the team believes his failure is largely due to an inclination to hang out with the 'wrong' crowd and "follow" vs. "lead", the team might recommend he join the leadership class. The real WHY is incredibly important in determining what course of action to take to support the student.

Step 4: Do steps 2 and 3 for another struggle.

Step 5: Do steps 2 and 3 for an area of success.

Step 6: Identify 2-3 high-leverage strategies that build upon the cause of the strength to address the struggles.

For example, if the root cause for a student's strength in his after-school soccer club is a close and trusting relationship with his coach and the sense of pride that coach instills in him, then we might theorize that strong and encouraging adult allies help this student succeed. Therefore, we might identify a strong adult ally who can support the area where the student is struggling.

TO:

PARENT OR GUARDIAN OF _____

100 Black Men of the Bay Area Community School

DATE: _____

LETTER OF CONCERN ABOUT YOUR CHILD'S ACADEMIC PROGRESS

You are receiving this letter because your child has been identified as requiring additional support in order to meet grade-level academic standards and to stay on track for promotion or graduation. Your child is not currently demonstrating appropriate progress based on multiple measures.

Description of concern: _____

We know you are concerned about your child's academic success; therefore it is important that we work together to plan and implement a program that meets the needs of your child. 100 BMBACS provides numerous programs to support students who have academic, social-emotional, or physical needs, but we have found that these programs cannot succeed without support from home. Therefore, we are requesting your presence at a meeting on:

Date: _____ **Time:** _____ **Location:** _____

During this meeting, we will review your child's overall progress and hear from multiple adults who work with your child. Our goal is to better understand your child's strengths and areas of need and develop a Success Plan to enable your child's academic acceleration.

If you cannot attend the meeting above, it is important to contact the school at the number below to reschedule. If you cannot attend any meeting we will develop the Success Plan without your input.

Based on your child's progress on the expectations laid out in the Success Plan, he or she may be considered for retention at the end of the year. If you have any questions, please do not hesitate to call us.

Sincerely,

PRINCIPAL

BROTHERHOOD LEADER

PLEASE SIGN AND RETURN TO YOUR CHILD'S BROTHERHOOD LEADER

I have received the letter of concern regarding my child's academic progress.

___ I will attend the meeting. ___ Please reschedule. I am available _____

PARENT/GUARDIAN SIGNATURE

STUDENT NAME

100 Black Men of the Bay Area Community School

STUDENT SUCCESS TEAM REFERRAL (BECOMES PAGE 1 OF THE STUDENT SUCCESS PLAN)

Student _____ Brotherhood leader _____ Grade _____
 Address _____ Home phone _____ Work phone _____
 Parent name(s) _____ Home language _____
 Previous school/district _____ When attended _____
 Is the student over-aged? _____ If yes, birthdate _____
 Was the student previously retained? Y N If yes, in what grade? _____
 Has this student been referred to counseling/special education/etc. before? _____
 If yes, please explain: _____

Student is currently receiving support through: (Mark first box if receiving)

X	Program	Frequency	Specialist	Effectiveness (high, medium, low)
	Summer program			
	Extended day program			
	Saturday program			
	Individualized tutoring/support			
	Small group pullout/in-class support by specialist			
	Resource specialist program			
	Speech			
	Counseling			
	Other - _____			

Data:

Most recent CST scores: ELA _____ Math _____
 Current benchmark data: ELA _____ Math _____
 Passed CAHSEE? Y/N/NA
 Current GPA: _____ Credits: _____ / _____
 Other academic site data: _____

LEP? _____ If yes, CELDT level: _____

Describe student's strengths: _____

100 Black Men of the Bay Area Community School

Areas of concern:

- Attendance* Absences: Number _____ Tardies: Number _____
- Social* Poor peer relations/trouble making friends
 Constant conflicts/fights
 Withdrawn
 Threatening behavior or language
 Exclusive socially/non-inclusive
- Emotional* Violent behavior/anger management
 Depression/moodiness
 Inappropriate responses
 Promiscuity
 Body image
 Violence against self
- Behavior* Cursing/Inappropriate language
 Interrupts the learning
 Excessive talking
 Does not respond to adult instructions
- Academic* HW completion
 Off-task
 Distracted easily
 Incomplete classwork
 Severe deficit – areas: _____
 Poor organization skills
 Low motivation
 Inability to collaborate with other students
- Home* Lack of family participation/responsibility
 Hygiene/nutrition/health
 Evidence or indication of verbal or physical abuse
 Evidence of domestic violence/severe family conflict
 Student has poor relations with family members

Describe the observed behavior(s) – frequency, location, antecedents, duration, etc.:

Note any other details you feel are important:

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STUDENT SUCCESS PLAN – TIER 2/3 INTERVENTIONS

Use additional sheets as needed

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

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STUDENT SUCCESS PLAN - CREDIT RECOVERY ACTIVITIES

Complete the chart below. Indicate with a \checkmark if the student has completed the requirement; an X if the student should have completed it and has not yet completed the requirement; an NY if the student does not yet have to complete this requirement.

Subject Area	A-G Requires	100 BMBACS Graduation Requirements	High School Courses
Social Studies	A: 2 years	3 years	<input type="checkbox"/> African Studies (1 year) <input type="checkbox"/> World Cultures (1 year) <input type="checkbox"/> US History (1 year)
English	B: 4 years	4 years	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> English 4
Mathematics	C: 3 years	4 years	<input type="checkbox"/> Algebra (Students may pass in grades 7-8) <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Algebra/Trig <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Science	D: 2 years	4 years	<input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> 1801DDECE5Other
Foreign Language	E: 2 years	3 years	Spanish 1-4 Mandarin 1-4 <i>Children will have access to foreign language instruction in these languages beginning in Kindergarten; formal instruction for ALL students will begin in the 8th grade</i>
Visual & Performing Arts	F: 1 year	1 year	
Engineering	G: 1 year	4 years	Students are required to select a pathway and take 4 years courses in the selected pathway. The senior year class focuses on the development of a required Capstone Service Project.
Physical Education/ Health	None	3 years	
Internship	None	1 year or summer intensive	
College courses	None	1 class	

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Passage presentations	None	4 years	9 th grade 10 th grade 11 th grade 12 th grade
College applications	None	6 applications 3 scholarship applications	
Tests/Exams	None		When _____ CAHSEE _____ PSAT _____ SAT _____ ACT

CREDIT RECOVERY PLAN FOR SEMESTER PLAN (indicate semester and year) _____

Graduation Requirement to be Recovered	Describe the Program/ Means for Recovery (indicate if it is after school, during school, independent study, college class, Saturday, etc)	Number of Credits Recovered	Dates of Participation	Frequency

**Can include programs in-school, after school, during the weekends, during the summer, work study, adult education, college classes, and independent study*

100 Black Men of the Bay Area Community School

STUDENT SUCCESS PLAN – COMMITTING TO ACHIEVEMENT

Student _____ Brotherhood leader _____ Grade _____

We represent the support community for _____. We recognize that he/she requires our full support in achieving success in this plan. We must encourage, push, and support our student and hold him/her accountable for reaching his/her potential. We have worked together to develop this plan and understand our roles in supporting our student's success. By signing below, we commit to his/her success.

Participants

<i>Name</i>	<i>Signature</i>	<i>Role</i>
		Student
		Brotherhood leader
		Parent/Guardian

I understand that I must participate fully in this plan to stay on track for high school graduation and be prepared for success beyond high school. I understand the time and energy I will have to commit and am prepared to give 100%.

Student Signature

100 Black Men of the Bay Area Community School

STUDENT SUCCESS PLAN – MONITORING PROGRESS

Student _____ Brotherhood leader _____ Grade _____

PROGRESS ON INTERVENTIONS AND ACADEMIC GROWTH

Target area for growth:

Intervention program	Attendance	Participation/ effort – low, medium, high	Contact person	Notes on progress in program

Any data around target area for growth -

Assessment _____ Date/Performance _____ Date/Performance _____ Date/Performance _____

Target area for growth:

Intervention program	Attendance	Participation/ effort – low, medium, high	Contact person	Notes on progress in program

Any data around target area for growth -

Assessment _____ Date/Performance _____ Date/Performance _____ Date/Performance _____

Target area for growth:

Intervention program	Attendance	Participation/ effort – low, medium, high	Contact person	Notes on progress in program

Any data around target area for growth -

Assessment _____ Date/Performance _____ Date/Performance _____ Date/Performance _____

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PROGRESS ON CREDIT RECOVERY ACTIVITIES

Graduation Requirement to be Recovered	Program/ Means for Recovery (indicate if it is after school, during school, independent study, college class, Saturday, etc)	Attendance Regular; A little spotty; Inadequate	Participation/ effort? Low; Medium; High	Completed program? (√=completed; +=making progress; X=inadequate progress)

_____ *Based on the contents of this progress report, we should meet to address your child's lack of progress. A meeting has been scheduled for*

Time/Date _____

Location: _____

Brotherhood leader's Signature

Principal's Signature

Parent/Guardian's Signature*

*Indicates parent/guardian has received the progress report.

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STUDENT SUCCESS TEAM STUDENT INTERVIEW

Date: _____

Student: _____

Section I

- | | | | |
|---|--------|-----------|-------|
| 1. In general, do you find the class work easy? | Always | Sometimes | Never |
| 2. Too hard? | Always | Sometimes | Never |
| 3. Do you get help when you ask? | Always | Sometimes | Never |
| 4. Do you work better alone? | Always | Sometimes | Never |
| 5. Do you like to work in groups? | Always | Sometimes | Never |
| 6. Is your school work interesting? | Always | Sometimes | Never |
| 7. Are there things that distract you? | Always | Sometimes | Never |
| 8. Do you think learning is important? | Always | Sometimes | Never |

Section II

1. What do you think you are particularly good at?
2. What do you enjoy doing?
3. If you could snap your fingers and be anything or anyone, what or who would it be?
4. At what times/places at school do you experience the most happiness?
5. The most success?
6. At what times/places at school do you experience the most frustration?
7. Why?
8. What is something that could be changed at school to make it more effective for you?

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9. What do you need from your peers?

10. What do you need from the adults?

Section III

What do you like about:

What don't you like about:

	Humanities	
	Math	
	Science	
	Spanish	
	Extended day	
	Brotherhood leadery	

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STUDENT SUCCESS TEAM TEACHER REPORT

Date: _____

Student: _____

Teacher: _____

Subject: _____

Current Grade _____

Section I

- | | | | |
|--|--------|-----------|-------|
| 1. Does the student have the skills to do the assigned work? | Always | Sometimes | Never |
| 2. Does the student complete assigned work? | Always | Sometimes | Never |
| 3. Does the student ask for help when needed? | Always | Sometimes | Never |
| 4. Does the student work better alone? | Always | Sometimes | Never |
| 5. Does the student like to work in groups? | Always | Sometimes | Never |
| 6. Does s(he) find the school work interesting? | Always | Sometimes | Never |
| 7. Does s(he) get distracted easily? | Always | Sometimes | Never |
| 8. Does s(he) value learning? | Always | Sometimes | Never |

Section II

9. What do you think s(he) is particularly good at?

10. What does s(he) enjoy doing?

11. What do you think the student dreams of becoming or being?

12. At what times/places at school does s(he) experience the most happiness?

13. The most success?

14. At what times/places at school does s(he) experience the most frustration?

15. Why?

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16. What modifications does the student need to be successful?

Section III

17. What are this student's greatest strengths?

18. Does the student have challenges in your classroom? Please describe.

19. How have you partnered with the student's family?

20. Is there anything else we should know about this student?

100 Black Men of the Bay Area Community School

STUDENT SUCCESS TEAM REFERRAL (FOR PLAN MODIFICATION)

Student _____ Brotherhood leaders _____ Grade _____

Student is currently receiving support through: (Mark first box if receiving)

X	Program	Frequency	Specialist	Effectiveness (high, medium, low)
	Summer program			
	Extended day program			
	Saturday program			
	Individualized tutoring/support			
	Small group pullout/in-class support by specialist			
	Resource specialist program			
	Speech			
	Counseling			
	Other - _____			

Data:

Please summarize performance concerns: _____

100 Black Men of the Bay Area Community School

STUDENT SUCCESS PLAN – PLAN MODIFICATION

Use additional sheets as needed

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

Target area for growth:				
Intervention	What this intervention will accomplish	When and how often the intervention takes place	Small group, individualized, whole-class, in-class, or pullout?	Personnel/organization implementing intervention

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STUDENT SUCCESS PLAN - CREDIT RECOVERY ACTIVITIES

CREDIT RECOVERY PLAN MODIFICATIONS (indicate semester and year) _____

Graduation Requirement to be Recovered	Describe the Program/ Means for Recovery (indicate if it is after school, during school, independent study, college class, Saturday, etc)	Number of Credits Recovered	Dates of Participation	Frequency

Can include programs in-school, after school, during the weekends, during the summer, work study, adult education, college classes, and independent study

100 Black Men of the Bay Area Community School

STUDENT SUCCESS PLAN – COMMITTING TO ACHIEVEMENT

Student _____ Brotherhood leaders _____ Grade _____

We represent the support community for _____. We recognize that he/she requires our full support in achieving success in this plan. We must encourage, push, and support our student and hold him/her accountable for reaching his/her potential. We have worked together to develop this plan and understand our roles in supporting our student's success. By signing below, we commit to his/her success.

Participants

<i>Name</i>	<i>Signature</i>	<i>Role</i>
		Student
		Brotherhood leaders
		Parent/Guardian

I understand that I must participate fully in this plan to stay on track for high school graduation and be prepared for success beyond high school. I understand the time and energy I will have to commit and am prepared to give 100%.

Student Signature

Elementary & Middle School Master Schedule

GRADES 4 - 6	GRADE 7	GRADE 8
Humanities	Humanities	Humanities
Mathematics/Pre-Algebra	Pre-Algebra/Algebra 1	Algebra 1/Geometry
Science	Earth Science	Physical Science
Spanish or Mandarin	Spanish or Mandarin	Spanish or Mandarin
Physical Education/Health	Physical Education/Health	Physical Education/Health
EVERY OTHER DAY:	EVERY OTHER DAY:	EVERY OTHER DAY:
Fine Arts	Fine Arts	Fine Arts
Technology	Technology	Technology
EVERY FRIDAY:	EVERY FRIDAY:	EVERY FRIDAY:
Brotherhood	Brotherhood	Brotherhood
Enrichment Activities	Enrichment Activities	Enrichment Activities
Guest Speakers	Guest Speakers	Guest Speakers
Extended Day Programming	Extended Day Programming	Extended Day Programming

NOTE: Academic Back –to-School Camps will precede each grade level for Grades 6 – 10, taught in the summer.

HIGH SCHOOL MASTER SCHEDULE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Africana Studies	World History	US History	Government/Econ
English 1	English 2	English 3	English 4
Algebra 1/Geometry	Geo/Algebra 2-Trig	Alg 2-Trig/Calculus	Calculus/Internship
Biology	Chemistry	Physics	STEM Elective
Spanish 1	Spanish 2	Spanish 3	Spanish 4
Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4
Physical Education	Physical Education	Physical Education	Physical Education
EVERY FRIDAY: (9 – 11)	PRE-11 SUMMER:	PRE-12 SUMMER:	EVERY FRIDAY:
Brotherhood	College Course	Internship	Brotherhood
Enrichment Courses			Senior Seminar
Guest Speakers			Guest Speakers
Extended Day Programming	Extended Day Programming	Extended Day Programming	Extended Day Programming

Student Performance Cojective(s) ELA

Student(s) will:

Student(s) will:

Students will:

HIGH SCHOOL PATHWAY TO ENGINEERING

Getting Started



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OVERVIEW

SUMMARY & MISSION

PLTW is a national nonprofit organization that partners with middle schools and high schools to implement a curriculum, developed by it and imparted by teachers whom it has trained, that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM) and biomedical sciences in an effort to prepare students for academic and professional success in these disciplines. PLTW aims to encourage an increasingly more diverse group of students to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers in an effort to enable the United States to compete favorably in the global economy.

HISTORY & SCOPE

PLTW began in 1998 in 12 high schools in upstate New York as a program designed to address the shortage of engineering students at the college level. It has grown to a network of more than 3,300 middle and high schools in 50 states and the District of Columbia. In 2007, PLTW added a Biomedical Sciences program, also project-based, to stem an impending shortage of healthcare professionals and researchers.

CURRICULUM

PLTW's approach — using activities-, project-, and problem-based learning (or APPB learning) — centers on hands-on projects that have real-world applications. The curriculum makes mathematics and science relevant and strives to help students understand how the skills they are learning in the classroom may be applied in everyday life.

THREE TRACKS

PLTW Gateway To Technology (GTT) is a middle school program offered in six independent, nine-week units and designed to help students explore math, science, and technology. This activity-oriented program challenges and engages the natural curiosity of middle school students and is taught in conjunction with a rigorous academic curriculum.

PLTW Pathway To Engineering (PTE) is a four-year high school sequence taught in conjunction with traditional math and science courses. PTE's eight courses, including Digital Electronics and Civil Engineering and Architecture, provide students with in-depth, hands-on knowledge of engineering and technology-based careers.

PLTW Biomedical Sciences Program (BMS) introduces high school students to the human body, cell biology, genetics, disease, and other biomedical topics in a sequence of four courses. The program prepares students for the postsecondary education and training necessary for success in a wide variety of positions: physician, nurse, pharmaceutical researcher, technician, etc.

PLTW NETWORK

Teachers and guidance counselors at schools that offer PLTW courses may access a nationwide support network comprised of PLTW staff, master teachers, affiliate directors and state leaders who are Department of Education employees. PLTW has 36 affiliated colleges and universities that provide teacher training. They also offer college credits for some of the courses. Business partners offer grants and internships.

TALKING POINTS



A CHANGING ECONOMY

Postsecondary education and training have become an essential requirement for a steadily increasing percentage of jobs. Two-thirds of America's economic growth in the 1990's resulted from the introduction of new technologies and 60% of the new jobs of the 21st century require postsecondary education, which is held by only one-third of America's workforce.

A SHORTAGE OF ENGINEERS

As the uses of science and technology expand in today's job market, our nation will need a constant supply of engineers graduating from college in order to remain competitive in the world's marketplace. Today, with more than half of the country's engineers and scientists nearing retirement, and with more than half of the students in college engineering programs dropping out before graduation, U.S. technical industries are in need of engineers and technical workers—not just a handful—but more than one million.

HIGH SCHOOL REFORM

Nationally, of 100 ninth graders, only 68 will graduate from high school on time, 38 will directly enter college, 26 are still enrolled in their sophomore year of college, and only 18 graduate from college. The rates for minority students are even lower. Only one-third of America's workforce has a postsecondary education, yet 60% of new jobs in the 21st century require it.

MATHEMATICS, SCIENCE, & PROBLEM SOLVING

According to the latest results from the Program for International Student Assessment, America's 15-year-olds performed below the international average in mathematics literacy and problem solving, placing 27th out of 39 countries.

PLTW'S MISSION

PLTW's mission is to ensure that the United States succeeds in the increasingly high-tech and high-skill global economy by partnering with middle schools and high schools to prepare students to become the most innovative and productive in the world.

STUDENT ENGAGEMENT

PLTW is able to accomplish this mission because it has broken the code on student engagement through hands-on, project-based curriculum in STEM fields. To date, more than 500,000 students in the United States have taken at least one PLTW course.

RESULTS

PLTW alumni are studying engineering and technology at colleges and universities at rates approximately five to ten times the average of all U.S. students. They also have higher retention rates in college engineering, science, and related programs than other students in these areas.

TEACHERS

Teachers play a critical role in PLTW's success with students. Since 1997, PLTW has trained approximately 13,000 teachers to teach its courses. PLTW supports teachers with an ongoing professional development model based upon its curriculum. Its Virtual Academy, a robust online resource to which teachers may turn for guidance, is also available to non-PLTW teachers.

COLLEGES & UNIVERSITIES

PLTW has relationships with more than 100 colleges and universities. Of these, 36 offer credit to students for completion of select PLTW courses.

ECONOMIC STIMULUS

Among the biggest hurdles for new schools is the ability to secure capital for classroom technology. Some states have plans to include PLTW as a "centerpiece" in ARRA Race to the Top applications.

PATHWAY TO ENGINEERING PROGRAM



Pathway To Engineering curriculum is designed as a flexible four-year sequence that will fit into any student schedule and is taught in conjunction with traditional math and science courses. The program is divided into eight rigorous, reality-based courses. Research shows that PLTW students are five times as likely as other students to choose engineering and related disciplines in college and they have a higher retention rate in postsecondary engineering, science, and related programs.

Pathway To Engineering consists of a minimum of four courses. School districts that elect to implement the high school program are required to offer students a minimum of four courses within a period of four school years. The four courses are to include the foundation courses of Introduction to Engineering Design (for New York State, Design and Drawing for Production), Principles Of Engineering, and Digital Electronics.

TIER 1 - FOUNDATION COURSES

INTRODUCTION TO ENGINEERING DESIGN (IED)

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

PRINCIPLES OF ENGINEERING (POE)

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.

DIGITAL ELECTRONICS (DE)

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. This course is designed for 10th or 11th grade students.

TIER 2 - SPECIALIZATION COURSES

AEROSPACE ENGINEERING (AE)

The major focus of this course is to expose students to the world of aeronautics, flight, and engineering through the fields of aeronautics, aerospace engineering, and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D



design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community. This course is designed for 11th or 12th grade students.

**BIOTECHNICAL
ENGINEERING (BE)**

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, biomolecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bioethics. Students in this course apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems. The BE course is designed for 11th or 12th grade students.

**CIVIL ENGINEERING &
ARCHITECTURE (CEA)**

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th, or 12th grade students.

**COMPUTER INTEGRATED
MANUFACTURING (CIM)**

The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. This course is designed for 10th, 11th, or 12th grade students.

TIER 3 - CAPSTONE COURSE

**ENGINEERING DESIGN &
DEVELOPMENT (EDD)**

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when..." statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. This course is designed for 12th grade students.

ADMINISTRATOR & COUNSELOR INFORMATION



WHO SHOULD TAKE PLTW COURSES?

The high school program should be offered to students who:

- Maintain at least a 75% grade in math and science.
- Show interest in STEM (Science, Technology, Engineering, or Math) career fields.
- Display an aptitude for art and design concepts.
- Enjoy working with computers.
- Learn best in “hands-on” classes.

Students who are taking math courses such as General Math and Consumer Math, exhibiting weak math skills, or demonstrating little interest in science may experience difficulty in the PLTW program.

WHAT ARE SOME SUCCESSFUL METHODS FOR RECRUITMENT?

- Provide teachers and counselors with PLTW promotional materials to distribute to their students.
- Encourage PLTW teachers to attend and present at parent/student orientations and other district/community meetings.
- Set up window displays showing a diverse population of students involved in various types of engineering.
- Provide students the opportunity to explore engineering career fields by utilizing the resources available on the PLTW website.
- Invite parents and students to learn more about the PLTW program through the various promotional materials provided on the PLTW website.
- Involve members of the community by inviting key stakeholders to bring their expertise and guidance to the students and, in the process, enhance their support of the program.
- Use press releases to local newspapers and other media outlets in order to generate community awareness of the PLTW programs.

WHAT IS REQUIRED FOR HIGH SCHOOL CERTIFICATION?

Per the School District Agreement, the district agrees to complete the PLTW Certification process no later than the second year of each high school site's participation in the program. Schools must undergo recertification every five years.

The certification process recognizes schools which have successfully implemented the PLTW program. It also provides an opportunity for students to apply for college credit for any of the PLTW Pathway To Engineering courses, except for the capstone course, Engineering Design and Development. The process involves three steps: a self-Assessment, a site visit, and a final certification report. ;

WHAT IS A PARTNERSHIP TEAM?

A Partnership Team is an advisory board comprised of teachers, representatives from colleges, business and industry, and other community members. This group supports the PLTW program, addresses issues arising from the implementation of the program, mentors student teams, and speaks to students about engineering and technology.

WHO SHOULD TEACH PLTW COURSES?

The school district shall recommend teachers for participation in the PLTW professional development program. Selected teachers should have a strong math background especially in algebra, geometry, trigonometry, and statistics. Engineering, math, and science teachers are prime candidates to teach PLTW courses. Be sure to check with your State Leader regarding state specific requirements.



WHAT IS A SCHOOL DISTRICT DELEGATE?

Each district office designates its own PLTW School District Delegate to be the liaison between PLTW and the entire district, including all schools implementing a PLTW program. In many districts, the Career and Technical Education (CTE) coordinator also serves as the delegate. The School District Delegate is responsible for the following:

- Verifying the accuracy and completeness of district information in the PLTW database and ensuring that all schools within the district teaching PLTW courses are registered.
- Acting as liaison between PLTW and the district superintendent's office with the processing of the School District Agreement and the school board of education approval process.
- Assisting new teachers in registering with PLTW and enrolling in a Core Training.
- Periodically managing district and school data in the PLTW database to confirm for accuracy.

WHAT IS CORE TRAINING?

Until 2009, training took place exclusively during the summer months and was referred to by PLTW as Summer Training Institute (STI). As 2009 comes to a close, Core Training will take the place of STI as the name of PLTW's professional development division, with STIs continuing to take place during the summer months. Year-round training will allow PLTW to accommodate more teachers and schools. As with STIs, Core Training is offered through our Affiliate Universities. Core Training includes intense training of the PLTW teaching model and course content. Only upon successful completion of Core Training may a teacher instruct that PLTW course. In order to register for a Core Training course, teachers must earn a score of at least 75% on a pre-assessment for that course.

SAMPLE STUDENT SCHEDULE



GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9 1 unit	English 10 1 unit	English 11 1 unit	English 12 1 unit
Social Studies 9 1 unit	Social Studies 10 1 unit	Social Studies 11 1 unit	Social Studies 12 1 unit
Math 9 1 unit	Math 10 1 unit	Math 11 1 unit	Math 12 1 unit
Science 9 1 unit	Science 10 1 unit	Science 11 1 unit	Science 12 1 unit
Foreign Language 1 unit	Foreign Language 1 unit	Digital Electronics 1 unit	Engineering Design & Development 1 unit
Introduction to Engineering Design 1 unit	Principles of Engineering 1 unit	*Computer Integrated Manufacturing *Civil Engineering & Architecture *Biotechnical Engineering *Aerospace Engineering 1 unit	Health .5 unit
Physical Education .5 unit	Physical Education .5 unit	Physical Education .5 unit	Physical Education .5 unit

* Any of these courses may be taken concurrently with Digital Electronics.



STEPS TO A SUCCESSFUL IMPLEMENTATION

FALL 2009

- Visit the PLTW website to learn more about the program.
- Contact your PLTW State Leader with questions or to find out more information.
- Visit schools currently implementing the program.
- For federal funding information, read Education and America's Economic Recovery: Project Lead The Way's Critical Role and Plan for Immediate Action.
- Utilize promotional materials to increase awareness about the program.
- Select a School District Delegate.
- Complete the New Program Online Registration for the school district and schools that will be implementing the PLTW program for 2010-11. Registration will open in September 2009 and will close on March 1, 2010.
- Return School District Agreement signed by the superintendent and approved by the school board, to the PLTW National Office by May 1, 2010.
- Review equipment and supply needs to create a multiyear budget.
- Send school counselors and administrators to a Counselor Conference.

SPRING 2010

- Identify teachers who meet the requirements set by PLTW and are best suited to teach the courses.
- Complete online teacher registration (once the signed school district agreement has been returned).
- Register teachers for Core Training (registration for Summer Training Institutes opens on March 15, 2010).
- Return signed Software Lease Agreement.
- Send purchase order for the appropriate software to the PLTW National Office.
- Purchase supplies and equipment using the PLTW Engineering Purchasing Manual.
- Pay the appropriate participation fee for each school according to the invoice from PLTW.

SUMMER 2010

- Teachers attend the appropriate Summer Training Institute.
- Check to make sure all equipment and supplies have been ordered.
- Load required software on classroom computers.

UNIVERSITY AFFILIATES



Arkansas Tech University
Duke University
Eastern Michigan University
Georgia Southern University
Indiana University Purdue University Indianapolis
Iowa State University
Milwaukee School of Engineering
Missouri University of Science & Technology
NHTI, Concord's Community College
New Mexico State University
Northwestern State University of Louisiana
Oklahoma State University
Old Dominion University
Oregon Institute of Technology
Penn State University
Purdue University
Rochester Institute of Technology
Rowan University
San Diego State University
Seattle University
Sinclair Community College
Stevenson University
University of Colorado at Colorado Springs
University of Illinois
University of Iowa
University of Kentucky
University of Maryland at Baltimore County
University of Minnesota
University of New Haven
University of Nebraska – Lincoln
University of South Carolina
University of Tennessee at Chattanooga
University of Texas at Tyler
West Virginia University
Wichita State University
Worcester Polytechnic Institute

PLTW PARTNERS



BUSINESS PARTNERS

Autodesk
Cengage Learning
Edgecam
Fischertechnik
Intelitek
National Instruments
Stratasys/Dimension

SPONSORS

3M
American Electric Power
Amgen
Cargill
Chevron
Intel
Lockheed Martin
Northrop Grumman
Qualcomm
Rockwell Automation
Rolls-Royce
Sprint
Time Warner Cable

EDUCATION INITIATIVES

Academy of Engineering Collaboration (AOE)
American Society for Engineering Education (ASEE)
Engineering Equity Extension Service (EEES)
Gateway Academy
NASA Goddard Space Flight Center
NASA Dryden Flight Research Center
National Council for Agricultural Education (NCAE)
Society of Manufacturing Engineers Education Foundation (SME-EF)
Southern Regional Education Board (SREB)
U.S. Army

FOUNDATIONS

Ewing Marion Kauffman Foundation
John S. and James L. Knight Foundation
Kern Family Foundation

INDUSTRY ASSOCIATIONS

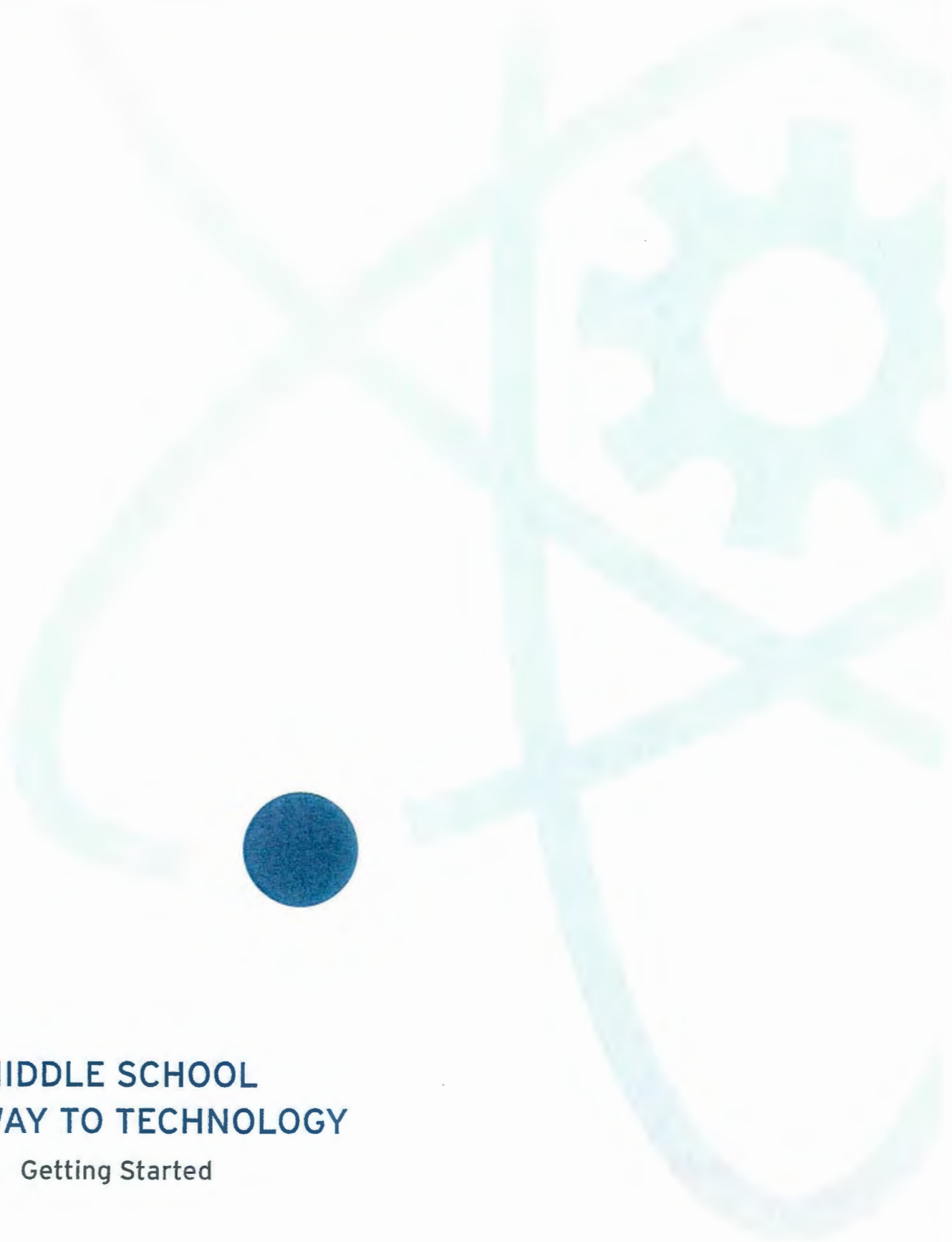
Aerospace Industries Association/
National Defense Industrial Association

Project Lead The Way, Inc.
Clifton Park, NY

<http://www.pltw.org>

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**MIDDLE SCHOOL
GATEWAY TO TECHNOLOGY**

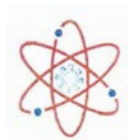
Getting Started



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OVERVIEW



SUMMARY & MISSION

PLTW is a national nonprofit organization that partners with middle schools and high schools to implement a curriculum, developed by it and imparted by teachers whom it has trained, that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM) and biomedical sciences in an effort to prepare students for academic and professional success in these disciplines. PLTW aims to encourage an increasingly more diverse group of students to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers in an effort to enable the United States to compete favorably in the global economy.

HISTORY & SCOPE

PLTW began in 1998 in 12 high schools in upstate New York as a program designed to address the shortage of engineering students at the college level. It has grown to a network of more than 3,300 middle and high schools in 50 states and the District of Columbia. In 2007, PLTW added a Biomedical Sciences program, also project-based, to stem an impending shortage of healthcare professionals and researchers.

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TALKING POINTS



A CHANGING ECONOMY	Postsecondary education and training have become an essential requirement for a steadily increasing percentage of jobs. Two-thirds of America's economic growth in the 1990's resulted from the introduction of new technologies and 60% of the new jobs of the 21st century require postsecondary education, which is held by only one-third of America's workforce.
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MATHEMATICS, SCIENCE, & PROBLEM SOLVING	According to the latest results from the Program for International Student Assessment, America's 15-year-olds performed below the international average in mathematics, literacy and problem solving, placing 27th out of 39 countries.
PLTW'S MISSION	PLTW's mission is to ensure that the United States succeeds in the increasingly high-tech and high-skill global economy by partnering with middle schools and high schools to prepare students to become the most innovative and productive in the world.
STUDENT ENGAGEMENT	PLTW is able to accomplish this mission because it has broken the code on student engagement through hands-on, project-based curriculum in STEM fields. To date, more than 500,000 students in the United States have taken at least one PLTW course.
RESULTS	PLTW alumni are studying engineering and technology at colleges and universities at rates approximately five to ten times the average of all U.S. students. They also have higher retention rates in college engineering, science, and related programs than other students in these areas.
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COLLEGES & UNIVERSITIES	PLTW has relationships with more than 100 colleges and universities. Of these, 36 offer credit to students for completion of select PLTW courses.
ECONOMIC STIMULUS	Among the biggest hurdles for new schools is the ability to secure capital for classroom technology. Some states have plans to include PLTW as a "centerpiece" in ARRA Race to the Top applications.

GATEWAY TO TECHNOLOGY PROGRAM



Gateway To Technology (GTT) is an activities-, project-, and problem-based (APPB) learning program designed to challenge and engage the natural curiosity of middle school students. The instructional units excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services.

The GTT curriculum appeals to a full range of students in grades 6 through 8 and relates technology to students' daily lives. It also promotes communication and collaboration by emphasizing a team approach throughout the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project, while offering students learning challenges at all ability levels.

The GTT program helps students develop and hone skills in middle school that enable them to enter the high school program with foundational knowledge and skills for success in engineering. Although not intended as an introduction to PLTW's Pathway To Engineering program, many schools report improved interest in PLTW's Pathway To Engineering high school program because of GTT.

The program consists of six independent nine-week units; each unit includes a two-day activity related to engineering careers: Design and Modeling, and Automation and Robotics are required units for all students. Each school district has the flexibility to decide which of the other four units best meets their needs.

UNIT 1: DESIGN & MODELING

This unit uses solid modeling software (a sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions.

UNIT 2: AUTOMATION & ROBOTICS

Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in problem solving, teamwork, collaboration, and innovation.

UNIT 3: ENERGY & THE ENVIRONMENT

(Currently in development; network implementation planned for fall 2010)
Students investigate the importance of energy in our lives and the impact that using energy has on the environment. They design and model alternative energy sources and participate in energy fairs to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption through energy efficiency and waste management techniques.

UNIT 4: FLIGHT & SPACE

In this unit students study the history of aerospace through hands-on activities, research, and a presentation in the form of an infomercial. Students explore the science behind aeronautics and use their knowledge to design, build, and test a model glider. Simulation software is used to expose students to traveling and living in space.



GATEWAY TO TECHNOLOGY PROGRAM (CONTINUED)

UNIT 5: SCIENCE OF TECHNOLOGY

This unit traces how science has affected technology throughout history. Students learn about applied physics, chemical engineering, and nanotechnology through exploratory activities and projects.

UNIT 6: MAGIC OF ELECTRONS

Through hands-on projects, students explore the science of electricity, the behavior and parts of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on our lives.



ADMINISTRATOR & COUNSELOR INFORMATION

WHO SHOULD TAKE PLTW COURSES?

The GTT program can be offered to all middle school students and can serve as an introduction into the high school PLTW Pathway To Engineering program.

WHAT ARE SOME SUCCESSFUL METHODS FOR RECRUITMENT?

- Provide teachers and counselors with PLTW promotional materials to distribute to their students.
- Encourage PLTW teachers to attend and present at parent/student orientations and other district/community meetings.
- Set up window displays showing a diverse population of students involved in various types of engineering.
- Provide students the opportunity to explore engineering career fields by utilizing the resources available on the PLTW website.
- Invite parents and students to learn more about the PLTW program through the various promotional materials provided on the PLTW website.
- Involve members of the community by inviting key stakeholders to bring their expertise and guidance to the students and, in the process, enhance their support of the program.
- Use press releases to local newspapers and other media outlets in order to generate community awareness of the PLTW programs.

WHAT IS THE GATEWAY TO TECHNOLOGY NATIONAL RECOGNITION PROGRAM?

The PLTW Gateway To Technology National Recognition program recognizes schools that have successfully implemented the Gateway To Technology program. The process parallels the PLTW High School Certification program but introduces some additional elements. The Gateway To Technology National Recognition process offers the following:

- Local review and involvement of the community
- Self-assessment and reporting procedures
- PLTW National Recognition

WHAT IS A PARTNERSHIP TEAM?

A Partnership Team is an advisory board comprised of teachers, representatives from colleges, business and industry, and other community members. This group supports the PLTW program, addresses issues arising from the implementation of the program, mentors student teams, and speaks to students about engineering and technology.

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The school district shall recommend teachers for participation in the PLTW professional development program. Selected teachers should have a strong math background especially in algebra, geometry, trigonometry, and statistics. Engineering, math, and science teachers are prime candidates to teach PLTW courses.

WHAT IS A SCHOOL DISTRICT DELEGATE?

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- Verifying the accuracy and completeness of district information in the PLTW database and ensuring that all schools within the district teaching PLTW courses are registered.



ADMINISTRATOR & COUNSELOR INFORMATION (CONTINUED)

- Acting as a liaison between PLTW and the district superintendent's office with the processing of the School District Agreement and the school board of education approval process.
- Assisting new teachers in registering with PLTW and enrolling in a Core Training.
- Periodically managing district and school data in the PLTW database to confirm for accuracy.

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FALL 2009

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- Utilize promotional materials to increase awareness about the program.
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- Return School District Agreement signed by the superintendent and approved by the school board, to the PLTW National Office by May 1, 2010.
- Review equipment and supply needs to create a multiyear budget.
- Send school counselors and administrators to a Counselor Conference.

SPRING 2010

- Identify teachers who meet the requirements set by PLTW and are best suited to teach the courses.
- Complete online teacher registration (once the signed school district agreement has been returned).
- Register teachers for Core Training (registration for Summer Training Institutes opens on March 15, 2010).
- Return signed Software Lease Agreement.
- Send purchase order for the appropriate software to the PLTW National Office.
- Purchase supplies and equipment using the PLTW Engineering Purchasing Manual.
- Pay the appropriate participation fee for each school according to the invoice from PLTW.

SUMMER 2010

- Teachers attend the appropriate Summer Training Institute.
- Check to make sure all equipment and supplies have been ordered.
- Load required software on classroom computers.

UNIVERSITY AFFILIATES



Arkansas Tech University
Duke University
Eastern Michigan University
Georgia Southern University
Indiana University Purdue University Indianapolis
Iowa State University
Milwaukee School of Engineering
Missouri University of Science & Technology
NHTI, Concord's Community College
New Mexico State University
Northwestern State University of Louisiana
Oklahoma State University
Old Dominion University
Oregon Institute of Technology
Penn State University
Purdue University
Rochester Institute of Technology
Rowan University
San Diego State University
Seattle University
Sinclair Community College
Stevenson University
University of Colorado at Colorado Springs
University of Illinois
University of Iowa
University of Kentucky
University of Maryland at Baltimore County
University of Minnesota
University of New Haven
University of Nebraska – Lincoln
University of South Carolina
University of Tennessee at Chattanooga
University of Texas at Tyler
West Virginia University
Wichita State University
Worcester Polytechnic Institute

PLTW PARTNERS



BUSINESS PARTNERS

Autodesk
Cengage Learning
Edgecam
Fischertechnik
Intelitek
National Instruments
Stratasys/Dimension

SPONSORS

3M
American Electric Power
Amgen
Cargill
Chevron
Intel
Lockheed Martin
Northrop Grumman
Qualcomm
Rockwell Automation
Rolls-Royce
Sprint
Time Warner Cable

EDUCATION INITIATIVES

Academy of Engineering Collaboration (AOE)
American Society for Engineering Education (ASEE)
Engineering Equity Extension Service (EEES)
Gateway Academy
NASA Goddard Space Flight Center
NASA Dryden Flight Research Center
National Council for Agricultural Education (NCAE)
Society of Manufacturing Engineers Education Foundation (SME-EF)
Southern Regional Education Board (SREB)
U.S. Army

FOUNDATIONS

Ewing Marion Kauffman Foundation
John S. and James L. Knight Foundation
Kern Family Foundation

INDUSTRY ASSOCIATIONS

Aerospace Industries Association/
National Defense Industrial Association

Project Lead The Way, Inc.
Clifton Park, NY

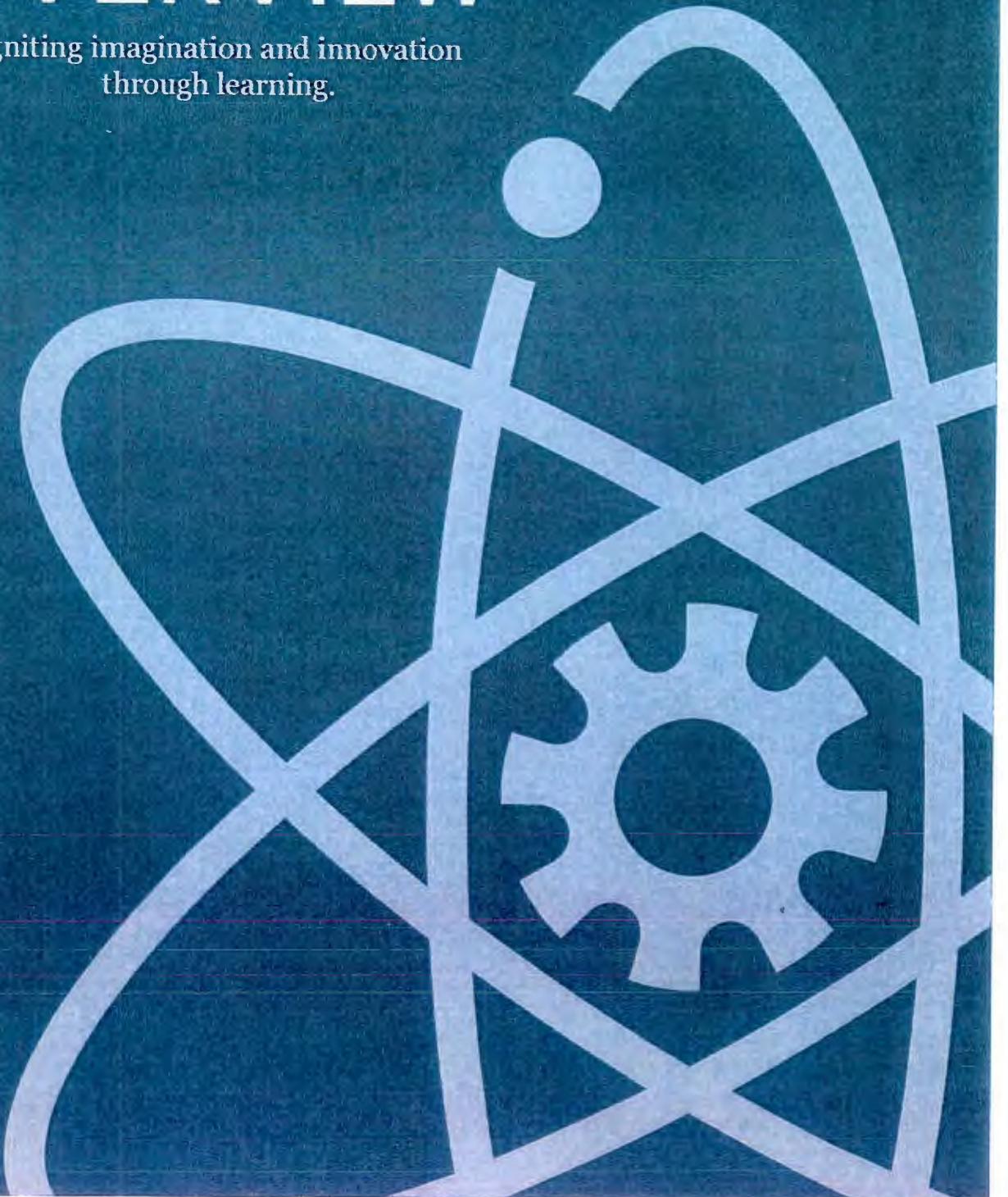
<http://www.pltw.org>

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OVERVIEW

Igniting imagination and innovation
through learning.





MISSION

Project Lead The Way's (PLTW) mission is to ensure that America succeeds in the increasingly high-tech and high-skill global economy by partnering with middle schools and high schools to prepare students to become the most innovative and productive in the world.

OVERVIEW

PLTW, a 501(c)(3) non-profit organization, is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) education for middle schools and high schools. PLTW's comprehensive curriculum, which is collaboratively developed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators, emphasizes critical thinking, creativity, innovation, and real-world problem solving – all important skills for students to develop in today's 21st century global economy. The hands-on, project-based program engages students by showing them how what they are learning in math and science class applies to real-world challenges. The program exposes students to areas of study that they typically do not pursue and provides them with a foundation and proven path to college and career success in STEM related fields.

HISTORY AND IMPACT

PLTW began in 1997 in 12 high schools in upstate New York as a program designed to address the shortage of engineering students at the college level. The non-profit organization has grown to a network of approximately 4,000 middle and high schools in 50 states and the District of Columbia, enrolling more than 350,000 students. More than 500,000 students across the country have taken at least one PLTW course and more than 15,000 educators have been trained to teach PLTW courses.

RESULTS.

- PLTW alumni are studying engineering and technology at five to ten times the average rate of all students.
- PLTW students have a higher retention rate in college engineering, science and related programs than other students in those areas.
- 97% of PLTW seniors intend to pursue a four-year degree or higher, whereas the national average is 67%.
- 80% of PLTW seniors say they will study engineering, technology, or computer science in college, whereas the national average is 32%.
- PLTW students achieve significantly higher scores in reading, mathematics and science than Career and Technical Education (CTE) students in the same schools in similar CTE fields.



THE PLTW NETWORK

PLTW teachers and school counselors are able to access a nationwide support network comprised of PLTW's national staff, master teachers, university affiliates, corporate and philanthropic sponsors and state leaders (education professionals employed by state Departments of Education). PLTW has more than 35 affiliate colleges and university partners that offer students college-level recognition, such as college credit, admissions preference and scholarships, for completing certain PLTW courses in high school. These universities also provide an intensive two-week professional development course during the summer that teachers are required to complete before teaching a PLTW course. PLTW's nationally recognized technology, engineering and science partners, corporate sponsors, professional associations and philanthropic supporters offer materials, mentorships, technology, equipment, and grants, as well as internships that allow students to see firsthand how what they are learning in the classroom applies to the real world.

NATIONAL RECOGNITION

U.S. Secretary of Education - Arne Duncan

"...there are great models of the new CTE succeeding all across the country, from the Career Academy Movement, to Project Lead the Way's pathway to engineering curriculum, to Wisconsin's Youth Apprenticeship Program." ¹

Harvard School of Education

"In recent years, we've witnessed the emergence of a growing number of rigorous, high-quality national models that demonstrate what career and technical education can achieve in the 21st century. Take Project Lead The Way...this approach is clearly engaging students. Some 80 percent of those who complete the program say they will study engineering, technology or computer science in college, and their retention rate in these courses is higher than that of students who did not complete PLTW." ²

National Academy of Engineering, National Academy of Sciences and the Institute of Medicine

"The National Academy of Engineering, the National Academy of Sciences, and the Institute of Medicine recognized PLTW in a 2005 report, *Rising Above the Gathering Storm: Engaging and Employing America for a Brighter Economic Future*, as a model for its recommendation of creating "K-12 curriculum materials based on world-class standards."

U.S. Secretary of State, Hillary Clinton

U.S. Secretary of State Hillary Clinton introduced PLTW to her fellow Senators in a 2005 letter in which she described PLTW as a "promising program that is both changing the lives of middle and high school students nationwide and helping to build a workforce that meets the needs of the 21st century."

Congressman Paul D. Tonko (NY)

"Project Lead The Way is truly living up to its name ... offering untold opportunities to so many students to enter into the exploration of science and technology careers...If we're going to win this global race, we need to enter it with investments in human infrastructure, capital infrastructure, and physical infrastructure, and the way to begin with that is to really introduce it into the learning curve. I wish I had programs like this when I was in high school." ³

The Aerospace Industries Association (AIA) and the National Defense Industry Association (NDIA)

The premier trade associations representing the nation's major aerospace and defense manufacturers, officially endorsed PLTW in 2006.



Bayer Corporation

PLTW was named a K-12 Best Practice Program by Bayer Corporation's Making Science Make Sense initiative in its Planting the Seeds for a Diverse U.S. STEM Pipeline: A Compendium of Best Practice K-12 STEM Education Programs, which was updated in 2010.

CURRICULUM & APPROACH

PLTW's approach, called activities-, project-, and problem-based (APPB) learning, centers on hands-on, real-world projects that help students understand how the information and skills they are learning in the classroom may be applied in everyday life. PLTW's programs are comprehensive and turnkey. The curriculum is standards-based, yet flexible and customizable so that schools and school districts can meet their curricular needs. PLTW offers three different programs:

- PLTW Gateway To Technology (GTT) is a middle school program offered in six independent, nine-week units and is designed to help students explore math, science, and technology. This activity-oriented program challenges and engages the natural curiosity of middle school students and is taught in conjunction with a rigorous academic curriculum.
- PLTW Pathway To Engineering (PTE) is a four-year high school sequence taught in conjunction with traditional math and science courses. PTE's eight courses, including Introduction to Engineering Design, Principles of Engineering and Engineering Design and Development, provide students with in-depth, hands-on knowledge of engineering and technology-based careers.
- PLTW Biomedical Sciences Program (BMS) introduces high school students to the human body, cell biology, genetics, disease, and other biomedical topics in a sequence of four courses. The program prepares students for the postsecondary education and training necessary for success in a wide variety of positions, including physician, nurse, pharmaceutical researcher, and technician.

In addition to implementing PLTW's recommended sequence of courses, high schools can utilize PLTW curriculum on a course-by-course basis to fit their local schedules, budgets and established programs.

1. <http://www.ed.gov/news/speeches/new-cte-secretary-duncans-remarks-career-and-technical-education>
2. http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf
3. http://www.southcolonieschools.org/CCHS/Stories10-11/CCHS_tonkotourPLTW.cfm

PLTW STEM PROGRAM REQUIREMENTS

*This document and the **PLTW STEM Agreement** both contain legally binding obligations for participating entities. The two documents **MUST** be read together for full **PLTW Program** details.*

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

I. DEFINITIONS

Entity: There are various types of organizations that implement the **PLTW** Program. In order to encompass all of these various types, we are using the term "Entity or entity," which includes districts, participating schools, or other organizations that are authorized to enter into the STEM Agreement with PLTW, INC.

Requirement: A Requirement must be followed when implementing the **PLTW** Program. Unless an entity is provided with a waiver from a Requirement, the Entity is responsible for implementing the Requirement into its **PLTW** Program.

PLTW Curricular Programs:

- Pathway To Engineering (HS)
- Biomedical Sciences (HS)
- Gateway To Technology (MS)

II. PLTW CURRICULAR PROGRAM – PATHWAY TO ENGINEERING (HS)

The **PLTW** high school engineering curricular program, Pathway To Engineering, is a program of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway To Engineering courses prepares students for college majors in engineering and engineering technology fields. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Pathway To Engineering courses at each school or site within a period of three academic years from the date that it commences the curricular program. These courses are:

- Introduction to Engineering Design (for New York State – Design and Drawing for Production)
- Principles of Engineering
- Any **PLTW** Pathway To Engineering specialization or capstone course of their choosing. These include Digital Electronics, Computer Integrated Manufacturing, Aerospace Engineering, Biotechnical Engineering, Civil Engineering and Architecture, and Engineering Design and Development.

*Among other factors, it is particularly important that Entities check with their State Education Departments and **PLTW** State teams to determine state-level minimum course requirements which may be higher.*

All **PLTW** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards college readiness.

All **PLTW** Pathway To Engineering courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

The Entity will determine the sequence of **PLTW** courses for implementation.

Note: Entities wishing to seek **PLTW** certification should be aware that certification requires a minimum of four courses per school or site. Later in this document is important detail and information on certification.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

III. **PLTW CURRICULAR PROGRAM – BIOMEDICAL SCIENCES (HS)**

Biomedical Sciences, a high school biomedical sciences curricular program, is a sequence of courses, with each course building on the skills and knowledge students gained in the preceding courses. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Biomedical Sciences courses at each school or site within a period of three academic years from the date that it commences the curricular program. These three courses are:

- Principles of the Biomedical Sciences
- Human Body Systems
- Medical Interventions

As information only – the fourth course is Biomedical Innovation.

*Among other factors, it is particularly important that Entities check with their State Education Departments and **PLTW** State teams to determine state-level minimum course requirements which may be higher.*

Schools must offer the **PLTW** courses in sequence. Although the curricular program is designed to be a sequence with students taking one course each year of high school, this does not mean that students cannot take two courses simultaneously.

All **PLTW** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards college readiness.

All **PLTW** Biomedical Sciences courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

Note: Entities wishing to seek **PLTW** certification should be aware that certification requires a minimum of four courses at each school or site. Later in this document is important detail and information on certification.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

IV. **PLTW CURRICULAR PROGRAM – GATEWAY TO TECHNOLOGY (MS)**

The **PLTW** middle school engineering curricular program, **Gateway To Technology**, is designed to challenge and engage the natural curiosity of students.

Schools have two options for implementation.

- GTT Basic – which requires schools to offer at least two units, which must include Design and Modeling and Automation and Robotics units. Both units shall be implemented within two years.
- GTT Advanced – which requires schools to offer at least four units which must include Design and Modeling and Automation and Robotics units. All four units shall be implemented within three years.
- *Note: there are currently a total of six units for GTT. This may change over time.*

There are six units to choose from and each requires 45 class periods (approximately 45 minutes long) to complete. The Entity may offer courses from grade six through grade eight in a manner they determine reasonable and appropriate for its schools or sites.

PLTW Gateway To Technology units shall be offered in a manner consistent with the entity's existing scheduling format. However, each unit must be taught in its entirety without interruption.

V. **PLTW CERTIFICATION**

PLTW School Certification: a three-step process involving: a self-assessment, site visit and final certification report. The following is an overview:

- Any Entity planning to offer four or more high school **PLTW** courses within a Curricular Program at each school or site is eligible to apply for **PLTW** School Certification. Although a participating entity must be planning to offer four or more high school **PLTW** courses in order to be eligible for certification, the **PLTW** School Certification process may begin at the end of the second year of

implementation of the **PLTW** Program, as detailed in the **PLTW School Certification documents**.

- The Entity must complete the **PLTW** School Certification process individually for each high school curricular program.
- The Entity must complete the certification steps in accordance with the **PLTW School Certification Process**.
- The Entity shall pay all fees and expenses in connection with **PLTW** School Certification.

Schools or sites electing to offer just the minimum of three courses are not eligible for certification, but they must agree to participate in any quality and/or technical assistance visits required by state teams.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

VI. MODEL PLTW PROGRAM

PLTW, INC. encourages collaboration and networking. The **PLTW** Program, as implemented by each school or site of the Entity, will serve as a **PLTW** Program model for other participating or interested entities.

The Entity will make its participating schools or sites available for observation and inspection by other participating entities and exchange information concerning the **PLTW** Program with other participating entities, whether or not such entities have currently implemented the **PLTW** Program.

VII. PARTNERSHIP TEAM

PLTW Partnership Teams should be established by the end of the second year and consist of community advisors with backgrounds and qualifications germane to the type of **PLTW** Curricular Program offered at a participating school or site of the Entity. The Entity is responsible for selecting members. Ideally, these representatives will advise on the development of high-quality programs and have the breadth, depth, and academic rigor with respect to the Curricular Program. These should include representatives from employers, local workforce development organizations, economic development personnel, business, labor organizations, and secondary and postsecondary, academic and technical educators and other stakeholders.

VIII. PARTICIPATION FEES

As stated in the **PLTW** STEM Agreement with additional detail, an annual participation fee is assessed for each school or site participating in the **PLTW** Biomedical Sciences Curricular Program. If your state participated in the funding for the development of the **PLTW** Biomedical Sciences Curricular program, then there may be a credit available to you to be applied towards the amount of the annual participation fee.

IX. TEACHER TRAINING

PLTW Teacher Training: is a three-phase program designed to teach the content and pedagogical skills needed to instruct each **PLTW** course. The **PLTW** Teacher Training program is structured to empower teachers by focusing on proper preparation, in-depth training and continuing education.

- Readiness Training is the first phase of the **PLTW** Teacher Training program. It is designed to prepare teachers for Core Training by assessing and developing a baseline relative to course tools, content and concepts necessary for success. A teacher must successfully complete Readiness Training prior to registering for Core Training.
- Core Training is the second phase of the **PLTW** Teacher Training program. It is designed to provide an in-depth overview and hands-on, course-specific training of the curriculum with a strong focus on pedagogy and professional networking. A teacher must successfully complete Core Training for each **PLTW** course they plan on teaching.
- Ongoing Training is the third phase of the **PLTW** Teacher Training program. It is designed to provide PLTW teachers with opportunities for continuous professional development to further their understanding related to course tools, content, and concepts after they have successfully completed Core Training.

Readiness Training:

- A teacher must successfully complete Readiness Training prior to registering for Core Training.
- PLTW, INC. will provide Readiness Training delivered through the **PLTW** electronic communications network, free-of-charge.
- Any additional training necessary for the teacher to successfully complete Readiness Training, is the sole responsibility of the Entity.

Teacher Selection:

- Teachers instructing a **PLTW** course should have as a minimum a Bachelor's Degree, and be in compliance with applicable state teacher licensure or certification requirements. Additionally, for the **PLTW** Biomedical Science Curricular Program teachers should have successfully completed at least two semesters of college level biology, and it is preferred that teachers have experience in the techniques and methods of modern biology, molecular biology, or physiology.

Core Training:

- The Entity must require all teachers to successfully complete course specific Core Training prior to teaching that **PLTW** course to their students. It is expected that this happen the summer immediately before the course implementation.
- The Entity shall be responsible for all fees and expenses associated with Core Training, including costs as determined by the agreement governing such teacher.
- The Entity shall send teachers to their state **PLTW Affiliate** for Core Training. In the event the Core Training course is not offered (or is full) within their state, the

Entity will send teachers to Core Training within their region, as defined by PLTW, INC.

- In the event the Core Training schedule conflicts with the teacher's availability, the Entity must contact their state **PLTW** Affiliate to receive authorization for their teacher to attend Core Training at an alternate **PLTW** Affiliate.
- In the event their state does not have a **PLTW** Affiliate, the Entity will send teachers to Core Training within their region, as defined by PLTW, INC.
- If a teacher does not satisfactorily complete Core Training, the Entity must work with the **PLTW** Affiliate to create a Professional Development Plan as outlined in the **PLTW** Core Training Participant Progress Report. PLTW, INC. must approve all Professional Development Plans before they become valid.
- In the event a participating school or site of the Entity loses a teacher in the middle of an academic year and Core Training is not available, the Entity should contact PLTW, INC. PLTW, INC. will work with the Entity (and its Affiliate) to create a Professional Development Plan, outlining a provisional solution to support the teacher until the next available Core Training session.

Ongoing Training for **PLTW** Course Updates:

- All trained teachers must be properly trained in and teaching the latest version of the **PLTW** course curriculum.
- All **PLTW** course revisions will be released with Ongoing Training focused on **PLTW** course updates. All trained teachers must complete Ongoing Training for **PLTW** course updates through one of the following options:
- Online Training: PLTW, INC. will provide online training delivered through the **PLTW** electronic communications network free-of-charge.
- On-site Update Training: **PLTW** Affiliates, as deemed appropriate and necessary, will provide on-site training. The Entity will be responsible for all fees and expenses associated with on-site training.
- Repeat of Core Training: PLTW, INC. permits previously Trained Teachers to repeat Core Training. The Entity shall be responsible for all fees and expenses associated with Core Training.

Ongoing Training for Continuous Professional Development:

- PLTW, INC. encourages all trained teachers to actively participate in Ongoing Training for Continuous Professional Development delivered through the **PLTW** electronic communications network.
- PLTW, INC. encourages all trained teachers to participate in professional development opportunities offered through the **PLTW** Affiliate network.

X. COUNSELORS AND OTHER SCHOOL SUPPORT

PLTW Counselor Conference: is a professional development conference for school counselors, post-secondary advisors, principals, teachers and school administration to learn more about the **PLTW** Program as well as why and how they should encourage students to enroll in **PLTW** courses.

PLTW Counselor Training:

- Each **PLTW** Affiliate will provide **PLTW** Counselor Training annually, in the form of a Counselor Conference.
- Although it is suggested to have all advisors/counselors attend the conference at least once, each participating school or site of the Entity will send a minimum of one advisor/counselor per annual conference, given priority to the counselor (or equivalent) in the first year.
- The Entity will permit the attendance of appropriate advisors/counselors and shall pay all fees and expenses in conjunction with this **PLTW** Counselor Training.

XI. SOFTWARE AND EQUIPMENT

Teacher Equipment:

- The Entity shall provide each teacher selected to participate in the **PLTW** Teacher Training program with a laptop computer and software (each meeting the specifications established by PLTW, INC.), to be delivered to the teacher prior to attending Core Training. This laptop must be able to support the software required by the Curricular Program over time.
- The laptop computer and software will be used in the **PLTW** Teacher Training program as well as throughout the instruction of the **PLTW** Program at each participating school or site of the Entity. The laptop computer and software shall remain in the possession of and be for the sole use of the teacher as long as the teacher is teaching **PLTW** courses.

Prioritization of Use:

The use of the equipment and software by students participating in the **PLTW** Program shall take precedence over all other use. No other program or activity or student internships will interfere, substitute for or reduce student contact time in connection with the **PLTW** Program.

Required Equipment, Software and Terms:

As stated in the **PLTW** STEM Agreement, there are many requirements with respect to software for use with the **PLTW** Curricular Programs. Please see additional important information here.

Required equipment for implementing the **PLTW** Program includes any of the items designated as sole source in the **PLTW** Purchasing Manual. Note: The **PLTW** STEM Agreement should be reviewed closely for guidance on the requirements of all equipment to meet or exceed state specifications.

Required software is listed, by course, in the [Software Table](#).

Annual sublicenses are subject to limitations established by the owner of the software, which are outlined in the [Software Reference Document](#).

XII. ASSESSMENT AND EXAMINATIONS

Each entity must administer the most current version of the End-of-Course (EoC) Assessment provided by PLTW, INC. to its students at the end of each High School **Curricular Program** course (excluding the *Engineering Design and DevelopmentTM* and

Biomedical Innovation courses). The Entity shall administer such assessments in paper/pencil or computer-based formats in accordance with the online systematic evaluation process, as determined by PLTW, INC. in its sole discretion. In cases in which a written assessment is directed to be administered by PLTW, INC. the Entity must ensure that any exam results from such a written exam shall be communicated back to PLTW, INC. either through reporting back into PLTW, INC.'s online assessment system or other reasonable reporting process to be defined by PLTW, INC. within a reasonable time period so as to ensure full and accurate reporting of assessment results. The Entity must administer the EoC Assessments in accordance with guidelines specified by PLTW, INC, and any deviation from those guidelines must be preapproved and documented. PLTW, INC. shall take reasonable measures to ensure that protected student information is safeguarded and kept private in accordance with applicable law.

In addition to EoC Assessments, PLTW, INC. reserves the right to offer growth assessments in core subjects such as math, science, and language arts. The decision to offer these Growth Assessments will be at the sole discretion of PLTW, INC. and they shall be optional for schools to administer. In cases where an entity already has an agreement in place with Northwest Evaluation Associates Inc. (NWEA) to administer Methods of Academic Progress (MAP) assessments at one or more schools or sites, or in cases where an entity adds a relationship with NWEA to administer MAP assessments at one or more schools or sites subsequent to an agreement being put in place with PLTW, INC., the Entity will allow PLTW, INC. to utilize these student assessment results in ongoing student and program evaluation research conducted by NWEA or other research partners identified by PLTW, INC. on behalf of PLTW, INC.

XIII. LICENSE TO PLTW MATERIALS

Any use or distribution of **PLTW** materials is subject to the terms and limitations of the license provided to each entity in its agreement with PLTW, INC. No participating entities may post or otherwise distribute **PLTW** curricular and assessment materials on the internet or any extranet.

XIV. MARKETING AND PUBLIC RELATIONS

PLTW, INC. requires entities to use our logo and boiler plate language in marketing materials and press releases that include information about the **PLTW** Program. Approved logo files and boiler plate language are available by request from PLTW, INC.'s marketing department and are intended to be made available via the website as well over time. PLTW, INC. requires that any marketing or communications materials that include information about PLTW, INC. be submitted for prior approval. PLTW, INC. has a dedicated marketing staff that will review requests and respond within four business days of an entity or site's/school's request. PLTW, INC. encourages entities to work with the organization to promote the **PLTW** Program in a manner that is consistent with the national branding of the organization.

XV. INTERNET TECHNOLOGIES AND ELECTRONIC COMMUNICATIONS

PLTW, INC. will leverage a variety of internet applications and systems to facilitate the delivery of our content and curriculum to teachers and students across our entire network. PLTW, INC. shall determine these systems at our sole discretion and will ensure that proper security is provided for to safeguard sensitive data. PLTW, INC. will

use these systems from time to time to communicate with members of our network. This could include emails sent from PLTW, INC. to **PLTW** Network members, notifications in various systems such as online assessment platforms or other internet based systems. In order to facilitate these various types of communications including email communication with schools and teachers, the Entity shall add the PLTW.org domain name to safe sender or white list at the district, school and individual user levels. In the case of organizations with firewalls or other filtering technology in place to support their security needs, the Entity shall make accommodations to its infrastructure to ensure that PLTW, INC.'s electronic communications are received by recipients within the Entity's network. In cases where PLTW, INC. uses specific internet based systems for delivery of curriculum, assessments or other relevant content to schools, teachers and students, the Entity shall ensure that all users are properly registered and rostered into these systems in keeping with the policies and procedures PLTW, INC. puts in place to ensure secure access to relevant information.

XVI. IMPORTANT ADDITIONAL REQUIREMENTS

In the event that the Entity does not implement the **PLTW** Program for the fall or spring semester of the academic year immediately following the date of this Agreement (for any of Entity's sites or schools registered as of the date of the agreement), or for the fall or spring semester following registration, as applicable (for any of Entity's sites or schools registered after the date of this agreement), then the Entity must notify PLTW, INC. within ten days of the commencement of the then academic year to determine a mutually agreeable new implementation schedule.

Entity agrees to support the program administratively. Currently, a key role in the process is the District Delegate who at a minimum must manage the related Agreement processes and also keep contact information updated.

Thank you for your close review of these important Program Requirements, which are legally binding as part of the **PLTW STEM Agreement**. If you have any questions, please contact our Customer Service Team at schoolrelations@pltw.org

Professional Development Survey

Teacher name: _____

Grade level: _____

In order to provide the highest quality professional development, geared to the unique needs of individuals, grade-levels, and circuits, please complete the survey below completely. The greater the level of specificity you provide the greater our ability will be to identify necessary presenters and resources.

<p>English Language Arts</p> <ul style="list-style-type: none"> • Reading Comprehension <ul style="list-style-type: none"> • Strategies / Skills • Vocabulary • Language Arts <ul style="list-style-type: none"> • Grammar / Usage / Mechanics • Writing process • Inquiry/investigation • Key/critical standards <ul style="list-style-type: none"> • Mapping/ planning • Learning targets/objectives 	
<p>English Language Development</p> <ul style="list-style-type: none"> • Scope & Sequence • Strategies 	
<p>Si Swun Math</p> <ul style="list-style-type: none"> • Basic facts • Beyond the facts • Lesson planning 	
<p>Management</p> <ul style="list-style-type: none"> • Classroom/Behavior • Engagement 	
<p>Science / Social studies / Technology</p> <ul style="list-style-type: none"> • Projects • Academic Lanaguage • Planning / Mapping • Integration 	
<p>Data analysis</p> <ul style="list-style-type: none"> • Item Response • Intervention planning 	

Elementary School Academic Intervention Plan (Math)

Teacher Name: _____

Grade: _____

Assessment Period _____

	<i>Students</i>	<i>Materials / Supplies</i>	<i>Key Vocabulary</i>	<i>Academic Language</i>	<i>Engagement strategies</i>
<u>Targeted Standard(s)</u> Which standard(s) will be targeted for challenge or intervention work?					
<u>Objective</u> What skills are these students expected to master?					
<u>Assignments</u> What activities will take place to address the objectives indicated?					
<u>Instructor(s)</u> Who will conduct these activities?					

WEX Curriculum Scope and Sequence of Skills

Curriculum Level and Book	Level A				Level B				Level C				Level D				Level E				Level F			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Personal Narrative	✓																							
Response to Literature	✓																							
Informational Writing			✓																					
Short Fiction																								
Persuasive Writing																								
Focus (Topic Development)																								
Showing																								
Strong Verbs																								
Sensory Detail																								
Use Dialogue																								
Balancing Dialogue and Narration																								
Minimize the Verb "to be"																								
Experiment with Sentence Variety																								
Gather Information																								
Organize Information																								
Stake a Claim																								
Cause and Effect																								
Compare and Contrast																								
Use Evidence from Text																								
Use Relevant and Credible Evidence from Text																								
Develop an Argument																								
Setting and Context: Present Background																								
Cite Evidence																								
Use Direct Quotes																								
Balance Evidence with Interpretation																								
Paraphrase																								
Use Background Information Purposefully																								
Anticipate Objections																								
Revise to Strengthen Evidence																								
	Skills for Defending a Claim and/or Presenting Information				Expressive Skills				Genres															

Program Alignment to 3-12 Common Core Standards



On June 2, 2010 the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released the K-12 Common Core Standards.

The table that follows illustrates alignment of The Writers' Express (WEX) curriculum to the Common Core writing standards for Grades 3-12. Specifically, the alignment pertains to the following:

- Writing Standards 3-5
- Writing Standards 6-12

Writing Standards 3-5

Grade 3 Standard	WEX Curriculum
Text Types and Purposes	
Write opinion pieces on topics or texts, supporting a point of view with reasons. (a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (b) Provide reasons that support the opinion. (c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (d) Provide a concluding statement or section.	Book 2: Lessons 21-26, 40-45 Book 3: Lessons 11-15, 26-32
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (b) Develop the topic with facts, definitions, and details. (c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (d) Provide a concluding statement or section.	Book 3: Lessons 16-25
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order (d) Provide a sense of closure.	Book 1: Lessons 21-25, 36-40 Book 4: Lessons 22-26

Production and Distribution of Writing

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Book 1: Lessons 21-25, 36-40
Book 2: Lessons 21-26, 40-45
Book 3: Lessons 11-15, 26-32
Book 4: Lessons 22-26

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Book 1: Lessons 23, 38
Book 2: Lessons 6, 11, 23, 25
Book 4: Lessons 25, 26

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short research projects that build knowledge about a topic.

Book 3: Lessons 11-15

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Books 1-4: All lessons

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Books 1-4: All lessons

Grade 4 Standard

WEX Curriculum

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Book 2: Lessons 24-30, 42-48
Book 3: Lessons 11-15, 26-32

(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

(b) Provide reasons that are supported by facts and details.

(c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

(d) Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Book 3: Lessons 11-15, 26-32

(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

(c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

* Please note: contingent upon daily computer access

Text Types and Purposes

(e) Provide a concluding statement or section related to the information or explanation presented

Book 1: Lessons 21-25, 36-40
Book 4: Lessons 20-26

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations

(c) Use a variety of transitional words and phrases to manage the sequence of events.

(d) Use concrete words and phrases and sensory details to convey experiences and events precisely

(e) Provide a conclusion that follows from the narrated experiences or events

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Book 1: Lessons 21-25, 36-40
Book 2: Lessons 24-30, 42-48
Book 3: Lessons 11-15, 26-32
Book 4: Lessons 20-26

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Book 1: Lessons 23, 38,
Book 2: Lessons 8, 11, 18, 25, 32, 37
Book 4: Lessons 23, 24

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Book 3: Lessons 11-15

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book 2: Lessons 24-26, 42-46
Book 3: Lesson 1-10

(a) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")

(b) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Books 1-4: All lessons

* Please note: contingent upon daily technology access.

Expository Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Book 2: Lessons 24-30, 42-48
Book 3: Lessons 11-15, 26-32

- (a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- (b) Provide reasons that are supported by facts and details.
- (c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
- (d) Provide a concluding statement or section related to the opinion presented

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Book 3: Lessons 11-15, 26-32

- (a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- (b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- (c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- (e) Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Book 1: Lessons 21-25, 36-40
Book 4: Lessons 20-26

- (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- (b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- (c) Use a variety of transitional words and phrases to manage the sequence of events.
- (d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- (e) Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Book 1: Lessons 21-25, 36-40
Book 2: Lessons 24-30, 42-48
Book 3: Lessons 11-15, 26-32
Book 4: Lessons 20-26

With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.

Book 1: Lessons 23, 38
Book 2: Lessons 8, 11, 18, 25, 32, 37
Book 4: Lessons 23, 24

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Books 1-4: All lessons

Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Book 3: Lessons 11-15

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book 2: Lessons 18-23, 34-38

Book 3: Lessons 1-10

(a) Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

(b) Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Books 1-4: All lessons

Grade 6 Standard

WEX Curriculum

Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Book 2: Units 3, 6**

(a) Introduce claim(s) and organize the reasons and evidence clearly.

Book 3: Units 2, 4**

(b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

(c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

(d) Establish and maintain a formal style.

(e) Provide a concluding statement or section that follows from the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Book 3: Units 1-4**

(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

(c) Use appropriate transitions to clarify the relationships among ideas and concepts.

(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(e) Establish and maintain a formal style

(f) Provide a concluding statement or section that follows from the information or explanation presented

** Please note: configuration in daily computer access

* Lesson numbers are being finalized

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Book 1: Units 3, 6**

Book 4: Unit 3**

(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

(e) Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Book 1: Units 3, 5**

Book 2: Units 3, 6**

Book 3: Units 2, 4**

Book 4: Unit 3**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Book 1: Units 3, 5**

Book 2: Units 3, 6**

Book 3: Units 2, 4**

Book 4: Unit 3**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Book 3: Units 2, 4**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book 2: Unit 3, 6**

(a) Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Book 3: Units 2, 4**

(b) Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Research to Build and Present Knowledge

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Books 1-4: All lessons

* Please note: contingent upon daily computer access.

** Lesson numbers are being finalized.

Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence

- (a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- (d) Establish and maintain a formal style.
- (e) Provide a concluding statement or section that follows from and supports the argument presented.

Book 2 1: Unit 2**
 Book 2.2: Unit 3**
 Book 3: Units 2, 4**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- (a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- (c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- (e) Establish and maintain a formal style.
- (f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

Book 3: Units 1-4**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- (d) Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- (e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Book 1: Units 3, 5**
 Book 4: Unit 3**

** Lesson numbers are being finalized

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Book 1: Units 3, 5**
Book 2.1: Unit 3**
Book 2.2: Unit 3**
Book 3: Units 2, 4**
Book 4: Unit 3**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Book 1: Units 3, 5**
Book 2.1: Unit 3**
Book 2.2: Unit 3**
Book 3: Units 2, 4**
Book 4: Unit 3**

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Book 3: Units 2, 4

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Books 2.1: Unit 2**

Book 2.2: Unit 2**

Book 3: Units 2, 4**

(a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

(b) Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Books 1-4: All lessons

* Please note: contingent upon daily computer access.

** Lesson numbers are being finalized.

Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

- (a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- (d) Establish and maintain a formal style.
- (e) Provide a concluding statement or section that follows from and supports the argument presented.

Book 2.1: Unit 3**

Book 2.2: Unit 3**

Book 3: Units 2 4**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- (a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- (b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- (c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- (e) Establish and maintain a formal style.
- (f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

Book 3: Units 1-4**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- (b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- (c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- (d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- (e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Book 1: Units 3, 5**

Book 4: Unit 3**

** Lesson numbers are being finalized

Organization and Direction of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Book 1: Units 3, 5**

Book 2: Units 3, 6**

Book 3: Units 2, 4**

Book 4: Unit 3**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Book 1: Units 3, 5**

Book 2.1: Unit 3**

Book 2.2: Unit 3**

Book 3: Units 2, 4**

Book 4: Unit 4**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Book 3: Units 2, 4**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Books 2.1: Unit 3*

Book 2.2: Unit 3**

Book 3: Units 2, 4**

(a) Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

(b) Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Books 1-4: All lessons

* Please note: contingent upon daily computer access.

** Lesson numbers are being finalized.

Text Types and Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Book 3: Units 2, 4**

- (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- (b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (e) Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Book 3: Units 2, 4**

- (a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- (b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- (c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Book 1: Units 3, 6**

- (a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- (b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- (c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- (d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- (e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

** Lesson numbers are being finalized.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Books 1,2,3 and 4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Book 1: Units 3, 5^{**}
Book 2: Units 3, 6^{*}
Book 3: Units 2, 4^{**}
Book 4: Unit 3^{**}

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Books 1-4: All lessons^{*}

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Book 3: Units 2, 4^{**}

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Books 1-4: All lessons

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book 2: Unit 3^{**}
Book 3: Units 2, 4^{**}

(a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

(b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Books 1-4: All lessons

^{*} Please note: contingent upon daily computer access

^{**} Lesson numbers are being finalized

Text Types and Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Book 3: Units 2, 4^{**}

- (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (e) Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Book 3: Units 2, 4^{**}

- (a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- (b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- (c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- (d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

^{**} Lesson numbers are being finalized.

Production and Distribution of Writing

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Book 1: Units 3, 6**

(a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).

(d) Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Books 1,2,3, and 4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Book 1: Units 3, 5**
Book 2: Units 3, 6**
Book 3: Units 2, 4**
Book 4: Unit 3**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Books 1-4: All lessons*

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Book 3: Units 2, 4**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Books 1-4: All lessons

* Please note: contingent upon daily computer access

** lesson numbers are being finalized

ମିଳନମାନଙ୍କ ଓ ଶୁଣିବ କାରୀ ମିଳନମାନଙ୍କ ଗାଠବିଶେଷତା

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book 2: Unit 2**

Book 3: Units 2, 4**

(a) Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

(b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Books 1-4: All lessons

** Lesson numbers are being finalized.

Writing Goals Based on Examination of Portfolio

Name _____ Date _____

I examined my writing portfolio today and studied the following pieces:

Sample Examined

Date of Sample

Based on this examination, I have set the following goals to improve my writing:

My goal is to . . .

So I need to . . .

Teacher's Remarks:

Beginning and end of year goals and status are based on the DIBELS goals and status for assessing three times per year. Middle 1 and Middle 2 are estimated goals and status based on a linear, curvilinear, or rational analysis of progress over the course of the year using the beginning, middle, and end of year status from the 3-assessment-times-per-year DIBELS goals as anchor points.

KINDERGARTEN

DIBELS Measure	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	0 - 3 4 - 7 8 and above	At risk Some risk Low risk	0 - 7 8 - 18 19 and above	At risk Some risk Low risk	0 - 11 12 - 24 25 and above	Deficit Emerging Established	Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 - 1 2 - 7 8 and above	At risk Some risk Low risk	0 - 10 11 - 20 21 and above	At risk Some risk Low risk	0 - 18 19 - 30 31 and above	At risk Some risk Low risk	0 - 28 29 - 39 40 and above	At risk Some risk Low risk
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 - 5 6 - 11 12 and above	At risk Some risk Low risk	0 - 7 8 - 22 23 and above	At risk Some risk Low risk	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency - (NWF-CLS)	Not administered during this assessment period		0 - 1 2 - 8 9 and above	At risk Some risk Low risk	0 - 7 8 - 15 16 and above	At risk Some risk Low risk	0 - 14 15 - 24 25 and above	At risk Some risk Low risk
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.							

FIRST GRADE

	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Letter Naming Fluency (LNF)	0 - 24 25 - 36 37 and above	At risk Some risk Low risk	Not administered during this assessment period		Not administered during this assessment period		Not administered during this assessment period	
Phoneme Segmentation Fluency (PSF)	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency (NWF-CLS)	0 - 12 13 - 23 24 and above	At risk Some risk Low risk	0 - 23 24 - 40 41 and above	At risk Some risk Low risk	0 - 29 30 - 49 50 and above	Deficit Emerging Established	0 - 29 30 - 49 50 and above	Deficit Emerging Established
Oral Reading Fluency (ORF)	Not administered during this assessment period		0 - 3 4 - 12 13 and above	At risk Some risk Low risk	0 - 10 11 - 24 25 and above	At risk Some risk Low risk	0 - 19 20 - 39 40 and above	At risk Some risk Low risk
Retell Fluency (RTF)	Not administered during this assessment period		BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.					
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.							

SECOND GRADE	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Nonsense Word Fluency - (NWF-CLS)	0 - 29 30 - 49 50 and above	Deficit Emerging Established	Not administered during this assessment period		Not administered during this assessment period		Not administered during this assessment period	
Oral Reading Fluency (ORF)	0 - 25 26 - 43 44 and above	At risk Some risk Low risk	0 - 43 44 - 59 60 and above	At risk Some risk Low risk	0 - 56 57 - 73 74 and above	At risk Some risk Low risk	0 - 69 70 - 89 90 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.							
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.							

THIRD GRADE	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 52 53 - 76 77 and above	At risk Some risk Low risk	0 - 61 62 - 87 88 and above	At risk Some risk Low risk	0 - 69 70 - 97 98 and above	At risk Some risk Low risk	0 - 79 80 - 109 110 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.							
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.							

<u>FOURTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 70 71 - 92 93 and above	At risk Some risk Low risk	0 - 78 79 - 100 101 and above	At risk Some risk Low risk	0 - 86 87 - 108 109 and above	At risk Some risk Low risk	0 - 95 96 - 117 118 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.*							

<u>FIFTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 80 81 - 103 104 and above	At risk Some risk Low risk	0 - 89 90 - 110 111 and above	At risk Some risk Low risk	0 - 95 96 - 116 117 and above	At risk Some risk Low risk	0 - 102 103 - 123 124 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.*							

<u>SIXTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 82 83 - 108 109 and above	At risk Some risk Low risk	0 - 94 95 - 116 117 and above	At risk Some risk Low risk	0 - 100 101 - 121 122 and above	At risk Some risk Low risk	0 - 103 104 - 124 125 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED.*							

* Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.



DIBELS Benchmark Goals Four Assessment Periods Per Year

Note: Goals and cutpoints for risk for Grades 4 through 6 are based on CBM normative information from 4th and 5th grade students in Fall, Winter and Spring from Hasbrouck and Tindal (1992) as well as average slope of reading progress information from Fuchs, Fuchs, Hamlett, Walz, & Germann (1993). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these initial estimates.

In addition to these preliminary estimates of goals and risk indicators, local normative information is available for each participating school district. A reasonable approximation of goals and cut scores for risk are also available from the local norms. The 40th percentile using local norms provides an approximate goal, and below the 20th percentile using local norms provides an approximate at-risk indicator.

With additional research these preliminary estimates will be refined based on the odds of achieving subsequent literacy goals. Each district can examine these odds by entering scores on a selected outcome for relevant grade levels. For example, in Oregon, a state assessment is given in fifth grade with a specific goal for meeting expectations. If a participating school district enters the fifth grade scores for all fifth grade students and the Oregon State Assessment goal, the **DIBELS Data System** will provide the odds of achieving the goal for these initial estimates of goals and risk indicators.

References

- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review, 22*, 27-48.
- Hasbrouck, J. E., & Tindal, G. (1992, Spring). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, pp. 41-44.

100 BMBACS

Elementary School Report Card

Teacher Name
Room Number

Days Absent	Days Tardy

Grades

Class Name	MP1 Grade	MP2 Grade	MP3 Grade	MP4 Grade
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Behavior

Class Name	MP1	MP2	MP3	MP4
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Key

1=Far Below Basic 2=Below Basic 3=Basic 4=Proficient 5=Advanced

Teacher Notes:

Parent Signature: _____ Date _____

100 BMBACS

Middle School Report Card

Teacher Name
Room Number

Days Absent	Days Tardy

Grades

Class Name	MP1 Grade	MP2 Grade	MP3 Grade	MP4 Grade
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Behavior

Class Name	MP1	MP2	MP3	MP4
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Key

F=Far Below Basic D=Below Basic C=Basic B=Proficient A=Advanced

Teacher Notes:

Parent Signature: _____ Date _____

100 BMBACS

High School Report Card

Teacher Name	Days Absent	Days Tardy
Room Number		

Grades

Class Name	MP1 Grade	MP2 Grade	MP3 Grade	MP4 Grade
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Behavior

Class Name	MP1	MP2	MP3	MP4
Math				
English/LA				
Social Studies				
Science				
Phys. Ed.				
Art				
Technology				
Brotherhood				

Key

F=Far Below Basic D=Below Basic C=Basic B=Proficient A=Advanced

Teacher Notes:

Parent Signature: _____ Date _____

Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels
Kindergarten	A, B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3	C	3		
4	4		PrePrimer 2		
5	D	6			
6		6			
Grade 1	7	E	8	PrePrimer 3	
	8		8		
	9	F	10	Primer	
	10		10		
	11		12		
	12	G	12		
	13		14	Grade 1	200-299
	14		14		
	15	16			
	Grade 2	16	I	16	
		18		20	Grade 2
	20	L, M	28		
Grade 3	22	N	30	Grade 3	500-599
			34		
	24	O, P	38		600-699
Grade 4	26	Q, R, S	40	Grade 4	700-799
Grade 5	28	T, U, V	44	Grade 5	800-899
Grade 6	30	W, X, Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Student Name	Grade	Gender
<Last Name>, <First Name>	<Grade>	Male
Student ID	Date of Birth	
<Student ID Number>	<DOB>	
/ Guardian	Birthplace	
ame> <Last Name>		
Address>	Enter Date	
Oakland, CA <Zip Code>	<Enrollment Date>	
<Home Phone>	Leave Date	
	<Departure Date>	

100 Black Men of the Bay Area Charter School	
<Street Address>, Oakland, CA, <Zip Code>	
<Phone Number>	
<Insert Logo for 100 BMBACS>	

Course ID	Course Title	Grade	Grade	Credits
100.BMBACS	<Semester> <Year>	Qtr 1	Qtr 2	
	English 9	C-	C-	5.0
	Algebra I	C+	C	5.0
	Physical Science	C+	C-	5.0
	Spanish I	C-	C	5.0
	Physical Education	A	A	5.0
	Art	A	A	5.0
	Technology	A	A	5.0
	Health	C-	B	5.0
	Africana Studies	A	A	5.0

Course ID	Course Title	Grade	Grade	Credits
100.BMBACS	<Semester> <Year>	Qtr 3	Qtr 4	
	English 9			
	Algebra I			
	Physical Science			
	Spanish I			
	Physical Education			
	Art			
	Technology			
	Community Service			
	African-American Studies			

Comments:

_____ <Principal's Name> Date School Official's Signature Transcript is "unofficial" unless signed by a school official and printed on a watermark's page
--

Student Name	Grade	Gender
<Last Name>, <First Name>	<Grade>	Male
Student ID	Date of Birth	
<Student ID Number>	<DOB>	
Guardian	Birthplace	
<Name> <Last Name>		
<Address>	Enter Date	
Oakland, CA <Zip Code>	<Enrollment Date>	
<Home Phone>	Leave Date	
	<Departure Date>	

100 Black Men of the Bay Area Charter School	
<Street Address>, Oakland, CA, <Zip Code>	
<Phone Number>	
<Insert Logo for 100 BMBACS>	

Course ID	Course Title	Grade	Grade	Credits
100 BMBACS	<Semester> <Year>	Qtr 1	Qtr 2	
	English 9	C-	C-	5.0
	Algebra I	C+	C	5.0
	Physical Science	C+	C-	5.0
	Spanish I	C-	C	5.0
	Physical Education	A	A	5.0
	Art	A	A	5.0
	Technology	A	A	5.0
	Health	C-	B	5.0
	Africana Studies	A	A	5.0

Course ID	Course Title	Grade	Grade	Credits
100 BMBACS	<Semester> <Year>	Qtr 3	Qtr 4	
	English 9			
	Algebra I			
	Physical Science			
	Spanish I			
	Physical Education			
	Art			
	Technology			
	Community Service			
	African-American Studies			

Comments:

_____ <Principal's Name> Date School Official's Signature Transcript is "unofficial" unless signed by a school official and printed on a watermark's page
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CHARTER PETITION

Parent or Guardian meaningfully interested in enrolling their child at:

OAKLAND SCHOOL FOR BOYS: A 100 Black Men of the Bay Area Charter School

The charter school estimates that 375 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Oakland School for Boys pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Dr. Mark Alexander, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
James Neal II	Jonathan Neal	<i>James Neal II</i>	10/20/11	6 th	Brentwood Ca 94023 1900 Las Meriones Ct 5	925-240-706
Anthony Farnie	N/A	<i>Anthony Farnie</i>	10/2/11	11 th	81 VERNON ST OAKLAND, CA 94610	510 839
Kelley Gullett	Dominic Gullett Jr	<i>Kelley Gullett</i>	10/2/11	10 th	6290 Rocky Pt. Ct Oakland, CA 94605	510-878-2008
April Rhinehart	Nyle Rhinehart	<i>April Rhinehart</i>	10/2/11	7 th	3250 DUKOT ST #B OAKLAND, CA 94602	510-290-4
Michelle Weber	N/A	<i>Michelle Weber</i>	10/2/11	NA	7818 Sunnyvale Soldierwood	(510) 589-67
Whitney Shotton	Amaan Turner	<i>Whitney Shotton</i>	10/2/11	10 th	70 Fox 16th Ave	510-465-
Tamara Gabriel	Nasir + Joshua	<i>Tamara Gabriel</i>	10/2/11	7 th	43 Turtle Creek St Oakland CA 94605	510 5022
Jarita Soela	Tracy McCre	<i>Jarita Soela</i>	10/19	4 th	4027 - Fleming Ave Richmond CA 94804	910-260-15
Teri Williams	CHRISTOPHER WILLIAMS	<i>Teri Williams</i>	10/18	9 th	4975 Buckboard Richmond 94803	510-455-0
Miguel Johnson	Omari Johnson	<i>Miguel Johnson</i>	10/19	12 th	10150 Capetown Ln Stockton CA 95219	709-297-01
Jesse James	Taireke James	<i>Jesse James</i>	10/19	9 th	4253 MARCOPO AVE RICHMOND CA 94804	510 282 25
Ivan Allison	Indya Allison	<i>Ivan Allison</i>	10/19	1 st	2801 25th Ave Oakland CA 94601	510 207-45
Do & R-Wh	Justin Stutz	<i>Do & R-Wh</i>	10/20	8 th	745 ANIMO AVE OAKLAND CA 94610	510 82-3131

* Grade first year of school opening

Patrick Chatmon
Amani Chatmon
Jordon Chatmon

602
802
2nd
13

CHARTER PETITION

Parent or Guardian meaningfully interested in enrolling their child at:

OAKLAND SCHOOL FOR BOYS: A 100 Black Men of the Bay Area Charter School

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
EDGAR WHIPPS	NVIAH				11610 142nd St Oakland, CA 94612	510-634-4524
Tham Brown	Thammy Tatum		10/2 2011	K, 1	2731 Decia Lane	925-666-
Jeff Hatchell	Juster Hatchell		01/01	3	7824 Surrey Ln Oakland, CA 94618	510-662-6
Chris Webber	Na. Webber		10/2	8	7818 Surrey Lane Oakland, CA 94618	510-914-375
Renee Barron	Marques, Samora		10/2	K, 8	2108 Carson Oak Ct Oakland, CA 94618	209-620-45
Douglas Barron	Marques, Samora		10/2	K, 8	2108 Carson Oak Ct Oakland, CA 94618	209-484-15
Michael McGee Jr	Marque		10/2		2626 E. 15th St Oakland, CA 94601	917-826-9
Christine Brown	Thomas		10/2	K, 1	2731 DECK Ln Oakland, CA 94618	125-980-
Josie Aid	Josie		10/2	2, 8, 6	1900 LAS MONTANAS Ct Brentwood, CA 94513	925-246-
Shante Evans			10/2		1918 Lakeshore Ave Oakland, CA	510-451-25
Daren Barron	Daren Barron Jr.		10/2	9	5124 Wood Rd Oakland, CA 94617	510-530-99
Aloisique Barron	Daren Barron II		10/2	9	10840 Smokybun Ave Oakland, CA 94612	
Robert Oliver	Robert Oliver		10/3	5		

* Grade first year of school opening

13

CHARTER PETITION

Parent or Guardian meaningfully interested in enrolling their child at:

**OAKLAND SCHOOL FOR BOYS:
A 100 Black Men of the Bay Area Charter School**

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
John H. Ward	John Julius	[Signature]	9/13	6/K	10812 Colter	569-6308
VINCENT BARBERON	AKIL	[Signature]	9/13	11TH	3108 BIRDSALL AVE	510 712 73
TERRY COLLINS	TERRE COLLINS	[Signature]	9/13	10th	3725 WHEEL ST	510/38576
NLK IANO	ANATHAN IANO	[Signature]	9/13	3RD	6327 BANCROFT	206 7830
Patrick Henderson	Payton	[Signature]	9/13	24th	2216 Vicksburg Ave	866-620
Jerol Hodges	NOAH Hodges	[Signature]	9/13	3yrs	1536 Myrtle St	478-3176
Phillip Henderson		[Signature]	9/13		2216 Vicksburg Ave	9460110
Arthwenele Wade	Julius + John H.	[Signature]	9/30	K/6	10812 Colter	569-6308
MANU Ampio		[Signature]	10/1		9414 Gibraltar Rd ⁹⁴⁶⁰³	510 568-3880
KENHAMA FORSTER	ALL	[Signature]	10/2	ALL	P.O. Box 13913 Beck	94712/570 99712/681-3
Roni Brown		[Signature]	10/2		3909 Keller Ave/1010	510/969 772
Jay J Snell	Jaden Snell	[Signature]	10/2	2ND	9554 Larch St	510 553 1332 510-568-6976
Carl Shamba		[Signature]	10/2		1202 CEDAR ST	56-387-044

* Grade first year of school opening

13

CHARTER PETITION

Parent or Guardian meaningfully interested in enrolling their child at:

OAKLAND SCHOOL FOR BOYS: A 100 Black Men of the Bay Area Charter School

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Daryl Rhinehart	Nyle Rhinehart			7th	3250 Dakota ST	(510) 858 52
Desiree Robinson	Baillie Robinson			1st	360 Grand Ave #30	(510) 568 8008
Zedrick Scott	Nigel Scott			4th	1511 Sundeln Avenue <small>Sun handy</small>	(510) 352-548
Andrea Nelson	Kiara			12th	1118 mine. va <small>Sat</small>	(510) 8394
Ngwa Erondu					704 Broadway <small>ste 302 Oakland</small>	(415) 279-14
Katari Kaye					1755 14th St <small>Oakland</small>	510 950 899
Kalut Uca	NAKOMA Uca			8th	P.O. Box 5495	510 910 635

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5

CHARTER PETITION

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Desiree Robinson	Baillie Robinson			1st	360 Grand Ave #30	(510) 568-800
Zedrick Scott	Nigel Scott			4th	1511 Sundeln Avenue <small>Sun Handy</small>	(510) 352-54
Andrea Nelson	Kiara			12th	1118 mine. va <small>Sun Handy</small>	(510) 639-1
Ngou Erondu					704 Broadway <small>Sp 38 Callard</small>	(415) 279-14
Katori Kaye					1755 14th St <small>Oakland</small>	510 950 89
Kalief Wade	NAKOMA Wade			8th	P.O. Box 5875	510 911 63

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5

CHARTER PETITION

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Briana Zuri Jones	Camille Jones	<i>[Signature]</i>	10/2/11	8 th	7845 Sterling Drive ^{Oakland}	510-333-7
Dawn Carter	Austin Carter	<i>[Signature]</i>	10/2/11	2 nd	1014 16 th St	510 465
Darryl Carter	Austin Carter	<i>[Signature]</i>	10/2	2 nd	1014 16 th St	510 465 53
Marlo Morgan	Anthony Carter	<i>[Signature]</i>	10/2	12 th	1500 104 th Ave	510 470
Javne McClenon	Blake McClenon	<i>[Signature]</i>		5 th	P.O. Box 11511 ⁹⁴⁶¹¹	510-920
Linda McClenon	Blake McClenon	<i>[Signature]</i>	10/2	5 th	P.O. Box 11511 ⁹⁴⁶¹¹ _{Piedmont}	510-368-42

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6

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Paul Woodland	Chris Woodland	[Signature]	10/24/11	6	1975 Oakview Drive	510 520-1259
DAVID NORRIS	Zach Norris	[Signature]	10/24/11	8	130 Elysian Fields Drive, Oakland	510 639 0756
Julieka Bayden-edgerly	Chandler Robinson	[Signature]	11/24/11	U	3309 Chestnut St Oakland	510 978 9800
Minisha Bayden Edgerly	Angelo Edgerly	[Signature]	11/24/11	U	3309 Chestnut St Oakland	510 978 9800
Minahmy Epps	Lamiah Randle	[Signature]	11/24/11	3	223 Sextus Rd Oakland	4675430
Pomirique Orage	Dr. Jon Williams	[Signature]	11/24/11	2	223 Sextus Rd	4675436
Antoinette Randle	Keontay Butler	[Signature]	11/24/11	2	223 Sextus Rd	510 4675430
Antoinette Randle	Keoni Smith	[Signature]	11/24/11	U	223 Sextus Rd	510 4675430

8

CHARTER PETITION

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A 100 Black Men of the Bay Area Charter School**

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Linnelle Evans	Kendall Evans	[Signature]	10/24	K	2933 14 Street	435121
Anthony Mayfield		[Signature]	10/24		567 Shadow Dance Dr	(408) 655-
Carstano Talbot		Carstano Talbot	10/24		39270 Potosi Potosi Pkwy	(510) 364-
Timothy Abernathy	Clay Abernathy	[Signature]	10/24	11	5111 Trinity Lane	(415) 33-
Leo Sketon		Leo Sketon	10-24-11		420 MIDDON BROOKS 250 WOOD CITY CT	(415) 280-83
Marguerite Alexander	Phillip Alexander	Marguerite Alexander	10/24/11	12	110 Oregon Way	(510) 758-100
Rebecca Almogela		[Signature]	10/24		832 Bonita Way	(510) 488-
Kendall Ward		[Signature]	10/24		88512 Palston WALL	(510) 888-
TRACIE BANKS	JAVON BATTLE	[Signature]	10/24	12	5823 GREENLY	(510) 238-

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CHARTER PETITION

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Rozena Avery		Rozena Avery	8/30/11		136 Siam Crest Vallejo, Ca.	510-752-7
Kaura Austin		Kaura Austin	8/30/11		1925 13th ave # 103, Oakland, CA	510-2616
SEAN SEXTON		Sean Sexton	8/30/11		1171 PONTON ST. VALLEJO, CA 94590	213-393-48
Lidge Chaffin		L Chaffin	8/30/11		492 Townsend Dr. Benicia, CA 94510	707-745-358
Marina And		MARINA ANDERSON Marina And	8/30/11		Adams St Oakland, Ca	510-735-121
Wegman Haskins	Ramin White, Jr.	Wegman Haskins	8/30/11	9 th	15388 Edgemoor St. SAN LEANARD, CA 94579	510-587-0
Rence Augustine	Don Augustine	Rence August	8/30/11	10 th	457 Buena Vista Ave #201 Hlameda CA 94501	510-504-8
DOMINIQUE FLIN	FAUSTINO FLIN	Dominique Flin	8/30/11	11 th	1721 WAINWRIGHT ST OAKLAND CA 94612	510-371-4
Christina Fleworn		Christina Fleworn	8/30/11	10 th		

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3

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Ken Weatherly	IFE Asabi	<i>[Signature]</i>	10-22	4 th	663 Warden Ave San Leandro	510 921-9701
ANDREW GORDON	MALIK GORDON	<i>[Signature]</i>	10-22	5 th	3992 SACRAMENTO	415 602-932
Donald McDaniel	Demario McDaniel	<i>[Signature]</i>	10-22	1 st	1632 14 th ST OAK CA 94607	(510) 383-6
Colleen Barnes	AIDAN BARNES	<i>[Signature]</i>	10-22	5 th	Whittier	510 459-4
Steven White	Oewin White	<i>[Signature]</i>	10-22	7 th	82nd A V	510 918-
Bradford Seymour	Leeanna Seymour	<i>[Signature]</i>	10-22	2 nd	1714 Myrtle St	(510) 850-
Hazel ORAMA	Harold Bledsoe	<i>[Signature]</i>	10/22	3 rd	1846 21 st AVE #7 OAKLAND	510 2286
Dwayne M'Dougle	Dwayne M'Dougle	<i>[Signature]</i>	10/22	2 nd	35th	510 575-276
Rod Harris	Tyree Harris	<i>[Signature]</i>	10/22	5 th	1953 102nd AVE	(510) 259.
Wayne Barnes	Cingre Barnes	<i>[Signature]</i>	10/22	4 th	3259 Norton Ave	(519) 422-101
Lilmonica Stevenson	Andree Stevenson	<i>[Signature]</i>	10/22	2 nd	9021 BSE CIRC CA 94603	510 2288
Geoffrey	DEAN JONES JR	<i>[Signature]</i>	10/22	6	9835 Lyndhurst St	510 917-
Roxanne Jones	Ryan Jones	<i>[Signature]</i>	10/23	6	1182 Holman Rd 94610	510 834-4

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Felicia Graham	Malik Graham	[Signature]	10/22/11	2nd	6101 Oakdale Ave. ^{Oakland} CA 94618	(510) 383-58
Pam Sumisaki	Shane Sumisaki	[Signature]	10/24/2011	10 th	2333 Valley St. ^{Oakland} Berkeley, CA 94702	(510) 701-9
ERIC HARRIS	MYLES HARRIS	[Signature]	10/22/11	8 TH	819 55 TH ST ^{OAKLAND} CA 94608	(925) 759-
GERALD L. NERVIS	GERALD L. NERVIS JR	[Signature]	10/22/11	6 TH	2727 79 TH AVE ^{OAKLAND} CA 94605	(510) 633-6
Daryl Rhinehart	Nyle Rhinehart	[Signature]	10/22	7 th	3250 Dakota ^{Oakland} CA 94602	(510) 858-5
Ken Hagan	Keith Hagan	[Signature]	10/22	6 th	914 Everett Ave	925 219 2
Nathan Foster	Darius Foster	[Signature]	10/22	7 th	10761 Ethel St. ^{Oakland} CA 94605	510 917-353
Eddie ABRAM	—	[Signature]	10/22	6 th	2586 Juniper Ave	510 290-00
Rick Maurice	Richy Maurice	[Signature]	10/22	6 th	17011 Aspen Way	415 440-2
Tina Williams	Miles Williams	[Signature]	10/22	7 th	2641 D* Ave ^{OAKLAND} CA 94605	(510) 632-614
ELANNE GARNETT	TERRANCE GARNETT	[Signature]	10/22	1 st	5923 Whitney St.	(670) 938-
Rose Jimenez	Marva Jimenez	[Signature]	10/27	1 st	2026 80th Oakland	(510) 388-257
TERRY BUTLER	SAMANTHA BUTLER	[Signature]	10/22	K	1231-E-195T OAK	510 773-4

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Eric Florence	Eric Florence	Eric Florence	10/21/11	2	6638 MacArthur Blvd	510 363-8351
Vince At Alley	Jacob Martinez-Alley	[Signature]	10/21/11	5	2858 BROADWAY	510 223-0511
SARA LEON	Jennifer Leon	[Signature]	10/21/11	3	1642 102ND AVE	510 812-7111
Diana Curiel	Crystal Abarca	[Signature]	10/21/11	2	2314 Harrington Ave	510 506-5070
Karen Curiel	Mariela Curiel	[Signature]	10/21/11	2	1245 93rd Ave	925-339-1111
Hector Abarca	Hector Abarca	[Signature]	10/22/11	6	2314 Harrington Ave	510 760-0000
Vicki Harrington	Terrian Harrington	[Signature]	10/22/11	1	149 52nd Ave	510 436-7333
Rose Johnson	Jeremiah Harrington	[Signature]	10/22/11	1	1419 52ND AVE OAKLAND, CA 94601	(510) 436-7355
Ana C. Jimenez	Alberto Jimenez	[Signature]	10/22/11	4th	9933 E St Oakland CA 94603	(510) 918-6351
Joshua Abraham	Bilal Abraham	[Signature]	10/22/11	1st	2309 Santa Clara Ave. Alameda CA 94501	510 326-5370
Elizabeth Caro	Goel Caro Rafael Caro	[Signature]	10-22/11	Kindergart 1st	2633 65th Oakland CA 94605	510 355-5210
Sophia Butler	Tearence Garnett	[Signature]	10/22/11	1st	1 Anny Way Oakland, CA 94605	(510) 423-1104
James Aston	Aydin Aston	[Signature]	10/22/11	2th	940 75th AVE Oakland CA 94601	(510) 355-4839

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KEMARCE WHITE	FRAZER		10/20	5	2732 Inyo Ave OAK	510504685
FRANIS WHITE	KOLC		10/20	3	2029 16th Ave OAK	510534880
Sherry Dixon	Kelvin Donn Jr		10/20	5	3200 Center Ave Rich	870-776-21
Bernard Thompson	S. Brown		10/20	5	6824 Deer St.	810-206-33
Clinton Pugh	C. PUGH		10/20	6	361 Gough Ave	810-296-6
ROBERT WOOD	ROBERT WOOD JR		10/10	6	4254 GILBERT ST OAK	510435-
Joe ROBT	Avery ROBT		10/10	6	304 BURNSWICK UNIVERSITY	925-502
Duane Rutledge	Omara Rutledge		10/20	6	3285 Dublin	468-132
Eddie Kent	Eddie Kent JR		10/20	4	935 55th Street	812-26
Ronelle Brown	Ronelle Brown JR		10/20	7	972-77th Ave	469-300
Louis White	Louis White		10/20	10	5939 Molina	9107900
KENYATA KAY	JANAB I KAY		10/20	7	474 Viorat	5106145
Derek White	Duke Jacob		10/20	5	1432 Linden St Oak CA	510-472-85
Cherison Bryant	Dedini & Daniel Bryant		10/20	6/3	2395 Garcia Ave San Leandro 94577	510307-5
Michael Woodridge	Mike Jr.			8th	865 56th St.	(510)395.2
cholette Prince	Robert Prince		10/20	6th	2234 83rd Ave, Dublin	(510) 693-

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Katrina Adair-West	Jahidi West	<i>[Signature]</i>	10/20/11	5th	Oak, Ca 4833-Walnut St	510-586-540
Walter Clemons	DAVON Neal	<i>[Signature]</i>	10/24/11	9th	3500-62-Ave	638-5
Emylis Baker	Samil DAVIS	<i>[Signature]</i>	10/20/11	6	14 24 Tom Fowlen St. Hayward	501-56
Keypara Smith	Bayle Boyd	<i>[Signature]</i>	10/21/11	3	1504 1st Berk, Ct	510-229-8607
Loni McElroy	Donzel Brandy	<i>[Signature]</i>	10/21/11	6	2412 Warner Ave	510-267-25
Juanita Houze	Malik Houze	<i>[Signature]</i>	10/21/11	6	441 Clara St, Oak	510-569-82
Sheila Jesse	Kayla Farrow	<i>[Signature]</i>	10/21/11	11	233 Linda Vista Pitts	510-308
Rasul Muhammad	Naseem Muhammad	<i>[Signature]</i>	10/21/11	6	2532 Santa Clara	510-710-8
Lacey [unclear]	Emoree a Fanta	<i>[Signature]</i>	10/21/11	6th	3030 70th Ave	510-6924
Kevin Zachery Sr.	Kevin Zachery Jr.	<i>[Signature]</i>	10/24/11	10th	1317 Wino St. Berkeley, Ca 94712	(510) 502-00
Elliott Johnson	Elliott Johnson	<i>[Signature]</i>	10/21/11	5th	1938 Filbert	925-4902
Anthony Smith	Sykia Barnes	<i>[Signature]</i>	10/21/11	8th	2414 Byron St. Berkeley CA 94702	(510) 932-9
Muante Olito	Damon James	<i>[Signature]</i>	10/21/11	7th	503 Capistrano Dr.	(510) 712-6
Cassandra More	Damon Mitchell	<i>[Signature]</i>	10/21/11	9th	2851 23rd Ave Oak	(510) 509-17
Antoinette [unclear]	Quintun Baker	<i>[Signature]</i>	10/21/11	5th	1411 Ward St	725 9
Eric Winters	TYLER WINTERS	<i>[Signature]</i>	10/21/11	11th	1601 16th St San Leandro	(510) 332-30

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AD

CHARTER PETITION

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Elba Hernandez	Raul Hernandez	<i>[Signature]</i>		3	2606	510-8967
	Siovani Hernandez	<i>[Signature]</i>				
Wahne Harrell	Ariya Harrell	<i>[Signature]</i>		K	2428 Arthur St	(510) 501
AGNES NARRA		<i>[Signature]</i>			278 Myrtle	(510) 827
Wendy Wilson	N/A				839 Union St	-9939
Tiffany Washington	Ahmad Gabriel	<i>[Signature]</i>		Pre K	5434 El Camile Ave	510499-039
Tracey Lun	Aman Goss	<i>[Signature]</i>			6540 Mokelumne Ave	51051915
Dorothy Irwin	Sabrina Hunter	<i>[Signature]</i>		7	1420 Campbell St	510 809-53
Fran Josep	Ashley	<i>[Signature]</i>		1	1612 11th St. East	455-77
Ashley Brogan	Marcell	<i>[Signature]</i>		PK	1055 8th St East	510-936-9
Barbara Latitte-Oluwole	Iyoshi	<i>[Signature]</i>		9	1695-12th St.	452-135

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CHARTER PETITION

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Parent's Name	Child's Name	Signature	Date	*Grade	Address	Phone contact
Ronell Brewer	Ronell Brewers	<i>[Signature]</i>	10/22	7	676 45 th St	(510) 472-1510
Stephanie Jackson	Stephanie Jackson	<i>[Signature]</i>	10/22	11	1019 55 th St.	(510) 395-4880
Kodney Cook	Kodney Cook	<i>[Signature]</i>	10/22	12		510-508-5100
Jasmine L. BTR	Louis BTR	<i>[Signature]</i>	10/22	9th	37285 Townsend Way	(510) 938-3636
Takya Keys	Letroy Quinney	<i>[Signature]</i>		4th	128 Sheryl Dr	(510) 776-2351
Letroy Quinney	Natanayah Quinney	<i>[Signature]</i>		9th	128 Sheryl Dr	(510) 253-6333
Orta, Deirdree	Deidre Marie, Orta	<i>[Signature]</i>	10/22	4th	8327 Plymouth St	(510) 457-6933
Cristhian Delgadillo	Camari Delgadillo	<i>[Signature]</i>	10/22/11	5th	2929 Linden St	(510) 398-3030
Qiana Sims	A'nya Grady	<i>[Signature]</i>	10/22	2nd	PO Box 5272 94605	570.379.1111
Lynn Reed	Carlynn Gillen	<i>[Signature]</i>	10/22	3rd	3823 San Pablo	510-484-5959
MELWIN LANDRY	MYLES LANDRY	<i>[Signature]</i>	10/22	8th	PO Box 2240 OAK.	510-773-7773
MARCUS McDADE	Drew McDADE	<i>[Signature]</i>		12th	741 59th St	(510) 488-4888
Teash Rogers	Anthony Landry	<i>[Signature]</i>	10/22/11	8th	5974 Marshall St	(510) 912-1414
Nailah Milan	Bergo Albert	<i>[Signature]</i>	10/22	5th	2806 Mabel St.	(510) 978-0101
Nettie Macdon	Kevin Macdon	<i>[Signature]</i>				
Nettie Macdon	Kevin Macdon	<i>[Signature]</i>	10/22	3rd	2945-Dotter #7	510-356-0000

* Grade first year of school opening

(15)

CHARTER PETITION

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Gadio Simon	Nahshon Wright	<i>[Signature]</i>	10/21/11	8	3353 12A 10th Ave	510-6752
Amal Wright	Rajohn Wright	<i>[Signature]</i>	10/21/11	6	Redwood city	510-377-
M. Sharea Miller	Jelani Williams	<i>[Signature]</i>	10/21/11	6	27 Cary Ct., Oakland	510-318-4
Shawn C. Scott	MAKAYLA SCOTT	<i>[Signature]</i>	10/21/11	5	342 TEDDY AVE SECA	(415) 377-5
BARBARA SIMMONS	DEVIN SIMMONS	<i>[Signature]</i>	10/21/11	6	146 Broom St Sec 9877	510-529-51
Monique Payne	Isaiah Payne	<i>[Signature]</i>	10/21/11	6	1044 Clubhouse Dr.	408-222-21
LESLIE DUNN	PARIS JOHNSON, JR	<i>[Signature]</i>	10/21/11	7	273 Sycamore Ave 34555 Colville Place	510-978-29
Catherine Birchett	J'Mari Jordan	<i>[Signature]</i>	10/21/11	5		510-472
Linda Stenson	Jordan Stenson	<i>[Signature]</i>	10/21/11	3	2481 6 2nd Ave	830-96
Cecily Allmon	Sylna Allmon	<i>[Signature]</i>	10/21/11	12	1700 myrtle st oak	510-910-31
Edas Clark	Xavier Clark	<i>[Signature]</i>	10/21/11	6	761 Spruce, Berk	527-51
Senaah Adams	Isarah Coleman	<i>[Signature]</i>	10/21/11	3	125 62nd ave oak	689-4111
James Harris	Jamae Harris	<i>[Signature]</i>	10/21/11	8 th	27126 Columbia Way	510-86-09
MORIS L. COX	ARCO ARCY	<i>[Signature]</i>	10/21/11	K	894774 Route Ct.	510-937-71
Dante Armstrong	Ameri Armstrong	<i>[Signature]</i>	10/21/11	6 th	843 Addison Berkeley CA	510-388-971
OSHA Williams	Aryn Godfrey	<i>[Signature]</i>	10/21/11	5 th	1251 40th St Emeryville CA	510-598-

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Sheena Hepburn	Klara Battiste	<i>Sheena Hepburn</i>	10/22/11	4	2109 Gary Dr #22 Oakland CA 94608	(510) 385-2111
Yosha Hill	Renelle Malone	<i>Yosha Hill</i>	10/22/11	6	2332 90th Ave Oak, CA 94603	510 301-889
Gregory Jefferson	Gres Jefferson	<i>Gregory Jefferson</i>	10/22/11	4	1625 62nd St Berkeley CA 94709	(415) 378
Tiffany Bailey	Miles Bailey	<i>Tiffany Bailey</i>	10/22/11	2nd	3129 E. 14th Ave Richmond, CA 94806	510-682 762
Hakeem Bey	Hakeem Bey JR	<i>Hakeem Bey</i>	10/22/11	9	1648 46th Oak CA 94601	510-659-8
Stella Dickens	Otis Dickens	<i>Stella Dickens</i>	10/22/11	4	7001 Lacey Ave. Oakland, CA 94605	510-566-07
Leiroschelle Johnson	Tory Williams	<i>Leiroschelle Johnson</i>	10/22/11	4	1029 47th St #3 Emeryville CA 94608	510-350 8377
Otis Dickens	Stella Dickens	<i>Otis Dickens</i>	10/22/11	6	7001 Lacey Ave Oakland, CA 94605	(510) 566-0796
Unita Benson	Daron Benson	<i>Unita Benson</i>	10/22/11	4	1257 E. 34th St Oakland CA 94610	510-774-95
Daron Benson	Niahni Benson	<i>Daron Benson</i>	10/22/11	K	1851 E 34th St Oakland CA 94610	510-435-97
LEO Handy	Jhalon Handy	<i>Leo Handy</i>	10/22/11	4	1801 14th St Oakland CA 94612	510-776
Michael Hebrard	Justin Hebrard	<i>Michael Hebrard</i>	10-22-11	6	455 Wintonwood Dr Piedmont, CA	(510) 210 257
Reynold Murre	Borden Murre	<i>Reynold Murre</i>	10/22/11	7	1211 Campbell St Oakland CA	(415) 672-06
NAKEDIA Felgusol	Kamon Felgusol	<i>NAKEDIA Felgusol</i>	10/22/11	10	1615 S. Essex St Oak CA 94608	(510) 478
Erica Jacobs		<i>Erica Jacobs</i>	10/22/11	10	2461 E. 22nd St. Oak 94601	510-778-82
MIKE LUSSET	MYKARI LUSSET	<i>MIKE LUSSET</i>	10/22/11	4	@sweetchain@yahoo.com	916 308 91

* Grade first year of school opening

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CHARTER PETITION

Parent or Guardian meaningfully interested in enrolling their child at:

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Antionette Jenkins	Kahleem Johnson	[Signature]	10/21/2011	6	2915 Van St	510 472-7
Jewel Stewart	Chike Ajifo	[Signature]	10/21/11	7	1437 Ward St ^{Berk. CA}	510 502-530
Deborah Johnson	I. James Johnson	[Signature]	10/22/11	5	1523 PRINCE ST Berk	510 703-49
Quitta Kirk	Quincy Quenton Quitta	[Signature]	10/22/11	2	1625 Russell St.	510 848-31
Darrell [unclear]	Kody [unclear]	[Signature]	10/22/11	K	896 Davis St	415-720
Fabiana Crenshaw	he Onyia Buckley	[Signature]	10/22	3	1615 Russell St ⁵¹⁰	938-02
Adrian Fry	Marion Jarrett	[Signature]	10/22	9/11	21701 Fourth Hill Blvd. #177 DAYWARD, CA	510 755-98
William [unclear]	Tarquin Lewis	[Signature]	10/22	1	1546 2nd Ave SAN FRANCISCO CA 94104	415 315 17
Carl Rhodes	CARL RHODES JR	[Signature]	10/22	K	710 College Berkeley.	510 849 633
James [unclear]	Keyon Padell	[Signature]	10/22	10	1830 [unclear]	848-52
Antwan Jackson	ANTUAN JACKSON	[Signature]	10/22	6	590 - 62nd St	200-33
Alfred R Williams	Yamir Williams	[Signature]	10/22	10	2498 Grant St.	510 549-7
Susan Hill	Susan Hill	[Signature]	10/22	3	2612 79th Ave	510 987 839
Adanya [unclear]	Mulachi Jackson	[Signature]	10/22	K	401 Laurel [unclear] CA	510-417-753
15. Stan Howard	[unclear]	[Signature]	10/22		49460 th St. Oakland	510 112-30
16. Michael Diggs	M Diggs	[Signature]	10/22	K	2721 EAST 23rd Ave.	(707) 712-255-5
17. [unclear]	Tony Chinsky	[Signature]	10/22	K	Ninth St	510 255-5

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Justin Reid	JACK ROBE	[Signature]	10/1/11	K	1523 PRINCE APT 2	(708) 541-914
K. Foster	Jordan Dickson	[Signature]	10/20/11	K	1522 Prince St Apt F	510-4093
[Signature]	Kyren Paris	[Signature]	10/2/11	5	2541 Miller St Apt 202 Oakland, CA 94612	570-3338
SAMUOT Epolite	JOSIAH Epolite	[Signature]	10/23/11	K	2280 SW 108th Ave Oakland, CA 94612	510-467-242
James Houston	James Houston	[Signature]	10/23/11	5	2701 76th Ave Oakland, CA 94605	510-282-3214
ANDRE NEAL	KHYREE NEAL	[Signature]	10/23/11	8	137 SANTA GRIZ AVE DALY CITY, CA 94014	(510) 599-33
GARY CRUMP	GARY E. CRUMP	[Signature]	10/23/11	8	297 SPARROW ST VACAVILLE, CA 95687	707-580-75
[Signature]	Chris McQueen	[Signature]		9	5707 BROOKDALE AVE	(510) 264-2647

* Grade first year of school opening

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(C)

CHARTER PETITION

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Will Davis	Myles Davis	Will Davis	10/22/11	5th	5408 Wentworth Ave Oakland, Ca. 94601	510-534-73
Maria Davis	Malik Davis	Maria Davis	10/22/11	3rd	5408 Wentworth Ave Oakland, Ca. 94601	510-534-73
Synedra Webb	Shelby Ainsworth	Synedra Webb	10/23/11	5th	6451 Outlooks AV.	510-689-47
Brian Gibson	Jamir Gibson	Brian Gibson	10/23/11	4th	520 Monrovia Rd	510-557-7
Sandra Savage	Mathanael Savage	Sandra Savage	10/23/11	8th	9616 Armstrong Dr. Oakland 94603	510-638-79

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Martin Adnow	Malek	<i>[Signature]</i>	10/22/11	6 th	1036 Peralta St	610/290-9590
Paul Billingsley	Paul	<i>[Signature]</i>	10/22/11	N/A	687 Apogee	510/825845

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Crystal Johnson	Prince Burdeaux		10/23	4	619 S. 26th Richmond	(510) 881-664
Le Parker			10/23/11		5879 Hazel Ave Richmond CA	(707) 253-70
EDWIN McCLINTON		Edwin B. McClinton	10/23		10130 SIGOURNEY AVE OAKLAND, CA	510-702-944
ERNESTINA McCLINTON		[Signature]	10/23/11		10130 Sigourney Ave Oakland, CA 94603	510-639-2453
Marilyn Adkinson		[Signature]	10/23		206 Shoreline Ct Richmond	510-334-8719

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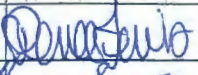
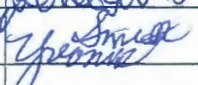
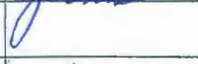
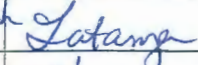
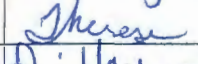
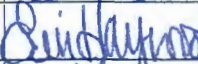
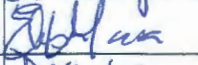
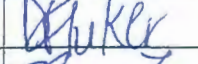

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KENEE LEWIS			10/24/11		1745 MARLETTA RD PINEVILLE CA, 94564	(510) 730-0667
YVONNE SMITH	CHARDAI		10/24/11		1536 MYRTLE 94607	510 452.380
Rochon Warrick			10/23/11		1415 12th St	510 827-5311
Latanya Ross	DASHAWNNA LANAIAH		10/24/11		1419 12th Street	472 (510) 255
Theresa Warrick	Same		10/24/11		1103 Mandella #117	978 (510) 978-0211
Brian Hayward			10/25/11		1130 3rd Ave Oakland, CA 94606	818 515 6401
Elsa Guevara			10/23/11		350 Newton Ave #4 Oakland, CA 94606	(714) 794-49
Dannette Fluker	Michael Fluker		10/23/11		1020 10th St Oakland 94607	510 388 620
MARY LOGGINS			10/28/11		3260 NICOLO AVE OAKLAND CA 94602	510-531-52

* Grade first year of school opening

(3)

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Charm Wright	E'Yochi Barnes	C. Wright	10/23	9	1106 75th Ave	510-467-85
Therine Watson	Prince Terynn	Therine Watson	10/23	4-7		510 223 6
Laverne Watkins		Laverne Watkins	10/23	-		
Phanua Hill		Phanua Hill		2nd		510-633-57
Therine C. Watson	Terynn Thomas	Therine C. Watson		12	2716 W. Seward Dr. Richmond	(510) 375-42
ICIA DIXON		ICIA DIXON	10/23	-	450 BURNING VISTA AVE #203 DUBLIN, CA	510.421.66
Devise Grog		Devise Grog	10/23	-	1523 Pearl Court SILICON VALLEY, CA	570-922-
Alesia Vereaux		Alesia Vereaux	10/23	-	250212th Street Oakland, CA 94606	510 893-8689
JOHNN ALBERT		JOHNN ALBERT	10/23	-	2813 ERICANT AVE Oakland, CA	510-293- 9118
DIZ SPRUIN		DIZ SPRUIN	10/23	-	2922 West rd	893-1866
Phyllis P. Goode		Phyllis P. Goode	10/23	-	1055-8th St #205 Oak, Calif. 94607	(510) 333- (510) 444-316

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Rosalind Alberty	Jerrell Charles Alberty	R. Alberty	10/21/11	7/6	3280 Hannah St.	593-6688
Dea Stowe	Jada Davis	Dea Stowe	10/21	10	2715 BONE ST.	532-1648
Sonia Saxon	Marquise Thomas	Sonia Saxon	10/21	8	P.O. BOX 4685 Oakland	(510) 719-4
Sonia Saxon	Austin Walker	Sonia Saxon	10/21	6	P.O. Box 4685 Oakland	(510) 719-4
Rhonda Tuo	Monae Franklin	Rhonda Tuo	10/21	9	70 BOX 3501 San Leandro Ca	510-40737
Kelvin Durr	Kelvin Durr	Kelvin Durr	10	5	1550 Grand Ave 5 th fl	510-672-
BENJAMIN BLACKMON	EUJAH BLACKMON	B. Blackmon	10/21	6	1411 PARKER ST. #1	(510) 837-0

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CHARTER PETITION

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Riteshette Brown	Jeloni Brown	<i>[Signature]</i>	10/22/11	5	3400 Richmond Ave Richmond, CA 94806	510 320 8090
Willy Mc Cormick	Malik Stinson	<i>[Signature]</i>	10/21/11	8	2073 Clark St. Berkeley, CA 94547	(510) 502-1449
John Gaffney	Deon Alford	<i>[Signature]</i>	10/22/11	9	1277 Haskell St	510-282-85
Michael Hill	Michael Hill	<i>[Signature]</i>			2465 26 th Oakland	510-282
Tony Hamilton	Kayla Hamilton	<i>[Signature]</i>	10/21	10	2536 Myrtle St	510 586
Gene Mann	Gene Mann III	<i>[Signature]</i>	10/22	6	3655 Skyline Dr 4450 470 Franklin	510 706 (415)
Al Watts	Alva Watts	<i>[Signature]</i>	10/22/11	2	Oakland, CA 94612	813-715
Robert Cannon	Robert Cannon II	<i>[Signature]</i>	10/22/11	4	352 S 39th St Richmond, CA 94804	510 206 6523
Steve Wilson	Steve Wilson II	<i>[Signature]</i>	10/22/11	6	125 WOODBERRY CT. YALCROSS, CA 94591	(510) 908-11

* Grade first year of school opening

CHARTER PETITION

**Parent or Guardian meaningfully interested in enrolling their child at:
OAKLAND SCHOOL FOR BOYS:
A 100 Black Men of the Bay Area Charter School**

The charter school estimates that 375 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

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Parent's Name	Child's Name	Signature	Date	*Grade	Address	Phone contact
Jimmy Pullum Jr.	Joshua Pullum	<i>Jimmy Pullum</i>	10/9/11	6 th	3724 Alameda Ave Apt 142 Oakland, CA 94618	(510) 978-873
Dante Williams	Dante Williams Jr	<i>Dante Williams</i>	10/9/11	4 th	OAKLAND CA 94612 2145 Harrington	(510) 508-25
Gay Jenkins	Jarmaine Mitchell	<i>Gay Jenkins</i>	10/23/11	7 th	1650 159 th Ave Apt 142 SAN LEANDRO, CA 94578	510-302-59
Denise Barnes	Preston Barnes-Jones	<i>Denise Barnes</i>	10/23/11	7 th	2126 - D 62 nd St Oakland CA 94612	510-798-4
Glande Moore	Jayden	<i>Glande Moore</i>	10/23/11	2 nd	3305 Courtland	510-613-5

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Parent's Name	Child's Name	Signature	Date	*Grade	Address	Phone contact
Rosalind Alberty	Jesselle Charles Alberty	R. Alberty	10/21/10	7/6	3280 Hannah St.	593-6668
Eda Stowe	Jada Davis	Eda Stowe	10/21	10	2715 Bond St.	532-1648
Sonia Saxon	Margaret Thomas	Sonia Saxon	10/21	8	P.O. Box 4685 Oakland	(510) 719-4
Sonia Saxon	Austin Walker	Sonia Saxon	10/21	6	P.O. Box 4685 Oakland	(510) 719-4
Rhonda Tice	Monae Franklin	Rhonda Tice	10/21	9	70 BOX 3501 San Leandro Ca	510-40737
Kelvin Durr	Kelvin Durr	Kelvin Durr	10	5	1555 162nd Ave. Skid	510-672-
EDAMIN BLACKMON	ELIJAH BLACKMON	Edamin Blackmon	10/21	6	1411 PARKER ST. #1	(510) 837-0

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Parent's Name	Child's Name	Signature	Date	*Grade	Address	Phone contact
Riteshette Brown	Jeroni Brown	[Signature]	10/22/11	5	3400 Richmond Dr Richmond, CA 94800	510 320 890
Andy McCoenitz	Malik Stinson	[Signature]	10/21/11	8	2073 Clark St. Newark, CA 94541	(510) 502-1449
Deborah Gaffet	Deon Alford	[Signature]	10/22/11	9	177 Haskell St	510-7-882
Michael Hill	Michael Hill	[Signature]			2465 26 th Ave Oakland	510-2824
Tony Hamilton	Kayla Hamilton	[Signature]	10/21	10	2536 Myrtle St	510 586-70
Gene Mann	Gene Mann	[Signature]	10/22	6	3655 Skyline Dr 4th floor Oakland, CA 94612	510 706-79
J. Watts	Alven Watts	[Signature]	10/22/11	2	470 42nd St Oakland, CA 94612	(415) 813-7157
Robert Cannon	Robert Cannon II	[Signature]	10/22/11	4	352 S 39th St Richmond, CA 94801	510 206 6523
Steve Wilson	Steve Wilson II	[Signature]	10/22/11	6	125 Wickberry Ct. Vallejo, CA 94591	(510) 908-1137

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Parent's Name	Child's Name	Signature	Date	Grade	Address	Phone contact
Dolana Picon	Jaylin Picon		10/25/11	5th	1410 Stacey St. Oakland, CA 94605	916 63-0799
Calisha Cobb	Laila Cobb		10/25/11	Preschool	1669 Walford Circle Hayward, CA 94544	(510) 303-84
Creyghton Dennis	CJ (Creyghton Dennis)		10/25/11	Pre	4319 Alameda Way	(510) 932-63
Nine Humphrey	Taylor Viera		10-25-11	4	1302 Dutton Rd San Leandro CA 94577	523 3887
Chiquita Cole	Ke'Shawn Cole		10/25	K	77 Fairmount	799-165
Shante Dennis	Taylor Jones		10/25	5th	1606 11th Ave Apt 111	510-355-
Mea Williams	JNilo Ward		10/25	2nd	709 MacArthur Cir Bldg Oakland CA 94610	510-5359
Shimika Brame	Ayo Brame		10/25	K	77 Fairmount Ave Oakland, Ca. 94611	510-410-48

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