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TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: March 23, 2016

RE: Roses in Concrete Community School  
Charter Material Revision Request

File ID Number: 16-0245  
Introduction Date: 3/23/16  
Enactment Number: 16-0467  
Enactment Date: 3/23/16  
BV: AW

### ACTION REQUESTED

**Approve**, with text revisions contained herein, the material revision to the education program of Roses in Concrete Community School (RIC) to become a dual immersion (Spanish/English) school. The revised petition presents aspects of a sound educational program and the petitioners seem to be demonstrably likely to successfully implement the program set forth in the petition.

The required text revisions are related to the proposed enrollment preferences/admission requirements (see p.7-9). RIC proposed that students applying for admissions in 2<sup>nd</sup> grade or above would need to "...demonstrate grade level proficiency or above in all core content areas." Academic performance in core content areas is not relevant to dual-language programming and will not be permitted as an enrollment preference/admission requirement.

### SUMMARY

Staff recommends that the OUSD Board of Education approve the material revision of Roses in Concrete Community School's education program. Staff recommends approval based on the following:

- 1) Roses in Concrete has secured funding from Google to support the creation/implementation of a bilingual teacher pipeline and apprenticeship program.
- 2) Roses in Concrete has begun the process of securing university partnership(s) to support the bilingual teacher pipeline.
- 3) Roses in Concrete hired an OUSD district principal as a consultant, that has led a district dual immersion program (Manzanita Seed), to advise on the development of RIC's dual immersion program.
- 4) Due diligence conducted to ensure that the establishment of the new education program is consistent with sound educational practices

### PROCEDURAL BACKGROUND

- 1) The lead petitioner submitted a petition for the Roses in Concrete Community School on January 13, 2016 at a regularly scheduled Board of Education meeting.

- 2) A public hearing was held on February 10, 2016. Representatives from the lead petitioning group presented.
- 3) Staff conducted Petitioner Interviews on March 2, 2016

**DISCUSSION**

Staff convened a petition review team, which subsequently conducted an evaluation of the petition pursuant to the Charter Schools Act and with the application of the Oakland Unified School District Petition Evaluation Rubric.

Following the petition review process, staff conducted Petitioner Interviews in an attempt to clarify various aspects of the petition, as well as to evaluate the capacity of the petitioners to successfully implement the program as set forth in the petition.

The staff report and charter petition evaluation contained herein describes the proposed educational program and school operations, as well as an articulation of strengths and foreseeable challenges.

**RECOMMENDATION**

Staff recommends that the Oakland Unified School District’s Board of Education **approve**, with text revisions contained herein, the material revision of the Roses in Concrete Community School petition under the California Charter Schools Act.

Legislative File No. 16-0245
Introduced: 1/13/2016
Enactment No.:
Enactment Date:

ATTACHMENT 1 – CHARTER PETITION EVALUATION

Oakland Unified School District  
**Charter Petition Evaluation**

<b>School Name:</b> Roses in Concrete Community School	<b>Submission Date:</b> January 13, 2016
<b>Public Hearing Date:</b> February 10, 2016	<b>Petitioner Interview Date:</b> March 2, 2016

**Recommendation:**

**Approval** of the Roses in Concrete Community School charter petition, as revised, to reflect the terms and conditions set forth in this report.

## EDUCATIONAL PROGRAM

Statutory References:

E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

### ANALYSIS: EDUCATIONAL PROGRAM

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
<p><b>Mission Alignment</b></p> <ul style="list-style-type: none"> <li>“The mission of Roses in Concrete is to ‘prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities.’ Implementing a Spanish/English two-way immersion program will support all of our students in developing the academic, cultural, and communication skills needed to be leaders and learners in our diverse local and global communities.”</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Support/funding from a partnership with Google will be used to create a pilot program for a bilingual teacher pipeline in the 2016-17 school year.</li> <li>The faculty’s average number of years teaching is 12.5.</li> </ul>	<p>p.1</p> <p>Interviews</p>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Staff did not provide a detailed implementation plan of how they are going to create a robust bilingual teacher pipeline.</li> </ul> <p><b>Student Supports/Interventions</b></p> <ul style="list-style-type: none"> <li>The Tier III interventions described in the petition are offered before and after school, as opposed to during the day. The program instructors vary and it was stated that there is “not a schedule.” In addition, placement in the program is based on teacher recommendation. There were no clear entry/exit criteria, tracking of intervention effectiveness or explicit assessment/data points that would drive the intervention services.</li> <li>The Special Education/Emerging Bilingual Teacher Coordinator position has not been filled.</li> </ul>	<p>Interviews</p> <p>Interviews &amp; p. 61</p> <p>Interviews</p>

<p><b>Student Supports/Interventions</b></p> <ul style="list-style-type: none"> <li>• Instruction is provided by 8 teachers with the support of 6 bilingual instructional aides and 2 AmeriCorps volunteers.</li> <li>• The afterschool program was re-structured to start with “Academic Hours”; an opportunity for teachers to provide individualized support.</li> </ul>	Interviews	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• TEN “Priorities Survey” are conducted in January and June, where parent feedback is used to “... drive teacher development and feedback throughout the year” as opposed to expert observation data by the school leader.</li> <li>• The topics for school wide PD are decided based on teachers’ requests and are not driven by classroom observation data in a systematic fashion, although observations are conducted at least 1x/week.</li> <li>• The PD schedule has not been created.</li> </ul>	Interviews & p. 60
<p><b>Professional Development (PD)</b></p> <ul style="list-style-type: none"> <li>• A professor from San Francisco State University is working with the 4<sup>th</sup> grade math teacher to help support math instruction in Spanish.</li> <li>• Spanish teachers received Guided Language Acquisition Design (GLAD) PD to implement immersion practices and support language acquisition. Videos of GLAD PD are available for the rest of the staff.</li> <li>• Teachers can request to attend external PD. All Spanish teachers will be attending the California Association for Bilingual Education (CABE) conference this year.</li> </ul>	Interviews	<p><b>Curriculum and Assessments</b></p> <ul style="list-style-type: none"> <li>• No consistent lesson plan structure, or set of expectations, that can be referenced</li> <li>• Lesson plans are reviewed formally by the School Leader on a monthly basis.</li> <li>• No curriculum maps exist</li> <li>• Benchmarks and interim assessments are developed by teachers. No description of how these will be vetted or if they are aligned/rigorous</li> </ul>	p. 88  Interviews
<p><b>Curriculum and Assessments</b></p> <ul style="list-style-type: none"> <li>• Spanish teachers meet with their English counterparts every other week during PLCs for 3 hours to collaborate and share their curriculum and assessments.</li> <li>• Staff currently use research-based curriculum that is CCSS-aligned (i.e. Lucy Caulkin’s Writing Workshop for ELA, CGI Math, and FOSS Science).</li> <li>• Core curriculum is supplemented with ELD/SLD curricular materials and assessments such as the Spanish versions of the DRA, F&amp;P, Words Their Way, and Sight Words.</li> </ul>	Interviews	<p><b>Measurable Pupil Outcomes</b></p> <ul style="list-style-type: none"> <li>• Measurable pupil outcomes specific to the dual-immersion program are not included in the petition.</li> </ul> <p><b>Enrollment preferences</b></p> <ul style="list-style-type: none"> <li>• Enrollment preferences as written are not approved</li> </ul>	p. 123  p. 175

<b>Measurable Pupil Outcomes</b> <ul style="list-style-type: none"> <li>• Growth and proficiency learning targets are set for both native and non-Spanish speakers</li> <li>• Petitioners adopted the Collective MPOs.</li> </ul>			
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**EDUCATIONAL PROGRAM SUMMARY**

<b>Strengths</b> <p>The petition provides some evidence of an aligned educational program that is likely to meaningfully benefit the target population. The petitioners exhibit a commitment to implementing a dual-immersion program and creating a bilingual teacher pipeline.</p>
<b>Concerns and Additional Questions</b> <b>Intervention Services</b> <ul style="list-style-type: none"> <li>• Tier III interventions are not offered during the course of the school day and there is not a clear/robust plan of how/when students are receiving these services.</li> </ul> <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Professional Development is driven by teachers’ requests and not explicitly informed by observation data.</li> </ul> <b>Enrollment Preferences</b> <ul style="list-style-type: none"> <li>• Enrollment preferences as written are not approved.</li> </ul>

## ATTACHMENT II – ROSES IN CONCRETE COMMUNITY SCHOOL ENROLLMENT PREFERENCES

Text highlighted in **YELLOW** represents required text revisions where the proposed enrollment preferences need to be eliminated or \*modified accordingly

### I. OPEN ENROLLMENT PROCESS

Formal recruitment of incoming students will begin upon charter authorization for Operational Year 1. Going forward, formal recruitment will be in the fall each year for the following school year. Enrollment forms will be made available in Spanish and English. We will begin accepting enrollment forms on September 1 of each calendar year, or on the first business day following September 1 if that date falls on a weekend. We will accept enrollment forms until 5:00pm on the last business day in January.

### II. DUAL LANGUAGE PROGRAM

*(Note: This enrollment policy applies to students in the dual language program at RiC. This policy does not apply to the third and fourth grade classes that began at RiC in 2015-16, as they are receiving a modified language program).*

#### Overview

Roses in Concrete's dual language program is an open enrollment program, designed to serve students from any language background. However, in order to provide effective and continuous Dual Language Program, RiC will institute processes during enrollment to have a balance of students who are proficient in Spanish and students who have not demonstrated proficiency in the Spanish per grade level and classroom.

#### Eligibility

As part of the enrollment process, student's parents/guardians complete the Home Language Survey. Following this, the student will be assessed to determine their proficiency levels in English and Spanish. **This will be done through oral language interviews and using internal assessments as well as the CELDT (California English Language Development Test) where appropriate.\*** Depending on the language in which they demonstrate the most proficiency, students will be assigned to an admissions pool for English or for Spanish. Students with equal proficiency in both languages will be assigned to the pool with the least number of applicants.

After second grade, the following students are eligible for the dual language program:

- 1) Students who demonstrate grade level proficiency in Spanish **and English** as measured by transcripts from another dual language school or the language assessments used at RiC.
- 2) **Students who demonstrate grade level proficiency or above in all core content areas and approaching are approaching proficiency in their second language.**
- 3) If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign a Primary Language Affidavit, which determines the student's primary/dominant language and is eligible to go into the dual language pool. The affidavit is designed to support placement of Spanish-speaking Newcomers who may have gaps in schooling in their primary language and very limited exposure to English.

**\* RiC can use a language assessment to screen students for Spanish language proficiency and placement in the appropriate lottery pool. RiC's identified language assessment needs to be provided to the Office of Charter Schools on**

**an annual basis. In addition, there needs to be transparent/explicit performance benchmarks as to what qualifies or disqualifies students as being considered proficient in Spanish.**

### **III. ADMISSION PREFERENCES**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Siblings (as defined by California Family Code) of current Roses in Concrete Community School students<sup>i</sup> are guaranteed admission. Children of Roses in Concrete Community School faculty, staff and founding board members (not to exceed 10% of the total school enrollment)<sup>ii</sup> are also guaranteed admission.

Admission preference, for students entering Kindergarten and 1<sup>st</sup> grade, in the case of a public random drawing shall be given to students in the following sequence of priority:

- Children from the surrounding East Oakland neighborhood<sup>iii</sup> will receive three names per child;
- Students who qualify for free or reduced lunch will receive three names per child;
- Residents of OUSD will receive two names per child; and
- All other non-OUSD residents will receive one name per child.

Children that meet multiple preference categories will receive the number of names in the drawing for *each* of the preferential categories for which they qualify (e.g. a child from the surrounding East Oakland neighborhood that qualifies for free and reduced lunch, and is a resident of OUSD would receive 8 names in a drawing).

Admission preference, for students entering 2<sup>nd</sup> grade and beyond, in the case of a public random drawing shall be given to students in the following sequence of priority:

- Spanish language competency (as measured by Spanish language competency exam conducted by Roses in Concrete dual immersion staff) will receive five names per child;
- Children from the surrounding East Oakland neighborhood<sup>iv</sup> will receive three names per child;
- Students who qualify for free or reduced lunch will receive three names per child;
- Residents of OUSD will receive two names per child; and
- All other non-OUSD residents will receive one name per child

For incoming Kindergarten students in the dual language program, two drawings will be held to ensure a balance of students across English and Spanish. Half of all Kindergarten seats will be reserved for children with age appropriate Spanish fluency (as measured, pre-lottery, through an oral language assessment conducted by dual immersion staff). One lottery will be conducted for students desiring a Spanish-speaking seat. A separate lottery will be conducted for students desiring an English-speaking seat. A child can only be eligible for one lottery.

For 1<sup>st</sup> grade students seeking an open seat in the dual language program, two drawings will be held to ensure a balance of students across English and Spanish. Pre-lottery, Roses in Concrete staff will determine the number of Spanish speaking and English speaking open seats. Two lotteries will then be conducted as necessary. Students seeking a Spanish-speaking seat must show age appropriate Spanish fluency (as measured, pre-lottery, through an oral language assessment conducted by dual immersion staff). A separate lottery will be conducted for students desiring an English-speaking seat. A child can only be eligible for one lottery.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools



Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District\*.

\* All enrollment and lottery preference modifications **must** be submitted to the Office of Charter Schools for review and approval/denial.

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<sup>i</sup> During the PCSGP grant period, siblings of existing students may be exempted from the public random drawing.

<sup>ii</sup> During the PCSGP grant period, children of teachers, staff and founders may be exempted from the public random drawing.

<sup>iii</sup> We define surrounding community as the neighborhoods between Highway 13 and San Leandro Boulevard, and 73<sup>rd</sup> Avenue and 35<sup>th</sup> Avenue.

<sup>iv</sup> We define surrounding community the neighborhoods between Highway 13 and San Leandro Boulevard, and 73<sup>rd</sup> Avenue and 35<sup>th</sup> Avenue.as the neighborhoods between Highway 13 and San Leandro Boulevard, and 73<sup>rd</sup> Avenue and 35<sup>th</sup> Avenue.

The site leadership of Roses in Concrete, in their Charter Material Revision, have agreed that the following terms and conditions are incorporated by reference into its charter, and shall have the force and effect as if set forth in the charter. The RIC board will need to also review and affirm these commitments; they will be doing so at their regularly scheduled board meeting on Thursday March 24, 2016.

<b>Quality Community</b>	
<b>Schools Commitments</b>	
<b>Upon Approval</b>	<p><input type="checkbox"/> <b><u>Unified Enrollment</u></b></p> <p>Roses in Concrete commits to participation in creating a unified recruitment and enrollment process* that ensures equitable access to educational opportunities for all students of all demographic backgrounds and academic abilities.</p> <p>Roses in Concrete will align enrollment timelines with Oakland Unified School District enrollment due dates (i.e. application and enrollment packet submission dates).</p> <p>Roses in Concrete commits to establishing recruitment and enrollment strategies that will support achieving a student demographic that is aligned to the demographics of Oakland.</p> <p><input type="checkbox"/> *At this time, Oakland Unified School District does not have a unified enrollment system, but should Oakland Unified School District adopt one, the expectation would be that Roses in Concrete fully participate in the design of such a system.</p>
<b>Upon Approval</b>	<p><input type="checkbox"/> <b><u>Special Education</u></b></p> <p>Given the shared commitment of district-run and district-charter schools to serve all students of all demographic backgrounds and academic abilities, Roses in Concrete will partner with Oakland Unified School District to ensure that all families are aware of, and able to, access enrollment and a Free and Appropriate Public Education at Roses in Concrete.</p> <p>Roses in Concrete commits to targeted recruitment of students with severe disabilities, with the goal of more closely reflecting the percentage of Oakland Unified School District’s severe special education population, which is 1.98% of total enrollment.</p> <p><input type="checkbox"/></p>

<b>Upon Approval</b>		<p><b><u>Expulsion</u></b></p> <p><input type="checkbox"/> Roses in Concrete will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.</p> <p><input type="checkbox"/> Roses in Concrete will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision</p>
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**Definition of Terms**

**“Severe”:** including, but not limited to, a primary disability of autism (if on the severe end of the spectrum), moderate/severe intellectual disabilities, deaf, blind, emotional disturbance, and multiple disabilities.

**“Partner”:** participation in Equity Pledge sponsored engagement activities related to Special Education.

**“Targeted Recruitment”:** recruitment documents that highlight commitment to provide services to pupils with severe disabilities; and engagement with pre-K-12 and/or K-12 programs or special education services that meet the needs of students with severe disabilities.