

Oakland Unity High School

CHARTER RENEWAL

July 1, 2012 through June 30, 2017

Submitted to

Oakland Unified School District

November 16, 2011

File ID Number: 11-3135
Introduction Date: 11/16/11
Enactment Number: _____
Enactment Date: _____
By: _____



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November 16, 2011

Board of Trustees
Oakland Unify School District
1025 2nd Avenue
Oakland, CA 94606

Dear OUSD Board of Trustees:

On behalf of the board of directors, faculty, students and parents/guardians of Oakland Unity High School (Unity), I hereby submit the petition to renew our charter for the next five years.

In the last four and half years, Unity has made substantial progress under our current charter in terms of curriculum offerings, academic achievement, and enabling our graduates to gain admission to colleges and universities. The enclosed charter petition reflects our continuing effort to fulfill our goals and mission to be a college preparatory school that prepares our students for admission to and success in college.

We are looking forward to this opportunity to share with you our success stories and our exciting plans for the coming years.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sau-Lim Tsang".

Sau-Lim (Lance) Tsang
Executive Director

Encl.

TABLE OF CONTENTS

Petitioners	4
Introduction	6
ELEMENT A: Educational Program	8
1. Who Unity is Attempting to Educate	
2. Overview of the Educational Program	
3. Academic Subject Matter and other Skill Outcomes	
4. The Curriculum	
5. Pedagogical Approaches and Instructional Structure	
6. Intensive Support to Ensure Success for all Students	
7. How Learning Best Occurs	
8. An Educated Person in the 21 st Century	
ELEMENT B: Measurable Pupil Outcomes	21
1. Measurable Outcomes for Student Performance	
2. Documenting Outcomes for Academic Subject Matter and Other Skills	
ELEMENT C: Measurement of Pupil Outcomes	23
ELEMENT D: Governance Structure	24
1. Legal Status and Liability	
2. Unity Schools Board of Directors	
3. The Principal	
4. Unity Community Council	
5. Parent Involvement	
6. District/County Involvement	
7. Business and Operations Management	
8. Non-Discrimination	
ELEMENT E: Staff Qualifications	29
1. The Principal	
2. The Teachers	
3. Non-instructional Staff	
ELEMENT F: Health and Safety Procedures	32
ELEMENT G: Achieving Racial and Ethnic Balance	34
ELEMENT H: Student Admission Policies	35
ELEMENT I: Audit Procedure	36
ELEMENT J: Suspension and Expulsion Policies	37
ELEMENT K: Retirement System	38
ELEMENT L: Public School Attendance Alternatives	39
ELEMENT M: Employee Rights	40
ELEMENT N: Dispute Resolution Process	41
ELEMENT O: Education Employment Relations Act	43
ELEMENT P: Closure Protocol	44
District Impact Statement	45

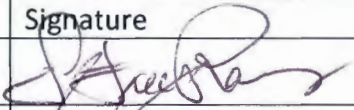
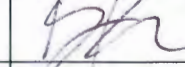
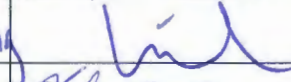
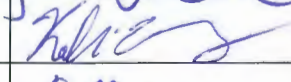
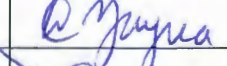

CHARTER RENEWAL PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Oakland Unity High School

The charter school estimates that 12 teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are **meaningfully interested in teaching at the School under the renewal charter petition.** Signatures are subject to verification.

We, the undersigned teachers, support the renewal 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 renewal charter term to Oakland Unity High School pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Sau-Lim (Lance) Tsang, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Frances Ramos		10/6/11	(510) 932-8317	SSubject Soc Studies BELAD	7/20/16
Bayan Kaman		10/6/11	310 696 1193		
Peter McIntosh	Peter McIntosh	10/6/11	(925) 890-3246	math single subject	7/20/16
Linda Linh N. Chung		10/6/11	510 501 3891	math single subject	7/15/15
Kallie Berry		10/6/11	510-517-1660	District intern Math SS	
Daniel Zarazua		10/6/11	(576) 209-4108	SSubject Soc-Studies	9/1/14
Damon Grant		10/6/11	718-930-3688	SSubject Eng	7/1/12

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.**

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
William Nee		10/6/11	510 684 9375	Preliminary	11/1/13
Jamie Treacy		10/6/11	510-435-7301	Preliminary	2015
Kara Duros		10/6/11	831 325-7441	Clear	2014 6/1/2014
John BAKER		10/6/11	510 7594795	Clear	2015
Ronan Driscoll		10/6/11	510 326-3910	clear	
Jacqueline Paz-Fadilla		10/7/11	510 566 8633	interim cred	2012
Sau-Lim Tsang		11/8/11	510 427 2736	Secondary Math/Physics	For Life

Education Code §47605(1)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

INTRODUCTION

Oakland Unity High School (Unity) is an independent high school chartered by Oakland Unified School District on October 9, 2002. Serving all students in Oakland, the school opened in the fall of 2003 and currently enrolls about 255 9th to 12th grade students. This enrollment is constrained by our facility. In the **2011-12** school year, 89% of the student population was Hispanic, 10% African American, and 1% other. 89% of Unity students qualify for free and reduced lunch. 37% are English Learners when first enrolled at Unity. Unity's student population is primarily inner city and low-income. Many Unity parents and guardians are newcomers to the U.S., have limited English proficiency, and have not had the opportunity to complete a high school or college education.

Unity is a college preparatory school with a safe and nurturing environment for teaching and learning. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development. The following are special features of Unity:

- Small classes, with an average of 25 students per class.
- A safe and inclusive school climate— in a community often characterized by troubled inner-city neighborhoods, Unity offers a safe haven where children do not feel threatened or marginalized and where their home and culture are honored and respected.
- A rigorous curriculum that allows every graduate to meet the University of California A-G requirements, to gain admission to colleges and universities, and to succeed once they are there.
- A comprehensive support program to assure that students have the support they need to focus on academic growth, provided through a partnership between the school, the families, and the community.
- Learning experiences that allow Unity students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society.
- An extensive college preparatory/counseling program for students and their families, including advising on academic requirements and financial assistance, and regular college visits beginning from 9th grade to familiarize Unity students with college life.
- Unity students are assigned advisors from the teaching staff who serve as student and family advocates and mentor students towards graduation and college admission.

Our educational program responds to the needs of the community and is fully aligned with California State Standards. Unity has made much progress and has had a positive impact on our students in its last eight years of operation:

- All Unity academic courses are approved by the University of California for its A–G admission requirements (<https://doorways.ucop.edu/list/app/home?execution=e1s4>).
- Unity's senior classes have had an average graduation rate of over 94%.
- Over 70% of all Unity graduates have been accepted to four-year universities or colleges.
- Unity's 2011 API score is 735, an improvement of over 165 points in the last four years. Our API state-wide ranking is 5 and 8 for similar schools.

- Except for the 2009-2010 school year, Unity has met its AYP benchmark each year of operation.
- Unity's average attendance rate has exceeded 96% for the last four school years.
- Through sound fiscal management, Unity has secured a fund balance of over \$450,000 at the end of the last fiscal year. This healthy fund balance will ensure the financial stability for the support of Unity's academic and support programs in future years.

Our Vision:

Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing life long professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

This Unity charter details the 16 elements required under California Education Codes for the establishment of a charter school.

ELEMENT A: Educational 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)

Our Mission

It is the mission of Oakland Unity High School (“Unity”) to prepare its students for admission to and success in college. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

1. Who Unity is Attempting to Educate

Unity accepts all students in grades 9th-12th (limited by space) in California who wish to attend Unity in accordance with admission procedures described in this charter. Currently Unity primarily serves students residing within Oakland Unified School District (OUSD) and strives for a pupil population that is reflective of its surrounding community.

2. Overview of the Educational Program

Unity provides students with a college preparatory curriculum based upon the following goals:

- Through an on-site curriculum that meets or exceeds state standards, students obtain a solid academic foundation and preparation for college success. (See Attachment A for Unity’s academic graduation requirements.)
- Students receive intensive preparation in all core subjects; they apply knowledge in these subjects to community service activities that benefit the community or environment, and they are exposed to career options and role models of college graduates.
- As part of the advisory program, all students begin exploring college and career options beginning from 9th grade when they enter Unity.
- Students develop leadership skills and individual talents through participation in extracurricular activities such as sports, arts, community service, and academic enrichment programs offered to all students.
- Student activities promote students’ appreciation of cultural diversity, gender equity, the environment, and their communities.
- Students develop critical thinking skills and become self-motivated, competent, lifelong learners.
- Through a nurturing and collaborative school culture, parents, staff, and other stakeholders share responsibility for the education of all students.

3. Academic Subject Matter and Other Skill Outcomes

Unity students will achieve competency in the skills outlined in the California state content and performance standards for each grade. The following outlines California standards-based learning outcomes by academic subject matter and skill area, from which Unity develops its curriculum:

a. Core Academic Skills

- **Language Arts:** Students will read and write competently for a variety of purposes. Students will also comprehend and critically analyze multiple forms of expression, including texts from their own and other cultures. They will demonstrate strong listening, speaking, and presentation skills. Students will be capable of using multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience including the use of MLA formatting and style. Students will be exposed to and learn mastery of academic vocabulary, Latin and Greek roots, prefixes and suffixes. They will be introduced to and learn mastery of English conventions for electronic communication, including professional e-mail standards and designing, publishing, and archiving documents using publishing software and graphic programs.
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects delineated in the California standards. Students will be introduced to both the practical and theoretical sides of mathematics. Students will be able to apply mathematical skills to model and solve real life problems through word problems and projects. Students will use technology to individualize their mathematical learning process and extend themselves beyond what they learn in their math class.
- **Science:** Students will successfully utilize scientific and inquiry methods to understand the major concepts underlying various branches of science as outlined in the California standards. Students will acquire an ability to apply scientific concepts to real life problems. Students gain skill in practical industrial tools and technology to complete project-based lab experiments.
- **Social Sciences:** Students will comprehend civic, historical and geographical knowledge in order to act as responsible citizens and contribute to positive social change. Students will gain an historical understanding of their own communities. Students will study global and local issues and will be exposed to multiple perspectives in order to allow them to form their own views and opinions. Students will use a variety of primary and secondary source materials to generate their own understanding of historical events, processes, and concepts. Students will engage in rigorous academic research and use what they have studied to answer important and relevant questions of history, geography, American government, and economics. Students will recognize the natural inclination toward bias and subjectivity, and in doing so will better be able to exercise objectivity and appreciate the value of empathy and multiple perspectives on historical and current events.

b. Additional Academic and Lifelong Learning Skills

- **Foreign Language:** The ability to communicate in a language other than one's own enables students to grow academically and personally. Competence in communicating in languages in addition to English enriches learning and creates a new foundation for intellectual growth that is unique to language studies. It provides greater understanding of

our place in the global economy and culture and prepares our students to navigate the global society of the 21st century.

- **Technology:** Students will effectively use technology as a tool to advance academic learning and individual/group projects and goals.
- **Critical Thinking Skills:** Students will increase their ability to analyze and apply knowledge to solve problems.
- **Visual and/or Performing Arts:** Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance).
- **College and Career Preparation:** Students will be familiar with and begin preparation for post-secondary education. They will also learn about career options.
- **Study Skills:** Students will develop their study and research skills—including note-taking, studying strategies, library research and test-taking skills.

c. Social and Leadership Skills

- Students will develop their **citizenship** and **leadership** skills by planning and implementing projects that benefit the school, community, and/or the environment.
- Students will demonstrate the ability to **collaborate** and work effectively with others in cooperative groups.
- Students will demonstrate an **understanding of health issues** and **responsible behaviors** that promote personal and community health.
- Students will demonstrate a **respect** for diverse cultures, gender equity, the environment, and their community.

Unity has in place reading and language arts standards for students with limited English proficiency (LEP) consistent with the English Language Development standards mandated by state law [Education Code 60811].

In order to best serve our student community, Unity will continue to examine and refine our list of student outcomes over time to reflect the school's mission and any changes to state or local standards.

4. The Curriculum

Unity's curriculum meets or exceeds state standards. A rigorous curriculum in English-language arts, mathematics, science, social studies, and a complementary curriculum in visual and performance arts, physical education, and life skills provide a comprehensive education for all students. All Unity academic courses are approved by the University of California for its A–G admission requirements (<https://doorways.ucop.edu/list/app/home?execution=e1s4>.) Abstracts of the approved courses are in Attachment C.

The following features are incorporated in our curriculum:

- Intensive training in language arts and mathematics includes, but is not limited to, specially designed curriculum, extended instructional time, tutoring, and project learning experience with embedded language arts and mathematics skills.

- Community service projects that enable students to apply language arts, math, science, and other skills to benefit the community (e.g., community health fairs, environmental education or conservation projects, community murals). Research indicates that participating in community-based projects contributes to student understanding of and investment in academic subject matter (Schukar, 1997), increasing their capacity to apply learned subject matter in novel, problem-solving contexts (Boaler, 1998).
- Technology is integrated into classroom activities to support teaching and learning. Online classes are employed extensively to supplement our regular classes and to enhance Unity's AP course offerings.
- Each year, every student is required to participate in at least one arts, athletics, community service, or academic enrichment activity. Research shows that extracurricular activities boost educational attainment (Mahoney, et al. 2003).
- Unity's Habits of the Mind and Heart (Attachment B), is a set of values that addresses respect, self-discipline, leadership, community and environmental responsibility, multicultural understanding, and cultural pride. The Habits of Mind and Heart are transmitted through daily school activities and the curriculum.
- A culturally relevant health and life skills education for students facilitates excellent study habits, high aspirations, and four-year college attendance. Research shows that health and life skills training can help students avoid unhealthy lifestyles and behaviors (such as a poor diet, teen pregnancy, and gang involvement) (MacLaury, 2000).
- Based on frequent student assessment outcomes, the curriculum are modified and personalized as needed to ensure students meet performance benchmarks.

5. Pedagogical Approaches and Instructional Structure

Teachers at Unity employ pedagogical strategies that vary from traditional direct instruction to dramatic interpretation of content, and to innovative web-based approaches. Teachers at Unity utilize pedagogy appropriate to their learners and content area, and the result is a rich, engaging, and well-rounded academic environment where students are challenged to learn in ways that are both rigorous and responsive. Pedagogical approaches and strategies found at Unity include, but are not limited to: Collaborative/ cooperative group learning, constructivist /student-centered learning activities, experiential learning, differentiated learning, I.T. blended-learning centers, inquiry-based learning, and direct instruction.

- Direct instruction: As a college prep school, Unity works to prepare students to be successful academically in college, and this necessitates students gaining the ability to navigate the most common pedagogical approach in college: direct instruction. Unity students engage in active listening and participation in content area lectures and presentations that are rigorous, responsive, and rich. Rigorous, in that they are standards-based and challenge students to use higher order thinking skills. Responsive, in that they are informed by frequent interim assessments. Rich, in that they are based on constructivist approaches to learning that seek to build from students' own prior knowledge and to maximize the relevance of the curriculum to students' lives (Schwerdt and Wuppermann, 2011).
- Inquiry-based learning: Teachers at Unity strive to move students beyond simple accumulation of knowledge and understanding and into the application of learning. To this end, teachers in all content areas utilize a variety of inquiry techniques in their teaching

which include, but are not limited to: expository and persuasive writing prompts, laboratory experimentation, experiential activities, demonstrations, simulations, dramatizations, debates, problem solving, and interactive IT-based activities.

- **Project-based learning:** Students at Unity are provided opportunities to work collaboratively on projects, of both subject-area specific and interdisciplinary focus, in order to help develop communication, collaboration, organization, time-management, and problem-solving skills. These projects also challenge students to collect and identify pertinent information, analyze and synthesize information, and finally to develop ways to present this material. Many of these project-based learning endeavors culminate in authentic experiences and assessments, providing students with opportunities to apply what they have learned in real-world situations or simulations, and exposing them to the evaluation of members of the wider community, outside the walls and schedule of school (Thomas, 2000).
- **Integrated technology:** In the interest of increasing the ways that our students access content and expanding their opportunities to demonstrate understanding of content, Unity has built in integrated technology curriculum/ “blended learning” for each grade level that supplements subject area coursework, and supports student assessment and learning. Web-based, interactive curriculum is differentiated precisely according to individual students’ skill levels, allows students to work at their own pace, addresses multiple intelligences and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr & McGriff, 2011.)

To ensure the effective implementation of the above pedagogical approaches, Unity engages the following instruction structure and practices:

- **Small learning communities** create the conditions for high student achievement among even the most disadvantaged students (Henze, Katz, Norte, Sather, & Walker, 2002). Unity has an average class size of 25 to maximize attention to individual students. The smaller classes allow teachers to spend more time on instruction and less on classroom management. They also allow teachers to better assess and monitor students’ academic progress (McRobbie, Finn, and Harman, 1998).
- **Literacy is promoted** through 1) explicit teaching of reading strategies, 2) contextual vocabulary and grammar instruction taught in the context of the students’ own writing, 3) instruction and reading of a wide variety of genres and types of texts, 4) school-wide collaboration of teachers so that literacy skills will be taught in a systematic, progressive manner, and 5) targeted support for English learners. All students also participate in a daily Silent Sustained Reading program that allows students to read independently from texts of their own choosing. This practice builds student motivation and engagement with reading, and has been identified by researchers to be a key element of effective adolescent literacy programs (Biancarosa & Snow, 2006).
- **Diagnostic Assessment:** Unity teachers, across content areas, administer diagnostic assessments, four times each school year, of skill and/or content area knowledge in order to assess student progresses and to prescribe targeted interventions for students. Unity teachers also use the assessment data to design differentiated curriculum, create heterogeneous classrooms, and organize students into mixed-ability groups
- **Unity offers extensive collaboration time** for teachers to develop and deliver a coherent instructional program that integrates rigorous academic content standards with engaging pedagogical strategies.

- Unity provides structured opportunities for the development of personalized relationships between students and a caring adult advisor. The advisor ensures that each student meets his/her academic potential and develops a plan to explore college and career options. Advisors also serve as the primary liaison between the school and students' families, ensuring strong family-school relationships, which are crucial to student achievement (Cotton, 2001).
- Pedagogical strategies and instructional structure are continuously modified in response to student learning needs and assessment data.
- Unity offers, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (1) of Education Code Section 46201 for the appropriate grade levels.

6. Intensive Support to Ensure Success of All Students

The Unity educational program addresses the needs of students of all abilities—ranging from those who require remedial attention to those who are performing above grade level. Unity employs the following strategies to support the academic success of all students:

- Advisors monitor students' academic progress and provide interventions as necessary.
- Since individual and family needs and challenges can hinder academic success, Unity collaborates with local community service agencies to provide students and their families with social services. Current collaborators include, but are not limited to, Crisis Support Services, who provide mental health counseling to our students at no cost.
- Unity provides after-school tutoring for students who need additional assistance with academic work.
- A culturally relevant health and life skills education for students will facilitate excellent study habits and high aspirations. Health and life skills training will help students avoid unhealthy lifestyles and behaviors.
- A multi-faceted afterschool program keeps student engaged in productive and healthy activities and away from problems during the most at-risk afterschool hours for youth. The program provides assistance for under-performing students and enrichment activities for all.

a. Plan for Academically Low-Achieving Students

The majority of the students entering Unity at 9th grade enter high school with below average academic skills. Over 80% have "Below Basic" or "Far Below Basic" English and Math CST scores. Unity's curriculum, pedagogical approaches, and instruction structure are developed to especially enable the success of our student population. In addition, Unity implements the following interventions for low achievers.

- All students are required to attend a pre-9th grade 4-week summer program prior to entering high school in order to improve their basic skills in English and Math and to learn about technology at Unity. This eases the students' transition to a college preparatory high school curriculum and provides diagnostic information for the development of class assignments for individual students.
- During the school year, Unity seeks early identification of under-performing students through formal and informal assessments and observations. Under-performing students

are those performing below grade level in core academic subjects. A Student Support Plan is designed by the school administration and community partners to identify academic tutoring and other interventions for under-performing or at-risk students.

- The school counselor, the student advisor, and other teachers will meet to develop individual Student Support Plans that identify academic tutoring and other interventions for under-performing students.
- Unity notifies and meets parents of under-performing students to seek explanation of under-performance and to review the Student Support Plan and to seek their assistance in supporting the students' academic work.

The following are intervention programs offered by Unity:

- Mandatory 9th grade afterschool program – All 9th graders are required to attend a daily 2-hour ASES afterschool program. Low-performing students will get tutorial and homework assistance in the program.
- Afterschool tutoring – In addition to the tutoring service for 9th graders, Unity teachers offer tutoring and homework assistance to under-performing upper graders as prescribed by the Student Support Plan.
- Counseling – Under-performing students are provided with counseling services to identify and resolve personal and/or family issues and concerns that might affect their academic performance.
- Students who do not receive passing grades for required courses are offered 4-week summer classes as an opportunity for credit recovery.
- CAHSEE preparation classes are offered to all under-performing tenth, eleventh and twelfth graders who have not passed both portions of the test.
- Credit recovery online instruction/classes are provided to students who do not receive passing grades in required courses.

b. Plan for Academically High-Achieving Students

High-achieving students will be provided with supplemental challenging curriculum to meet their learning potential. Teachers will work with parents to outline strategies to use at home and in the classroom that adequately challenge high-achieving students. Unity programs provided for high-achieving students include:

- Advanced Placement and honors course offerings in the following subjects: Art, Calculus, Physics, and Spanish.
- Other online AP courses available for students when appropriate.
- The opportunity to take online math courses during the summer in order to be placed in a higher-level math class during the school year.
- Afterschool programs that enhance academic learning such as Techbridge, Physics Club, and Journalism classes.
- Concurrent enrollment in community colleges.
- Students participate in "Talent Search" summer programs offered by public and private universities, as well as enrichment opportunities outside of school, such as author readings at local universities.

- Opportunities to participate in programs with community partners who provide internships and exposure to a variety of careers and professions.

c. Plan for English Learners

Unity meets all applicable legal requirements for English Learners (“ELs”) relative to annual notification to parents, student identification, placement, program options, English language development (“ELD”) and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. Unity implements policies to effectuate proper placement, evaluation, and communication regarding the rights of ELs and their parents.

ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls.

Unity staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities.

Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

In addition, the Unity instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

Subject area teachers, advisors, and the ESL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types.

In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and

specialized reading list. These students will also pick their SSR books from a modified selection that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

Home Language Survey

The Home Language Survey (HLS) is administered upon a student's initial enrollment into a California public school. If Unity is not a student's first California public school, Unity will attempt to retrieve a copy of the student's HLS from the prior school(s) of attendance. Nonetheless, all students will be asked to state their primary language with Unity enrollment paperwork to ensure an HLS is completed.

Annual Assessments

Unity shall follow all California English Language Development Test (CELDT) testing timelines to ensure students receive proper instruction. Unity shall comply with the applicable requirements of the No Child Left Behind Act with regard to EL pupils.

Reclassification to FEP Status

Unity has criteria to determine fluent English proficiency (FEP) for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, Unity monitors student performance to ensure on-going academic success for reclassified students. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- CELDT, on an annual basis as required by law.
- Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Encouragement of the participation of parents or guardians in the school's reclassification procedure including seeking their opinion and consultation through notice that includes a description of the reclassification process and the parent's opportunity to participate
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age, demonstrating that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

Unity's evaluation for the program effectiveness for ELs includes:

- Assessing students' English language proficiency level in the fall and the spring annually.
- EL Coordinator administers and reports CELDT results to staff and monitors and supports reclassification of ELs on a continuous basis
- ELA lead staff coordinates/conducts EL professional development, administers non-CELDT assessments, coordinates additional EL interventions, and supports all content areas with EL strategies.

- Unity administration monitors teacher qualifications for legal compliance and the availability of adequate resources

d. Plan for Special Education

Unity 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. Unity will adhere to all applicable State and Federal Laws in serving individuals with disabilities, including but not limited to, Individuals with Disabilities Education Improvement Education Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Unity shall not require the modification of an IEP or 504 plan as a condition of acceptance.

Unity shall be deemed to be a public school of OUSD (serving as a SELPA) for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and related services in accordance with the individualized educational program ("IEP") in the same manner as a child with disabilities who attends another public school within OUSD.

Unity will enter into a MOU with OUSD, which spells out in detail the responsibilities for provision of special education services by Unity and the manner in which special education funding will flow through OUSD to the students of Unity. This MOU will stipulate:

- OUSD shall receive and retain all State and Federal special education funds due to Unity.
- OUSD shall provide special education instruction and related services to charter school students in the same manner as provided to other OUSD students.
- OUSD shall provide funding to Unity for any special education instruction or related services provided by Unity in the same manner as is currently provided to other OUSD schools.
- Unity shall pay a pro-rata share of District-wide special education costs that is in excess of State and Federal special education funds.

Unity will identify special education students and develop their IEPs in two ways:

1. When a student enrolls at Unity, his/her parents/guardians will be asked if he/she has received special education services and, if so, to provide the school with the student's Individual education plan (IEP) or to provide a release for the school to access the student's IEP. Unity will also review the cumulative education records received from the students' previous schools and identify the students with existing IEPs. For these identified students, the OUSD resource specialist will convene a meeting with the student's parents and the appropriate teachers to review the IEP and to update the plan (to integrate the services with Unity's high support curriculum) and to conduct reassessment if necessary.

2. Instructional staff, through their daily interactions with the students, may identify students who may need extra assistance. For every identified student, the staff will hold a Student Success Team (SST) meeting to develop special intervention program or to recommend the student for special education assessment. For the latter case, the OUSD assigned resource specialist will meet with the parents to seek approval for the assessment. If the assessment recommends

special education services, the OUSD resource specialist will develop, together with the parents and the appropriate teachers, an IEP for the student. The IEP services will be designed to take advantage of Unity's support curriculum.

Written plans and records will be maintained for all students with IEPs. Students will receive services as prescribed in the IEP, as determined by local agreements. The students will be reassessed and their IEP updated periodically as prescribed in the IEPs and in compliance with the State and Federal regulations.

Section 504 of the Rehabilitation Act

For identified student who has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, a 504 team will be assembled by the Principal. The team 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. The student evaluation shall be carried out by the 504 team, who 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 intelligent 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 IDEIA, a referral for assessment under the IDEIA 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 the 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 must have a copy of each student's 504 Plan. 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.

7. How Learning Best Occurs

To meet our mission and objectives and best serve the target population, Unity adopts the following philosophy and educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized;
- High expectations and behavior guidelines are clear, consistent, and fair (Rist 1970);
- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks;
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (e.g., language barriers, peer pressure, low-self esteem, poverty-related challenges);
- Students' self-esteem and pride in their individual and group identity is fostered through praise, positive reinforcement, role models, and classroom activities;
- Parents are informed about and encouraged to support the educational process, including the college admissions process. (Henderson, 1994;Noguera 2003; Valdes 1996).

8. An "Educated Person" in the 21st Century

Our philosophy of what it means to be an educated person in the 21st Century focuses on our educational program and instructional design. An educated person is one who:

- Experiences a well-rounded education, including liberal arts, scientific processes, character development and social development;
- Has internalized learning as a lifelong passion;
- Knows how to communicate effectively and can emanate empathy, compassion, and concern for others regardless of individual background;
- Can envision and execute creative solutions to complex problems;
- Possesses the confidence to act individually or work with others for positive social/ community change.
- Appreciates cultural diversity and has an in-depth understanding of his/her community/cultural background;
- Understands how mathematical and scientific processes impact daily life. Such a person uses this understanding to meet personal goals, seek a healthy lifestyle, and contribute to the physical and social environment around him/her;

- Is capable of utilizing regular advances in technology to more effectively or efficiently meet goals;
- Appreciates a variety of art forms and can express himself/herself creatively.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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)*

1. Measurable Outcomes for Student Performance

Oakland Unity High School will achieve the following outcomes:

1. Average STAR results on the California Standards Tests will be at or above parity with schools that have similar student populations [Data Sources: CDE DataQuest];
2. Passage rates on the California High School Exit Exam (CAHSEE) will be at or above parity with schools that have similar student populations [Data Sources: CDE DataQuest];
3. Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in English-Language Arts and Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending other OUSD schools, who score at the "proficient" or "advanced" levels on the same tests [Data Source: STAR results];
4. English Learner students will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels in two of the test areas after two or more years of study at Unity. [Data Source: CELDT scores];
5. Unity will meet API growth targets each year [Data Source: API];
6. Unity will achieve Average Daily Attendance of 95% or higher [Data Source: Student information system records];
7. 85% of Unity students will identify a supportive academic mentoring relationship with at least one adult within the school community each year [Data Source: Annual student survey results];
8. Unity students' interest in and motivation to attend college will increase over the course of their high school education. [Data Source: Annual student survey results];
9. At least 90% of Unity seniors will express an interest in attending college [Data Source: Annual student survey results];
10. 100% of Unity seniors will complete a digital portfolio project. [Data Source: Teacher records]
11. 100% of Unity seniors will complete a community service project. [Data Source: Teacher records]
12. At least 90% of Unity students will have taken a college entrance exam such as the SAT or ACT prior to their senior year [Data Source: College application records]
13. At least 85% of Unity seniors will submit applications for admissions to four-year colleges [Data Source: College application records].

14. At least 90% of students who enter Unity in the ninth grade will graduate [Data Source: Student information system records].
15. 65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].

2. Documenting Outcomes for Academic Subject Matter and Other Skills

The Unity academic curriculum consists of the basic concepts, content goals, and skills instruction reflected in the California State Content Standards. Academic skills and concepts specified by the California State Frameworks are linked directly and specifically to concepts and themes explored in the classroom. Unity is dedicated to documenting student achievement of the state content standards each year through state-mandated assessments and local assessments and evaluations as further described in Element C. Unity also evaluates and documents whether students are meeting other skill outcomes outlined in Element A of this charter.

Unity will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies

ELEMENT C: MEASUREMENT OF PUPIL OUTCOMES

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b)(5)(C)*

Unity uses data and statistics obtained from standardized tests and benchmark exams created and analyzed in an online data management system. Staff also use data from our student information system including grades, attendance records, discipline records, enrollment in extracurricular activities, summaries of Student Success Plans and service-learning project evaluations. We also conduct staff, student, and family surveys to continuously monitor and improve the school's educational program. Results on standardized tests are used to modify curriculum in order to meet API and AYP growth targets. Collected data are analyzed at faculty, parent, and Board of Directors meetings.

Unity principal compiles an annual school performance report to the board of directors. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in the school's governance and other activities.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the school implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the Unity Board at the end of the school year at a public meeting. Data from the performance report is translated into the School Accountability Report Card (SARC) that is published on Unity's website. The Principal will develop, with input from staff, parents, students, and partner agencies, a plan to remedy any shortcomings and address difficulties.

If Unity does not test (i.e., STAR) with OUSD, Unity hereby grants authority to the State of California to provide a copy of all test results directly to OUSD as well as Unity.

Test results for the prior year, if not provided directly to OUSD by the State, will be provided by the Unity to OUSD no later than September 1 of each year

ELEMENT D: 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(b)(5)(D)*

1. Legal Status and Liability

Unity is operated as a unit of Unity Schools, a 501(c)(3) California Non-Profit Public Benefit Corporation (Attachment D). Unity is governed by Unity Schools Bylaws, which do not conflict with any element of this charter.

All Unity Schools Board members are voting members and have a legal fiduciary responsibility for the well-being of Unity. Unity will operate autonomously from OUSD, with the exception of the supervisory oversight, special education services, or any other district oversight as required by law. Pursuant to the Education Code Section 47604(c), OUSD will not be liable for the debts and obligations of Unity or for claims arising from the performance of acts, errors, or omissions by the charter school as long as OUSD has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The governance of Unity will include the Unity Schools Board of Directors, its Executive Director, the School Principal, the Unity Community Council, and may involve additional parent committees. The primary method for executing their responsibility is the development and adoption of policies and procedures to ensure that the school is fulfilling its mission and that its operations are in compliance with the policies, the procedures, the charter, and the applicable federal and state regulations.

Members of Unity's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Unity and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school

2. Unity Schools Board of Directors

The Unity Schools Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the school. The Board includes at least one Unity parent, a Unity teacher, a businessperson with experience in fiscal management, a representative from a local college or university, and "other community members." The "other community members" on the board will have expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of Unity. OUSD is invited to delegate a representative to serve on Unity Schools Board of Directors. See Attachment E for the listing and affiliations of Unity Schools Board members.

The Board of Directors has a responsibility to solicit input from, and the opinions of, Unity parents regarding issues of significance and to weigh the input and opinions carefully before

taking action. The Board of Directors meets regularly and as needed and is responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the Unity Principal.
- Approving the hiring of Unity staff after consideration of a recommendation by the Principal, including overseeing the compliance of hiring policies/procedures by the principal.
- Approving contractual agreements for amounts exceeding \$1000 that are not included in the annual budget.
- Approving and monitoring the implementation of Unity general policies, including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student learning.
- Approving and monitoring the Unity annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the Unity mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or sub-committees as needed, including but not limited to, an audit committee.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

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

Unity's school governance policies are aligned with the principles of the Brown Act and the Political Reform Act.

Unity Schools Board members abide by the adopted policies and procedures regarding self-dealing and conflicts of interest and do not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties to the Unity Schools Executive Director, Unity staff, or other responsible parties. 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 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.

Unity Schools Bylaws are included as Attachment F of this charter.

3. The Principal

The day-to-day management and operation of Unity will be the responsibility of the school Principal, who will be authorized to act within the parameters set by the Unity Schools Board. He or she will supervise and evaluate teachers and other school staff members according to school procedures. The Principal will be advised and supported by the Unity Community Council. The Principal will be responsible for establishing a communication system to facilitate communication among the school's stakeholders including the Unity Schools Board, Unity Community Council, teachers, parents, OUSD, and partnering agencies.

Key responsibilities and qualifications of the Principal are outlined in ELEMENT E of this charter.

4. Unity Community Council

The Unity Community Council (UCC) participates in proposing school policies, monitoring charter compliance, planning school fundraisers and making budget recommendations.

The UCC consists of the Principal, teachers, parents, and other Unity staff. Students and other community members may also participate in the UCC. Unity employees on the UCC are selected by other Unity employees and will not exceed 50% of the seats on the UCC. Parents of Unity students will comprise at least 40% of seats on the UCC and are selected by other Unity parents. Either the UCC or other appropriately configured subcommittees of the UCC constitute the School Site Council or English Language Advisory Committee for the purpose of meeting the requirements of federal and state regulations.

The number of UCC members may increase as the school population increases. The UCC will develop bylaws that will specify, among other matters: 1) the number of members; 2) the means of selecting members; 3) ground rules; and 4) a decision-making process. The Principal will be responsible for reporting UCC recommendations to the Unity Schools Board.

5. Parent Involvement

Unity recognizes that students learn best when parents are engaged in their education (Henderson and Berla, 1994). Every school year, Unity hosts meeting for all Unity parents. These meetings are designed to present parents/families with important updates regarding Unity's academic progress. Parents are also encouraged to participate in the UCC. Parents may participate in the District Advisory Council if permitted by OUSD.

Parents are encouraged to express their concerns, visit the school, and meet with the staff. Additionally, through parent meetings, surveys, or parent-teacher conferences (SSP – Student Support Plans), Unity requests parent opinions on student performance and seek suggestions on how the school might improve its services and performance.

Parents are asked to volunteer during the school year to assist with the successful operation of the school's programs. To encourage additional parent involvement, Unity shall at a minimum do the following:

- Develop an ongoing list of participation opportunities for parents.
- Offer extra-curricular activities for both student and parent/family participation.

No student will be denied enrollment nor dis-enrolled for a failure of the parent or guardian to complete volunteer hours. However, in all cases, to give the student the maximum opportunity to succeed, Unity will work with parent/guardians to consider all possible opportunities for parent involvement.

6. Addressing Parent Complaints

Unity will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Unity will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Unity will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Unity alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Unity will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Unity will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Unity will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees,

sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner

7. District Involvement

OUSD will be involved in the operation of Unity to the extent that it oversee Unity as delineated by California regulation as Unity's charter granting agency. In addition, OUSD may appoint one member to the Unity Schools Board. OUSD representatives will facilitate communications and mutual understanding between Unity and OUSD.

Oakland Unity High School will comply with OUSD 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 Oakland Unity High School has been given written notice of the policy change.

Unity, 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 such inquiries. Unity acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Unity, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Unity by law or charter provisions.

8. Business and Operations Management

Unity Schools provides business and operations management services to Unity. Unity Schools staff operates under the direction of the Unity Schools Board and the Executive Director and works collaboratively with the Principal.

9. Non-Discrimination

Unity is nonsectarian in its programs, admissions policies, employment practices, and all other operations; does not charge tuition; and does not discriminate on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability.

ELEMENT E: STAFF QUALIFICATIONS

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

Unity recruits and employs professional, effective and qualified personnel that believe in the mission and educational philosophy of the school for all administrative, instructional, instructional support, and non-instructional support capacities. In accordance with Education Code 47605(d)(1), Unity Schools and Unity are nonsectarian in their employment practices and all other operations. Unity Schools and Unity do not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability. All employees of Unity have “at will” contracts each year.

1. The Principal

The Principal supervises the schoolteachers and non-instructional staff and are responsible for implementing the charter and its philosophies and practices. Other responsibilities include:

- Providing leadership for the development of school programs and curricula
- Managing the day-to-day operations of the school site
- Engaging parents in school programs and the development of their children
- Coordinating with collaborating agencies
- Reporting to and communicating with the school’s governing bodies
- Overseeing the preparation of the Annual Programmatic Audit

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Administrative and educational experience
- Demonstrated leadership, decision-making, and managerial skills
- Minimum of 5-years experience working with youth and/or young adults, with a preference for experience with youth who share a similar background as the target school population
- Passionate about working with youth and their families
- Bilingual proficiency in English and Spanish (preferred)
- Masters Degree (preferred)

When in need of hiring a new principal, the Unity Schools Board shall establish a Hiring Committee that includes, but is not limited to, board members, teachers, and members of the Unity Community Council. The Hiring Committee will make recommendations regarding the selection of the Principal. The Unity Schools Board will make the final hiring decision.

2. The Teachers

Teachers are primarily responsible for implementing the school's educational program. (See Attachment G: Day in the Life of a Unity Teacher.) In addition to their classroom instructional role, the duties of teachers include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

Unity teachers hold appropriate California teaching certificates (including CLAD and BCLAD), permits, or other documents issued by the Commission on Teacher Credentialing to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history-social science meet applicable definitions of the "highly qualified" requirements outlined in the No Child Left Behind Act and Education Code Section 47605(l).

When appropriate, Unity also employs or retains non-certificated staff to teach non-core classes, non-college preparatory classes in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully as a teacher.

All Unity teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should go to college
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Firmness and assertiveness
- Ability to communicate promptly and clearly
- Willingness to do "whatever it takes" to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to Unity Measurable Student Outcomes
- Academic rigor
- Desire to collaborate with other disciplines

- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Student Support
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

Unity hires teachers who have experience and/or knowledge of the student populations at the school. All certificated teachers will have BCLAD or CLAD credentials.

3. Non-instructional staff

All non-instructional staff possess experience and expertise appropriate for their position as outlined in the school's staffing plan and personnel policies. Unity develops, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for non-instructional staff members that are employed at the school.

Minimum requirements for office administrative staff include, but are not limited to, computer skills (including working knowledge of word processing, spreadsheets, and internet communication management), written and verbal communication skills in English, Spanish-language verbal communication skills, filing skills, and excellent organizational abilities. Office administrative staff will be expected to promote a welcoming school culture for parents.

Unity works with local community organizations to enhance staffing and programming for the school's extra-curricular activities.

ELEMENT F: 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)*

Unity shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan

Procedures For Background Checks

Unity complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with Unity pupils. The Executive Director shall monitor compliance with this policy.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the OUSD.

TB Testing

Unity follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

Unity adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination.

Medication in School

Unity adheres to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

Unity adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by Unity.

Emergency Preparedness

Unity adheres to an Emergency Preparedness Handbook developed specifically for the needs of the school site. This handbook includes, but is not limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook is reviewed and updated annually.

Blood-borne Pathogens

Unity meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees 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 body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

Unity maintains a drug and alcohol and smoke free environment.

ELEMENT G: ACHIEVING RACIAL/ETHNIC BALANCE REPRESENTATIVE OF OUSD

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)*

Unity implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students reflective of the OUSD student population as required by Education Code 47605(b) 5(G).

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the local population.
- Outreach meetings in local schools to reach prospective students and parents.

ELEMENT H: STUDENT ADMISSION POLICIES

Governing Law: *Admission Requirements, if applicable— California Education Code Section 47605(b)(5)(H)*

Unity enrolls a student population largely from within the boundary of OUSD. The racial and ethnic balance of the school reflects the school's neighborhood community.

Unity accepts all students eligible to enroll in 9th, 10th and 11th grade students up to its capacity.

During recruitment, it is made clear that parents are asked to volunteer 10 hours every year at the school, or, if necessary, at home or other appropriate locations, to contribute to the operations of the school. Promotional materials are available in English and Spanish (and other languages if necessary), are distributed at multiple locations throughout OUSD, and are aimed equally to all pupils regardless of ethnicity, race, gender, disability, national origin, or sexual orientation. If invited, Unity will attend OUSD high school option fairs conducted by OUSD middle schools.

Applications are accepted during a publicly advertised open enrollment period from January 1st to March 31st for enrollment in the following school year. Following the open enrollment period each year applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, Unity holds a public random drawing no later than April 15 to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9th, 10th, and 11th graders.

By October 1 of each year, Unity will notify the District in writing of the application deadline and proposed lottery date. Unity will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

The wait list will not be carried over to the following school year.

Unity seeks a commitment from both students and parents to the mission and vision of the school's charter. Prior to admission, all parents or guardians will be required to complete an application packet and asked to sign an agreement indicating they understand the school's philosophy and program.

ELEMENT I: AUDIT PROCEDURE

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)*

The Unity Schools Board forms an Audit Committee each fiscal year to oversee the selection of an independent auditor and the completion of an annual independent fiscal audit of the school's financial affairs. The auditor will be a CPA approved by the California Department of Education to conduct audit for LEAs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(l).

To the extent that Unity is a recipient of federal funds, including federal Title I, Part A funds, Unity has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Unity agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Unity also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

To the extent required under all applicable federal laws, the audit scope will be expanded to include items and processes specified in any applicable U.S. Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within four months of the end of the fiscal year. A copy of the auditor's findings will be forwarded to the chief financial officer of OUSD, the Alameda County Superintendent of Schools, California State Board of Education, the State Controller, and to the CDE by December 15 each year. The Audit Committee will review any audit exceptions or deficiencies and report them to the full Unity School Board with recommendations on how to resolve them. The Audit Committee will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. The school's financial audit will be a public document.

ELEMENT J: SUSPENSION AND EXPULSION POLICIES

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

Unity's Suspension and Expulsion Policies are outlined in Attachment H. These policies may be amended from time to time by the Unity Schools Board to address student conduct issues that may arise during the charter term that were not contemplated in the drafting of the charter. Suspension and Expulsion Policies will be printed and distributed as part of the school's student handbook and will clearly describe Unity's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will receive the student handbook upon enrollment.

ELEMENT K: RETIREMENT SYSTEM

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)*

All Unity employees who qualify for membership in the State Teachers Retirement System (STRS) will contribute at the rate established by the STRS. All employees who are not members of STRS must make contributions to the social security system. Unity makes all employer contributions as required by STRS and federal social security. Unity also makes contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Unity may choose to offer the Public Employees Retirement System or another retirement plan to its non-teaching staff.

ELEMENT L: 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. - Education Code Section 47605(b)(5)(L)*

We recognize that OUSD shall not require any pupil enrolled in the school district to attend Oakland Unity High School.

All students in Oakland Unified School District attendance area who opt not to attend Unity will be free to attend their school of residence or request an intra-district transfer to another school in the district. Intra-district transfer requests will be processed in accordance with existing enrollment and transfer policies of OUSD or Alameda County.

ELEMENT M: EMPLOYEE RIGHTS

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. – Education Code Section 47605(b)(5)(M)*

Oakland Unity High School employees who were previously employees of a School District shall have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status who leave the district for employment with any private employer.

The right of school employees who were previously OUSD employees to return to OUSD employment will be specified in OUSD policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code section 47604.

ELEMENT N: DISPUTE RESOLUTION PROCESS

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 staff and Governing Board members of Unity agree to attempt to resolve all disputes between the District and Unity 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 Unity, 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 School Principal:
Oakland Unity High School
6038 Brann Street
Oakland, CA 94605

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

(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 parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(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.

ELEMENT O: EDUCATION EMPLOYMENT RELATIONS ACT

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)*

Unity Schools is the exclusive public school employer of the employees of Unity for the purposes of the Educational Employment Relations Act (Government Code Section 3540, et seq.).

ELEMENT P: CLOSURE PROTOCOL

Governing Law: *A description of the procedures to be used if the charter school closes-Education Code Section 47605(b)(5)(P)*

The following procedures shall apply in the event Unity closes. The following procedures apply regardless of the reason for closure.

Closure of Unity will be documented by official action of the Unity School Board. The action will identify the reason for closure.

The Unity Schools Board will promptly notify OUSD of the closure and of the effective date of the closure.

The Unity Schools Board will ensure notification to Unity parents and students of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Unity Schools Board's decision to close Unity.

As applicable, Unity will provide parents, students and OUSD 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"). Unity will ask OUSD or the county office of education to store original records of Unity students. All Unity records shall be transferred to OUSD upon closure.

As soon as reasonably practical, Unity will prepare final financial records. Unity will also have an independent fiscal audit completed as soon as reasonably practical, which will be generally no more than six months after closure. Unity will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Unity and will be provided to OUSD promptly upon its completion.

On closure of Unity, all of the charter school's assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Unity, remain the sole property of Unity and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, Unity Schools shall remain solely responsible for all liabilities arising from the operation of Unity.

As Unity is operated by a nonprofit public benefit corporation, the Unity Schools Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

DISTRICT IMPACT STATEMENT

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

A. Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of Unity on OUSD.

Civil Liability

Unity is operated by a California non-profit public benefit corporation, Unity Schools. 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 charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by Unity, if the authority has complied with all oversight responsibilities required by law. Unity shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure OUSD shall not be liable for the operation of Unity.

Further, Unity and OUSD shall enter into a memorandum of understanding ("MOU"), which shall provide for indemnification of OUSD.

Unity Schools has in place general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of the insurance company for schools of similar size, location, and type of program. OUSD is named as an additional insured on the general liability insurance.

The Unity Schools Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

B. Financial Reports

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- December 15 – Schedule of Expenditures of Federal Awards
- March 1 – Second Interim Financial Report for Current Year

- June 15 – Preliminary Budget for Subsequent Year

C. District Oversight

Unity agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Unity is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Unity.
- The District is authorized to revoke this charter for, among other reasons, the failure of Unity to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Unity books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Unity shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Unity. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Unity operations is received by the District, the Unity shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Unity by law or charter provisions

MISCELLANEOUS CLAUSES

Good Faith

The Unity Schools Board and OUSD will maintain open and ongoing relationships in good faith to ensure compliance and excellence in this educational program as it evolves and grows.

Term

The term of this charter shall begin on July 1, 2012 and expire five years thereafter.

Amendments

In accordance with Education Code Section 47607, material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Unity Schools Board and OUSD. OUSD and Unity agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Public Records

Unity acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Unity to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Unity and of the District. Unity further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Unity does not have that Unity needs in order to meet its obligations, the District shall provide the same to Unity in a reasonably timely manner upon request.

Student Records

Our students' records will be maintained and used in the manner required by law so as to conform to OUSD requirements to facilitate our students' transfers to OUSD schools. Both Unity and OUSD will transfer records between them when students move. Reasonable efforts will be made to notify OUSD when students transfer from Unity to OUSD schools. Unity will maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

Facilities

If Unity fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or

equivalent agency. If Unity moves or expands to another facility during the term of this charter, Unity shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Unity shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of Unity not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Unity is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Charter Renewal

Unity will submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Charter Revocation

OUSD may revoke the charter of Unity in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Applicable Laws

Unity will comply with all applicable federal, state and local laws.

Communications

All official communication between Unity and OUSD will be sent via First Class Mail or other appropriate means to the following addresses:

Oakland Unity High School
6038 Brann Street
Oakland, CA 94605

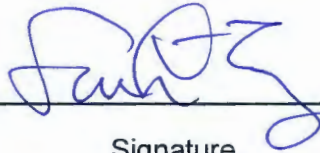
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

AFFIRMATIONS AND ASSURANCES

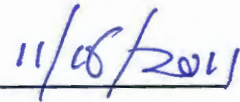
As the authorized representative of the applicant, I, Sau-Lim Tsang, hereby certify that the information submitted in this application for the renewal of the charter for Oakland Unity High School (Unity) located within the boundaries of the Oakland Unified School District is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the Charter is renewed, Unity:

- Will 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. [Ref. Education Code Sections 47605(c), 47612.5(a)(3)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Will admit all students who wish to attend the School and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. [Ref. Education Code Section 47605(d)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
- Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
- Oakland Unity High School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- Oakland Unity High School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

- Oakland Unity High School shall comply with any jurisdictional limitations to locations of its facilities.
- Oakland Unity High School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- Oakland Unity High School shall comply with all applicable portions of the No Child Left Behind Act.
- Oakland Unity High School shall comply with the Public Records Act.
- Oakland Unity High School shall comply with the Family Educational Rights and Privacy Act.



Signature



Date

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Attachment A

Unity Graduation Requirements

In order to graduate, a student needs to have achieved the following by the end of 12th grade:

- Completion of courses in required subjects for a total of no less than 230 credits (one semester of coursework in a subject is five credits, one year is 10 credits).
- Students must meet the University of California A-G requirements.
- Graduation in good standing requires a grade point average (GPA) of 3.0 or more. The minimum requirement for graduation is a GPA of 2.0 or more.
- Completion of an approved community service project. Projects may be approved by student's advisor.
- Completion of the Senior Project.
- Completion of the State High School Exit Exam. Students have several opportunities to take the test, beginning as early as the 10th grade. Once a student passes a section of the test, that section need not be taken again.

Required Subjects for Graduation

Subject	Credits	Semester Courses
English or ELD	40	8 semesters
Math	30	6 semesters of Algebra, Geometry, Algebra 2
Science	30	2 semesters each of Physics, Chemistry, Biology
World Cultures	10	2 semesters
U.S. History	10	2 semesters
American Government	5	1 semester
Economics	5	1 semester
World Language	20	4 semesters of Spanish or other language
Art	10	2 semesters of creative or performing arts
Cultural Geography	10	2 semesters
Physical Education	20	4 semesters
Electives	40	8 semesters
Total	230	Minimum requirement

- Students do not receive course credit for a course if a final grade of F or D is earned. Course credit can be made up by repeating the course the following year or, through online credit recovery courses.

Attachment B

Unity Habits of Mind

1. **COMPREHEND & CRITICALLY ANALYZE:**
Understand, interpret and critically analyze a variety of media (ie. written texts, art, advertisements, music, maps, word problems) and consider points of view.
2. **CHOOSE THE RIGHT TOOL:**
Use a variety of appropriate skills and tools to access and process relevant data (ie. research skills, study skills, organizational skills, technology, note-taking, etc.)
3. **COMMUNICATE CLEARLY & CREATIVELY:**
Communicate their ideas clearly and creatively in a variety of media (consider audience, evaluate and revise work, show perseverance, have pride in work, etc.)
4. **CONNECT:**
Make connections between their learning and their self, their community, and their world.
5. **COLLABORATE:**
Collaborate effectively with others in academic and social settings (ie. leadership, interpersonal skills, teamwork, conflict resolution)

Unity Habits of Heart

1. **CARE FOR SELF:**
 - Students will value and care for themselves
 - Health/ nutrition/ fitness
 - Self awareness/ cultural knowledge
 - Ownership/ accountability/ responsibility
 - Endurance/ perseverance
 - Character/ ethics
 - Confidence/ pride in themselves, their heritage, their work
 - Lifelong learners
2. **CARE FOR COMMUNITY & THE WORLD:**
 - Students will value and care for their community and the world
 - Community awareness
 - Empathy
 - Cultural knowledge
 - Appreciate and value diversity
 - Activism
 - Ecology

Attachment C

University of California Approved Unity A-G courses



UC/CSU-Approved Course List

Oakland Unity High School

Oakland Unified School District
David Castillo, Principal

Street Address: 6038 Brann Street, Oakland, CA 94605
Mailing Address: 6038 Brann Street, Oakland, CA 94605

Phone: (510) 635-7170

Web Site: www.unityhigh.org

Course Contact: David Castillo
Course Contact Phone: (510) 635-7170 Ext:116

Note: New School 2005 - Provisional List for Candidacy Status Provisional list through June 30, 2007 or until school becomes fully WASC-accredited.

School Accreditation (WASC) Status: Yes, Full Accreditation (through 2013)

School Demographic Information Last Updated: 8/4/11 9:46 PM
Course List Last Updated: 3/27/11 11:06 PM

Course List for 2011-12

The following courses meet requirements for admission to the University of California.

★ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆ denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

Click the year link to go to the course list for that year

All available course lists for this school: [2003-04](#) [2004-05](#) [2005-06](#) [2006-07](#) [2007-08](#) [2008-09](#) [2009-10](#) [2010-11](#) **2011-12**

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Modern World History	Modern World History	World History / Geography / Cultures		
United States History	US History	U.S. History		

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript	Honors

ATP/CEEB code:

052484

**CDS code: 23 75218
2330207**

School Governance: Charter (Public)

Primary School Type: Comprehensive HS (classroom based)

Secondary School Type: Small School

Special Program(s):

Term Type:

	Abbreviation(s)	Category	Type	Course Notes
English 10	English 10	English		
English 11	English 11	English		
English 12	Eng12	English		
English 9	English 9	English		

c - Mathematics - 3 years required , 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra 1 ♦	Algebra 1	Algebra 1		
Algebra 2 ♦	Algebra 2	Algebra 2		
Geometry ♦	Geometry	Geometry		
Trigonometry	Trigonometry	Advanced Mathematics		

d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Physics B ☆	AP Phys B, AP Physics	Physics	AP	
Biology	Biology	Biological Science		
Chemistry	Chemistry	Chemistry		
Physics	Physics	Physics		

e - Language Other than English - 2 years required , 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Spanish 1 ♦	Spanish 1	LOTE Year 1		
Spanish 2	Spanish 2	LOTE Year 2		

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Visual Art	Advanced Visual Art	Visual Arts (Advanced)		
AP Studio Art: Drawing ☆	AP Art, AP Studio Art	Visual Arts (Advanced)	AP	
Art 1 ♦	Art 1	Visual Arts (Intro)		

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (♦) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes

No courses exist

[Begin a New Search](#)


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[Return to UC Home Page](#)

Send e-mail to: hsupdate@ucop.edu

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Attachment D

 **IRS** Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077552422
May 01, 2009 LTR 4168C 0
75-3107384 000000 00 000
00027061
BODC: TE

 UNITY SCHOOLS
% SAU-LIM LANCE TSANG
428 13TH STREET SECOND FLOOR
OAKLAND CA 94612

029120

Employer Identification Number: 75-3107384
Person to Contact: Mr. R. Malloy
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Mar. 18, 2009, regarding your tax-exempt status.

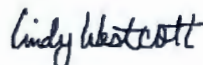
Our records indicate that a determination letter was issued in October 2003, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Cindy Westcott
Manager, EO Determinations

Attachment E

**Unity Schools Board of Directors
August 2010**

Andrew Noble, Chair

nobleaw@yahoo.com

Attorney

March 2008 - August 2013

Jesse Hahnel, Vice Chair

jhahnel@youthlaw.org

Attorney

March 2009 – August 2013

Eli Ceryak, Treasurer

eceryak@ctbt.com

Real Estate Broker

March 2009 – August 2012

Ignacio Barragan

iggy@ashlockco.com

Parent of Oakland Unity High School student

March 2009 – August 2013

Damon Grant, Secretary

dgrant@unityhigh.org

Teacher at Oakland Unity High School

September 2008 to August 2012

Sau-Lim (Lance) Tsang, Executive Director

stsang@unityhigh.org

Non-profit management

August 2003 to August 2013

Henning Hohnhold

henninghohnhold@gmail.com

Engineering Analyst

October 1 – August 2013

Attachment F

**BYLAWS
OF
UNITY SCHOOLS
A California Nonprofit Public Benefit Corporation**

SECTION 1

NAME

The name of this corporation is UNITY SCHOOLS.

SECTION 2

OFFICES

The principal office of the Corporation for its transaction of business is located at 6038 Brann Street, Oakland, County of Alameda, California 94605.

The Board of Directors is granted full power and authority to change the location of the principal office by an amendment of these Bylaws.

The Board may at times establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

SECTION 3

CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

SECTION 4

PURPOSES

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose of this corporation shall be to organize and support public charter schools that offer a rigorous, affirming, and culturally relevant curriculum and to carry on other charitable and educational activities associated with this goal as allowed by law. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these bylaws, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and 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 Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

SECTION 5

POLICY OF NONDISCRIMINATION

This corporation is non-sectarian in its programs, policies, employment practices, and all other operations. It does not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

SECTION 6

DEDICATION OF ASSETS

This corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision of payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that has established its exempt status under Internal Revenue Code §501(c)(3) (or the corresponding provisions of any future internal revenue law), and that has established its exempt status under California Revenue and Taxation Code §23701(d) (or the corresponding provisions of any future California revenue and taxation law).

SECTION 7

NO VOTING MEMBERS

The Corporation shall have no voting members within the meaning of the Nonprofit Public Benefit Corporation Law. The corporation's board of directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the board finds appropriate.

Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board of Directors. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Directors.

SECTION 8

DIRECTORS

NUMBER

The Corporation may not have less than seven (7) nor more than twenty-five (25) Directors except in its first year of operation or as a result of the resignation of one or more Directors. The number of Directors, within the range above, will be fixed by the Board from time to time.

VOTING DIRECTORS

All Directors are voting members with all rights vested in the Directors under the California Public Benefit Corporation Law.

QUALIFICATIONS

The Directors of the Corporation must be residents of the State of California.

TERM OF OFFICE

Each Director will be elected to hold office for the term of two (2) years or until a successor Director has been elected and qualified.

NOMINATION

Any person qualified to be a Director under this section of these Bylaws may be nominated by the method of nomination authorized by the Board or by any other method authorized by law.

ELECTION

The Directors will be elected at each regular meeting of the Board of Directors as prescribed by this section of these Bylaws. The candidates receiving the highest number of votes up to the number of Directors to be elected are elected. Directors are eligible for reelection, provided they continue to meet the qualifications required by this section of these Bylaws.

COMPENSATION

Directors shall received no compensation for services as a Director.

SECTION 9

MEETINGS OF BOARD OF DIRECTORS

CALL OF MEETINGS

Meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors.

PLACE OF MEETINGS

All meetings of the Board will be held at the principal office of the Corporation or at any location specified by resolution of the Board.

REGULAR MEETINGS

Regular meetings of the Board of Directors will be held at least once per quarter. Notice of each meeting of the Board shall be given to each Director, and notice of each public meeting of the Board shall be posted at the principal office and other offices of the Corporation and on its Internet web site, if possible. Such notices will indicate the location, date and time of the meeting.

SPECIAL MEETINGS

Special meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors. Special meetings may be held on notice, reasonably in advance in the circumstances, delivered by any means available.

Notice of the special meeting need not be given to any Director who signs a waiver of notice or written consent to holding the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to that Director either before or at the commencement of the meeting. All waivers, consents, and approvals must be filed with the corporate records or made a part of the minutes of the meetings.

QUORUM

A majority of the Directors constitutes a quorum of the Board for the transaction of business, except as otherwise provided in these Bylaws.

TRANSACTIONS OF BOARD

Except as otherwise provided in the Articles, in these Bylaws, or by law, 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; provided, however, that any meeting at which a quorum was initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for that meeting, or such greater number as is required by the law, the Articles, or these Bylaws.

CONDUCT OF MEETINGS

The Board Chair or, in his or her absence, any Director selected by the Directors then present will preside at meetings of the Board of Directors. The Secretary of the Corporation or, in the Secretary's absence, any person appointed by the presiding officer will act as Secretary of the Board. Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as all members participating in the meeting can hear one another. This participation constitutes personal presence at the meeting.

CLOSED SESSION

Board member who is the staff representative will not attend the closed sessions of the meetings of the Board of Directors except when invited by the Board President or the Executive Director, in consultation with the Principal.

ADJOURNMENT

A majority of the Directors present at the meeting, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24

hours, notice of the adjournment to another time or place must be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

ACTION WITHOUT MEETING

Any action required or permitted to be taken by the Board may be taken without a meeting, if a majority of all members of the Board individually or collectively consent in writing to that action and if there are no written dissents. Written consents must be filed with the minutes of the proceedings of the Board. Action by written consent has the same force and effect as a similar vote of the Directors in a meeting.

SECTION 10

REMOVAL OR RESIGNATION OF DIRECTORS; VACANCIES ON BOARD

REMOVAL FOR CAUSE

The Board may declare vacant the office of a Director on the occurrence of any of the following events: (1) The Director has been declared of unsound mind by a final order of court. (2) The Director has been convicted of a felony. (3) The Director has failed to attend three (3) consecutive meetings of the Board.

REMOVAL WITHOUT CAUSE

Any Director may be removed without cause if removal is approved by the Board of Directors.

RESIGNATION OF DIRECTOR

Any Director may resign effective on giving written notice to the Board Chair or the Secretary. The notice may specify a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective. A Director may not resign if the Corporation would then be left without a duly elected Director in charge of its affairs.

BOARD VACANCIES

Vacancies on the Board of Directors occur (a) on the death, resignation, or removal of any Director; (b) whenever the number of authorized Directors is increased; and (c) on the failure of the members in any election to elect the full number of authorized Directors.

Except as otherwise provided in the Articles or these Bylaws and except for a vacancy created by the removal of a Director pursuant these Bylaws, vacancies on the Board of Directors may be filled by approval of the Board of Directors, or, if the number of Directors then in office is less than a quorum, by (a) the unanimous written consent of the Directors then in office; (b) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice as provided in these Bylaws; or (c) a sole remaining Director.

SECTION 11

OFFICERS

The officers of the Corporation shall be a Board Chair a Secretary, a Treasurer, and those other officers with such titles and duties as determined by the Board and as may be necessary to enable it to sign instruments. Any number of offices may be held by the same person.

SECTION 12

APPOINTMENT, REMOVAL, OR RESIGNATION OF OFFICERS

The officers will be chosen by the Board and serve at the pleasure of the Board. Any officer may resign at any time on written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Officers may be removed with or without cause at any meeting of the Board of Directors by the affirmative vote of a majority of all of the Directors.

SECTION 13

DUTIES OF OFFICERS

BOARD CHAIR

The Board Chair will perform all duties incident to the office of Board Chair and any other duties as may be required by law, by the Articles of Incorporation of the Corporation, or by these Bylaws, or that may be prescribed from time to time by the Board of Directors. The Chair will preside at all meetings of the Board of Directors.

The Board Chair or the Treasurer is hereby authorized to exercise any right to vote or execute a proxy to vote shares of stock of, any bonds, debentures, or other evidences of indebtedness of, any other corporation or corporations owned or possessed by the Corporation upon approval of such vote or execution by the Board.

SECRETARY

The Secretary will keep or cause to be kept at the principal office of the Corporation, or other place as the Board of Directors may order, a book of minutes of all meetings of the Board of Directors. The Secretary will perform any other and further duties as may be required by law or as may be prescribed or required from time to time by the Board of Directors.

TREASURER

The Treasurer of the Corporation will cause to be kept and maintained in written form, or any other form capable of being converted into written form, adequate and correct books and records of account of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, surpluses and deficits. The books and records of account will at all times be open to inspection by any Director of the Corporation. The Treasurer will cause to be deposited all moneys and other valuables in the name of and to the credit of the Corporation with depositaries as may be designated by the Board of Directors. The Treasurer will cause to be disbursed the funds of the Corporation as ordered by the Board of Directors, and will render to the Directors, on request, an account of all financial transactions of the Corporation and of the financial condition of the Corporation. The Treasurer will perform any other and further duties as may be required by law or as reasonably may be prescribed or required from time to time by the Board of Directors or these Bylaws.

SECTION 14

CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors have a material financial interest, shall be

interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

SECTION 15

LOANS TO DIRECTORS AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

SECTION 16

INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code §5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code §5238(b) or (c), the Board shall promptly decide under Corporations Code §5238(e) whether the applicable standard of conduct set forth in Corporations Code §5238(b) or (c) has been met and, if so, the Board shall authorize indemnification.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under this section of these Bylaws in defending any proceeding covered by this section shall be advanced by the Corporation before final disposition of the proceeding, on receipt by the Corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately found that the person is entitled to be indemnified by the Corporation for those expenses.

SECTION 17

INSURANCE

This corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance, to the extent permitted by law, on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

SECTION 18

CORPORATE RECORDS AND REPORTS

The Corporation must keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The Corporation must also maintain minutes in written form. Other books and records will be kept in either written form or in any other form capable of being converted into written form.

SECTION 19

AMENDMENT OF BYLAWS

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.

SECTION 20

AMENDMENT OF ARTICLES

Before any members have been admitted to the Corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

After members, if any, have been admitted to the Corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

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 by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**CERTIFICATE OF SECRETARY
OF UNITY SCHOOLS,
A California Nonprofit Corporation**

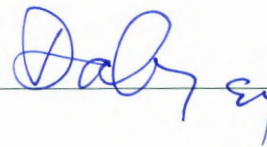
I hereby certify that I am the duly elected and acting Secretary of Unity Schools, a California nonprofit public benefit corporation; that these Bylaws, consisting of nine (8) pages, are the Bylaws of this corporation as adopted by the Sole Incorporator on April 4, 2003; and that these Bylaws have been amended by unanimous vote of the Board of Directors on March 10, 2010.

Executed on 9/14/2011 at Oakland, California.

Date

City

Signature: _____



Printed Name: _____

Damon Grant

Secretary

Attachment G

Day in the Life of a Unity Teacher

7:30 am- As I get out of my car, holding my materials, coffee, and excited about my lesson for today, I notice two students waiting by my classroom door. Surprise, surprise, the day has begun!

No sooner do I reach my desk than I'm fielding questions. One student wants to make sure that her Cornell notes are done correctly, and another has arrived early for extra help, as per the action items agreed upon at her most recent Student Study Team meeting (SST). Check-in completed and the time at the tone is 7:50 am.

Next up, my preclass routine: I check the grades of each student in my Advisory Class, making notes to remind me to check in with students whose grades are in danger of falling below a "C" in any class. Then, I review the roster of my first class, reminding myself of different students' individual needs, SST action items (if any), and/or IEPs. Finally, I check my school email for any updates from the administration or other teachers, and also to see if one of my co-teachers has responded to the ideas I emailed about a collaborative project on global warming that we decided to develop at our last faculty meeting. Collaborate and conquer the world of CO₂ emissions!

8:10 am -- the first bell rings, let the learning begin! I open my door and greet my students, while keeping an eye on the activity in the school courtyard. Time to take attendance and begin the teaching and learning. Time to enter the zone. At Unity, we have a unique combination of hour long classes and extra-length block periods, so that the bell schedule is changing minute by minute and day by day, even flipping over and reversing on a Thursday and Friday so that Monday's hyper 2 pm class can be Thursday's sleepy 8 am class. It works like a charm, but no matter what, the time always goes by in a flash.

9:58 am -- After finishing my first two classes, it's my 3rd period Prep, and I check email again and touch base with my student climate committee colleague about the next student government meeting and upcoming activities that we have planned. I also need to write up two students in our electronic PowerSchool system for discipline infractions (chewing gum, and tardiness, respectively). Then I also shoot out a quick email to the advisors of students who I have concerns about in class, asking questions about their background, their history with the advisor, and approaches that have been effective in the past. OK, progress has been made, now how many papers can be graded in the remaining 20 minutes? Go!

11:25 am -- The bell has just rung to end the first lunch period. It was my day to have yard duty, so I had a chance to work on my tan and sample a little bit of the delicious and nutritious Unity school lunch program. Now it's time for Advisory period, 30 minutes that I spend every day with a group of students who I will advocate for, in theory, their entire high school career. This is my opportunity to really roll up my sleeves and provide the individual attention, support, and intervention that my advisory students require. After reading through the day's updates and reminding students of upcoming school events, assignments, and expectations, I'm free to roam and help students who need it. I also get a chance to check my advisees' organizational habits, check their planners, and find out what's going well for them in their classes, or what they're struggling with. This is also the time to get a chance and briefly ask students about their lives,

and form that all-important personal relationship with them that will build the trust necessary to become a truly effective mentor and advisor.

Completing some grading has revealed that two students in my 9th grade classes are not understanding some of the most recent material in class, and have not done well on their last two assessments. Since these two students are also my advisees, I check their grades in their other classes, and then set up an SST meeting for one of the students the student when I notice that he is falling behind in two classes. The real beauty of a small school is that there's just no way to slip through the cracks!

2:58 pm -- After an energetic and exhilarating activity in my afternoon classes, I'm back in my email as my Period 7 homework center class settles into their work. Today, my U.S. History students in need of extra help and time are staying with me after school for extra help. After leading them through an activity designed to recall and then ask questions about our most recent curriculum, I give them time to complete homework as I provide extra help and walk around the room, checking work individually.

3:55 pm -- After my p7 class is out, I conference with a student who has seemed disengaged in class lately, trying to find out how I can help the student. After the student leaves, I check email and end the day with some lesson planning, specifically, trying to find ways to implicitly and explicitly incorporate the "Habits of Heart and Mind" into my curriculum. It's been a busy and non-stop day, as always, but teaching at Oakland Unity, I know that every bit of my effort is reaching my students and making a difference, and there's no better job in the world. Time to drive home, do a little grading, and get ready to do it again!

Attachment H

Oakland Unity High School SUSPENSION AND EXPULSION POLICIES

This Pupil Suspension and Expulsion Policy aims to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Unity staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, community service, suspension and expulsion.

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, 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.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

In the case of a special education student, or a student who receives 504 accommodations, Unity will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

A student identified as an individual with disabilities or for whom Unity has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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. Unity will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Unity 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.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

- 1) "Expulsion" means disenrollment from Unity.
- 2) "School day" means a day upon which Unity is in session or weekdays during the summer recess.
- 3) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at Unity where the pupil will receive continuing instruction for the length of day prescribed by the UNITY SCHOOLS Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
- 4) "Parent" includes a pupil's parent or guardian or legal counsel or other representative.

B. 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 Unity or at any other school or a School sponsored event 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.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Stole or attempted to steal school property or private property.
- 7) 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.

- 8) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 9) 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.
- 10) 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.
- 11) 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.
- 12) 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.
- 13) Committed sexual harassment.
- 14) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Informal Conference

Suspension will be preceded, if possible, by an informal conference between the Principal or the Principal's designee and the student. Parents will be requested to attend the conference.

The conference may be omitted if the Principal 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/guardian 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 or her version and evidence in his or her 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 guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a Unity employee shall make a reasonable effort to contact

the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the 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/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian 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 the Principal, the pupil and the pupil's guardian 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 the Principal upon either of the following determinations: 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.

E. Authority to Expel

A student may be expelled following a hearing by an Administrative Panel appointed by the Unity Schools Board. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. 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 the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by an appointed Administrative Panel Chair. The hearing shall be held in closed session 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/guardian 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 Unity disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian'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/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 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.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Unity Schools Board who will make a final determination regarding the expulsion. The final decision by the Unity Schools Board shall be made within ten (10) school days following the conclusion of the hearing.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative 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 or her testimony heard in a session closed to the public.

I. Written Notice to Expel

The Principal or designee following a decision of the Unity Schools Board to expel shall send written notice of the decision to expel, including the Unity Schools Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Unity. The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include:
 - a) the student's name, and
 - b) the specific expellable offense committed by the student.

J. Disciplinary Records

Unity shall maintain records of all student suspensions and expulsions at Unity. Such records shall be made available for the Alameda County Office of Education's review upon request.

K. 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.

L. Rehabilitation Plans

Students who are expelled from Unity may be given a rehabilitation plan upon expulsion as developed by the Unity Schools 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 Unity for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Unity shall be in the sole discretion of the Unity Schools Board following a meeting with the Principal and the pupil and guardian 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. The Principal shall make a recommendation to the Unity Schools Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Unity's capacity at the time the student seeks readmission or admission.

ATTACHMENT I

Resumes of Key Personnel

David Castillo Oakland, CA Tel: 510.277.2356 ; email: mrdavidcastillo@gmail.com

selected highlights

Principal whose leadership has resulted in a 140 point API gain over 4 consecutive years; CAHSEE scores exceeding district and state passage rates; a high percentage of graduates attending college; successful charter renewal; and a results-oriented, data-driven, academic environment. Strong program development and management skills.

education

MS with honors, Educational Leadership, CSUEB, August 2010

California Administrative Services Credential, CSUEB, June 2010

Single-Subject Teaching Credential, Social Sciences with CLAD Emphasis, SFSU, 2002

BA, Political Science, University of California at San Diego, 1995

employment history

CALIFORNIA STATE UNIVERSITY, EAST BAY, Hayward, CA

2010 – Current, **Fieldwork Supervisor, Faculty** (temporary) for Tier 1 Administrative Services Credential Program

- Recruited by the Educational Leadership Department Chair for this adviser role
- Site-based supervision of Tier 1 Administrative Credential students
- Coaching and mentoring of students with an emphasis on leadership
- Ensuring that students meet the California Professional Standards for Educational Leaders

OAKLAND UNITY HIGH SCHOOL, Oakland, CA

2007-Current, Principal

Experienced leadership dedicated to college preparatory mission and student academic growth. Working to close the achievement gap and make higher education accessible and standard for underserved populations. Technologically skilled, data-driven. A hands-on, lead-by-example manager. Highly supportive of staff's needs and career development. Encourages continuous innovation and performance improvement on both the individual and organizational level.

2006-2007, Assistant Principal

2005-2006, Instructor: History **and** Government/Economics, Social Science Dept. Chair, Senior Class Advisor, **and** Board of Directors Member/Teacher Representative

2004-2005, Instructor: History and Algebra, Junior Class Advisor

2003-2004, First year founding faculty, Instructor: Algebra and Geometry, Sophomore Class Advisor

HAVENSCOURT MIDDLE SCHOOL, Oakland, CA, **College Mentor** Winter & Spring 2003

MISSION HIGH SCHOOL, San Francisco, CA, **Student Teacher**, Fall 2002

HORACE MANN MIDDLE SCHOOL, San Francisco, CA, **Student Teacher**, Fall 2002

MISSION HIGH SCHOOL, San Francisco, CA, **Volunteer Tutor**, 2000-2002

HORACE MANN MIDDLE SCHOOL, San Francisco, CA, **Teaching Assistant**, Spring 2002

MISSION HIGH SCHOOL, San Francisco, CA, **Teaching Assistant**, Spring 2002

Multiple **INTERNATIONAL LOGISTICS CORPORATIONS**, awarded progressively senior management positions and ultimately **Manager of Special Accounts, Imports**: Sun Microsystems, Cisco, Apple, HP, managed staff of 10. 1995 – 2001

SELECTED professional development and memberships

Leadership & Management: Education Law: "What Laws Apply to Charter Schools?"; CSDC: Presenter, Leadership Intensive Conference (Authorizer Relations with OUSD); CSDC Leadership Institute participant – 2008; CSDC Leadership Institute Team Leader – 2009 and 2011; East Bay School Leaders Network – 2011; CSUED Educational Leadership Advisory Council – 2011; OUSD Quality Community Schools Development Technical Assistance Team – 2011; Civic Education at Charter Schools (American Enterprise Institute) – 2011

Organizational Development: Bay Area Coalition for Equitable Schools Conference; WASC Visiting Committee Member (Curriculum and Instruction); WASC Focus On Learning Workshop; CSDC Charter Renewal Workshop; Charter Schools Development Center "Start Smart" Workshop – 2009; Oakland (OUSD) Inquiry Project Early College Model – 2009; Building Charter School Quality Performance Management Institute, Stanford University – July 2010

Data and Assessment: California Charter Schools Association ZOOM Data Source Advisory Council – 2010; ZOOM Data Source panel participant (CCSA Annual Conference) – 2009 and 2010; Inputs to Outputs: Using Data and Technology to Close the Achievement Gap Guest Speaker – 2010; CCSA: Building a School Culture of Data-Driven Decision-Making and Continuous Improvement – 2011

Curriculum: Buck Institute of Education Project-Based Learning; CSUEB Centering Community in Schools: Expressing Voice and Building Leadership – 2010

ADDITIONAL relevant Skills

Spanish Proficiency, Mac OSX, Microsoft Office, Google Suite, PowerSchool (Teacher & Administrator), ZOOM Data Source, REVOLUTION PREP, Aventa Online Learning, iLife 10, iWork 10, Skype, social media, computer networking and troubleshooting

Samuel M. Brewer

PROFILE A diligent, energetic teacher/administrator who is adept at forming positive relationships with students. Effective communicator with strong leadership abilities.

EDUCATION CA Single Subject Teaching Credential, CLAD, 10/06
Clear Credential awarded 6/08
Project Pipeline District Intern Teacher Credentialing Program

B.A. degree in American Studies, 8/03
University of California at Berkeley, CA
Overall GPA: 3.5

EXPERIENCE

Assistant Principal/Cultural Geography teacher

Oakland Unity High School, 8/10-present

- Assist with day-to-day school management, including discipline and student services.
- Serve as acting Principal during Principal's absence.
- School finance responsibilities include: teacher/staff reimbursements, payment of invoices, and approval for school expenses.
- Supervise and coordinate Unity's after-school program, including scheduling.
- Provide needed staff development and support to staff.

U.S. History, Cultural Geography teacher, ninth grade student advisor

Oakland Unity High School, 8/09- 6/10 Oakland, CA

- Develop and implement dynamic, active, and rigorous lessons for ninth and 11th grade students.
- Act as an advisor to 22 ninth grade students-providing academic and organizational support, as well as appropriate academic and behavioral interventions.
- Work with colleagues to design cross-curricular learning opportunities and performance assessments for students.

World History, Civics, Global Studies, Academic Support Teacher

Amador Valley High School, 8/08-6/09, Pleasanton Unified School District, Pleasanton, CA

- Develop & implement dynamic, academically rigorous/standards-based lessons for four different courses and over 100 students.
- Conceive ways to form a constructive and individualized relationship with each student, involving open communication with students, parents, and collaboration with colleagues.

World History Teacher

Oakland Technical High School, 8/04-6/08, Oakland Unified School District, Oakland, CA

- Develop, plan, and implement standards-based lessons that are engaging, rigorous, and relevant for almost 100 students.
- Manage challenging classroom environments involving many “at risk” students whose skills are often below grade level.

Geometry Teacher - Summer School

Alameda High School 6/04-7/04, Alameda Unified School District, Alameda, CA

- Taught a summer Geometry course at Alameda High School at an accelerated pace with 28 students of mixed grade levels.

ADDITIONAL INFORMATION

2006-2008- Member of OUSD History DBQ Writing Assessment Committee. Our committee created rigorous document-based writing assessments for all 10th and 11th grade students in the district. OUSD is pleased with our work and has chosen to designate our history assessments as the formal district-level writing assessments for English classes as well as social studies.

2007- One of 18 teachers selected nationally to participate in a three week, five-city study tour of China in summer of 2007, sponsored by the Program for Teaching East Asia and the University of Colorado at Boulder. Our group of World History and Geography teachers toured various historical and cultural sites, and visited with students, teachers, professors, and administrators at the primary, secondary, and university levels in China.

Nominated by current and former students for inclusion in the 2005-06 and 2006-07 editions of National Honor Roll’s Outstanding American Teachers.

- 1975- Led a team of writers, artists, and linguists to develop and evaluate a K-8 Chinese language arts curriculum for bilingual education programs. The project was funded by the U.S. Department of Education

Project Management

- 1985- Served as the project director of the Multifunctional Resource Center for Northern California
- 1991 to provide training and consultant services to schools to improve their services for English Language Learners. The project is funded by the U.S. Department of Education.
- 1987- Served as associate director of the Equity Assistance Center for California, Nevada, and Arizona. The center provided training and consultation services to schools on resolve race and language equity issues. The center was funded by the U.S. Department of Education.

Other Experience

Member (2006-2009): California Governor's Advisory Committee on Education Excellence.

EDUCATION

- Ph.D. Mathematics Education, Stanford University, 1976
- M.S. Statistics, Stanford University, 1974
- M.A. International Education Development, Stanford University, 1974
- A.B. Mathematics, University of California, Berkeley, 1971
- CA Teaching Credential, Mathematics and Physics, 1974

SELECTED PUBLICATIONS

- "Achievement testing for English Language Learners, ready or not?." (With Katz, A., & Stack, J. (2008). *Education Policy Analysis Archives*, 16(1), 2008, <http://epaa.asu.edu/epaa/v16n1/>.
- "Asian American Education and the National Education Goals." In Proceedings of the 1992 Center for Applied Linguistics Symposium on Language Minority Education and National Education Goals, Washington, DC, 1993.
- "The National Education Longitudinal Study of 1988, Asian Pacific, and language minority students." (With M. Hirano-Nakanishi and T. Saka.) Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1991.
- "Mathematics achievement profiles of Asian American students." In Cocking, R. and Mestre, J. (eds.) *Language perspective on mathematics learning*. New Jersey: Erlbaum Press, 1988.
- Beyond Angel Island: The Education of Asian Americans*. (with L. Wing). New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 1985.

ATTACHMENT J

6-Year Budget and Cash Flow Projections

Oakland Unity High
Budget Projection 2011-2017

Description				FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
	Eligibility	11-12 Funding	per	Budget	Budget	Budget	Budget	Budget	Budget
				Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
				255	305	360	395	433	450
A. REVENUES									
1. Revenue Limit Sources									
Charter Schools Gen. Purpose Entitlement - State Aid	95%	\$4,662.34	ADA	1,129,452	1,386,355	1,679,025	1,890,018	2,125,240	2,265,280
Charter Schools Funding in lieu of Property Taxes		\$1,453.66		352,149	421,198	497,152	545,486	597,963	621,440
Total, Revenue Limit Sources				1,481,601	1,807,553	2,176,177	2,435,504	2,723,203	2,886,720
2. Federal Revenues									
No Child Left Behind				118,575	141,825	167,400	183,675	201,345	209,250
Child Nutrition - Federal				62,046	74,212	87,595	96,111	105,357	109,494
Other Federal Revenues (including ARRA)				14,000	16,745	19,764	21,686	23,772	24,705
Total, Federal Revenues				194,621	232,782	274,759	301,472	330,474	343,449
3. Other State Revenues									
All Other State Revenues				439,519	568,377	717,704	748,167	961,271	1,157,644
California Lottery				32,221	38,539	45,489	49,912	54,713	56,861
ASES				77,100	77,100	0	0	0	0
Charter Schools Categorical Block Grant				173,850	207,938	245,435	269,297	295,204	306,794
Facility Reimbursement				156,348	244,800	426,780	428,958	611,354	793,989
Total, Other State Revenues				439,519	568,377	717,704	748,167	961,271	1,157,644
4. Other Local Revenues									
All Other Local Revenues				12,000	12,000	12,000	12,000	12,000	12,000
Total, Local Revenues				12,000	12,000	12,000	12,000	12,000	12,000
5. Other Grants and Awards									
Total, Other Grants & Awards				0	0	0	0	0	0
6. TOTAL REVENUES				2,127,741	2,620,712	3,180,640	3,497,143	4,026,948	4,399,813
B. EXPENDITURES									
1. Administrators/Teachers									
Teachers' Salaries				643,122	742,860	883,278	1,009,815	1,118,216	1,139,701
Certificated Supervisors' and Administrators' Salaries				209,599	213,792	239,577	266,308	271,635	277,067
Total, Administrators/Teachers				852,721	956,652	1,122,855	1,276,123	1,389,851	1,416,768
2. Support Staff									
Clerical and Office Salaries				47,626	66,079	67,401	86,956	88,695	90,469
Other Non-certificated Salaries				59,063	82,517	106,865	109,003	111,183	113,407
Total, Support Staff				106,709	148,596	174,266	195,959	199,878	203,876
3. Employee Benefits									
STRS				66,801	75,375	89,087	101,731	111,114	113,334
OASDI / Medicare / Alternative				38,195	42,906	47,280	51,162	53,110	63,806
Health and Welfare Benefits				225,257	280,551	358,192	395,731	435,011	467,637
Unemployment Insurance				15,447	17,794	20,884	23,701	25,595	26,092
Workers' Compensation Insurance				14,177	16,332	19,167	21,753	23,491	23,948
Total, Employee Benefits				359,877	432,958	535,610	594,078	648,321	694,817
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials				24,000	24,000	24,000	24,000	24,000	24,000
Books and Other Reference Materials				4,395	5,256	6,204	6,807	7,462	7,755
Materials and Supplies				38,521	46,074	54,383	59,670	65,411	67,979
Noncapitalized Equipment				6,500	6,500	6,500	6,500	6,500	6,500
Total, Books and Supplies				150,974	174,595	200,581	217,116	235,069	243,101
5. Services and Other Operating Expenditures									
Travel and Conferences (Field Trips & College Orientations... etc)				16,500	18,150	19,965	21,962	24,158	26,573
Dues and Memberships				6,500	6,500	6,500	6,500	6,500	6,500
Insurance				18,752	22,429	26,473	29,047	31,841	33,091
Operations and Housekeeping Services				34,864	36,607	38,437	40,359	42,377	44,496
Rentals, Leases, Repairs, and Noncap. Improvements				208,464	326,400	569,040	571,944	815,138	1,058,652
Professional/Consulting Services & Operating Expend.(including SPED & District monitoring)				322,849	369,818	421,586	463,635	509,649	545,671
Communications				7,840	8,232	8,644	9,076	9,530	10,007
Total, Services and Other Operating Expenditures				615,769	788,136	1,090,645	1,142,523	1,439,193	1,724,990
6. Capital Outlay									
Depreciation Expense				30,000	30,000	30,000	30,000	30,000	30,000
Total, Capital Outlay				30,000	30,000	30,000	30,000	30,000	30,000
7. Other Outgo									
Total, Other Outgo				0	0	0	0	0	0
8. TOTAL EXPENDITURES				2,116,050	2,530,937	3,153,957	3,455,799	3,942,312	4,313,552
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)				11,691	89,775	26,683	41,344	84,636	86,261
D. OTHER FINANCING SOURCES / USES				0	0	0	0	0	0
E. INCREASE (DECREASE) IN FUND BALANCE				11,691	89,775	26,683	41,344	84,636	86,261
F. FUND BALANCE, RESERVES									
1. Beginning Fund Balance									
a. As of July 1				484,807	496,498	566,273	612,956	654,300	738,936
b. Adjustments to Beginning Balance				0	0	0	0	0	0
c. Adjusted Beginning Balance				496,498	496,498	566,273	612,956	654,300	738,936
2. Ending Fund Balance, June 30 (E + F.1.c.)				496,498	586,273	612,956	654,300	738,936	825,197
Components of Ending Fund Balance									
Reserve for Revolving Cash (equals object 9130)									
Reserve for Stores (equals object 9320)									
Reserve for Prepaid Expenditures (equals object 9330)				30,000	30,000	30,000	30,000	30,000	30,000
Reserve for All Others									
General Reserve (3% of total revenue)				63,832	78,621	95,419	104,914	120,808	131,994
Legally Restricted Balance									
Designated for Economic Uncertainties									
Other Designations									
Undesignated / Unappropriated Amount				402,666	477,652	487,537	519,386	588,128	663,203

Noote: Salary based on Unity salary rate schedule with 2% annual increase.
State Revenue from FY12-13 on based on 11-12 rate with 2% annual COLA increase

Oakland Unity High
Preliminary Budget, July 1, 2011-June 30, 2012

Description				Object Code	Budget
A. REVENUES					
Enrollment Eligibility Funding per					
1. Revenue Limit Sources					
State Aid - Current Year				8011	
Charter Schools Gen. Purpose Entitlement - State Aid	255.00	95%	\$4,662.34 ADA	8015	1,129,452
Charter Schools Funding in lieu of Property Taxes	255.00	95%	\$1,453.66 ADA	8096	352,149
Other Revenue Limit Transfers				8091, 8097	
Total, Revenue Limit Sources					1,481,601
2. Federal Revenues					
No Child Left Behind				8290	118,575
Child Nutrition - Federal				8220	62,046
Other Federal Revenues				8110, 8260-8299	14,000
Total, Federal Revenues					194,621
3. Other State Revenues					
All Other State Revenues				StateRevAO	439,519
California Lottery					32,221
ASES					77,100
Charter Schools Categorical Block Grant					173,850
Facility Reimbursement					156,348
Total, Other State Revenues					439,519
4. Other Local Revenues					
All Other Local Revenues				LocalRevAO	12,000
Total, Local Revenues					12,000
5. TOTAL REVENUES					2,127,741
B. EXPENDITURES					
1. Administrators/Teachers					
Teachers' Salaries (\$51,041 per teacher x 12.6 teachers)				1100	643,122
Certificated Supervisors' and Administrators' Salaries (3 FTE: Principal, V.Principals. & Consu				1300	209,599
Total, Administrators/Teachers					852,721
2. Support Staff					
Clerical and Office Salaries (1 FTE)				2400	47,626
Other Non-certificated Salaries (1.5 FTE)				2900	59,083
Total, Support Staff					106,709
3. Employee Benefits					
STRS				3101-3102	66,801
OASDI / Medicare / Alternative/Pension				3301-3302	38,195
Health and Welfare Benefits				3401-3402	225,257
Unemployment Insurance				3501-3502	15,447
Workers' Compensation Insurance				3601-3602	14,177
Total, Employee Benefits					359,877
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials (\$200 x 120)				4100	24,000
Books and Other Reference Materials				4200	4,395
Materials and Supplies				4300	38,521
Noncapitalized Equipment				4400	6,500
Food				4700	77,558
Total, Books and Supplies					150,974

Notes:

Revenue based on 11-12 State Aid rate.

Salary based on Unity's pay schedule

Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2011-June 30, 2012

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Travel and Conferences (Field Trips & College Orientations...etc))	5200	16,500
Dues and Memberships	5300	6,500
Insurance	5400	18,752
Operations and Housekeeping Services	5500	34,864
Rentals, Leases, Repairs, and Noncap. Improvements	5600	208,464
Professional/Consulting Services & Operating Expend.(Including SPED & District monitoring)	5800	322,849
Communications	5900	7,840
Total, Services and Other Operating Expenditures		615,769
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Total, Other Outgo		0
8. TOTAL EXPENDITURES		2,116,050
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		11,691
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		11,691
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	484,807
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		484,807
2. Ending Fund Balance, June 30 (E + F.1.c.)		496,498
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve (3% of total revenue)	9730	63,832
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	402,666

Notes:

- Revenue based on 11-12 State Aid rate.
- Salary based on Unity's pay schedule
- Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2012-June 30, 2013

Description	Object Code				Budget
A. REVENUES					
	Enrollment	Eligibility	Funding	per	
1. Revenue Limit Sources					
Charter Schools Gen. Purpose Entitlement - State Aid	305.00	95%	\$4,784.66	ADA 8015	1,386,355
Charter Schools Funding in lieu of Property Taxes	305.00	95%	\$1,453.66	ADA 8096	421,198
Other Revenue Limit Transfers				8091, 8097	
Total, Revenue Limit Sources					1,807,553
2. Federal Revenues					
No Child Left Behind				8290	141,825
Child Nutrition - Federal				8220	74,212
Other Federal Revenues				8110, 8260-829	16,745
Total, Federal Revenues					232,782
3. Other State Revenues					
All Other State Revenues				StateRevAO	568,377
California Lottery					38,539
ASES					77,100
Charter Schools Categorical Block Grant					207,938
Facility Reimbursement					244,800
Total, Other State Revenues					568,377
4. Other Local Revenues					
All Other Local Revenues				LocalRevAO	12,000
Total, Local Revenues					12,000
5. TOTAL REVENUES					2,620,712
B. EXPENDITURES					
1. Administrators/Teachers					
Teachers' Salaries (\$50,881 per teacher x 14.6 teachers)				1100	742,860
Certificated Supervisors' and Administrators' Salaries (3 FTE: Principal, V.Principals. & Consuel)				1300	213,792
Total, Administrators/Teachers					956,652
2. Support Staff					
Clerical and Office Salaries (1.5 FTE)				2400	66,079
Other Non-certificated Salaries (2 FTE)				2900	82,517
Total, Support Staff					148,596
3. Employee Benefits					
STRS				3101-3102	75,375
OASDI / Medicare / Alternative/Pension				3301-3302	42,906
Health and Welfare Benefits				3401-3402	280,551
Unemployment Insurance				3501-3502	17,794
Workers' Compensation Insurance				3601-3602	16,332
Total, Employee Benefits					432,958
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials (\$200 x 120)				4100	24,000
Books and Other Reference Materials				4200	5,256
Materials and Supplies				4300	46,074
Noncapitalized Equipment				4400	6,500
Food				4700	92,765
Total, Books and Supplies					174,595

Notes:

- Revenue based on 11-12 rate plus 2% increase in State Aid.
- Salary based on Unity's pay schedule with 2% annual adjustment.
- Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2012-June 30, 2013

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Subagreements for Services		
Travel and Conferences (Field Trips & College Orientations...etc)	5200	18,150
Dues and Memberships	5300	6,500
Insurance	5400	22,429
Operations and Housekeeping Services	5500	36,607
Rentals, Leases, Repairs, and Noncap. Improvements	5600	326,400
Professional/Consulting Services & Operating Expend.(Incuding SPED & District monitoring)	5800	369,818
Communications	5900	8,232
Total, Services and Other Operating Expenditures		788,136
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Total, Other Outgo		0
8. TOTAL EXPENDITURES		2,530,937
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		89,775
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		89,775
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	496,498
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		496,498
2. Ending Fund Balance, June 30 (E + F.1.c.)		586,273
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve	9730	78,621
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	477,652

Notes:

Revenue based on 11-12 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2013-June 30, 2014

Description					Object Code	Budget
A. REVENUES						
Enrollment Eligibility Funding per						
1. Revenue Limit Sources						
Charter Schools Gen. Purpose Entitlement - State Aid	360.00	95%	\$4,909.43	ADA	8015	1,679,025
Charter Schools Funding in lieu of Property Taxes	360.00	95%	\$1,453.66	ADA	8096	497,152
Other Revenue Limit Transfers					8091, 8097	
Total, Revenue Limit Sources						2,176,177
2. Federal Revenues						
No Child Left Behind					8290	167,400
Child Nutrition - Federal					8220	87,595
Other Federal Revenues					8110, 8260-829	19,764
Total, Federal Revenues						274,759
3. Other State Revenues						
All Other State Revenues					StateRevAO	717,704
California Lottery						45,489
Charter Schools Categorical Block Grant						245,435
Facility Reimbursement						426,780
Total, Other State Revenues						717,704
4. Other Local Revenues						
All Other Local Revenues					LocalRevAO	12,000
Total, Local Revenues						12,000
5. TOTAL REVENUES						3,180,640
B. EXPENDITURES						
1. Administrators/Teachers						
Teachers' Salaries (\$50,473 per teacher x 17.5 teachers)					1100	883,278
Certificated Supervisors' and Administrators' Salaries (3.5 FTE: Principal, V.Principal. & Consue					1300	239,577
Total, Administrators/Teachers						1,122,855
2. Support Staff						
Clerical and Office Salaries (1.5 FTE)					2400	67,401
Other Non-certificated Salaries (3 FTE)					2900	106,865
Total, Support Staff						174,266
3. Employee Benefits						
STRS					3101-3102	89,087
OASDI / Medicare / Alternative/Pension					3301-3302	47,280
Health and Welfare Benefits					3401-3402	359,192
Unemployment Insurance					3501-3502	20,884
Workers' Compensation Insurance					3601-3602	19,167
Total, Employee Benefits						535,610
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials (\$200 x 120)					4100	24,000
Books and Other Reference Materials					4200	6,204
Materials and Supplies					4300	54,383
Noncapitalized Equipment					4400	6,500
Food					4700	109,494
Total, Books and Supplies						200,581

Notes:

Revenue based on 12-13 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2013-June 30, 2014

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Travel and Conferences (Field Trips & College Orientations...etc))	5200	19,965
Dues and Memberships	5300	6,500
Insurance	5400	26,473
Operations and Housekeeping Services	5500	38,437
Rentals, Leases, Repairs, and Noncap. Improvements	5600	569,040
Professional/Consulting Services & Operating Expend.(Including SPED & District monitoring)	5800	421,586
Communications	5900	8,644
Total, Services and Other Operating Expenditures		1,090,645
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Total, Other Outgo		0
8. TOTAL EXPENDITURES		3,153,957
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		26,683
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		26,683
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	586,273
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		586,273
2. Ending Fund Balance, June 30 (E + F.1.c.)		612,956
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve	9730	95,419
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	487,537

Notes:

Revenue based on 12-13 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2014 - June 30, 2015

Description					Object Code	Budget
A. REVENUES						
1. Revenue Limit Sources	Enrollment	Eligibility	Funding	per		
Charter Schools Gen. Purpose Entitlement - State Aid	395.00	95%	\$5,036.69	ADA	8015	1,890,018
Charter Schools Funding in lieu of Property Taxes	395.00	95%	\$1,453.66	ADA	8096	545,486
Total, Revenue Limit Sources						2,435,504
2. Federal Revenues						
No Child Left Behind					8290	183,675
Child Nutrition - Federal					8220	96,111
Other Federal Revenues					8110, 8260-8290	21,686
Total, Federal Revenues						301,472
3. Other State Revenues						
All Other State Revenues					StateRevAO	748,167
California Lottery						49,912
Charter Schools Categorical Block Grant						269,297
Facility Reimbursement						428,958
Total, Other State Revenues						748,167
4. Other Local Revenues						
All Other Local Revenues					LocalRevAO	12,000
Total, Local Revenues						12,000
5. TOTAL REVENUES						3,497,143
B. EXPENDITURES						
1. Administrators/Teachers						
Teachers' Salaries (\$50,491 per teacher x 20 teachers)					1100	1,009,815
Certificated Supervisors' and Administrators' Salaries (4 FTE: Principal, V.Principals. & Consuelo)					1300	266,308
Total, Administrators/Teachers						1,276,123
2. Support Staff						
Clerical and Office Salaries (2 FTE)					2400	86,956
Other Non-certificated Salaries (3. FTE)					2900	109,003
Total, Support Staff						195,959
3. Employee Benefits						
STRS					3101-3102	101,731
OASDI / Medicare / Alternative/Pension					3301-3302	51,162
Health and Welfare Benefits					3401-3402	395,731
Unemployment Insurance					3501-3502	23,701
Workers' Compensation Insurance					3601-3602	21,753
Total, Employee Benefits						594,078
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials (\$200 x 120)					4100	24,000
Books and Other Reference Materials					4200	6,807
Materials and Supplies					4300	59,670
Noncapitalized Equipment					4400	6,500
Food					4700	120,139
Total, Books and Supplies						217,116

Notes:

Revenue based on 13-14 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2014 - June 30, 2015

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Travel and Conferences (Field Trips & College Orientations...etc))	5200	21,962
Dues and Memberships	5300	6,500
Insurance	5400	29,047
Operations and Housekeeping Services	5500	40,359
Rentals, Leases, Repairs, and Noncap. Improvements	5600	571,944
Professional/Consulting Services & Operating Expend.(Incuding SPED & District monitoring)	5800	463,635
Communications	5900	9,076
Total, Services and Other Operating Expenditures		1,142,523
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Total, Other Outgo		0
8. TOTAL EXPENDITURES		3,455,799
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		41,344
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		41,344
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	612,956
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		612,956
2. Ending Fund Balance, June 30 (E + F.1.c.)		654,300
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve	9730	104,914
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	519,386

Notes:

Revenue based on 13-14 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2015 - June 30, 2016

Description	Object Code				Budget
A. REVENUES					
	Enrollment	Eligibility	Funding	per	
1. Revenue Limit Sources					
Charter Schools Gen. Purpose Entitlement - State Aid	433.00	95%	\$5,166.50	ADA 8015	2,125,240
Charter Schools Funding in lieu of Property Taxes	433.00	95%	\$1,453.66	ADA 8096	597,963
Other Revenue Limit Transfers				8091, 8097	
Total, Revenue Limit Sources					2,723,203
2. Federal Revenues					
No Child Left Behind				8290	201,345
Child Nutrition - Federal				8220	105,357
Other Federal Revenues				8110, 8260-829	23,772
Total, Federal Revenues					330,474
3. Other State Revenues					
All Other State Revenues				StateRevAO	961,271
California Lottery					54,713
Charter Schools Categorical Block Grant					295,204
Facility Reimbursement					611,354
Total, Other State Revenues					961,271
4. Other Local Revenues					
All Other Local Revenues				LocalRevAO	12,000
Total, Local Revenues					12,000
5. TOTAL REVENUES					4,026,948
B. EXPENDITURES					
1. Administrators/Teachers					
Teachers' Salaries (\$50,828 per teacher x 22 teachers)				1100	1,118,216
Certificated Supervisors' and Administrators' Salaries (4 FTE: Principal, V.Principals. & Consue				1300	271,635
Total, Administrators/Teachers					1,389,851
2. Support Staff					
Clerical and Office Salaries (2 FTE)				2400	88,695
Other Non-certificated Salaries (3 FTE)				2900	111,183
Total, Support Staff					199,878
3. Employee Benefits					
STRS				3101-3102	111,114
OASDI / Medicare / Alternative/Pension				3301-3302	53,110
Health and Welfare Benefits				3401-3402	435,011
Unemployment Insurance				3501-3502	25,595
Workers' Compensation Insurance				3601-3602	23,491
Total, Employee Benefits					648,321
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials (\$200 x 120)				4100	24,000
Books and Other Reference Materials				4200	7,462
Materials and Supplies				4300	65,411
Noncapitalized Equipment				4400	6,500
Food				4700	131,696
Total, Books and Supplies					235,069

Notes:

Revenue based on 14-15 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2015 - June 30, 2016

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Travel and Conferences (Field Trips & College Orientations...etc))	5200	24,158
Dues and Memberships	5300	6,500
Insurance	5400	31,841
Operations and Housekeeping Services	5500	42,377
Rentals, Leases, Repairs, and Noncap. Improvements	5600	815,138
Professional/Consulting Services & Operating Expend.(Including SPED & District monitoring)	5800	509,649
Communications	5900	9,530
Total, Services and Other Operating Expenditures		1,439,193
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Debt Service:		
Interest (Mortgage payment)	7438	
Total, Other Outgo		0
8. TOTAL EXPENDITURES		3,942,312
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		84,636
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		84,636
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	654,300
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		654,300
2. Ending Fund Balance, June 30 (E + F.1.c.)		738,936
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve	9730	120,808
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	588,128

Notes:

Revenue based on 14-15 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2016 - June 30, 2017

Description					Object Code	Budget
A. REVENUES						
	Enrollment	Eligibility	Funding	per		
1. Revenue Limit Sources						
Charter Schools Gen. Purpose Entitlement - State Aid	450.00	95%	\$5,298.90	ADA	8015	2,265,280
Charter Schools Funding in lieu of Property Taxes	450.00	95%	\$1,453.66	ADA	8096	621,440
Other Revenue Limit Transfers					8091, 8097	
Total, Revenue Limit Sources						2,886,720
2. Federal Revenues						
No Child Left Behind					8290	209,250
Child Nutrition - Federal					8220	109,494
Other Federal Revenues					8110, 8260-829	24,705
Total, Federal Revenues						343,449
3. Other State Revenues						
All Other State Revenues					StateRevAO	1,157,644
California Lottery						56,861
Charter Schools Categorical Block Grant						306,794
Facility Reimbursement						793,989
Total, Other State Revenues						1,157,644
4. Other Local Revenues						
All Other Local Revenues					LocalRevAO	12,000
Total, Local Revenues						12,000
5. TOTAL REVENUES						4,399,813
B. EXPENDITURES						
1. Administrators/Teachers						
Teachers' Salaries (\$51,805 per teacher x 22 teachers)					1100	1,139,701
Certificated Supervisors' and Administrators' Salaries (4 FTE: Principal, V.Principals. & Consuel)					1300	277,067
Total, Administrators/Teachers						1,416,768
2. Support Staff						
Clerical and Office Salaries (2 FTE)					2400	90,469
Other Non-certificated Salaries (3 FTE)					2900	113,407
Total, Support Staff						203,876
3. Employee Benefits						
STRS					3101-3102	113,334
OASDI / Medicare / Alternative/Pension					3301-3302	63,806
Health and Welfare Benefits					3401-3402	467,637
Unemployment Insurance					3501-3502	26,092
Workers' Compensation Insurance					3601-3602	23,948
Total, Employee Benefits						694,817
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials (\$200 x 120)					4100	24,000
Books and Other Reference Materials					4200	7,755
Materials and Supplies					4300	67,979
Noncapitalized Equipment					4400	6,500
Food					4700	136,867
Total, Books and Supplies						243,101

Notes:

Revenue based on 15-16 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Preliminary Budget, July 1, 2016 - June 30, 2017

Description	Object Code	Budget
5. Services and Other Operating Expenditures		
Travel and Conferences (Field Trips & College Orientations...etc)	5200	26,573
Dues and Memberships	5300	6,500
Insurance	5400	33,091
Operations and Housekeeping Services	5500	44,496
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,058,652
Professional/Consulting Services & Operating Expend.(Including SPED & District monitoring)	5800	545,671
Communications	5900	10,007
Total, Services and Other Operating Expenditures		1,724,990
6. Capital Outlay		
<i>Depreciation Expense</i>	6900	30,000
Total, Capital Outlay		30,000
7. Other Outgo		
Debt Service:		
Interest (Mortgage payment)	7438	
Total, Other Outgo		0
8. TOTAL EXPENDITURES		4,313,552
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		86,261
D. OTHER FINANCING SOURCES / USES		
TOTAL OTHER FINANCING SOURCES / USES		0
E. INCREASE (DECREASE) IN FUND BALANCE		86,261
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	738,936
b. Adjustments to Beginning Balance	9793, 9795	0
c. Adjusted Beginning Balance		738,936
2. Ending Fund Balance, June 30 (E + F.1.c.)		825,197
Components of Ending Fund Balance		
Reserve for Revolving Cash (equals object 9130)	9711	
Reserve for Stores (equals object 9320)	9712	
Reserve for Prepaid Expenditures (equals object 9330)	9713	30,000
Reserve for All Others	9719	
General Reserve	9730	131,994
Legally Restricted Balance	9740	
Designated for Economic Uncertainties	9770	
Other Designations	9775, 9780	
Undesignated / Unappropriated Amount	9790	663,203

Notes:

Revenue based on 15-16 rate plus 2% increase in State Aid.
Salary based on Unity's pay schedule with 2% annual adjustment.
Other expenses based on prior years spending experience.

Oakland Unity High
Staffing Plan (2010-2017)

		LOE	12-months	12-months	12-months	12-months	12-months	12-months
			11-12	12-13	13-14	14-15	15-16	16-17
Principal	89,303	100%	91,982	93,822	95,698	97,612	99,564	101,555
V. Principal	62,916	100%	62,884	64,142	65,425	66,734	68,069	69,430
Counselor 1	52,233	100%	54,733	55,828	56,945	58,084	59,246	60,431
Counselor 2	43,017	50-100%			21,509	43,878	44,756	45,651
Art Teacher	53,855	100%	55,500	56,610	57,742	58,897	60,075	61,277
English Teacher 1	46,526	100%	48,148	49,111	50,093	51,095	52,117	53,159
English Teacher 2	46,526	100%	48,648	49,621	50,613	51,625	52,658	53,711
English Teacher 3	43,017	100%		43,017	43,877	44,755	45,650	46,563
English Teacher 4	43,017	50-100%				21,509	43,878	44,756
Mathematics Teacher 1	47,331	100%	51,465	52,494	53,544	54,615	55,707	56,821
Mathematics Teacher 2	42,088	100%	46,207	47,131	48,074	49,035	50,016	51,016
Mathematics Teacher 3	43,017	100%		43,017	43,877	44,755	45,650	46,563
Mathematics Teacher 4	43,017	50-100%			21,509	43,878	44,756	45,651
Math & Physics Teacher	49,782	100%	53,916	54,994	56,094	57,216	58,360	59,527
Chemistry Teacher	51,416	100%	58,916	60,094	61,296	62,522	63,772	65,047
Biology Teacher	43,017	50-100%			21,509	43,878	44,756	45,651
P.E. Teacher 1	40,557	100%	42,769	43,624	44,496	45,386	46,294	47,220
P.E. Teacher 2	41,368	50-100%			20,684	41,368	42,195	43,039
Social Science Teacher 1	51,416	100%	51,416	52,444	53,493	54,563	55,654	56,767
Social Science Teacher 2	62,916	100%	62,884	64,142	65,425	66,734	68,069	69,430
Social Science Teacher 3	43,017	50-100%			21,509	43,878	44,756	45,651
Social Science Teacher 4	43,017	50-100%					43,017	43,877
Spanish Teacher	41,429	100%	42,769	43,624	44,496	45,386	46,294	47,220
Foreign Language Teacher	43,017	50-100%			21,509	21,939	44,756	45,651
Health Education Teacher	42,429	60-100%	24,857	25,354	43,102	43,964	44,843	45,740
After School Program	43,017	100%	43,017	43,017	43,017	43,017	43,017	43,017
Leadership/Summer School		2.00%	12,610	14,566	17,319	19,800	21,926	22,347
School Secretary	47,150	100%	47,626	48,579	49,551	50,542	51,553	52,584
School Secretary	35,000	50-100%		17,500	17,850	36,414	37,142	37,885
Facility Manager	38,000	60-100%	21,331	29,010	36,988	37,728	38,483	39,253
Custodian	37,382	100%	37,752	38,507	39,277	40,063	40,864	41,681
Custodian	30,000	50-100%		15,000	30,600	31,212	31,836	32,473
TOTAL			959,430	1,105,248	1,297,121	1,472,082	1,589,729	1,620,644

Certificated Teachers			643,122	742,860	883,278	1,009,815	1,118,216	1,139,701
Certificated Admin			209,599	213,792	239,577	266,308	271,635	277,067
Classified staff			106,709	148,596	174,266	195,959	199,878	203,876
			959,430	1,105,248	1,297,121	1,472,082	1,589,729	1,620,644

STRS			66,801	75,375	89,087	101,731	111,114	113,334
Medicare			13,912	16,026	18,808	21,345	23,051	23,499
S.S			9,283	11,880	13,472	14,817	15,059	15,307
Health			225,257	280,551	359,192	395,731	435,011	467,637
Total Benefit(Excl. Pension, W. Comp, UI)			315,253	383,832	480,559	533,624	584,235	619,777

# of Administrators (FTE)			3.00	3.00	3.50	4.00	4.00	4.00
# of Teachers (FTE) incl. 1 FTE After School)			12.60	14.60	17.50	20.00	22.00	22.00
# of Employees (eligible to Health Benefits)			18	22	28	29	30	30
# of Students			255	305	360	395	433	450

Students added				50	55	35	38	17
Teacher added (FTE)				2.00	2.90	2.50	2.00	0.00

Average Teacher Salary			51,041	50,881	50,473	50,491	50,828	51,805
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Average Student : Teacher	22	22	22	21	21	21
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OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2011 - June 30, 2012)
(With cash inflow detail)

	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
BEGINNING CASH	17,557	186,568	24,861	37,027	255,866	1,923	5,052	9,016	212,675	89,108	181,747	101,992
A. CASH INFLOW												
1. State Revenue	0	0	0	146,026	0	111,189	111,189	311,085	7,696	50,023	65,415	20,522
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	219,551	0	89,904	0	0	0	0	0	0	0	0	0
<i>Other State Revenue (Lottery, Facility, ASES)</i>	10,911	1,011	60,685	9,424	61,674	2,000	2,000	13,765	2,000	80,580	9,540	2,000
TOTAL STATE REVENUE	230,462	1,011	150,589	427,025	61,674	113,189	113,189	324,850	9,696	221,128	74,955	22,522
2. Local Revenue	62,058	19,763	39,526	26,351	26,351	26,351	26,351	26,351	27,668	27,668	27,668	27,668
3. Federal Revenues	0	0	6,625	0	0	0	0	0	0	0	0	0
<i>ARRA/ED Job</i>												
<i>Title I + Impact Aid</i>	0	0	8,214	281	0	0	47,458	0	0	47,458	0	0
<i>Title II, III, Va</i>	0	0	0	45	0	0	5,855	0	0	0	0	5,322
TOTAL FEDERAL REVENUE	0	0	14,839	326	0	0	53,313	0	0	47,458	0	5,322
4. Other Revenues/Source	61,773	5,954	7,227	0	0	7,000	8,000	8,000	8,000	8,000	8,000	8,000
5. TOTAL Cash Inflow	354,293	26,728	212,181	453,702	88,025	146,540	200,853	359,201	45,364	304,254	110,623	63,512
6. TOTAL Cash Available	371,850	213,296	237,042	490,729	343,891	148,463	205,905	368,217	258,039	393,362	292,370	165,504
B. CASH OUTFLOW												
1. Payroll	77,277	74,577	92,468	77,205	83,418	83,418	83,418	83,418	83,418	83,418	83,418	83,418
2. Benefits	28,618	22,716	21,652	22,743	36,205	24,427	24,427	28,840	24,907	26,710	24,908	25,077
3. Instructional Materials & Supplies	936	12,874	11,548	11,408	1,000	1,000	1,000	1,500	7,573	1,500	1,500	310
4. Services and Other Operating Expenditures	71,951	68,587	30,286	120,900	219,845	33,066	86,544	40,284	51,533	98,487	79,052	39,563
a. Travel and Conferences	193	2	50	1,118	5,500	1,000	1,000	3,500	1,539	3,500	500	2,320
b. Dues and Memberships	155	788	1,443	0	0	922	20	20	80	20	20	0
c. Insurance	0	0	0	0	5,926	1,481	1,481	1,481	1,481	1,481	1,481	1,481
d. Operations & House Keeping	5,098	1,570	3,160	3,221	4,350	2,750	2,750	4,520	2,750	4,350	2,920	2,750
e. Rentals, Leases, Repairs	31,629	16,097	17,131	17,716	15,972	15,972	15,972	15,972	16,229	15,590	15,590	13,808
f. Professional/Consulting Services & Operating Expend.	34,275	49,394	8,021	97,190	187,597	10,441	64,821	14,291	28,954	73,046	58,041	18,704
g. Communications	601	736	481	1,655	500	500	500	500	500	500	500	500
5. Other Outgo	6,500	9,681	44,061	2,607	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
6. TOTAL Cash Outflow	185,282	188,435	200,015	234,863	341,968	143,411	196,889	155,542	168,931	211,615	190,378	149,868
C. ENDING CASH	186,568	24,861	37,027	255,866	1,923	5,052	9,016	212,675	89,108	181,747	101,992	15,636

OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2012 - June 30, 2013)
 (With cash inflow detail)

	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
BEGINNING CASH	15,636	19,588	78,259	283,365	248,488	213,611	178,734	260,248	225,371	248,693	272,015	295,337
A. CASH INFLOW												
1. State Revenue	0	65,165	65,165	117,297	117,297	117,297	117,297	117,297	175,496	175,496	175,496	175,496
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	128,265	193,680	175,724	0	0	0	0	0	0	0	0	0
<i>Other State Revenue (Lottery, Facility, ASES)</i>		22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139
TOTAL STATE REVENUE	128,265	280,984	263,028	139,436	139,436	139,436	139,436	139,436	197,635	197,635	197,635	197,635
2. Local Revenue	35,100	35,100	35,100	35,100	35,100	35,100	35,100	35,100	35,100	35,100	35,100	35,100
3. TOTAL FEDERAL REVENUE	0	0	116,391	0	0		116,391	0		0	0	
4. Other Revenues/Source	51,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5. TOTAL Cash Inflow	214,365	317,084	415,519	175,536	175,536	175,536	291,927	175,536	233,735	233,735	233,735	233,735
6. TOTAL Cash Available	230,001	336,672	493,778	458,901	424,024	389,147	470,661	435,784	459,106	482,428	505,750	529,072
B. CASH OUTFLOW												
1. Payroll	92,104	92,104	92,104	92,104	92,104	92,104	92,104	92,104	92,104	92,104	92,104	92,104
2. Benefits	36,080	36,080	36,080	36,080	36,080	36,080	36,080	36,080	36,080	36,080	36,080	36,080
3. Instructional Materials & Supplies	14,550	14,550	14,550	14,550	14,550	14,550	14,550	14,550	14,550	14,550	14,550	14,550
4. Services and Other Operating Expenditures	65,679	65,679	65,679	65,679	65,679	65,679	65,679	65,679	65,679	65,679	65,679	65,679
a. Travel and Conferences	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513
b. Dues and Memberships	542	542	542	542	542	542	542	542	542	542	542	542
c. Insurance	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869
d. Operations & House Keeping	3,051	3,051	3,051	3,051	3,051	3,051	3,051	3,051	3,051	3,051	3,051	3,051
e. Rentals, Leases, Repairs	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200
f. Professional/Consulting Services & Operating Expend.	30,818	30,818	30,818	30,818	30,818	30,818	30,818	30,818	30,818	30,818	30,818	30,818
g. Communications	686	686	686	686	686	686	686	686	686	686	686	686
5. Other Outgo	2,000	50,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
6. TOTAL Cash Outflow	210,413	258,413	210,413	210,413	210,413	210,413	210,413	210,413	210,413	210,413	210,413	210,413
C. ENDING CASH	19,588	78,259	283,365	248,488	213,611	178,734	260,248	225,371	248,693	272,015	295,337	318,659

OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2013 - June 30, 2014)
(With cash inflow detail)

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
BEGINNING CASH	318,659	274,255	173,426	209,977	172,919	135,861	98,803	199,125	162,067	191,043	220,019	248,995
A. CASH INFLOW												
1. State Revenue	0	79,715	79,715	143,486	143,486	143,486	143,486	143,486	209,520	209,520	209,520	209,520
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	175,496											
<i>Other State Revenue (Lottery, Facility, ASES)</i>		39,356	39,356	39,356	39,356	39,356	39,356	39,356	39,356	39,356	39,356	39,356
TOTAL STATE REVENUE	175,496	119,071	119,071	182,842	182,842	182,842	182,842	182,842	248,876	248,876	248,876	248,876
2. Local Revenue	41,429	41,429	41,429	41,429	41,429	41,429	41,429	41,429	41,429	41,429	41,429	41,429
3. TOTAL FEDERAL REVENUE	0	0	137,380	0	0	0	137,380	0	0	0	0	0
4. Other Revenues/Source	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5. TOTAL Cash Inflow	217,925	161,500	298,880	225,271	225,271	225,271	362,651	225,271	291,305	291,305	291,305	291,305
6. TOTAL Cash Available	536,584	435,755	472,306	435,248	398,190	361,132	461,454	424,396	453,372	482,348	511,324	540,300
B. CASH OUTFLOW												
1. Payroll	108,093	108,093	108,093	108,093	108,093	108,093	108,093	108,093	108,093	108,093	108,093	108,093
2. Benefits	44,634	44,634	44,634	44,634	44,634	44,634	44,634	44,634	44,634	44,634	44,634	44,634
3. Instructional Materials & Supplies	16,715	16,715	16,715	16,715	16,715	16,715	16,715	16,715	16,715	16,715	16,715	16,715
4. Services and Other Operating Expenditures	90,887	90,887	90,887	90,887	90,887	90,887	90,887	90,887	90,887	90,887	90,887	90,887
a. Travel and Conferences	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664
b. Dues and Memberships	542	542	542	542	542	542	542	542	542	542	542	542
c. Insurance	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206
d. Operations & House Keeping	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203
e. Rentals, Leases, Repairs	47,420	47,420	47,420	47,420	47,420	47,420	47,420	47,420	47,420	47,420	47,420	47,420
f. Professional/Consulting Services & Operating Expend.	35,132	35,132	35,132	35,132	35,132	35,132	35,132	35,132	35,132	35,132	35,132	35,132
g. Communications	720	720	720	720	720	720	720	720	720	720	720	720
5. Other Outgo	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
6. TOTAL Cash Outflow	262,329	262,329	262,329	262,329	262,329	262,329	262,329	262,329	262,329	262,329	262,329	262,329
C. ENDING CASH	274,255	173,426	209,977	172,919	135,861	98,803	199,125	162,067	191,043	220,019	248,995	277,971

OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2014 - June 30, 2015)
(With cash inflow detail)

	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
BEGINNING CASH	277,971	244,964	138,566	182,904	153,484	124,064	94,644	215,960	186,540	204,092	221,644	239,196
A. CASH INFLOW												
1. State Revenue	0	96,223	96,223	173,201	173,201	173,201	173,201	173,201	220,173	220,173	220,173	220,173
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	209,520											
<i>Other State Revenue (Lottery, Facility, ASES)</i>		39,906	39,906	39,906	39,906	39,906	39,906	39,906	39,906	39,906	39,906	39,906
TOTAL STATE REVENUE	209,520	136,129	136,129	213,107	213,107	213,107	213,107	213,107	260,079	260,079	260,079	260,079
2. Local Revenue	45,457	45,457	45,457	45,457	45,457	45,457	45,457	45,457	45,457	45,457	45,457	45,457
3. TOTAL FEDERAL REVENUE	0	0	150,736	0	0		150,736	0		0	0	
4. Other Revenues/Source	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5. TOTAL Cash Inflow	255,977	182,586	333,322	259,564	259,564	259,564	410,300	259,564	306,536	306,536	306,536	306,536
6. TOTAL Cash Available	533,948	427,550	471,888	442,468	413,048	383,628	504,944	475,524	493,076	510,628	528,180	545,732
B. CASH OUTFLOW												
1. Payroll	122,674	122,674	122,674	122,674	122,674	122,674	122,674	122,674	122,674	122,674	122,674	122,674
2. Benefits	49,507	49,507	49,507	49,507	49,507	49,507	49,507	49,507	49,507	49,507	49,507	49,507
3. Instructional Materials & Supplies	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093
4. Services and Other Operating Expenditures	95,210	95,210	95,210	95,210	95,210	95,210	95,210	95,210	95,210	95,210	95,210	95,210
a. Travel and Conferences	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830
b. Dues and Memberships	542	542	542	542	542	542	542	542	542	542	542	542
c. Insurance	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421
d. Operations & House Keeping	3,363	3,363	3,363	3,363	3,363	3,363	3,363	3,363	3,363	3,363	3,363	3,363
e. Rentals, Leases, Repairs	47,662	47,662	47,662	47,662	47,662	47,662	47,662	47,662	47,662	47,662	47,662	47,662
f. Professional/Consulting Services & Operating Expend.	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636
g. Communications	756	756	756	756	756	756	756	756	756	756	756	756
5. Other Outgo	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
6. TOTAL Cash Outflow	288,984	288,984	288,984	288,984	288,984	288,984	288,984	288,984	288,984	288,984	288,984	288,984
C. ENDING CASH	244,964	138,566	182,904	153,484	124,064	94,644	215,960	186,540	204,092	221,644	239,196	256,748

OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2014 - June 30, 2015)
(With cash inflow detail)

	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
BEGINNING CASH	256,748	196,726	80,003	128,517	98,166	67,815	37,464	172,350	141,999	163,874	185,749	207,624
A. CASH INFLOW												
1. State Revenue	0	107,966	107,966	194,338	194,338	194,338	194,338	194,338	246,564	246,564	246,564	246,564
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	220,173											
<i>Other State Revenue (Lottery, Facility, ASES)</i>		55,506	55,506	55,506	55,506	55,506	55,506	55,506	55,506	55,506	55,506	55,506
TOTAL STATE REVENUE	220,173	163,472	163,472	249,844	249,844	249,844	249,844	249,844	302,070	302,070	302,070	302,070
2. Local Revenue	49,830	49,830	49,830	49,830	49,830	49,830	49,830	49,830	49,830	49,830	49,830	49,830
3. TOTAL FEDERAL REVENUE	0	0	165,237	0	0		165,237	0		0	0	
4. Other Revenues/Source	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5. TOTAL Cash Inflow	271,003	214,302	379,539	300,674	300,674	300,674	465,911	300,674	352,900	352,900	352,900	352,900
6. TOTAL Cash Available	527,751	411,028	459,542	429,191	398,840	368,489	503,375	473,024	494,899	516,774	538,649	560,524
B. CASH OUTFLOW												
1. Payroll	132,477	132,477	132,477	132,477	132,477	132,477	132,477	132,477	132,477	132,477	132,477	132,477
2. Benefits	54,027	54,027	54,027	54,027	54,027	54,027	54,027	54,027	54,027	54,027	54,027	54,027
3. Instructional Materials & Supplies	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589
4. Services and Other Operating Expenditures	119,932	119,932	119,932	119,932	119,932	119,932	119,932	119,932	119,932	119,932	119,932	119,932
a. Travel and Conferences	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013
b. Dues and Memberships	542	542	542	542	542	542	542	542	542	542	542	542
c. Insurance	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653
d. Operations & House Keeping	3,531	3,531	3,531	3,531	3,531	3,531	3,531	3,531	3,531	3,531	3,531	3,531
e. Rentals, Leases, Repairs	67,928	67,928	67,928	67,928	67,928	67,928	67,928	67,928	67,928	67,928	67,928	67,928
f. Professional/Consulting Services & Operating Expend.	42,471	42,471	42,471	42,471	42,471	42,471	42,471	42,471	42,471	42,471	42,471	42,471
g. Communications	794	794	794	794	794	794	794	794	794	794	794	794
5. Other Outgo	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
6. TOTAL Cash Outflow	331,025	331,025	331,025	331,025	331,025	331,025	331,025	331,025	331,025	331,025	331,025	331,025
C. ENDING CASH	196,726	80,003	128,517	98,166	67,815	37,464	172,350	141,999	163,874	185,749	207,624	229,499

OAKLAND UNITY HIGH SCHOOL

Cashflow Projection (October 1, 2015 - June 30, 2016)
(With cash inflow detail)

	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
BEGINNING CASH	229,499	166,887	49,637	104,112	83,680	63,248	42,816	194,109	173,677	183,571	193,465	203,359
A. CASH INFLOW												
1. State Revenue	0	121,022	121,022	217,840	217,840	217,840	217,840	217,840	248,166	248,166	248,166	248,166
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	246,564											
<i>Other State Revenue (Lottery, Facility, ASES)</i>		70,904	70,904	70,904	70,904	70,904	70,904	70,904	70,904	70,904	70,904	70,904
TOTAL STATE REVENUE	246,564	191,926	191,926	288,744	288,744	288,744	288,744	288,744	319,070	319,070	319,070	319,070
2. Local Revenue	51,787	51,787	51,787	51,787	51,787	51,787	51,787	51,787	51,787	51,787	51,787	51,787
3. TOTAL FEDERAL REVENUE	0	0	171,725	0			171,725			0	0	
4. Other Revenues/Source	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5. TOTAL Cash Inflow	299,351	244,713	416,438	341,531	341,531	341,531	513,256	341,531	371,857	371,857	371,857	371,857
6. TOTAL Cash Available	528,850	411,600	466,075	445,643	425,211	404,779	556,072	535,640	545,534	555,428	565,322	575,216
B. CASH OUTFLOW												
1. Payroll	135,054	135,054	135,054	135,054	135,054	135,054	135,054	135,054	135,054	135,054	135,054	135,054
2. Benefits	57,901	57,901	57,901	57,901	57,901	57,901	57,901	57,901	57,901	57,901	57,901	57,901
3. Instructional Materials & Supplies	20,258	20,258	20,258	20,258	20,258	20,258	20,258	20,258	20,258	20,258	20,258	20,258
4. Services and Other Operating Expenditures	143,750	143,750	143,750	143,750	143,750	143,750	143,750	143,750	143,750	143,750	143,750	143,750
a. Travel and Conferences	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214
b. Dues and Memberships	542	542	542	542	542	542	542	542	542	542	542	542
c. Insurance	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758
d. Operations & House Keeping	3,708	3,708	3,708	3,708	3,708	3,708	3,708	3,708	3,708	3,708	3,708	3,708
e. Rentals, Leases, Repairs	88,221	88,221	88,221	88,221	88,221	88,221	88,221	88,221	88,221	88,221	88,221	88,221
f. Professional/Consulting Services & Operating Expend.	45,473	45,473	45,473	45,473	45,473	45,473	45,473	45,473	45,473	45,473	45,473	45,473
g. Communications	834	834	834	834	834	834	834	834	834	834	834	834
5. Other Outgo	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
6. TOTAL Cash Outflow	361,963	361,963	361,963	361,963	361,963	361,963	361,963	361,963	361,963	361,963	361,963	361,963
C. ENDING CASH	166,887	49,637	104,112	83,680	63,248	42,816	194,109	173,677	183,571	193,465	203,359	213,253

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

1 What is distinctive about your school?

Oakland Unity High School is distinguished by two features. First, because of the quality, motivation and longevity of its staff, they are able to implement educational practices (some innovative, but many others well known to support the academic achievement and development of an inner city high school student population such as ours) with intensity and quality. Second, Unity is distinguished by a commitment to integrating innovative technology into the administration of the school as well as the curriculum to address the range of individual and academic needs of our students.

The educational practices that our staff implements include:

- A safe and nurturing teaching and learning environment.
- Small class sizes, with an average of 25 students per class.
- An advisory system where a teacher mentors/advocates for a cohort of students from their freshman year to graduation, not allowing students to fall through the cracks. Advisors initiate or attend student study team meetings (SSPs & SSTs), review student performance and work in conjunction with families to decide on academic, mental health or other interventions.
- A summer bridge program for all entering 9th graders.
- An extensive afterschool program that includes enrichment programs for high achievers, intervention (e.g. tutoring) for low achievers, community service projects and more.
- Rich extra-curricular activities/ programming, including a 3-day inter-session, that enables students to enrich their school and learning experience and to experience/participate in a variety of activities that are not available to our students.
- An extensive college orientation program including college field trips starting from 9th grade.
- Early identification and targeted intervention for under-performers.
- Staff initiated and designed professional development program.
- A culture of shared decision-making that enables staff to provide input on all school matters.

The technology-based innovations Unity has integrated into school life include:

- Intensive use of data to inform curriculum, instruction, school programming, and intervention, including extensive use of DataDirector and Power School.
- Annual on-line surveys that allow our staff and student to provide feedback on school matters.

- On-line credit recovery courses throughout the school year and summer
- On-line advanced coursework
- On-line test preparation
- Hybrid models of instruction and on-line programs to individualize and remediate instruction in English and math
- Use of AlertNow and the school website to enhance communication with families and the community.

2 How effective is your school overall?

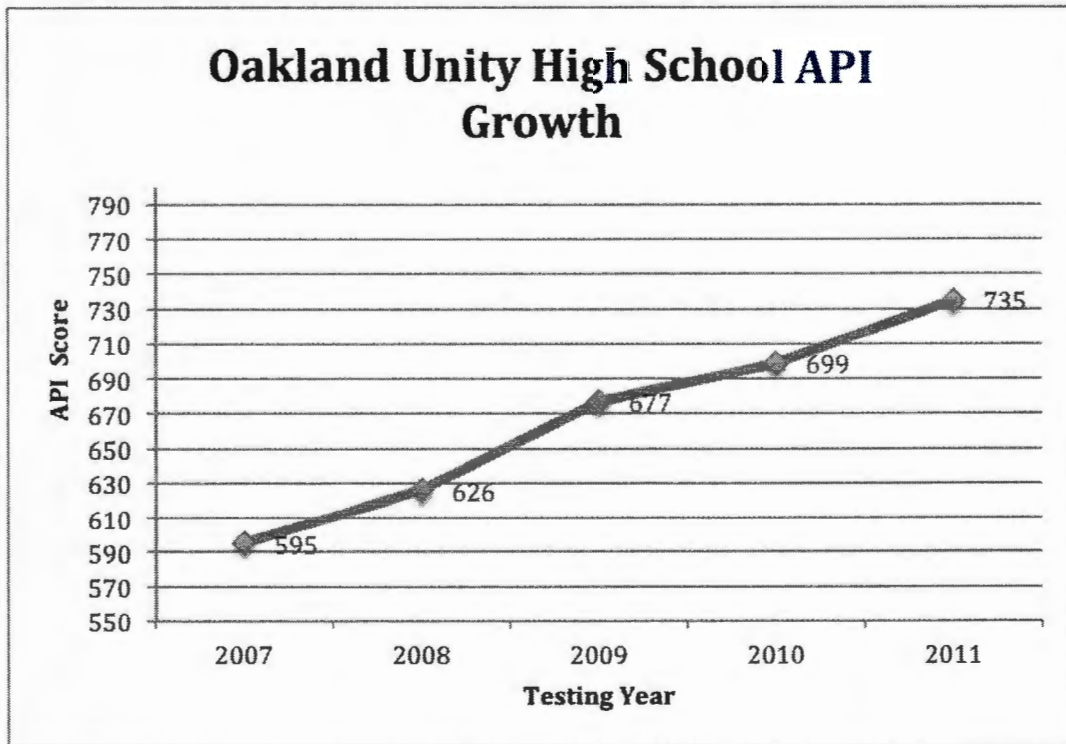
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

When looking at our measurable pupil outcomes, we see steady improvement in our test and accountability results, including API, CST and CAHSEE. We are also meeting our measurable pupil outcome goal with regard to four year college/university acceptance rate for our students.

What are its notable strengths?

- 1) Unity High has had five years of continuous improvement in its API scores.



- 2) Unity High has consistently met or exceeded its goal of having 65% of its senior class accepted to four year colleges and universities:

Acceptance Rate to Four-Year Colleges & Universities

2008-09	80%
2009-10	72%
2010-11	68%

What are the main priorities for improvement?

Unity differs from many high performing charter high schools in Oakland because we do not have a direct charter feeder school. As a result, our incoming 9th graders arrive with a wide variation of skill in math, English and other subjects and many students arrive with below grade level proficiency skills.

Therefore our main focus of improvement has been on preparing the readiness of the incoming 9th graders for our college preparatory curriculum and to offer intervention for the under-achievers. Some of the strategies we have developed and implemented are:

- 1) A summer school program for all incoming 9th graders. This past summer, we have begun integrating on-line math and reading programs that individualize instruction to more effectively meet the students' needs.
- 2) An algebra readiness class for students whose math skills were in need of remediation.
- 3) A study-hall program during the school year in which students who are identified as struggling in a particular course or courses are assigned to an extra end of the day study hall.
- 4) A required after school program for all 9th graders that integrates homework/academic tutoring and enrichment.

Furthermore, Unity is continuing to expand our programming for our high achievers:

- 1) Continue the development of new AP courses.
- 2) Provide on-line programs to augment our AP course offerings and for math acceleration.

A main focus of experimentation and improvement for these strategies for Unity is the integration of online curriculum that provides curriculum and review tailored to each student' individual needs in English and math.

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:	Excellent	x				Unsatisfactory

A majority of students and families perceive Unity to be a good school.

How do you know?

We created and have implemented a year-end online student survey to get feedback for the last four years. In addition, we collected parent feedback during the annual three-way (parent-student-school) conference this year. We also have collected waiting list data for the last few years.

What do (a) students and (b) parents most like about the school?

In the results of the student survey, a majority of students have agreed with the statement that "Overall, Unity is a good school":

- 2007-08 65%
- 2008-09 61%
- 2009-10 68%
- 2010-11 69%.

In addition, in 2011, 96.7% of seniors agreed or strongly agreed with the statement.

The results of the student survey indicate that students value the fact that staff cares about students as individuals. They were also very aware of the mission of the school: to prepare them for entry to college.

In addition, in analyzing the written responses to the survey question, "Complete the following sentence as if you were describing Unity to someone who hasn't been to the school, 'Unity High is a school that...'" from the 2009-10 survey, 76% of the comments written expressed a positive attitude about the school, including such statements as:

Unity is a school that cares about their students

Really encourages students to go to college and be whatever you want to be. Also tries to teach habits of heart and habits of mind that will benefit you in the future and help you grow as a person.

Unity is a school that is a lot of fun but at the same time when you are having fun you learn new things everyday. Even though sometimes it's too strict, I still enjoy being here.

We believe the increasing demand for entry to Unity shown by the rise in our waiting list numbers following our lotteries in April shows the positive perception of our families of the school and the resulting word of mouth in the community that has resulted. For the 2008-09 school year, we had 43 students on the waiting list. For 2009-10, we had 79 students on the waiting list. For 2010-11, we had 67 students on the waiting list.

What do they feel needs improvement, and what action is being taken?

In the past, there have been complaints on the surveys about the school lunch program, both the quality and service, as well as the lack of extracurricular activities.

Unity is discussing menu options with Revolution Foods, our lunch and snack provider, to improve their offerings.

We continue to expand our after-school and extra-curricular activities. In the 2010-11 school year, our Dean of Students organized a variety of new activities for students such as participation in the African American Knowledge Bowl, boating at the Jack London Aquatic Center, attendance at activities and lectures on college campuses and more.

If funding is available, our priority is to expand our comprehensive after-school program to serve all Unity students.

4 How well do students achieve?

	5	4	3	2	1	
Evaluation:	Excellent		x			Unsatisfactory

Looking at our CST results over time, our percentage of students scoring in the proficient and advanced categories have had, on average, steady increases. And our intensive populations, students scoring in the Far Below Basic and Below Basic categories have shrunk. In addition, in looking at our CST score averages compared to the average of Oakland high schools (both charter and non-charter) with similar student populations, Unity students score above the average.

This improvement is also reflected in the increase in tenth grade students who show proficiency in English and math when they take the CAHSEE.

However, we would like to see our percentages of students scoring in the advanced and proficient categories in the CST continue to increase, particularly in math.

How do you know?

We look at our test score trends over time each year as we prepare our Measureable Pupil Outcome reports.

In which subjects and grades do students do best, and why?

A comparison of CST scores over the last four years show improvement in all subject areas, with students doing best in English and history, with the largest jump in percentage of students in proficient and advanced in history and of all things, physics!

ENGLISH

There has been a steadily rising advanced and proficient population.

2007-08	2008-09	2009-10	2010-11
21.43%	25.68%	29%	30.7%

HISTORY

There has been significant improvement over this span of time, with a particularly large jump in 09-10, with almost 1/3 of the students tested scoring proficient or above. This past year, we had 22% scoring at the advanced levels in world history and 7% scoring at advanced levels in U.S. History.

2007-08	2008-09	2009-10	2010-11
4.26%	9.09%	31.25%	43%

A comparison of CST scores shows steady growth in the students scoring in the advanced and proficient categories in science, with a recent significant jump in the students scoring advanced or proficient in biology.

BIOLOGY

There has been significant growth in the advanced/proficient population.

2007-08	2008-09	2009-10	2010-11
13.64%	19.8%	28.77%	25%

CHEMISTRY

While no students score in the advanced category, the percentage of students scoring at proficient has improved greatly while the intensive population has gotten smaller.

2007-08	2008-09	2009-10	2010-11
2.27%	8%	10.81%	13%

PHYSICS

Students scoring at advanced or proficient has risen steadily, with a high this past school year of 12% scoring at advanced and 27% scoring proficient.

2007-08	2008-09	2009-10	2010-11
0%	9.09%	16.67%	39%

In which subjects and grades is improvement needed, and what action is being taken?

The average below shows the average of the small percentage of students scoring at advanced or proficient in math classes at Unity. We feel that last year's scores show significant improvement and are pleased that our changes in staffing and many other interventions are producing results. However, we need to continue to build on this trend.

2007-08	2008-09	2009-10	2010-11
2.26%	3.52%	5.88%	12.4%

Administration and staff have been aware of math as our Achilles' heel and have been proactive in developing strategies for improvement, including:

- 1) integrating math test preparation and individualized online math instruction into classes
- 2) requiring 9th graders to do a 4 week math and English focused summer school prior to starting at Unity
- 3) identifying low skilled students in need of intensive remediation and creating an Algebra Readiness class
- 4) study halls and tutors for students who are struggling in classes, including math.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

- 1) Students who are identified as English Learners are scoring lower than their peers on the CST and passing the CAHSEE at lower rates.

English learners have daily access to the core curriculum and are taught in English with additional support as necessary, including instruction by CLAD and BCLAD instructors, tutors, peer support and after-school study halls.

In addition, subject area teachers, advisors and the ESL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

In addition, the ESL coordinator, in conjunction with the English Department has developed a strategy to assess English Learners by academic skills and proficiency levels in order to implement more targeted and effective interventions. Those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment and specialized reading list.

- 2) The staff discussed their perception that the male students at the school are not as engaged or successful as the females and identified the strategies they have been applying and are expanding. These include hands on after school programs to draw more students in general (but with males in mind) such as Project BEAM, which integrates hands on science, an increase in our athletic offerings for males (and females of course) beyond our very popular boys soccer and basketball programs. This coming year, we are hoping to add baseball to our athletics programs. Representatives of our administrative staff have also been active in the African American male achievement task force in Oakland.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

As indicated in previous answers, we perceive one of the major strengths of the school as the quality and dedication of the staff, in particular the teachers. As a result, the quality of instruction is excellent.

How do you know?

1) Background of teachers, including educational background.

Our staff are highly educated and trained. 71% of Unity High staff have Master’s degrees. 64% graduated from Ivy League schools or a top ten public university. All our academic subject area teachers are NCLB highly qualified teachers. In addition, we also have one national board certified science teacher.

2) Student survey results

In the most recent online student survey administered to Unity students in June 2011, Of the 11 questions asked to evaluate the teaching and learning at the school all were answered positively by a majority of the students. More than 80% of students indicated that they were being well prepared for STAR tests, that they were being taught the curriculum beyond simple facts and that they knew what to do to get additional help.

Which are the strongest features of teaching and learning, and why?

Unity has a strong culture of data and technology in the classroom. We use a quarterly benchmark assessment process to monitor student learning strengths and weaknesses, and staff and admin use this information to modify learning goals and plan effective interventions.

At Unity, we also have an exceptional culture of fostering positive staff-student relationships, focusing on educating the “whole child” through the Habits of Hearts and Mind and positive modeling.

Unity staff has a remarkable level of collegiality and support for one another. Unity’s Professional Development is teacher-driven, and marked by a drive to share useful resources, knowledge, and best-practices.

What aspects of teaching and learning most need improvement, and what action is being taken?

Unity is in the process of searching for an upgraded school site to remove the limits being placed by the facilities at our current site. We hope to add a library, more computer labs and support for blended learning, and additional space for athletics and electives.

In terms of curriculum, Unity needs to integrate more project-based-learning, while maintaining a focus on concrete standards and test-preparation. We also need to find ways to challenge our “advanced learners” to push themselves to the limits of their academic ability, through more tiered-curriculum, more electives, and more Advanced Placement (AP) and independent learning activities.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

The majority of the staff is satisfied with the professional development opportunities provided at the school. Some members may wish more input into the selection of the activities.

How do you know?

At the end of each school year, there is an online staff satisfaction survey completed by each staff member that contains a section on professional development. There are also evaluations completed after staff development activities.

While the majority of the staff seemed satisfied with opportunities for professional development, only 54% felt that professional development reflected the needs and priorities of the teachers.

Which are the strongest features of professional development, and why?

Professional development activities that are initiated and designed by staff have been most valued by the teachers and are cost-efficient as well.

How are professional development activities selected and evaluated?

Unity administration has a strong practice of selecting meaningful Professional Development opportunities that can be attended by individual staff, who can then return and share best practices with the rest of the staff community.

Professional development activities are initiated by staff, approved and organized by site administrative team, and incorporated in the school calendar at the beginning of the school years.

Unity conducts annual staff survey that seeks staff feedback and suggestions on professional development activities.

What aspects of teaching and learning most need improvement, and what action is being taken?

Unity will create a Professional Development Committee to manage the teacher-driven professional development that takes place throughout the year.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

Unity High staff has worked hard to implement assessments of student learning that reflect their progress on standards based curriculum. In addition to standards based grading and analysis of students' CST test results, teachers create standards based rubrics and interdisciplinary projects reflecting standards and benchmark exams in each subject area.

How do you know?

Unity High has been involved in Project ZOOM sponsored by the California Charter Schools Association. Project ZOOM provided the start up resources to integrate the use of web based data and assessment management system DataDirector into Unity's operations.

What are the strongest features of assessment?

With DataDirector, teachers are readily able to access CST proficiency information on their students, as well as create standards based exams and analyze the proficiency trends in the results so as to be better able to identify the learning needs of their students.

We also administer quarterly benchmark test to assess students' progress on content standards. Teachers use the benchmark test results to inform their curriculum planning and delivery

What aspects need improvement, and what action is being taken?

We continue to be concerned with assessing student's genuine level of readiness to succeed in college. As a staff, we have focused on developing authentic assessments that will evaluate student's abilities in multiple learning modalities through project-based, group-oriented assignments. These include community-service, job-shadowing, and senior-portfolio projects.

We also work towards increased individualization both in the teaching and assessment of students, particularly in math, using Khan Academy and other software tools.

In addition, we strive to be even more data-driven, and create a culture of continuous feedback so that both teachers and students can self-monitor and self-correct to establish best practices and achieve high learning outcomes.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

In spite of brainstorming and implementation of a variety of outreach and recruitment activities, the school continues to struggle with attracting a population reflective of the community. While, we have a representative percentage of English language learners and a growing population of students with disabilities, we enroll a disproportionately high percentage of Hispanic students.

How do you know?

We analyze our demographic data each year for our School Accountability Report Card (SARC) and other compliance related issues.

What are the strongest aspects of efforts to enroll a diverse student population?

- Unity participated in nine high school fairs conducted at OUSD middle schools.
- We have hosted many visits to Unity by other Oakland middle schools.
- We have been using our website effectively to present activities that might recruit a more diverse group of students.
- Unity is an active participant in OUSD's African American Male Achievement Task Force.

What aspects need improvement, and what action is being taken?

We will increase our effort to proactively reach out to community-based organizations that serve populations we would like to attract.

9 How effective is the leadership and management of the school??

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

- A safe, nurturing school environment.
- School performance data. See answers to question 2.
- Staff year-end survey results.
- Student year-end survey results.
- Low turnover of teaching and support staff.

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

- Quarterly benchmark assessments that are based on state standards by subject matter.
- Course syllabi that are approved as meeting UC A-G requirements.
- Administrative teams monthly reporting of school performance to the Board of Directors.
- Observation of classroom teaching by administrators

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

- Conduct professional development including visitation to other school to learn exemplary practices.
- Review staff performance review process to ensure that staff members are evaluated according to their implementation of Unity’s college preparatory curriculum.
- Ask education consultant to visit Unity to review/critique our practices.
- Develop school improvement plan and monitor its implementation.

Which aspects of leading and managing the academic performance of the school work best, and why?

- The intensity and frequency of using data to inform our practices.
- The sharing of a clear set of expectations, goals, and objectives.
- Shared decision-making process allows all staff members to commit to a clear set of expectations, goals, and objective.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

- Unity leadership needs to maintain its focus on the school’s culture of being student focused with data driven decision making.
- Need assessment scheme to measure higher-level learning and other non-academic goals and objectives (e.g. respect for different cultures.)

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				x			

Our bilingual staff communicates well with Unity families. As part of the mission of our school, we have been able to hold workshops to help parents better understand and participate in the college application and financial aid process. Staff is stretched thin, however, and we see the need to advocate for even more active participation by families throughout the process of high school.

How do you know?

- Annual three-way (parent-student-school) conference.
- Staff's experience in interaction with parents.
- Whole and extended-family participation and attendance at Unity -- parents enroll student's siblings to Unity and encourage other families to enroll their own children.
- Parents' involvement in the discipline process.
- Parents' participation in SSP meetings.
- Parents' participation in school celebrations and events.

Which are the strongest features, and why?

- Frequent communication between the student's advisor and parents.
- Workshops on college applications and financial aid.
- School events that draw participation from parents.
- Frequent communication with parents via AlertNow on a variety of school activities and events.
- Quarterly school-wide parent meetings when Unity's expectations and accountability system are explained and the school progress is shared. Parents are also informed on how to support their students' work and to prepare for college.

What most needs improvement, and what action is being taken?

- Conduct annual parent survey.
- Develop more school activities that are appropriate for parent participation.
- Foster parent interest in the college application process, and parent support for college field-trip activities.
- Promote more parent involvement in community service opportunities for Unity students.
- Promote an increased culture of student participation in meaningful summer activities, with active parental support.
- We are currently working with the organization Parents that Can to achieve some of our parental involvement goals.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

From the governing board to the principal to the teachers, Unity High has long been a practitioner of data driven decision making to reflect upon and continuously improve the curriculum and instruction for the benefit of the students.

How do you know?

Staff and Board meeting minutes, as well as the school website, reveal frequent review and discussion of school performance data: CST, CELDT, CAHSEE, Benchmark Assessment, grades, attendance records, and disciplinary records.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

- Staff reviews individual student data weekly at staff meeting and prescribes interventions for the appropriate students.
- Site administrative team and staff review school data semi-annually and as required and make programmatic changes to improve performance.
- Quarterly benchmark tests allow teachers to review, revise, and improve their curriculum and instruction and to prescribe targeted intervention for the under-performers.

Describe how the school is training administrators and teachers to understand and use assessment data.

- Unity has been an early member of the California Charter Schools Association ZOOM project. Our administrative team and staff have attended many training sessions related to the use of DataDirector, the school data warehousing and analysis system.
- Unity has also conducted workshops for other schools on how we use data to improve our curriculum and instruction.

To what extent are parents and students informed of student performance data individually and schoolwide?

- Students have access to their grades and other test data on demand via the student information system PowerSchool.
- Parents receive quarterly report cards on their students' performance.
- Parents receive their students' CST, CASHEE, and CELDT results when available.
- Parents receive training on how to access PowerSchool to review their students' grades and test scores.
- Teachers/advisors telephone parents whenever a student is not performing. Person to person conferencing is also conducted to agree on interventions.
- Administrators use the website and parent meetings to educate families about Unity's performance data and progress.

What most needs improvement, and what action is being taken?

With Unity increasing its use of technology such as implementing online programs and integrating data driven decision-making, we find that maintaining and keeping up with the technology takes infrastructure and support. With state budget cuts impacting money to public schools, Unity staff members are constantly balancing efficiency and economy as we try to minimize our use of outside consultants while maximizing the ease with which staff can access the data they need to do their work.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
How do you know?							
<ul style="list-style-type: none"> - By the performance of students with special needs and ELLs. - By the review and signing of the three-way contract at the beginning of each school year. - By (lack of) record of parent complaints. 							
Which are the strongest features, and why?							
<ul style="list-style-type: none"> - Small classes allow Unity teachers to provide individualized instruction to students with special needs and ELLs. - After school tutoring provides the students with extra assistance on school-work. - Counseling provides the students with the necessary motivation and support. 							
What most needs improvement, and what action is being taken?							
<ul style="list-style-type: none"> - Better access to special education services from OUSD. 							

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

Unity has gradually modified and improved its protocols for identifying English language learners, students with disabilities and students in need of remediation. We have also begun to ramp up our programming for our smaller population of academically gifted and advanced students.

How do you know?

- Our participation in CALPADS and the resulting data reports from the California Department of Education allowed us to verify our data on students and to compare our demographic information to similar schools.
- Unity administrators have been proactive and consistent about using our student information system PowerSchool to track student progress as well as interventions decided upon for specific students..

Which are the strongest features, and why?

- Unity administration has been very consistent in entering correct demographic data on students and checking the data against multiple sources, including cum files and previous CALPAD entries.
- Small classes and dedicated staff have enabled the early identification and/or referral of English language learners and students with disabilities and the immediate deployment of the SST process.
- Consistent collection of data (including 8th grade CST scores) and use of PowerSchool enable teachers to pinpoint students in need of remediation and intervention.
- Our college preparation and counseling program identifies high achieving students and provides tailored advising including guidance to concurrently enroll in community college courses and other extra-curricular enrichment.

What most needs improvement, and what action is being taken?

Because our school is small, we have had to limit the number of AP classes we offer. In addition, our focus has often been on the students who are below grade level as they have traditionally been a larger population at Unity. We would like, however, to have a more developed strategy to challenge our more able academic students. Two initial components of this strategy are:

- 1) To continue to refine and offer individualized instruction, for both remediation and acceleration, via our online software curriculum such as the Khan Academy.
- 2) To have our Dean of Students continue to work with the staff and college counselor to identify high achieving students and coordinate extra-curricular outings aimed to challenge and enrich this population.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation:	Excellent	x				Unsatisfactory

How do you know?

- Board meeting minutes.
- Existence of policies and procedures.
- Annual performance review of school leader.
- Annual review of school performance.
- Excellent attendance of board meetings.
- Low turnover of board members.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

- Board candidates are recommended to the board by teachers, parents, and larger school community to fill the roles described in the charter.
- Candidates are invited to visit Unity and to meet with at least one other board member who will nominate the candidate at the next board meeting.
- A candidate is elected to the board by a majority vote.
- The current board members are:

Andrew Noble, Chair

Residence: Berkeley
Attorney

Jesse Hahnel, Vice Chair

Residence: Alameda
Attorney

Ely Ceryak, Treasurer

Residence: San Francisco
Real Estate Broker

Damon Grant, Secretary

Residence: Oakland
Unity Teacher

Sau-Lim (Lance) Tsang, Executive Director

Residence: Oakland
Non-profit management

Ignacio Barragan,

Residence: Oakland
Parent of Unity student

Gilberto Arriaza

Residence: Berkeley
Professor

• Board Committees:

Finance: Board Chair, Treasurer, Executive Director, school principal

Facility: Treasure, Executive Director, school principal

Personnel: Board Chair, Vice Chair, Executive Director

Student Discipline: Board Chair, Vice Chair, school principal

Board resumes are attached.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

From Unity Charter:

The Directors meets regularly and as needed and is responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the Unity Principal.
- Hiring Unity employees after consideration of a recommendation by the Principal including overseeing the compliance of hiring policies/procedures by the principal.
- Approving contractual agreements for amount exceeding \$1000 that are not including in the annual budget.
- Approving and monitoring the implementation of Unity general policies including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Unity annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the Unity mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or sub-committees as needed, including but not limited to, an audit committee.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

Example of latest policy approved: Compensation for National Board Certified teacher: Teacher with National Board Certification receives reimbursement for expenses incurred for obtaining the certification and an addition annual compensation of \$4000.

What are the notable features of the governing board in the school?

- Monthly review of Unity finance.
- Participation of board members in Unity activities.
- Annual performance review of school principal.
- Annual review of school performance.

How effectively does the governing board work with the school leader/s?

- The governing board is working collaboratively with the school leader. The board develops policies, ensures the compliance to the policies, monitors the school performance, evaluates the performance of the principal, and oversees the school finances.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
How do you know?							
<ul style="list-style-type: none"> • Parent survey, teacher survey • Parent meetings and workshops • Three-way (parent-student-staff) meetings • Board membership 							
Which are the strongest features, and why?							
<ul style="list-style-type: none"> • For the last five years, there has been a parent of a student and a parent of an alumnus on Unity's Board of Directors. Both are full voting members. • Unity bylaws specify that at least one member of its Board of Director has to be a Unity teacher selected by instructional staff. 							
What most needs improvement, and what action is being taken?							
<ul style="list-style-type: none"> • Empower parents to be more involved in school leadership roles • Empower parents to assist in fund raising activities • Empower parents to assist with the search for a new school facility 							
<p>As noted previously, Unity administration has begun working with the CCSA parent empowerment group, Parents that Can, to provide training to provide parents with the tools to become more actively involved in school governance.</p>							

16 How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory
How do you know?							
<ul style="list-style-type: none"> • Annual audits • Board monitoring of compliance with federal, state, and school policies/regulations. 							
Which are the strongest features, and why?							
<ul style="list-style-type: none"> • Monthly review of financial statements by board of directors. • Monthly school updates by principal at board meetings. 							
What most needs improvement, and what action is being taken?							
<ul style="list-style-type: none"> • Need funding to meet cash flow issues due to the continual deferment of state funding. Unity is negotiating to obtain a credit line to meet its cash obligations. 							

17 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

- Monthly financial reports and cash flow projections
- Annual audits

Which aspects of the school's fiscal operations work best?

- Through prudent financial planning and practice, Unity has established a fund balance of \$460,000 as of the end of the 2009-10 school year. The amount allowed us to, by tapping into our reserve, continue our program offerings and staff compensation in the 2010-11 school year despite significant reduction in state aid. We will continue to exercise our prudence in our fiscal operation and are projecting to end the 2011-12 school year with no loss.
- Monthly review of financial statements by the Board of Director and the administrative team.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

- Need to raise additional funding to increase and enrich the program offerings for the diverse needs of our student population.

18 What are the most significant aids and/or barriers to raising student achievement?

- The severe reduction in school funding in the recent years has forced Unity to increase its average class size from 20 to 25. We need funding to support smaller class sizes, especially for the 9th graders.
- Unity is a small school and can only offer a limited number of courses. We have increasingly offered hybrid on-line courses to our students to supplement our standard offerings. Unity is seeking a new facility that will allow the school to grow to its vision of a 400-student school. The increased enrollment and additional revenue will allow the school to provide more program offerings to meet the individual needs of its diverse student body.
- Unity needs to raise funds to enhance its IT capability to integrate more online curricula in its regular classes, to provide access to more individualized instruction, and to offer curriculum and programming that are not offered by our staff.
- Need funding to expand the after-school and summer program to serve all students.

Charter Renewal Data Document

Name of school: Oakland Unity High School			Name of School Leader: David Castillo		
Financial Information			Year		2011-2012
Total Operational Budget	\$2,095,599	Per Student Revenue		\$8,382	
Total Expenditure	\$2,072,847	Expenditure Per Student		\$8.291	
Balance brought forward from previous year	\$484,807	Projected balance carried forward to next year		\$507,559	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>	54%	70%	86%	90%	86%
Percentage of ELL students	10%	31%	33%	33%	43%
Number of students with special educational needs	3%	1%	5%	5%	6%
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission				14	
Students who left the school other than at the usual time of leaving (excluding expulsions)				18	
Attendance for current and prior year				% Attendance	
School data				2009-10 97.72%	2010-11 97.42%
Background of students 2011-12	Number of students/Percent of Students	Discipline - prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	19/ 7.5%	African-American		1	0
Asian/Pacific Islander	0/0	Asian/Pacific Islander		0	0
Hispanic	233/92%	Hispanic		19	0
White	0/0	White		0	0
Mixed/ No Response	1/.003%	Mixed/ No Response		N.A.	0
ELL	108/43%	ELL		6	0
SPED	14/6%	SPED		0	0
Gender (male/female)	Male131 52%/Female122 48%	Gender (male/female)		12/8	0
Homeless Students	0/0	Homeless Students		N.A.	0
Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
2010-2011 (for 2011-2012)	<i>April 6, 2011</i>	9th	105	80	25

school year)		10th	33	5	28
		11th	8	0	8
		12th	7	1	6
		2009-2010 (for 2010-2011 school year)	April 14, 2010	9th	116
		10th	25	8	17
		11th	16	0	16
		12th	5	1	4
2008-2009 (for 2009-2010 school year)	April 2009	9th	81	72	9
		10th	26	7	19
		11th	12	2	10
		12th	5	0	5
2007-2008 (for 2008-2009) school year	April 4, 2008	9th			
		10th			
		11th			
		12th			

Graduation Information	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate	93%	93%	92%	95%	N.A.
Retention Rate (% of graduates enrolled since grade 9)	70%	65%	66%	68%	N.A.
Post Graduation Plans					
% attending 4-year college	65%	56%	40%	60%	
% attending 2-year college	35%	43.94%	60%	40%	
% attending vocational/technical training	N.A.	.03%	N.A.	N.A.	
% joined military	N.A.	.03%	N.A.	N.A.	
% working exclusively	N.A.	N.A.	N.A.	N.A.	

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	12	12	11.5	11.5	12
% New Hires	25%	33%	26%	35%	17%

% Retained from Prior Year	75%	67%	74%	65%	83%
Total number of vacant teaching posts currently (FTE) 0					

AYP	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	Yes	Yes	No	Yes	N.A.
% AMOS Met	ELA: 21.3% Math: 42.6%	ELA: 44.5% Math: 43.5%	ELA: 55.6% Math: 54.8%	ELA: 52.5 Math: 74.6%	N.A.
% Proficient-AMOS: African-American	N.A.	N.A.	N.A.	N.A.	N.A.
% Proficient-AMOS: Asian/PI	N.A.	N.A.	N.A.	N.A.	N.A.
% Proficient-AMOS: Hispanic	ELA: 22.7% Math: 40.9%	ELA: 35.7% Math: 47.6%	ELA: 35.7% Math: 44.6%	ELA: 51.9% Math: 76.9%	N.A.
% Proficient-AMOS: Mixed/No response	N.A.	N.A.	N.A.	N.A.	N.A.
% Proficient-AMOS: White	N.A.	N.A.	N.A.	N.A.	N.A.
% Proficient-AMOS: Socioeconomically Disadvantaged	N.A.	ELA: 33.3% Math: 50%	ELA: 23.7% Math: 36.8%	ELA: 52.6% Math: 73.7%	N.A.
ELL	N.A.	N.A.	ELA: 14.8% Math: 51.9%	ELA: 37% Math: 66.7%	N.A.
Students with disabilities	N.A.	N.A.	N.A.	N.A.	N.A.
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	624	677	699	735	N.A.
Statewide rank	2	3	3	3	N.A.
Similar schools rank	1	4	7	7	N.A.
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ELA					
Proficient/Advanced	21.7%	25.3%	29%	30.7%	N.A.
Basic/Proficient/Advanced	54.7%	70.3%	69%	83%	N.A.
Below Basic/Far Below Basic	46.7%	30.3%	30.3%	17.3%	N.A.
MATH					
Proficient/Advanced	2.6%	3.5%	5.8%	12.4%	N.A.
Basic/Proficient/Advanced	29.6%	18%	20.3%	43.25%	N.A.

Below Basic/Far Below Basic	74.2%	82.3%	79.6%	56.9%	N.A.
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate	English: 60% Math: 68%	English: 60% Math: 64%	English: 83% Math: 92%	English: 80.4% Math: 89.4%	N.A.

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Average school state testing scores will be at or above parity with schools of similar socio-economic ranking	CAHSEE results CST results	At or above parity with schools of similar socio-economic ranking	We met this goal.	We met this goal.	We met this goal. In comparison to other Oakland high schools (both charter and non-charter) with comparable populations with regard to SES and demographic characteristics including percentage of English Learners, we are above average. The average 2009-10API of these schools is 607. Our API for 2009-10 was 699 (up 22 points from 2008-09).	We met this goal. In comparison to other Oakland high schools (both charter and non-charter) with comparable populations with regard to SES and demographic characteristics including percentage of English Learners, we are above average. The average 2010-11API of these schools is 639.5. Our API for 2010-11 was 735 (up 36 points from 2010-11).	N.A.
At least 20% of students scoring "below basic" or "far below basic" on the CST in ELA will improve their performance on the same tests by at least one level after two years of study.	STAR	At least 20% of students improve their performance after two years of study	We are making progress towards this goal. Some students in the intensive category improved, but not 20%.	We met this goal.	We met this goal. 66% of this year's seniors have been at Unity since 9 th grade. Of this group of seniors, 11% scored at FBB or BB in 9 th grade. Of these seniors, 20% improved their ELA STAR Proficiency levels.	We met this goal.	N.A.

The % of students who score at the "proficient" or "advanced" levels on the CST in ELA and Math will exceed the % of 9th, 10th and 11th grade students, attending other OUSD schools with similar student populations, who score at the "proficient" or "advanced" levels on the same test .	STAR	Exceed students attending other OUSD schools with similar student populations	We did not meet this goal.	We have made progress towards this goal. We met this goal in English/Language Arts. We have not met this goal in math. We have: 1) incorporated the use of data director 2) implemented study halls and tutoring for students struggling in math.	We have made progress towards this goal. We met this goal in English/Language Arts. We have not met this goal in math although our percentages have improved. In order to improve our ability to meet this goal, we have: 1) hired new teaching staff in Math and 2) incorporated the use of DataDirector, individualized online instruction and benchmark exams in math.	We continue to make progress towards this goal. 1) in English/Language Arts, our average is the same as similar schools: 30.7. 2) In math, our percentage has improved, but at 12.4 is still below the average of 20.7.	N.A.
English Learner students will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels after two years of study.	CELDT	Achieve a Level 5 on the CELDT or improve on the CELDT by two levels after two years of study.	We met this goal.	We made progress towards this goal. All students tested improved one, rather two, levels after two years of study.	We did not meet the goal this year, but note that of the six students who met the criteria this year, two are students with special needs.	N.A.	N.A.
Unity will meet API growth targets each year	API	Will meet API	We met this goal.	We met this goal.	We met this goal.	We met this goal.	API
Unity will meet AYP each year.	AYP	Will meet AYP	We met this goal.	We met this goal.	This year, we did not meet this goal. Of the five AYP target requirements, we met four. We did not meet the ELA proficiency target for CAHSEE. We addressed this issue by incorporating online CAHSEE preparation and practice into our curriculum.	We met this goal.	N.A.

At least 90% of Unity students will express an interest in college education as indicated by school survey results. At least 90% of its 12th graders will submit applications for admission to 4-year colleges	Annual student survey	At least 90% of Unity students will express an interest in college education. At least 90% of its 12th graders will submit applications for admission to 4-year colleges	We met part one and two of this goal.	We did not meet part one of this goal. We met part two of this goal. However, we note that through their time at Unity, students' interest in a college education increases from 78.2% as freshman to 93.7% as seniors. We hypothesize that exposure to Unity's staff and curriculum increases students' understanding and interest in a college education.	We did not meet part one of this goal. We met part two of this goal for Spring 2010, with 96% of our seniors applying to 4 year colleges. However, we note that through their time at Unity, students' interest in a college education continues to increase from 81.5% as freshman to 97.7% as seniors.	We did not meet part one of this goal. We did not meet part two of this goal with 88% of our seniors applying to four year colleges.	N.A.
Unity will achieve Average Daily Attendance of 95% or higher	ADA/PowerSchool database records	Will achieve ADA of 95% or higher	We met this goal.	We met this goal.	We met this goal.	We met this goal.	

Statutory Renewal Threshold	
1. API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	Yes
<i>Did school attain API Growth Target in two of last three years?</i>	Yes
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	Yes
2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	No
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	No
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	Yes
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes