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Marc Lowe

Cheyenne Pronga

Antonio Tapia

**Oakland Collegiate Charter Petition**

**Respectfully Submitted to the Board of Education of the Oakland Unified School District**

February 25<sup>th</sup>, 2009

*Original Signatures*

File ID Number: 09-0688  
Introduction Date: 2/25/09  
Enactment Number: \_\_\_\_\_  
Enactment Date: \_\_\_\_\_  
By: \_\_\_\_\_

# Oakland Collegiate Charter Petition

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LETTER OF INTENT TEMPLATE

O.U.S.D. Office of Charter Schools  
1025 Second Avenue, Rm. 206  
Oakland, CA 94606  
ph: (510) 879-8349  
fax: (510) 879-1844



OAKLAND UNIFIED  
SCHOOL DISTRICT

**Letter of Intent to Apply for a Charter**

If you plan to submit a charter school petition to the Oakland Unified School District, please submit the following letter of intent to the Office of Charter Schools in advance. This will help the Office of Charter Schools to communicate better and more effectively with petitioner groups and to gather information about the interest in expanding choice options in Oakland. Thank you!

Please fax to Vilma Bermudez, (510) 879-1844 or email to [vilma.bermudez@ousd.k12.ca.us](mailto:vilma.bermudez@ousd.k12.ca.us)

<b>Name of proposed school:</b>	Oakland Collegiate
<b>Petitioner's authorized representative</b>	Jeremy Vidito
<b>Full mailing address (include city, state, zip code)</b>	421 Staten Avenue, Apt #102 Oakland, CA 94610
<b>Daytime telephone number</b>	510-205-5976
<b>Fax number</b>	N/A
<b>E-mail address</b>	<a href="mailto:jvidito@oaklandcollegiate.org">jvidito@oaklandcollegiate.org</a>
<b>Proposed location of school</b>	Central East Oakland
The area between 35 <sup>th</sup> Avenue and 73 <sup>rd</sup> /Hegenberger, and between 580 and 880 highways.	
<b>Do you plan to request Proposition 39 facilities?</b>	Yes

**Composition of petitioner group** (e.g., parents, teachers, non-profit organization)

The petitioners for Oakland Collegiate include the Founding Board of Directors, the Advisory Board, and the following Design work groups; Community Outreach, Facilities, Instructional Program, and Marketing. The Instructional Program team is comprised of current and former teachers from OUSD and surrounding school districts. The Community Outreach team is comprised of families and community members from Oakland. Our Facilities team is led by a lawyer with expertise in Education Facilities and a Project Consultant. Finally our Marketing team is a combination of nonprofit and for-profit professionals who specialize in marketing.

These teams represent a diverse group of constituencies from for-profit business to nonprofits, retired professionals to young professionals, from grandparents and parents to individuals with no children. The petitioners represent the numerous racial and ethnic communities that make up Oakland, specifically Central East Oakland.

**Grade levels to be served in year 1** Sixth grade  
**Anticipated enrollment in year 1** 120 students  
**Grade levels to be served at full-capacity** Sixth through Eighth grade  
**Anticipated enrollment at full capacity** 360 students

**Target student population** (ex. At-risk youth) Oakland Collegiate will target families in Central East Oakland. We will target those communities which historically and currently under perform within Oakland Unified School District. We will target English Language Learners, Low Income, African American, and Latino Families. We anticipate that 50% of our enrolling class will be English Language Learners, 85% will qualify for Free/Reduced Lunch, and 90% will be African American or Latino.

**Brief description of kind of school to be chartered.** Oakland Collegiate is a college preparatory middle school. We provide a longer school day and year, with a specific focus on Literacy and Math instruction. Our goal is to ensure every student graduates 8<sup>th</sup> grade proficient or advanced in every subject on the California State Standards Test.

**Brief explanation of mission of proposed charter school.**

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from high school and college.

**Are you planning to work with a charter management organization (CMO)?**

No, Oakland Collegiate is not working with any charter management organization.

***Anticipated Charter Submission.***

Oakland Collegiate will submit our charter application during the February 25<sup>th</sup> School Board meeting.

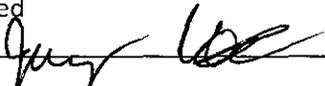
Jeremy Vidito  1-20-2009  
Signature of Applicant's Authorized Representative Date

**CERTIFICATION STATEMENT**

Proposed Charter School Name Oakland Collegiate

Proposed School Location (City) Oakland, CA

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, special need, proficiency in the English Language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person  Date 2-25-09

(Please label the copy that has original signatures.)

Print/Type Name Jeremy Vidito

Address 421 Staten Ave #102, Oakland, CA 94610

Daytime Phone (510) 205-5976 Fax N/A

**CHARTER SCHOOL ROSTER OF KEY CONTACTS**

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School: Oakland Collegiate  
Name of Nonprofit Corporation: Oakland Collegiate  
Primary Contact Person: Jeremy Vidito

Mailing Address: 421 Staten Ave #102, Oakland, CA 94610  
Phone: (day & eve.) (510) 205-5976

Fax: N/A Email: jvidito@oaklandcollegiate.org

**NONPROFIT BOARD OF DIRECTORS**

Position: Board Vice Chair  
Name: Andrew Barkett  
Mailing Address: 710 Madison Ave, Redwood City, CA 94608  
Phone: (day & eve.) (510) 517-1581  
Fax: N/A Email: abarkett@gmail.com

Position: \_\_\_\_\_  
Name: Antonio Tapia  
Mailing Address: 187 Montecito Ave #302, Oakland CA 94610  
Phone: (day & eve.) (510) 332 - 3449  
Fax: N/A Email: antoniotapiajr@yahoo.com

Position: \_\_\_\_\_  
Name: Cabral Bonner  
Mailing Address: 2612 Kingsland Ave, Oakland, CA 94619  
Phone: (day & eve.) (510) 213-9777  
Fax: N/A Email: cabral@bonnerlaw.com

**NONPROFIT BOARD OF DIRECTORS continued**

Position: \_\_\_\_\_  
Name: Cheyenne Pronga  
Mailing Address: 3065 Kansas St. Unit D, Oakland, CA 94602  
Phone: (day & eve.) (510) 301-8301  
Fax: N/A Email: cpronga@gmail.com

Position: Board Chair  
Name: Hueling Lee  
Mailing Address: 280 Park View Terrace #203, Oakland CA 94610  
Phone: (day & eve.) (617) 233-5762  
Fax: N/A Email: hueling.lee@gmail.com

Position: \_\_\_\_\_  
Name: Kay Gilliland  
Mailing Address: 14240 Skyline Blvd., Oakland, CA 94619  
Phone: (day & eve.) (510) 638-6393  
Fax: N/A Email: GillilandK@mac.com

Position: Board Treasurer  
Name: LaTisha Bourelly  
Mailing Address: 7620 Hansom Dr., Oakland, CA 94605  
Phone: (day & eve.) (301) 996-5075  
Fax: N/A Email: LaTisha@accuents.com

Position: \_\_\_\_\_  
Name: Marc Lowe  
Mailing Address: 80 Hillbrook Drive, Portola Valley, CA 94028  
Phone: (day & eve.) (650)283.8100  
Fax: N/A Email: mdl.praxis@gmail.com

Position: \_\_\_\_\_  
Name: Michael Lassoff  
Mailing Address: 1702 Washington St. #202, San Francisco CA 94109  
Phone: (day & eve.) (415) 608-5704  
Fax: N/A Email: lassoffm@gmail.com

**NONPROFIT BOARD OF DIRECTORS continued**

Position: Board Secretary  
Name: Tania Gutierrez  
Mailing Address: 3823 20<sup>th</sup> Ave, San Francisco, CA 94122  
Phone: (day & eve.) (415) 519-2523  
Fax: N/A Email: tgutierrez@oaklandcollegiate.org

---

Position: \_\_\_\_\_  
Name: Theo Lieu  
Mailing Address: 3829 Park Boulevard, Oakland, CA 94602  
Phone: (day & eve.) (510) 919-5556  
Fax: N/A Email: theolieu@gmail.com

---

**SCHOOL PERSONNEL**

**Principal Name: To Be Hired** \_\_\_\_\_  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

---

**Business Manager: To Be Determined** \_\_\_\_\_  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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**Certified Public**

**Accountant: To Be Determined** \_\_\_\_\_  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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**OTHER AS APPLICABLE (school management entity, partner)**

Contact Person: Jeremy Vidito  
Title/Position: Lead Founder- Design Team Leader  
Organization: Oakland Collegiate  
Phone (day/eve): (510) 205-5976  
Fax: N/A Email: jvidito@oaklandcollegiate.org

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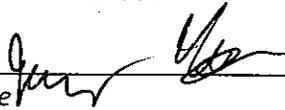
## STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances. As the authorized representative of the applicant group, I hereby certify under penalties of perjury that the information submitted in this petition for a charter for

Oakland Collegiate (name of school) to be located at Central East Oakland is true to the best of my knowledge and belief; and further, I certify that if awarded a charter, the school:

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

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

Signature 

2-25-09  
Date

## Executive Summary

### MISSION

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from high school and college.

### VISION

Oakland Collegiate will provide a rigorous data driven instructional program to eliminate the academic achievement gap. We will create a small, safe, structured environment<sup>1</sup> that motivates each student to act with integrity and strive for academic excellence. We hold three fundamental beliefs essential for producing a high performing college preparatory school.<sup>2</sup>

- Great teachers teaching rigorous curriculum can eliminate the achievement gap.
- A safe and structured school culture fosters academic excellence and character development.
- Education is a partnership between students, parents and the school, which must hold everyone accountable for student progress.

These three elements must be combined with “No Excuses” leadership which must hold the school accountable for reaching its mission.

Oakland Collegiate students will demonstrate skills, content knowledge, and character traits that will be vital as they grow to become independent, life-long learners. Our instructional model will prepare students to excel in and graduate from college by ensuring every student:

- Reads, comprehends, and discusses grade-level texts by eighth grade.
- Writes grade level work with clarity, conviction, and critical analysis.
- Completes 25 hours of community service during his or her eighth grade year.

### EDUCATION PHILOSOPHY

To realize this vision, we must create a school with a culture of discipline and hard work, where academic excellence is valued and urgently pursued. We must create a school where teachers and administrators expect excellence from themselves and their students, and come ready to assist and inspire. We must create a school where students are hard working, forward-thinking, and eager to learn. Therefore, in order to create an environment in which learning best occurs, Oakland Collegiate will provide all students with the following:

- **Start Early, Work Longer:** By the time the average East Oakland students arrive in middle school they are already 2+ years behind their peers in Alameda and Piedmont. **Oakland Collegiate** starts enrolling students in sixth grade in order to close the achievement gap before students reach high school. In order to close the gap, more time is needed which is why **Oakland Collegiate** students receive 45% more instructional time each year than their peers in district schools.
- **Focus on Literacy and Math:** In order to remediate and quickly advance, **Oakland Collegiate** students receive two and a half hours of daily instruction in Language Arts and Math through seventh grade. Our focus on Math comes from the work Bob Moses has done on the critical importance of math fluency. All **Oakland Collegiate** students will take and pass Algebra in eighth grade. Our focus on literacy follows the Reading Language Arts Framework for California Public Schools, K-12.

<sup>1</sup> Nathan, Joe and Febey, Karen. *Smaller, Safer, Saner Successful Schools*. Center for School Change. 2001.

<sup>2</sup> Oakland Collegiate instruction model is based on site visits at top performing urban charter schools including KIPP-Heartwood, North Star Academy, and Roxbury Preparatory, as well as research by Samuel Carter in *No Excuses: Lessons from 21 High-Performing Poverty Schools*; William Saunders and June Rivers study *Cumulative and Residual Effects of Teachers*; E.D. Hirsh Jr. *The Schools We Need*; and Lorraine Monroe *Nothing's Impossible*.

- **Small Class Size:** Our model keeps class size small, less than 25:1, which allows teachers to provide targeted instruction to the students most in need. Our small class size also promotes community building within each cohort and among teachers and students.
- **School Culture Supports Instruction:** According to James Verrelli, co-founder of North Star Academy, "school culture is an essential component that school leaders must get right immediately in order to have a strong, effective, high performing charter school." The PREP values: Perseverance, Responsibility, Engagement, and Professionalism, drive student accountability within the school and classroom.
- **Targeted Support Services:** Every student is assessed using a diagnostic assessment prior to beginning school. This allows Oakland Collegiate to identify at risk students who can be supported through Morning or Afternoon tutoring, Reading Support, Saturday Academies, Summer School and many other push-in and pull-out services.
- **Parent-School Partnership: Oakland Collegiate** builds a strong Parent-School partnership from day one with our Parent Orientation. This relationship is maintained with consistent, immediate communication regarding student behavior and progress. Phone calls regarding incomplete homework or absences, weekly syllabi, and weekly behavioral reports. Six-week progress reports and parent conferences keep families informed of their child's progress.

#### *TYPICAL DAY*

A typical day at Oakland Collegiate begins with a handshake and greeting. Every student is greeted the same way as a staff member checks his or her uniform. Students not in compliance with uniform policy fix the issue or are sent to the office to call home. Students in uniform walk quietly down the hall to the cafeteria to get their breakfast. During the first fifteen minutes of breakfast students socialize quietly with their peers. After breakfast students work Breakfast Brain packets until it is time to go to class.

Students begin their day in a small group Advisory class. There are two main objectives for Advisory; the first is to collect and organize all homework; the second is to provide a space for explicit character education. Students transition to their homeroom after Advisory. At Oakland Collegiate we have tried to eliminate student distractions and wasted time in transitions; this is why teachers rotate classrooms, not students.

Instruction at Oakland Collegiate is structured the same for every class. All classes begin with a Do Now and close with an Exit Ticket. In between instruction is based on the I-We-You Do instructional model. Students receive a packet at the beginning of class with all the work for the day. During summer PD, teachers use backwards mapping to create a curriculum map for the year. This way everyday there are standards-based learning objectives and work which teachers can use to measure student progress towards objectives.

The core subjects are taught in the morning, allowing students to take Enrichment and PE courses at the end of the day. Students can choose between enrichment courses such as Acting for Beginners, Choral Music, Dance, Painting, or Theater Production.

Students leave the school the same way they entered with a handshake and a salutation from their teacher. Students who did not complete their homework attend Homework Club. Students who received multiple demerits attend Detention immediately after school, and students in need of extra instruction attend tutoring.

#### *21<sup>ST</sup> CENTURY LEARNER*

The founders of Oakland Collegiate believe that educated citizens of the 21st century must have a solid background in literacy and math as well as in history and science. With such knowledge, they not only will be able to keep up with the rapid growth of technology but they also will be able to meet the growing workforce demand for critical thinkers. Educated citizens of the 21st century must have a love of learning that will enable them to be self motivated lifelong learners so that they can adapt easily and quickly to changes. They must be able to work productively and cooperatively in a multicultural environment. In addition, educated citizens must be effective language users, adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness.

## *ORGANIZATIONAL TEAM*

Oakland Collegiate is founded, governed, and managed by a strong team of Oakland's educational, civic, and business leaders. This diverse Founding Board came together based on a shared belief that all students are entitled to a quality education which prepares them for their future. The Board is committed to the mission of preparing to excel in college. Specifically, they believe all students;

1. deserve rigorous academic instruction based on State standards and frequent assessment to monitor student progress;
2. should be taught an engaging curriculum, by excellent teachers, focused on preparation for college;
3. should have civic, character, and leadership education as an essential part of their public schooling; and
4. benefit from a highly structure, disciplined, and supportive academic environment.

### **Founding Board of Directors**

**Andrew Barkett**, Senior Management Consultant, TAOS Mountain Inc.

Andrew is a management consultant with experience in business management, finance, fundraising, and strategic planning. Andrew brings those skills and his experience serving as a corporate board member.

**Cabral Bonner**, Partner, Bonner & Bonner Law Firm

Cabral brings expertise as a lawyer, community member, parent, and educator. Mr. Bonner grew up in the target neighborhood and continues to live there with his family. He is dedicated to improving public education and has strong ties with the Central East Oakland community having worked to engage families at Hawthorne Elementary School.

**LaTisha Bourelly**, Director of Finance & Operations, Accuents, Inc.

LaTisha has served on various nonprofit boards including as a Founding Board member of City Neighbors. In addition she brings expertise in finance, accounting, and facilities having worked as Director of Finance and Operations for both charter and private schools.

**Kay Gilliland**, Math Instructor, Mills College

Kay is renowned math educator with 50+ years in the classroom and training teachers. She brings expertise in Math instruction and curriculum, as well as strong connections to the teacher credentialing programs at Mills College, where she currently teaches, and UC Berkeley, where she formerly taught.

**Tania Gutierrez**, Education Consultant

Tania is an experienced educator with 20+ years in urban education as a teacher, coach, and administrator. Tania brings expertise in data driven instruction and assessment, as she currently is a consultant supporting East Oakland Schools improve teaching practice through data analysis.

**Michael Lassoff**, Vice-President & Business Manager, Choice International Resources

Michael has a strong background in business management; having run a successful company for 19 years before selling it and moving to upper management with HP. Michael brings expertise is in financial management, facilities, operations and personnel.

**Hueling Lee**, Engagement Manager, Boston Strategic Partners Inc.

Hueling is management consultant with expertise in opportunity assessments for organizational growth and long-term planning for Fortune 500 companies. She brings a background in business and financial management and strategic planning.

**Theo Lieu**, Lawyer, Focus Area Education Law

Theo brings expertise in charter law, specifically around Proposition 39. He is a lawyer, having worked with GreenDot schools on Proposition 39 litigation. Theo is also a native of Oakland having grown up in the community and attending public schools. He has strong ties in the community.

**Marc Lowe**, Vice-President & General Manager, Adaptec

Marc brings a wealth of business management experience. He founded, managed and sold multiple technology start-up companies. He started Praxis consulting where he advised start-up companies. Given his background Marc has significant experience working with and serving on corporate boards, financial management, fundraising, marketing, and strategic planning. He is currently an adjunct professor teaching marketing and new business ventures at UC Davis Graduate School of Management.

**Cheyenne Pronga, Teacher, KIPP Summit**

Cheyenne brings wealth of education experience as an educator with 10+ years working in classrooms. She brings nonprofit board experience, expertise in instruction and developing curriculum, as well as experience in marketing.

**Antonio Tapia, School Account Manager, Revolution Foods**

Antonio brings expertise in instruction having 8+ years experience as an urban educator. He was a founding teacher for KIPP Summit in San Lorenzo. In addition he brings experience in business management and community organizing.

Upon receiving a charter, our Board of Trustees will conduct an extensive search for an Executive Director, set policy, govern, and ensure that the school meets or exceeds the term of the charter.



**LEAD FOUNDER**

Jeremy Vidito

**BOARD OF DIRECTORS**

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Marc Lowe

Cheyenne Pronga

Antonio Tapia

**Oakland Collegiate Charter Petition**

**Respectfully Submitted to the Board of  
Education of the Oakland Unified School  
District**

**February 25<sup>th</sup>, 2009**

## ELEMENT 1 – EDUCATION PROGRAM

*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." Ed. Code § 47605 (b)(5)(A)*

### MISSION

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from high school and college.

### VISION

All students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education which will provide them the skills necessary to excel in college and life. At Oakland Collegiate we teach the PREP values: Perseverance, Responsibility, Engagement, and Professionalism. Through these values we teach our students the importance of integrity, hard work, honesty, and teamwork. At Oakland Collegiate our students gain the academic skills necessary to succeed, and they internalize the importance of education becoming lifelong learners.

We employ rigorous academics marked with frequent evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, Oakland Collegiate provides a school culture that engenders strong character, self-advocacy, and a responsibility to pursue education at every level. Through transparency in all policies and structures, devoted school leaders and faculty ensure that students' families and the communities in which they reside are invested in the success of their scholars.

We believe students learn best when they have strong positive relationships with their peers and teaching staff. We create a small, safe, structured environment<sup>1</sup> that motivates each student to act with integrity and strive for academic excellence. Our small, safe environment promotes positive relationships between students and between students and staff. This is reinforced through our daily single gender Advisory program, which gives every student one adult who is responsible for tracking his or her progress and staying in touch with the families. Strong positive relationships help all students know that someone cares about them and is looking out for their best interest.

We hold three fundamental beliefs essential for producing a high performing college preparatory school.<sup>2</sup>

- Great teachers teaching rigorous curriculum can eliminate the achievement gap.
- A safe and structured school culture fosters academic excellence and character development.
- Education is a partnership between parents and the school, which must hold everyone accountable for student progress.

<sup>1</sup> Nathan, Joe and Febey, Karen. *Smaller, Safer, Safer Successful Schools*. Center for School Change. 2001.

<sup>2</sup> Oakland Collegiate instruction model is based on site visits at top performing urban charter schools including KIPP-Heartwood, North Star Academy, and Roxbury Preparatory, as well as research by Samuel Carter in *No Excuses: Lessons from 21 High-Performing Poverty Schools*; William Saunders and June Rivers study *Cumulative and Residual Effects of Teachers*; E.D. Hirsh Jr. *The Schools We Need*; and Lorraine Monroe *Nothing's Impossible*.

We believe that student achievement starts in the classroom with great teachers and an engaging rigorous curriculum. In order to teach, schools need a culture which supports and promotes instruction and character development. Once we create an environment where students are engaging meaningfully with their teacher and learning the material the final variable we need to solve for is time. We solve this problem by providing students more instructional time each day, and providing a longer school year. Finally we ensure accountability by building a partnership between parents and the community who hold us responsible for their child's progress.

These three fundamental beliefs combined with "No Excuses" leadership allow Oakland Collegiate to provide the type of education our students need and deserve.

*PROPOSED STUDENT POPULATION – SIXTH THROUGH EIGHTH GRADE*

Oakland Collegiate is a proposed charter school designed to provide a college preparatory education for underserved youth in Oakland, California. The Central East Oakland Community shown below lacks high performing Middle School options. The schools in this region underperform the district as a whole. Oakland Collegiate is targeting this neighborhood to ensure educational options for all families.

Oakland Collegiate targets the area between 35<sup>th</sup> and 81<sup>st</sup> Ave to the north and south and 580 and 880 highways to the east and west. This region includes a portion of the Fruitvale neighborhood and Central East Oakland. The communities within Fruitvale that Oakland Collegiate will target include Allendale, Fruitvale Station, Jefferson, Harrington, and Saint Elizabeth. In Central East Oakland it includes the neighborhoods of Fairfax, Fremont, Frick, Havenscourt, Lockwood Gardens, Maxwell Park, Melrose, Millsmont, and Seminary. The blue line, in Figure 1.1, outlines the northern border of our target neighborhood. The blue line is 35<sup>th</sup> Ave which cuts through the Fruitvale district.

**Figure 1.1: Map of Fruitvale District**



Figure 1.2 shows the Central East Oakland community, which stretches from High street in the north to 81<sup>st</sup> street in the south. Oakland Collegiate targets all the residents in this community.

**Figure 1.2: Map of Central East Oakland**



While our target region includes several neighborhoods, for ease of reference we will refer to our target region between 35th Ave. and 81st Ave. as Central East Oakland.

***Community Demographics***

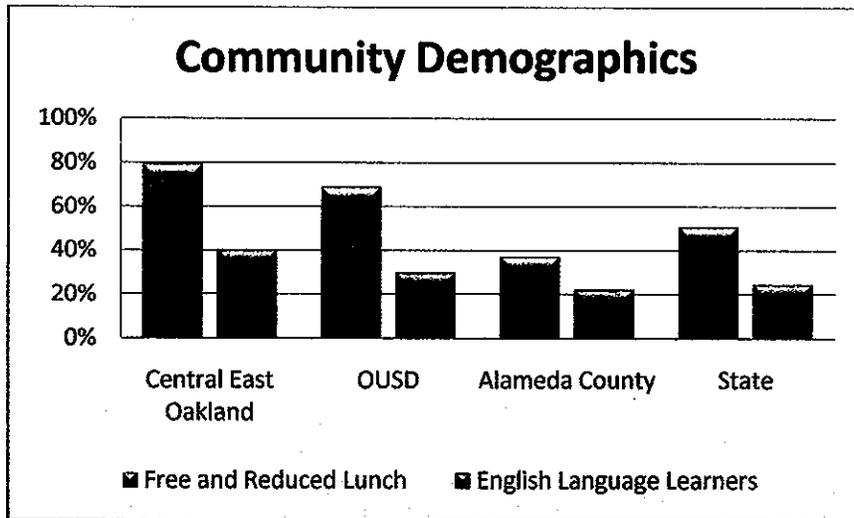
The student population in of schools in Central East Oakland is approximately 54% Latino and 34% African-American. The majority of families (79%) attending Central East Oakland district and charter schools qualify for free and reduced lunch.<sup>3</sup> A significant proportion (40%) of these students are classified as English Language Learners. In addition to those students still designated English Language Learners, 18% of students have been redesignated Fluent English Proficient. Finally, 10% of Central East Oakland district school students have been identified as having disabilities.<sup>4</sup>

The regions in Central East Oakland and Fruitvale contain higher proportions of students eligible for free and reduced lunch, and students designated English Language Learners than the district average for Oakland Unified, the county average for Alameda County, and the State average. Figure 1.3 highlights the difference.

<sup>3</sup> CA Department of Education. [www.cde.ca.gov](http://www.cde.ca.gov)

<sup>4</sup> Ed Trust-West. Student CST Data. <http://www2.edtrust.org>

Figure 1.3: Central East Oakland Community Demographics



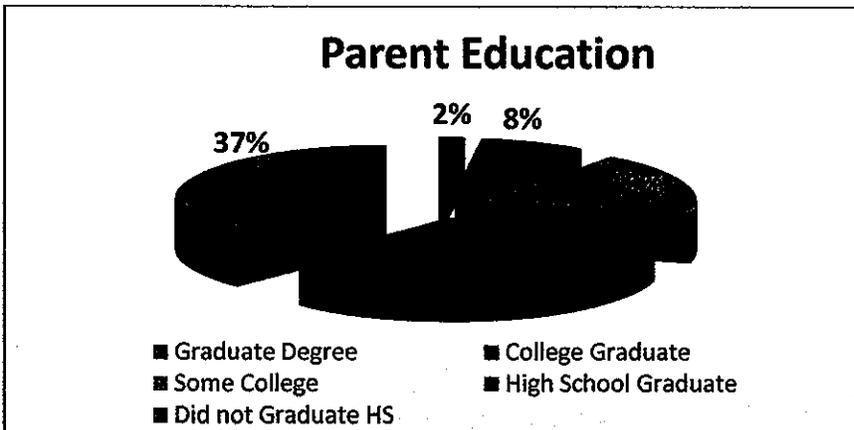
Statistics show that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line.<sup>5</sup> This indicates that our target students face greater challenges than their peers across the city, county, and the state.

**Parent Education**

Parent Education level is a significant indicator of family income. Low income families lack the educational options of their wealthier neighbors because they cannot afford private school, they may be unable to move to a higher performing school, or they do not have the political leverage to advocate for their child, ensuring additional support or placement in advanced programs.

Figure 1.4 shows the parental education levels of Central East Oakland students. These data are particularly alarming because they show that approximately 37% of parents do not have a high school diploma. Another 34% of families only have a high school diploma. Only 10%, 8% college graduates, 2% graduate degree, of parents in our target region achieved the goal of college graduation that we set for all of our incoming students.

Figure 1.4: Parent Education Levels in Central East Oakland



Central East Oakland families have disproportionately lower education levels than the rest of Oakland. According to the 2000 Census data, 74% of Oakland residents have a high school diploma, compared to 63% of Central East

<sup>5</sup>Jean LeTendre, "Title I School wide Program: Improving Schools for All Children," Journal of Education for Students Placed At Risk, Vol.1, 1996, p. 109-111.

Oakland Residents. The city of Oakland overall has 31% of residents with a college degree or higher, according to the latest census data, while only 10% of our target population has achieved college graduation, a goal we have set for every one of our graduates.

### ***Employment***

According to 2000 Census data, 38.4% of adults over 16 are not part of the labor force meaning they were unemployed within the last year of the survey, or have been unemployed so long that they are no longer counted in the unemployment statistics. The percentage is even higher for females over 16, with 42% not in the labor force.<sup>6</sup>

According to the most recent Census data, in 2007, 28.6% of Oakland families live on an income under \$25,000/year, and 20% of Oakland students between 5 and 17 were living below the poverty line.<sup>7</sup> The government uses different measures to count poverty for the census and Free & Reduced Lunch meal counts for schools. The neighborhood schools in Central East Oakland have between 62% and 99% of students on Free & Reduced Lunch.

When we consider the economic conditions in Oakland, we see the significance of parental education, due to the economic opportunities provided by higher education levels. As discussed above, Central East Oakland has a disproportionately high rate of families without high school diplomas. Therefore our families will face even greater financial challenges than the average Oakland family.

### ***Mobility***

Oakland is a highly mobile city; 42.9% of the families have moved at least once in the last five years.<sup>8</sup> This high mobility rate leads families to move their children between schools. Neighborhood OUSD schools experience a student mobility rate of approximately 12% during the year.<sup>9</sup> Student mobility negatively impacts students as they transition from school to school. Oakland Collegiate anticipates the challenges families face and provides parent support through our Parent Academies during orientation, monthly Parent Workshops, and Parent Association. By becoming a partner in the local community we can refer families to neighborhood community services.

### ***Health Impacts of Poverty***

In its study of the impact of poverty on children, The University of Minnesota's School of Maternal and Child Health finds that poverty affects all aspects of the child, including physical health, cognitive abilities, school achievement, socio-emotional behavior and adoption of risky conduct. The link between poverty and negative outcomes is demonstrated in the following diagram.<sup>10</sup>

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<sup>6</sup> Census Data. <http://www.census.gov/>

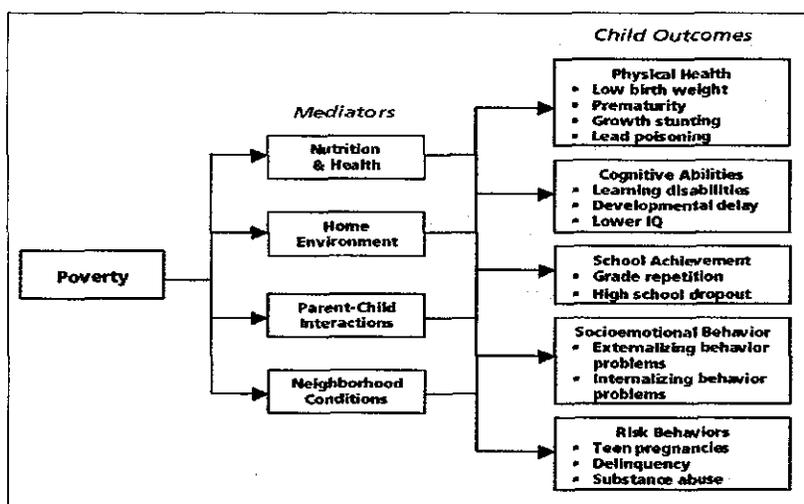
<sup>7</sup> Census Data. <http://www.census.gov/>

<sup>8</sup> Census Data. <http://www.census.gov/>

<sup>9</sup> CA Department of Education. [www.cde.ca.gov](http://www.cde.ca.gov)

<sup>10</sup> "The Impact of Childhood Poverty on Health and Development," in *Healthy Generations*, published by the Maternal and Child Health Program, School of Public Health, Univ of Minnesota, Volume 4: Issue 1 May 2003

Figure 1.5: Health Impacts of Poverty



The correlation between economic status and school performance has been well established, and the outcomes for poor children are discouraging. Research shows that economic factors play a more significant role in student achievement than differences in sex, race, family structure, and school composition.<sup>11</sup> Cognitive development of children from low-income families lags behind that of their wealthier peers even as they begin kindergarten.<sup>12</sup> The U.S. Department of Education National Center for Education Statistics' Early Childhood Longitudinal Study of the 1998-1999 kindergarten class and student progress through third grade demonstrated the impact of family risk factors associated with poverty. Family risk factors included living below the federal poverty level, having a non-English primary home language, mother's highest education was less than a high school diploma/GED, and living in a single-parent household.

### OUSD ACADEMIC ACHIEVEMENT

Oakland Unified Public School District is the most improved urban school district in California as measured by API growth over the last four years. The district continues to make continuous improvements in the quality of education provided to our students. This is evidenced by consistent growth in the districts' API scores over the past four years. Yet despite these gains, there are still areas in need of improvement. According to the district's own publication, *Expect Success*:<sup>13</sup>

- 72 percent of third graders scored below grade level proficiency in reading in 2006.
- Only 5 out of 10 ninth graders earn a diploma on time.
- Only about 1 in 4 graduates leave the district with the credits they need for acceptance into state colleges or universities.
- Only about 1 in 12 freshmen graduate in four years with the credits they need for acceptance into the University of California.
- Only about 1 in 20 African-American males graduate with the credits necessary for acceptance into the University of California

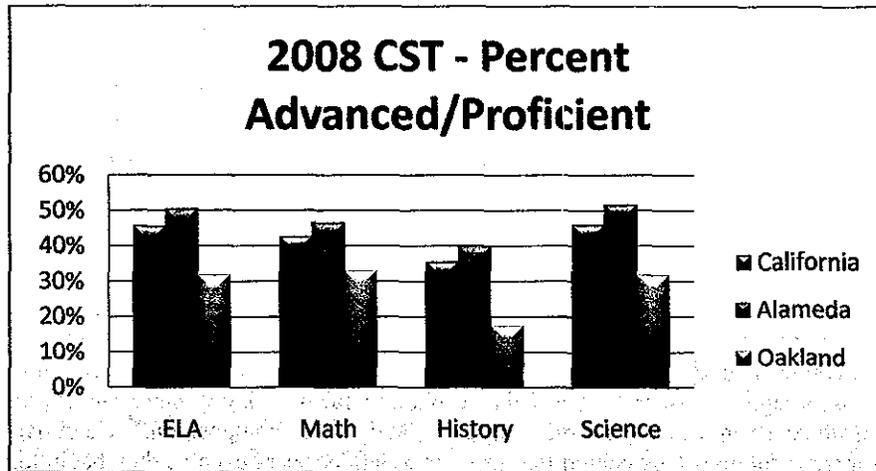
<sup>11</sup> J. Duncan, W. Jean Yeung, Jeanne Brooks-Gunn, Judith R. Smith. How Much Does Childhood Poverty Affect the Life Chances of Children? *American Sociological Review*, Vol. 63, No. 3 (Jun., 1998)

<sup>12</sup> From Kindergarten Through Third Grade: Children's Beginning School Experiences, Amy Rathbun, *Education Statistics Services Institute* and Jerry West, National Center for Education Statistics, August 2004 web release by the National Center for Educational Statistics.

<sup>13</sup> Oakland Unified School District. *Expect Success*.

To reiterate, Oakland is the most improved urban school district over the past four years. This accomplishment speaks volumes about the District’s vision, implementation of the Expect Success program, as well as the commitment of its staff. Despite our gains, Oakland students still face major achievement gaps when compared to Alameda County and the State. Figure 1.6 shows the percentage of students testing Proficient or Advanced on the California Standards Exam.

**Figure 1.6: District Performance on 2008 CSTs**



The chart highlights how far Oakland must go to eliminate the achievement gap that exists between our community, the county of Alameda, and the state of California. Roughly a third of Oakland students test Proficient or Advanced in ELA and Math on the California Standards Test, while nearly 50% of the County’s students achieved that mark. In every core subject Oakland lags behind the state and the county. Alameda County outperforms the district by 19 percentage points in ELA, 14 percentage points in Math, 22 percentage points in History and 20 percentage points in Science.

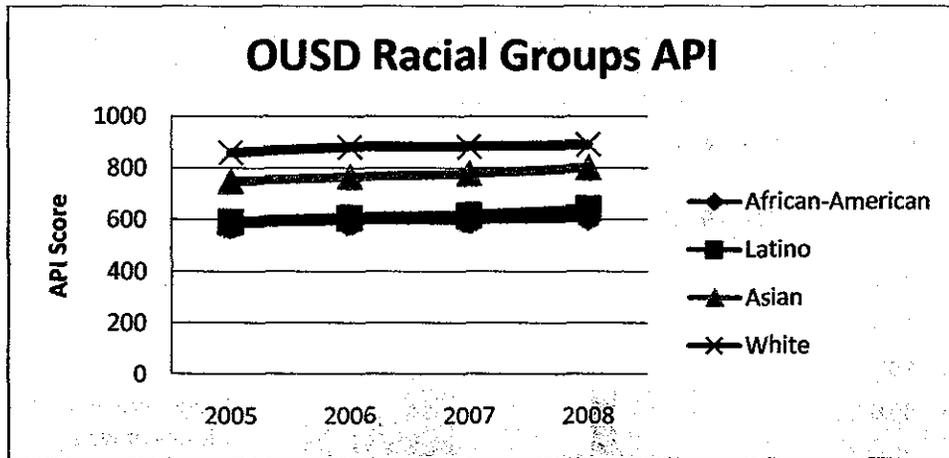
In 2008, OUSD failed to make Adequate Yearly Progress as measured by NCLB. In English/Language Arts the following subgroups did not make adequate progress: African American, Latino, Pacific Islander, Socioeconomically Disadvantaged, English Language Learners, and Students with Disabilities. In Math the following subgroups did not make adequate progress: African Americans, Pacific Islanders, and Students with Disabilities.

With only a third of our students achieving Proficiency or Advanced status on the CST, Oakland is in serious jeopardy of failing to comply with NCLB regulations which require 100% of students to achieve such competency by 2014. More importantly too many our students are leaving school unprepared to succeed in the 21<sup>st</sup> century economy. Those who do graduate from high school compete with students from across the state, the country, and the world for acceptance into California’s State College and University system.

***OUSD Subgroup Performance***

While the district’s overall growth is increasing the performance of some subgroups lags behind. Figure 1.7 shows the API scores for the major racial groups in Oakland.

Figure 1.7: API Growth by Racial Groups

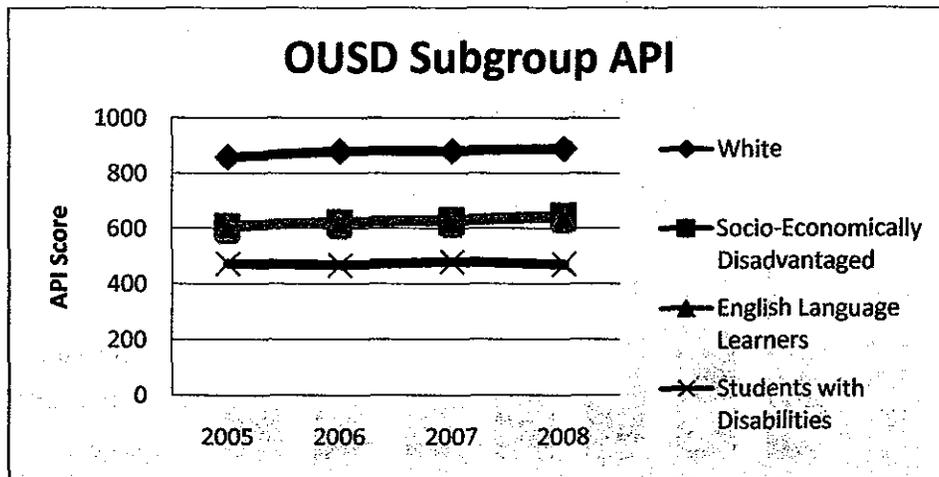


The graph shows a clear and significant achievement gap between African American and Latino students and their White and Asian counterparts. **The achievement gap between African Americans and their counterparts has widened over the last four years.** African American students gained 22 points over the past four years compared with 52 points for Asian students, 50 points for Latino students, and 31 points for White students.

Latino students closed the achievement gap between themselves and their white counterparts by 19 points as measured by the API. **At this rate of improvement it would take 52 years to close the achievement gap between Latino and White students.**

The achievement gap is persistent among additional subgroups: Socio-Economically Disadvantaged students, English Language Learners, and Students with Disabilities. Figure 1.8 shows the growth of each subgroup over the past four years. For this comparison, we used the scores of White students since they are the top performing subgroup in the district.

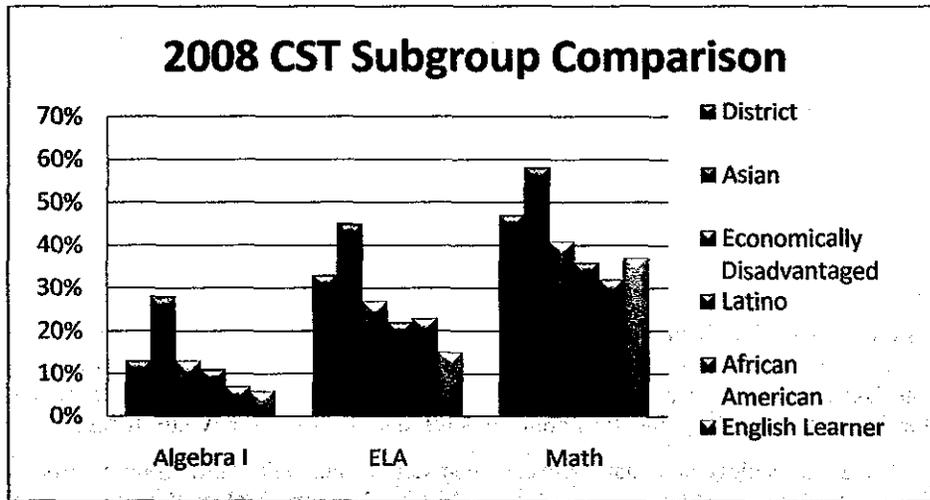
Figure 1.8: API Growth by Other Subgroups



The District has shown consistent growth among Socio-Economically Disadvantaged and English Language Learners. Over the past four years the achievement gap shrunk between these two subgroups and their White counterparts. Socioeconomically Disadvantaged and English Language Learners closed the gap by six points as measured by API scores. **At this rate it would take 160 years for these two subgroups to eliminate the current achievement gap.**

When we disaggregate the data and look at student performance in 2008 on the specific exams we find the achievement gap persists. Figure 1.9 shows the percentage of students proficient or advanced on the 2008 CST exams for Math (through grade 7), ELA (all grades), and Algebra I. The overall district performance was compared with the three major ethnic groups in East Oakland- African American, Asian, and Latino and with Socio-Economically Disadvantaged and English Language Learners.

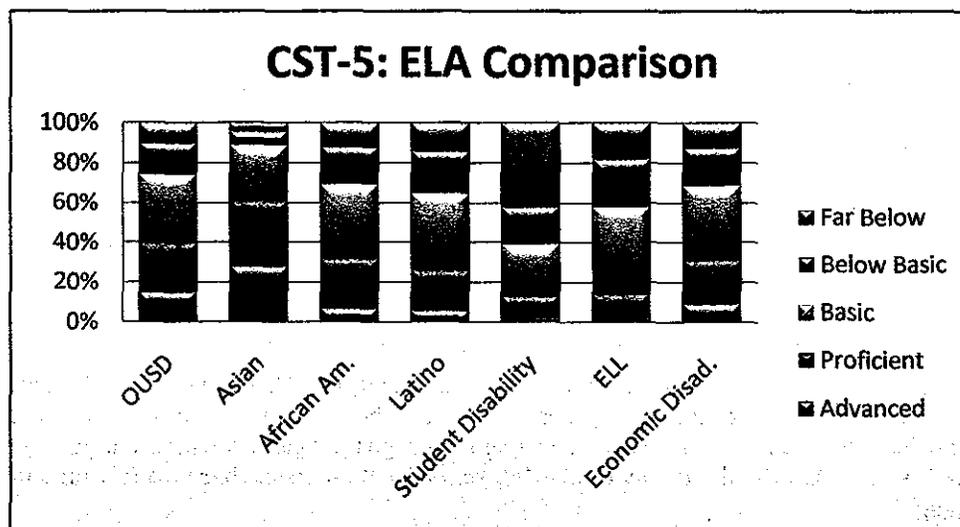
**Figure 1.9: Subgroup Performance on 2008 California Standards Test**



In all three measures, Asian American students significantly outperform their peers, as well as the overall district average. The data shows that African American, Latino, and English Language Learners are the groups most at risk for underperforming in the district. The performance of all students on the Algebra assessment is particularly alarming. Less than 15% of OUSD students are Proficient or Advanced on the Algebra I assessment. Given Algebra's importance as a predictor of future academic success, the district performance is frightening.

In the previous table we examined the performance of Advanced and Proficient students. Figure 1.10 highlights student performance on the 5<sup>th</sup> Grade English Language Arts CST exam. The 5<sup>th</sup> grade CSTs provide us a snapshot of our entering 6<sup>th</sup> grade class. The graph compares the overall district average with the performance of major subgroups.

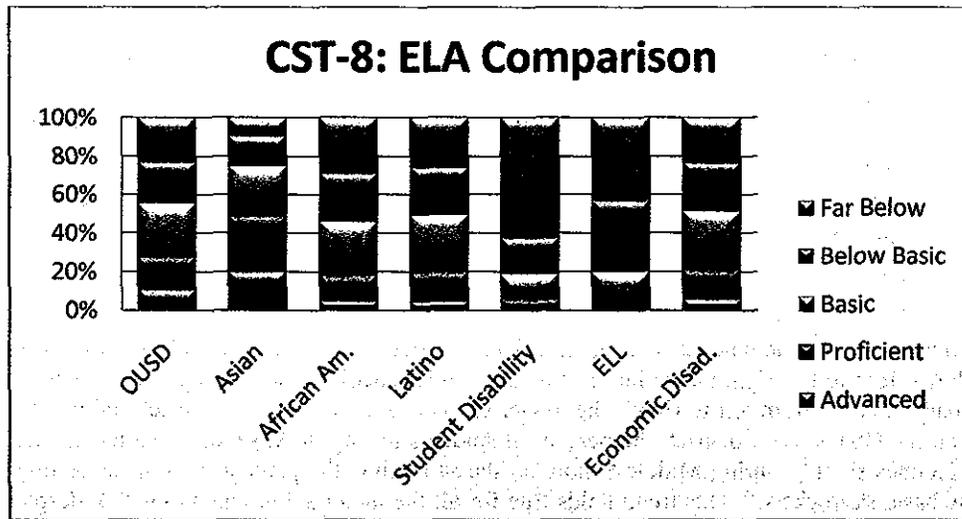
**Figure 1.10: Subgroup Performance on 5<sup>th</sup> Grade ELA CST**



The data tell a similar story. Asian American students are exceeding the district average, while African American, Latino, Students with Disabilities, ELL, and Socio-Economically Disadvantaged students underperform the district average. Particularly alarming is the percentage of Advanced students in these subgroups. Roughly 60% of Asian students are Proficient or Advanced in ELA, while as few as 14% of English Language Learners are Advanced. All the subgroups underperform the District average.

The graph below shows the change in performance over time. Figure 1.11 shows the student performance on the 8<sup>th</sup> Grade English Language Arts CST Exam.

**Figure 1.11: Subgroup Performance on 8<sup>th</sup> Grade ELA CST**



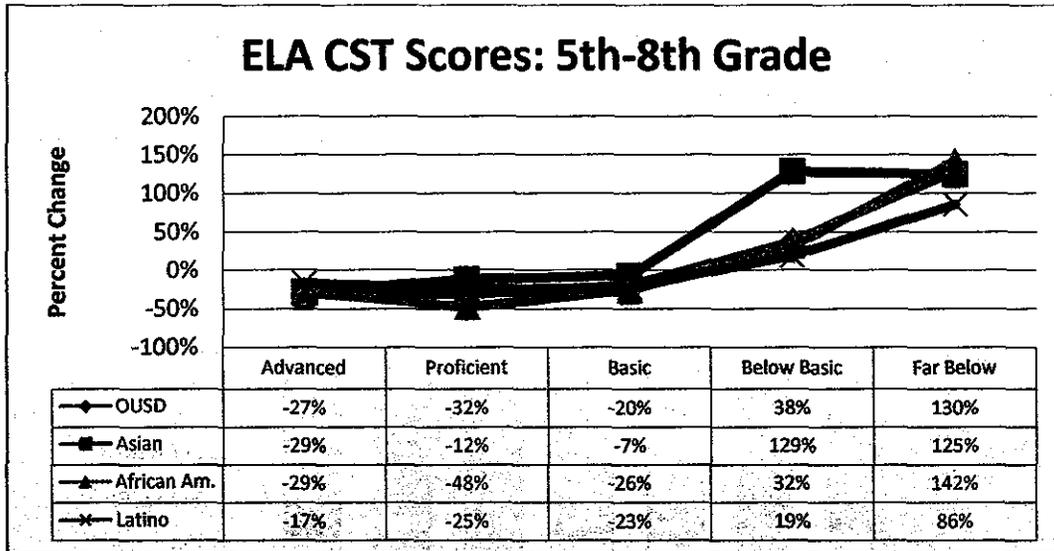
By 8<sup>th</sup> grade the trends we identified in 5<sup>th</sup> grade are exacerbated. By 8<sup>th</sup> grade, only 2% of English Language Learners and 6% of Students with Disabilities are Advanced or Proficient as measured on the CSTs.<sup>14</sup> The performance by all students is concerning. Recent research indicates that the only correlation between college enrollment and performance on state assessments is for students testing Advanced.<sup>15</sup> **Therefore we can conclude that overall the district only has approximately 10% of its 8<sup>th</sup> graders on track to enroll in college.**

In addition to looking at the performance of students at each grade level, we also need to analyze the change in performance over time. When we compare Oakland 5<sup>th</sup> and 8<sup>th</sup> grade students we find some disturbing trends. Figure 1.12 examines the change in student performance on the ELA CSTs from 5<sup>th</sup> to 8<sup>th</sup> Grade.

<sup>14</sup> California Department of Education. Dataquest. <http://dq.cde.ca.gov/dataquest/>

<sup>15</sup> Doug Lemov cited statistic during a presentation on Education Statistics on September 6<sup>th</sup>, 2008.

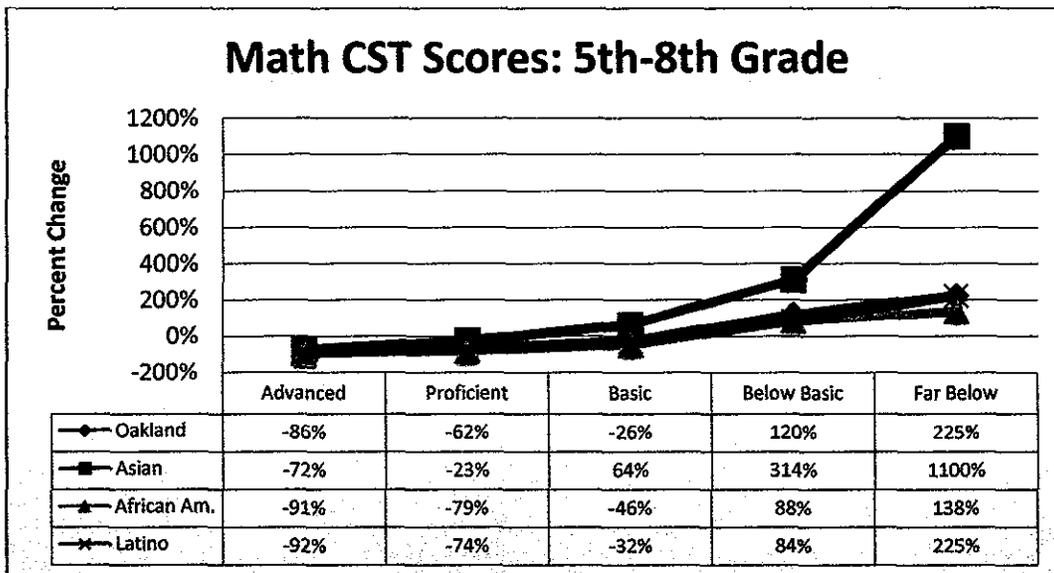
Figure 1.12: Change in Student Performance on ELA CSTs from 5<sup>th</sup> to 8<sup>th</sup> Grade



This graph shows the change in student performance from 5<sup>th</sup> grade to 8<sup>th</sup> grade. Ideally we would want to see the graph move down from left to right indicating increases in student performance during middle school. Instead what we find is a sharp increase from left to right. The longer students are enrolled in a district middle school the worse they perform on the CST's. As a district, the percent of students testing in Advanced, Proficient, and Basic on the ELA section declines sharply during Middle School, at the same time the percent of students testing Below Basic and Far Below basic skyrockets.<sup>16</sup> This trend holds true for all the major subgroups in OUSD, despite the fact that African American and Latino students, English Language Learners, and Students with Disabilities were already concentrated in the Basic, Below Basic and Far Below Basic categories in 5<sup>th</sup> grade.

The performance in Math mirrors the results from ELA. Figure 1.13 shows the percent change from 5<sup>th</sup> grade to 8<sup>th</sup> grade for the major racial groups in Central East Oakland.

Figure 1.13: Change in Student Performance on Math CSTs from 5<sup>th</sup> to 8<sup>th</sup> Grade



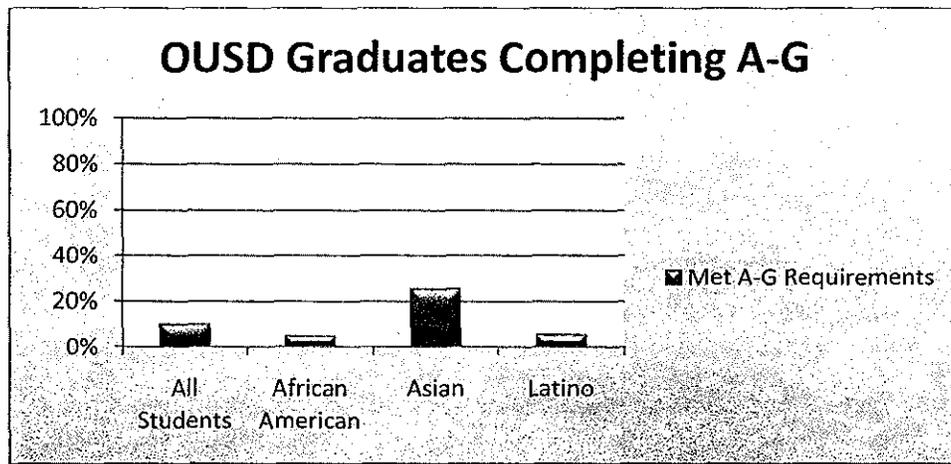
<sup>16</sup> California Department of Education. Dataquest. <http://dq.cde.ca.gov/dataquest/>

In fact the growth of students in Below Basic and Far Below Basic is even greater for Math than it was for English Language Arts. While not shown in this chart, the current trend holds true for English Language Learners, Socio-economically Disadvantaged students, and Students with Disabilities. These statistics do not bode well for student performance in high school.

**High School Graduation**

Despite increases in API scores over the last four years, Oakland’s graduation rate has remained flat. According to Ed Trust-West, OUSD’s graduation rate for 2007 was 45%, a one percent increase over the last ten years.<sup>17</sup> The district graduation rates hide the significant gaps between Asian and White students and African-American and Latino students. These differences are reinforced in the graph below which highlights the differences in educational outcomes for Asian students and their African American and Latino counterparts. Asian students are five times as likely as African American and Latino students to meet the basic mastery requirements as outlined by the University of California. The other startling fact is how few Oakland students (10%) in 2003 graduated with mastery of the necessary pre-requisite curriculum.

**Figure 1.14 OUSD Graduates Completing A-G Requirements<sup>18</sup>**



Those students who do graduate are rarely prepared to excel in college. “Of the 40,000 freshmen admitted each year into California State University—the largest university system in the country—more than 60 percent need help in English, math, or both.”<sup>19</sup> In 2008, only 12% of African-American and 11% of Latino high school graduates are considered college ready, meaning they will not need to take remedial courses in college.<sup>20</sup> Put another way, roughly 6 out of every 100 Oakland African American and Latino students will graduate from high school prepared to excel in college.

**CENTRAL EAST OAKLAND ACHIEVEMENT<sup>21</sup>**

The following schools are located in our target community. We use the data from these schools when presenting school-based statistics for Central East Oakland.

<sup>17</sup> Ed Trust-West. Student CST Data. <http://www2.edtrust.org>

<sup>18</sup> Source: Education Trust-West analysis of California Department of Education data using the Manhattan Institute methodology.

<sup>19</sup> Strong American Schools. Diploma To Nowhere.

[http://www.edin08.com/uploadedFiles/Issues/Issues\\_Pages/DiplomaToNowhere\\_ExecSum.pdf](http://www.edin08.com/uploadedFiles/Issues/Issues_Pages/DiplomaToNowhere_ExecSum.pdf)

<sup>20</sup> Ed Trust-West. Student CST Data. <http://www2.edtrust.org>

<sup>21</sup> All the school data is from the California Department of Education Data Quest. [www.cde.ca.gov](http://www.cde.ca.gov)

\*Charter Schools

Elementary Schools

- Acorn Woodland
- Bridges
- Burckhalter
- Community United
- East Oakland PRIDE
- Encompass
- Futures Elementary
- Jefferson
- Global Family
- Greenleaf Whittier
- Horace Mann
- Learning Without Limits
- Lockwood
- Markham
- Maxwell Park
- Parker
- Webster

K-8 Schools

- Ascend
- *Millsmont\**

Middle Schools

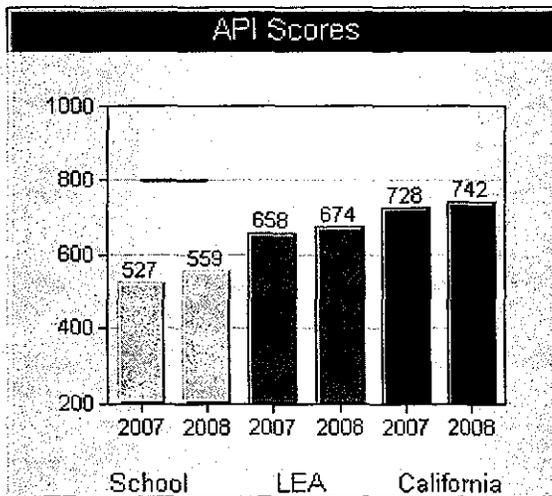
- Coliseum College Prep
- *Dolores Huerta\**
- *East Oakland Leadership\**
- Explore
- Frick
- Melrose Leadership Academy
- Peralta Creek
- Roots
- United Academy for Success

High School

- Architecture College Preparatory
- Robeson School of the Arts
- Mandela High School
- Media College Preparatory
- *Unity High\**

**Coliseum College Prep** is one of the new small schools opened by the district in 2006 on the Havenscourt campus. The school serves a student population that is primarily Latino (72%) and African American (21%). Approximately 85% of the students qualify for Free and Reduced Lunch.

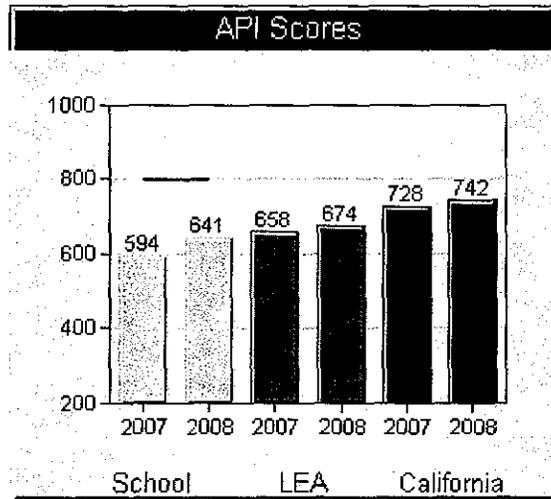
**Figure 1.15: Coliseum College Prep API Scores**



The chart shows that CCP achieved significant gains in its API scores between 2007 and 2008. Despite these gains, the school remains far behind the district average performance. If CCP can maintain its performance gains, it will still take the school 7 years to reach the district's current performance. In 2008, only 13% of CCP students were proficient or advanced in ELA and 10% in Math.

**Dolores Huerta** is K-8 charter school in Central East Oakland. The student population is almost exclusively Latino (96%). Approximately 93% of students qualify for Free and Reduced Lunch.

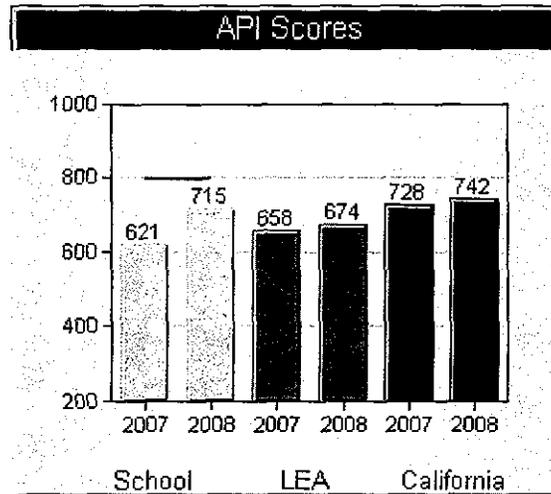
Figure 1.16: Dolores Huerta API Scores



The chart shows that Dolores Huerta achieved significant gains in its API scores between 2007 and 2008. Despite these gains, the school continues to underperform the district. In 2008, the school did not make AYP. The school's performance receives the lowest possible ranking, when compared with other schools with similar populations.

**East Oakland Leadership** is K-8 charter school in Central East Oakland. The student population is primarily Latino (52%) and African American (45%). Approximately 93% of students qualify for Free and Reduced Lunch.

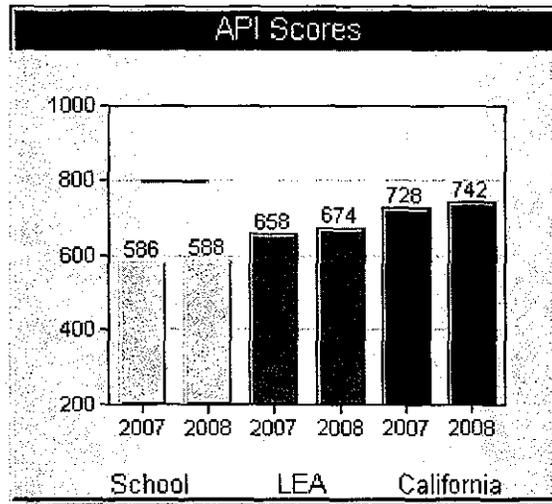
Figure 1.17: East Oakland Leadership API Scores



The chart shows that East Oakland Leadership achieved significant gains in its API scores between 2007 and 2008. As a result of this gain the school now outperforms Oakland Unified School District, as well as other Central East Oakland Middle Schools. The school is now nearing the CA average API performance and if it continues this growth will quickly meet the state API benchmark of 800.

**Explore** is another one of the small schools opened by the district in 2004. Explore serves students from the King Estates region. The student population is primarily African American (75%) and Latino (17%). Approximately 76% of students qualify for Free and Reduced Lunch.

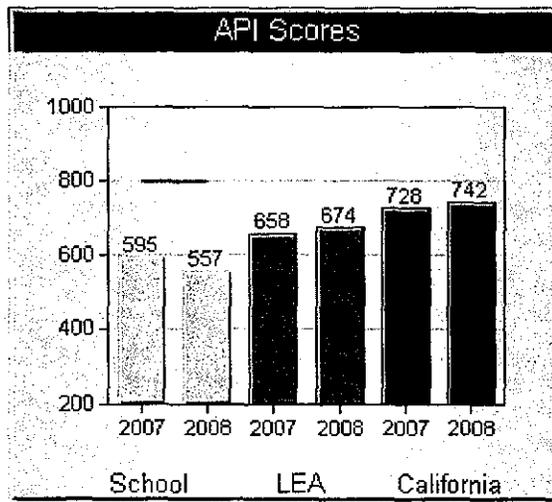
Figure 1.18: Explore API Scores



Explore showed almost no gains in API scores from 2007 to 2008. Given the OUSD's 19 point gain, Explore fell further behind the district average. In 2008, only 19% of Explore students were Proficient or Advanced in ELA and Math.

Frick is the largest middle school in Central East Oakland, serving 581 students from the MacArthur and Seminary region. The student population is primarily African American (58%) and Latino (17%). Approximately 86% of the students qualify for Free and Reduced Lunch.

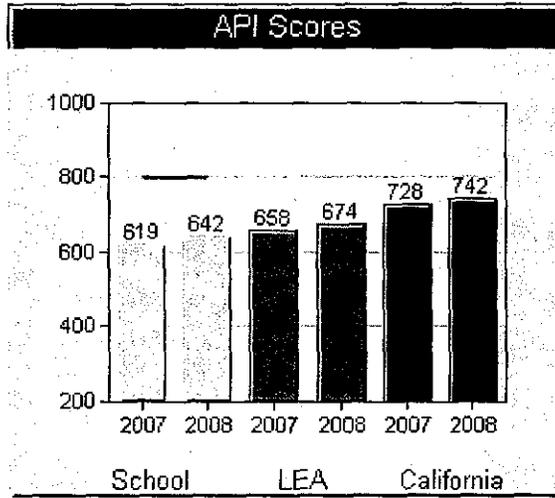
Figure 1.19: Frick API Scores



Frick experienced significant decline (6%) in API Scores from 2007 to 2008. In 2008, only 14% of Frick students were Proficient or Advanced in ELA and 10% in Math.

**Melrose Leadership Academy** is currently a middle school, but beginning in 2009 will be converted to a K-8 dual immersion school. The student population is primarily Latino, 84%, and African American (10%). Approximately 86% of the students qualify for Free and Reduced Lunch.

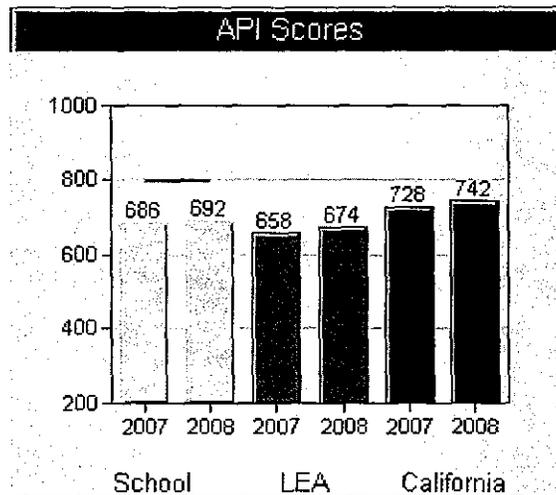
**Figure 1.20: Melrose Leadership API Scores**



Melrose Leadership Academy increased their API score by nearly 4% over their 2007 score. This progress will allow the school to meet the district’s average in the next year or two. While Melrose was the highest performing middle school in Central East Oakland it still failed to move a significant number of its students into Proficient and Advanced on the state CST exams. In 2008, 24% of students were Proficient or Advanced in ELA and 22% in Math.

**Millsmont Academy** is K-12 charter school in Central East Oakland. The student population is primarily African American (59%) and Latino (35%). Approximately 62% of students qualify for Free and Reduced Lunch.

**Figure 1.21: Millsmont Academy API Scores**



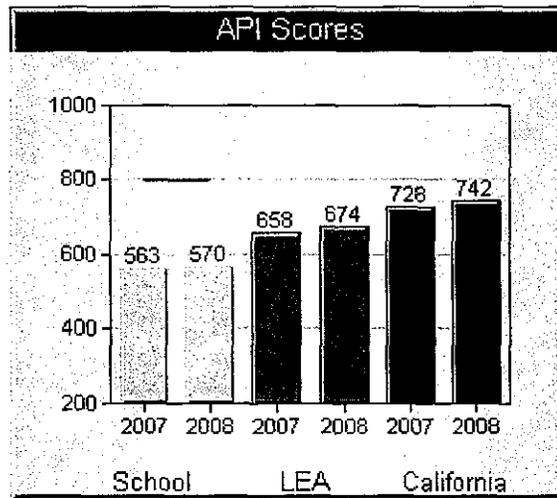
Millsmont Academy is one of the higher performing schools in Central East Oakland, despite the fact they achieved only minimal gains in their API this past year. The school still significantly outperforms the district’s average, although the school will have to show greater gains if they are to meet the state API benchmark. While the school did not make AYP, they met 20 of 21 requirements.

**Peralta Creek** is another one of the small schools created by the district. The school opened in 2006 on the Calvin Simmons campus. The student population is Latino (55%) and African American (26%). Approximately 69% of the students qualify for Free and Reduced Lunch.

The California Department of Education did not have a graph depicting the schools performance. The school is the lowest performing middle school in Central East Oakland. The API score in 2007 was 517 and in 2008 it was 519. The Oakland School Board voted to close the school at the December 17<sup>th</sup> board meeting.

**Roots** is another one of the small schools created by the district. The school opened in 2006 on the Havenscourt campus. The student population is Latino (60%) and African American (33%). Approximately 83% of the students qualify for Free and Reduced Lunch.

**Figure 1.22: Roots API Scores**



Roots showed only moderate growth from 2007 to 2008. Roots is the lowest performing school in Central East Oakland as measured on the Math CST scores. In 2008 the school only had 5% of students who tested Proficient or Advanced on the Math CST. In ELA the school achieved slightly better results, 13% of students tested Proficient or Advanced.

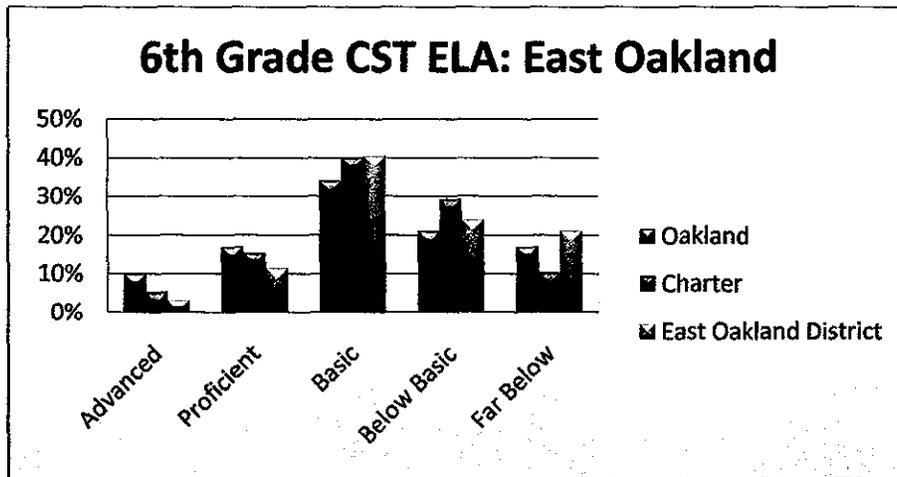
**United Academy for Success** is another one of the small schools created by the district. The school opened in 2006 on the Calvin Simmons campus. The student population is Latino (69%) and African American (18%). Approximately 86% of the student population qualifies for Free and Reduced Lunch.

There are no CST results for United Academy. According to the CDE website, there were irregularities in adult testing procedures which affected more than 5% of the tests. The district is not releasing the results. In 2007, United Academy had an API score of 573. This score is fairly average among Central East Oakland Schools, but still well behind the district average.

**Central East Oakland Compared to the District**

The performance of East Oakland Schools, both District Schools and Public Charter Schools, underperforms the average for the whole city. East Oakland schools have fewer students testing Proficient or Advanced on the English Language Arts section of the CST than the rest of the city. Figure 1.23 compares Oakland to district and charter schools in East Oakland.

Figure 1.23: East Oakland Performance 6<sup>th</sup> Grade CST ELA



The performance of East Oakland charter schools is more impressive in Math. Charter schools are able to outperform the district average as well as the average performance of East Oakland district schools. Once again East Oakland schools have significantly fewer students testing at Proficient or Advanced on the CST exam in Math than the district average.

Figure 1.24: East Oakland Performance 6<sup>th</sup> Grade CST Math

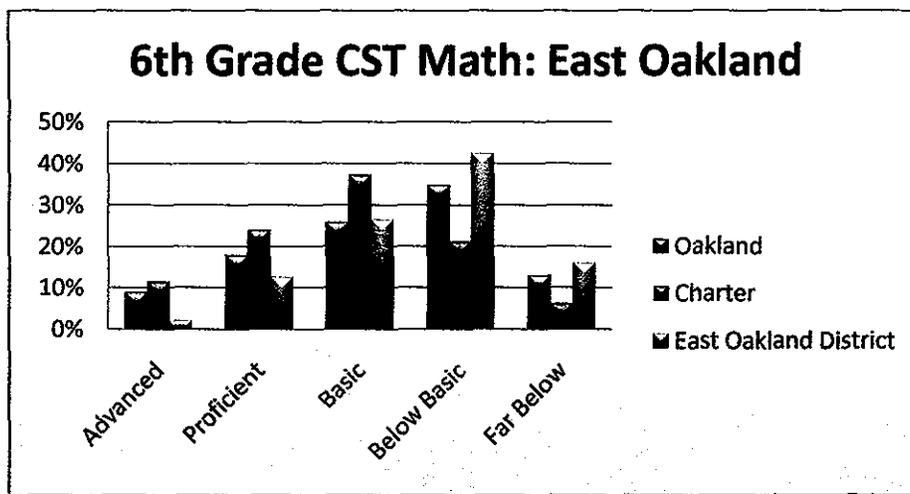


Figure 1.25 compiles the statistics for the neighborhood schools in our target region. We recognize that many of the families in East Oakland may choose to send their children to Downtown Oakland, Laurel Heights, Fruitvale, or Deep East Oakland in pursuit of higher performing schools. We believe the demographics represent a fair comparison from which Oakland Collegiate will recruit our student population.



Oakland Collegiate Charter Petition

Figure 1.25: East Oakland School Demographics<sup>22</sup>

	Enrollment	Program Improvement	Made AYP	2007 API Score	2008 API Score	Met API Growth School wide	Met API Growth All Subgroups	API State Ranking	Similar School Rank	F/R Lunch	ELL	Latino
<b>Middle Schools</b>												
College	217	PI-1	No	527	559	Yes	Yes	1	1	85.1%	40.6%	72.4%
	221	PI-2	No	586	588	No	No	1	1	75.6%	8.5%	16.5%
	581	PI-5	No	595	557	No	No	1	1	86.3%	23.2%	37.2%
Partnership	197	PI-3	No	619	642	Yes	Yes	1	6	86.4%	34.0%	83.8%
Charters	142	PI-1	No	517	519	No	No	1	1	68.5%	46%	55.3%
	327	PI-1	No	563	570	No	No	1	2	83.3%	37.0%	59.6%
Community*	378	PI-1	N/A	573	N/A	N/A	N/A	1	3	85.8%	44.4%	69.3%
<b>High Schools</b>												
	371	No	Yes	621	638	Yes	No	2	4	78.8%	34.5%	60.9%
	332	PI-4	No	514	483	No	No	1	1	74.7%	18.1%	39.5%
	354	No	No	552	528	No	No	1	1	74.9%	36.7%	61.9%
	366	PI-4	No	550	519	No	No	1	1	51.9%	33.1%	48.4%
<b>Charters</b>												
Academy	205	PI-1	No	594	641	Yes	Yes	1	1	92.5%	98.5%	96.6%
	118	No	Yes	621	715	Yes	Yes	2	1	94.2%	43.2%	51.7%
Academy	400	No	No	686	692	Yes	No	2	4	62.0%	26.5%	35.0%
City High	216	No	Yes	595	624	Yes	No	2	2	98.6%	7.9%	88.9%

1. All the school data is from the California Department of Education Data Quest. [www.cde.ca.gov](http://www.cde.ca.gov)  
 2. The school or district certified that there were adult irregularities in test procedures on the 2008 STAR assessment.



Data from East Oakland schools paint a bleak picture of student performance. No school in the neighborhood has an API Similar Schools Ranking greater than 2 (1 is the worst and 10 is the best), meaning they are among the lowest performing schools in the state. When the schools are compared to schools with similar student populations, only Melrose Leadership Academy stands out with a ranking of 6. All the OUSD middle schools are designated Program Improvement schools.

Coliseum College Prep and Melrose Leadership Academy were the only two district schools that met their AYP growth overall and for all sub-groups. While both schools made significant gains from 2007 to 2008, Coliseum College Prep's API score was 559 in 2008, still nearly 100 points below the district API. The largest school in the neighborhood, Frick, lost nearly 40 points from 2007 to 2008. The school is now in its fifth year of program improvement, and shows little ability to meet No Child Left Behind goals of 100% Proficiency by 2013-2014.

The population in both District and Charter schools is primarily African American and Latino, with the majority of students qualifying for Free/Reduced Lunch.

In accordance with CA Education statute 47605(h), Oakland Collegiate should receive preference for proposing to serve a student population which is has low academic performance.

**ENROLLMENT PLAN**

Oakland Collegiate will open in August 2010 with 120 sixth grade students, and each year after continue to enroll a new class of sixth grade students as well as fill open spaces at our upper grades. We will reach full capacity in 2012-2013 with a total student population of 360.

**Figure 1.26: Projected Enrollment for First Charter**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
6th	0	120	120	120	120
7th	0	0	120	120	120
8th	0	0	0	120	120
<b>Total School</b>	<b>0</b>	<b>120</b>	<b>240</b>	<b>360</b>	<b>360</b>

**Central East Oakland Population**

According to the Census data there are a significant number of families in Central East Oakland who choose to send their children to schools outside Central East Oakland.

1. Private Schools
2. Other Public School Districts
3. Other District Schools through OUSD Options program

OUSD is forecasting additional school closures due to poor school performance and financial savings. The board voted to close Peralta Creek Middle School.

While Oakland Collegiate is open to all students through our random lottery, we will focus our marketing strategies to target students and families who have underperformed in their current placements. As the data shows, those students who are not performing well in middle school- African American, Latino, English Language Learners, and Socio-Economically Disadvantaged students- are the students who primarily reside in our target neighborhoods.

## *EDUCATIONAL PHILOSOPHY*

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

Our goal is to ensure that all of our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21<sup>st</sup> century. The Massachusetts Institute of Technology faculty defines a well-educated person in the 21<sup>st</sup> century as having the following characteristics:<sup>23</sup>

- strong knowledge of academic content
- problem solving capability (of both vague and well-structured problems)
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communications skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

The founders of Oakland Collegiate believe that educated citizens of the 21st century must have a solid background in literacy and math as well as in history and science. With such knowledge, they not only will be able to keep up with the rapid growth of technology, but they also will be able to meet the growing workforce demand for critical thinkers. Educated citizens of the 21st century must have a love of learning that will enable them to be self-motivated lifelong learners so that they can adapt easily and quickly to changes. They must be able to work productively and cooperatively in a multicultural environment. In addition, educated citizens must be effective language users, adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness.

Oakland Collegiate's structured environment, high-quality instruction, and focus on character development is designed to instill the value of education. Our engaging and rigorous curriculum provides students with the content knowledge capable of empowering them to become lifelong learners who continue to self-educate. Our explicit character education program provides youth with the ethics and responsibility necessary to navigate their environments.

### **HOW LEARNING BEST OCCURS**

We believe that learning best occurs when high capacity teachers deliver standards-based content that is engaging and appropriate for the student population. We believe that there are three core philosophies which drive student learning.

- Great teachers teaching rigorous curriculum can eliminate the achievement gap.
- A safe and structured school culture fosters academic excellence and character development.
- Education is a partnership between students, parents and the school, which must hold everyone accountable for student progress.

Learning best occurs when students have more time. As the data indicates, on average less than a 1 in 5 African American and Latino Oakland students will enter middle school Proficient or Advanced in ELA or Math. Therefore we need more time to catch students up and ensure they learn the grade level standards. This is why we institute a longer school day and a longer school year (supplemental school year). In addition to a longer school year and school day, our students need more time in English Language Arts and Math. Everyday students receive double instructional blocks of Literacy and Math. We divide the English Language Arts standards between Reading and Writing skills and have students take a course on each one. In math we divide the standards between Pre-Algebra

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<sup>23</sup> MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at <http://web.mit.edu/committees/sll/JrFacWkshp.html>.

concepts and Math Problem Solving. Therefore students have a dedicated teacher for each class, and the two teachers work in combination to ensure students have more time to master critical standards.

Learning best occurs when students have great teachers. More instructional time does not matter if students are not learning. This is why we must hire the best teachers, staff who are experienced urban educators with a track record of success. The research indicates that teacher quality is the single biggest factor in determining student learning. We recruit the best by offering higher pay, professional work environment, ability to work in a safe and structured school.

Learning best occurs when our teachers follow consistent policies and practices. All teachers follow the same instructional format, I-We-You Do. This means that every lesson has a section of direct instruction where the teacher is providing standards-based content. Everyday students have an opportunity for guided practice with their teacher providing immediate feedback. Finally students need an opportunity to continue to practice the skill independently. By creating a uniform instructional model we support student learning by creating similar learning environments for every classroom.

Learning best occurs when teachers use data to inform instruction. We implement data driven instruction in order to consistently monitor student progress and use this data to reflect on teacher practice. Students take a diagnostic assessment during the summer before school starts, in order to give teachers a picture of their incoming cohort. Then every six weeks students take benchmark assessments which monitor their progress towards mastering the state standards covered during that period. Teachers constantly reflect on student progress and make changes in order to increase student achievement.

Learning best occurs when students feel safe in school. School must be a structured place which holds them accountable for their learning. Students will wear a professional uniform and everyday they will be greeted by school staff when they arrive at school and by their teachers when they enter the class. We adhere to the "broken windows" theory and stop problems before they get started.

Learning best occurs when students receive targeted instruction. Oakland Collegiate provides before and after school support, as well as Saturday Academies and Summer School. After lunch targeted students receive focused small group reading instruction. This targeted instruction allows Oakland Collegiate to set aggressive standards for all our students.

Learning best occurs when students build strong relationships with their teachers and peers. Oakland Collegiate keeps class size small, and provides advisory or community meeting every day. Advisory classes are single gender and smaller in size to create community between among staff and students. Advisory teachers are the primary contact for student's families.

## RESEARCH BASE

A compelling study of the best practices of successful urban schools can be found in Samuel Casey Carter's *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*.<sup>24</sup> His book presents 21 schools (traditional public, private, and charter) that serve low-income, minority families and consistently earn test scores that far exceed the national average. Casey states, "Against the perennial claims of the education establishment that poor children are uneducable, these case studies highlight and celebrate the effective practices of low-income schools that work. Only by encouraging, rewarding, and imitating this kind of success will our schools provide the kind of opportunity that all children in a free society deserve."<sup>25</sup>

During the design of the school, members of the founding team visited and learned from the following high-performing, high-poverty schools:

1. Academy of the Pacific Rim – Boston, MA
2. Achievement First – New York City, NY
3. Acorn Woodland – Oakland, CA
4. Boston Collegiate – Boston, MA

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<sup>24</sup> Heritage Foundation (2000).

<sup>25</sup> Ibid.

5. Boston Preparatory – Boston, MA
6. Delaware College Preparatory – Wilmington, DE
7. Elm City (Achievement First) – New Haven, CT
8. Excel Academy-Boston, MA
9. KIPP – Academy – Lynn, MA
10. KIPP – Bridge – Oakland, CA
11. KIPP – SF Bay Academy – San Francisco, CA
12. KIPP – Heartwood – San Jose, CA
13. KIPP – King – San Lorenzo, CA
14. KIPP – RISE – Newark, NJ
15. KIPP – San Jose Collegiate – San Jose, CA
16. KIPP – Summit – San Lorenzo, CA
17. Leadership Preparatory – New York City, NY
18. Leonard Wilson Preparatory – Oakland, CA
19. Life Learning Academy – San Francisco, CA
20. Lighthouse Community Charter School – Oakland, CA
21. North Star Academies (Elementary Campus and Middle/High School Campus) – Newark, NJ
22. Oakland Charter Academy High School – Oakland, CA
23. Prestige Academy – Wilmington, DE
24. Roxbury Preparatory – Boston, MA
25. Robert Treat – Newark, NJ
26. Williamsburg Collegiate – New York City, NY

Mr. Vidito and the founding team of Oakland Collegiate now seek to bring a school that replicates these successful practices and offers a high-quality college preparatory education to the community of East Oakland, one of Oakland's most educationally underserved communities.

#### ***Research Base Results***

The Oakland Collegiate design is supported by the results from numerous other high performing schools; Excel Academy, KIPP Heartwood, KIPP Lynn, North Star Academy, and Roxbury Preparatory are a few of the schools. Each of these schools is a Blue Ribbon Award winning school indicating it is among the top in the nation. Each of these schools operates in an urban setting educating primarily low income youth of color. All of these schools have achieved remarkable results from their inception, significantly outperforming neighborhood schools, as well as most of the schools across their states.

#### ***Research Based Philosophy***

At Oakland Collegiate we believe in a two-leader school model. One leader, the Executive Director, is responsible for the financial management, facilities, operations, and general “outside” activities of the school. The second leader, the Director of Curriculum & Instruction, is responsible for the curriculum, instruction, assessment, and coaching of teachers. Both administrators work together to ensure school culture promotes academic excellence and character development.

At Oakland Collegiate we “sweat the small stuff”. Detailed and specific policies and procedures and consistent practice ensure that all staff are aligned in practice. Staff work together to greet students every morning as they enter school and make sure their uniforms are complete and they are ready to start the day. Every class begins the same with a greeting from the instructor and a Do Now. We believe these consistent policies support the academic performance of our students by creating a consistent positive school culture.

We recognize that instructional time is precious and our students need as much time to learn as we can provide them. In order to eliminate commotion and time loss caused by student transitions, teachers rotate classrooms ensuring a quick and quiet transition from one class to the next.

**Excel Academy**, in Boston, MA, proves that strict adherence to these systems work. “Seventh grade students at Excel Academy Charter School were ranked first in the state after achieving a perfect 100 percent Advanced/Proficient rate on the Spring 2008 English MCAS exam. Excel Academy’s students are the first seventh grade class in Massachusetts to earn a perfect Advanced/Proficient rate since 2005. All Excel Academy students, 69 percent of whom are Latino and 75 percent of whom are low-income, surpassed their local and state peers at every single grade level on the English, math and science MCAS exams. Excel Academy students earned an overall 88 percent Advanced/Proficient rate on the English MCAS exam and 78 percent Advanced/Proficient rate on the math exam.”<sup>26</sup>

Excel Academy implements a two leader instructional model. This leadership model allows one leader to constantly be in classrooms supporting teachers, modeling instruction, providing feedback or checking school culture. Every morning students at Excel Academy are greeted by the principal with a firm handshake and salutation. This allows the principal to check their uniforms and gauge potential problems. The Oakland Collegiate systems and routines planning document, attachment J.3, is modeled after Excel documents. They implement a similar system where teachers rotate classrooms instead of students. This allowed the school to operate effectively in a smaller space, it saved instructional minutes, and created greater community within the classroom.

At Oakland Collegiate we believe our students need more time to learn. We support them by providing a longer school day and offering a supplemental instructional year. This results in 29% more instructional time than their peers. While our students need more time, they also must be in a classroom which is safe, structured and promotes instruction. We believe that middle school students as they get older grow increasingly concerned with fitting into perceived or imagined stereotypes. We feel that our boys and girls need opportunities to be in single gender classrooms, which allow them to focus on learning. In sixth grade we start with single gender advisories, and by eighth grade our students take their core classes in single gender classrooms. These strategies are supported by the results of **KIPP Lynn**, a middle school in Boston. “71% of KIPP Academy Lynn 6<sup>th</sup> grade students are Proficient or better on the MCAS. The average fifth grade student gains 2.7 years worth of growth in Math and Reading during their fifth-grade year at KIPP Academy Lynn. Finally, in three years our 7<sup>th</sup> graders moved from the 49<sup>th</sup> to the 92<sup>nd</sup> percentile in Math and from the 38<sup>th</sup> to the 70<sup>th</sup> percentile in Reading on the Stanford 10 test.”<sup>27</sup>

As a charter management organization, KIPP holds the belief that our students need more instructional time. Their students across the country go to school longer each day and year. At KIPP Lynn they also identified single gender classrooms as a support mechanism for eighth grade students. Immediately they found a decrease in the number of disruptions among the boys and girls. In addition student work increased, and both boys and girls reported feeling more comfortable in their single gender classrooms.

At Oakland Collegiate we believe that great teachers can only be successful if school culture promotes academic excellence and character development. Students must internalize the importance of education and begin to become lifelong learners continuing their education outside of the classroom. Students need to build positive relationships with school staff and classmates. Oakland Collegiate fosters this through our Advisory program and weekly Community Meetings. During Advisory, students are in a single gender small group, where they discuss issues that affect them in school, at home, and in Oakland. The Advisory teacher acts as a single point of contact between grade level teachers and families.

Students need consistent systems and structures so they know what to expect. Once there are clear structures then incentives and consequences can be applied to influence student decision making. At Oakland Collegiate students we build a culture of consistency which praises all for accomplishments and holds everyone accountable for their performance and behavior. Students are receive recognition during community meeting for going above and beyond, while students who commit infractions are required to ask the community for forgiveness. The community meetings are an opportunity for students to hold each other accountable and also build leadership skills, and strengthen school culture. **North Star Academy**, a middle and high school in Newark, has implemented these philosophies with incredible success. “North Star students are selected on a random lottery—the only requirement for admission is a

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<sup>26</sup> Excel Academy Press Release, September 26<sup>th</sup> 2008. [www.excelacademy.org](http://www.excelacademy.org)

<sup>27</sup> KIPP Academy Lynn. [www.kipplynn.org](http://www.kipplynn.org)

Newark residence. 100% of the students are of color (85% African-American, 15% Latino), 90% qualify for a Free and Reduced lunch, and 90% of their parents never graduated from college.”<sup>28</sup> For the past ten years, North Star has served as a model for the possibility of urban education. It is the original school of the Uncommon Schools network. In 2007-2008, North Star graduated 100% of their students, all of which matriculated into a college or university. Once their graduates get to college they stay there- of their original graduating class 75% are on our track to graduate from college. “In 2008, of the general education middle school students, 100% scored Proficient or above in Language Arts, 100% were Proficient in Mathematics, and 98% were Proficient in Science – results which are typically double the Newark District’s average and higher than some statewide averages as well.”

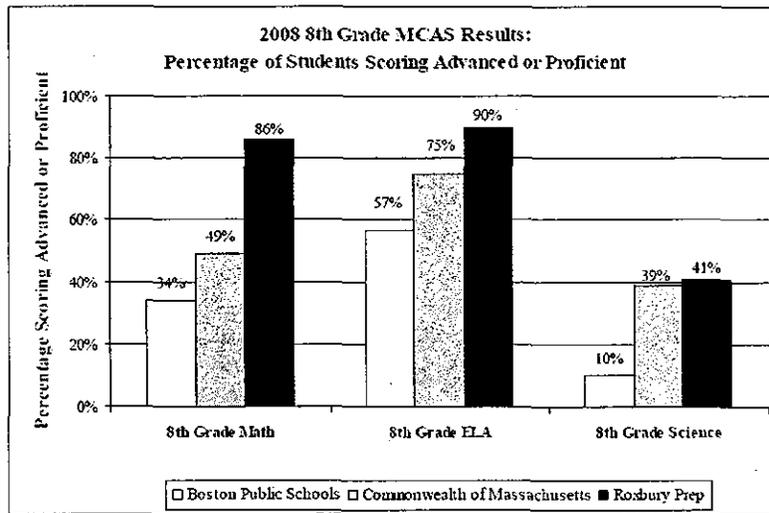
At Oakland Collegiate teachers begin with the end in mind. During their three week Summer Professional Development all staff examine their grade level standards, super standards, and SAT skills. They create yearlong standards based curriculum maps. Then they go through and create daily objectives which align to each standard. Supporting this planning is the Director of Curriculum & Instruction who helps create the instructional maps and provide coaching and support throughout the school year.

Mapping the curriculum allows Oakland Collegiate to create internal six week, trimester, and end of the year comprehensive exams. These regular internal assessments and benchmarks allow Oakland Collegiate to monitor student progress towards mastering grade level standards. Oakland Collegiate then uses our support services to target students who are struggling. Data driven instruction keeps the whole staff focused on our big end of the year goals.

We believe that our students must have math literacy in order to function as a productive member of society. In order to address student achievement gaps and ensure our students successfully complete Algebra by 8<sup>th</sup> grade, we provide two math courses, Pre-Algebra Procedures and Math Problem Solving course. By doubling the instructional time, Oakland Collegiate students receive the skills based instruction and practice necessary to increase their achievement, and the problem solving skills necessary to achieve in society.

**Roxbury Preparatory** is a sixth through eighth grade middle school in Boston. Its student population is entirely African American or Latino and 68% of families qualify for Free or Reduced lunch. The chart below highlights the value-addition of Roxbury Prep. In only three years students at Roxbury Prep nearly triple the city’s performance in math and nearly double the state’s performance in math.

**Figure 1.27: Roxbury Preparatory Performance on State Exams**



Roxbury Preparatory implements many of the same strategies as Oakland Collegiate. Their teaching staff begin the year with three to four weeks of professional development, during which time they create curriculum maps and comprehensive end of the year assessments. They also have their students enrolled in a double block of math. They constantly use data to inform their instruction and identify struggling students. The school implements a targeted

<sup>28</sup> <http://www.uncommonschools.org/nsa/ourResults/>

intervention system to support struggling students. Through before and after school tutoring, pull-out and push-in support, and differentiated in-class instruction students eliminate the achievement gap in less than three years.

### **TYPICAL STUDENT DAY/WHAT A VISITOR WOULD EXPECT TO SEE**

Guests who visit Oakland Collegiate will walk away reflecting on the quality of academic engagement. We believe that people (including students) work best when they have clear expectations with clear incentives and consequences. Our staff and students work hard every day, which is why we take the time to offer praise and reward.

At Oakland Collegiate we “sweat the small stuff”. We put systems and structures in place to support student learning. The day is well organized to promote student learning and character development.

In this section we are going to describe a typical day for a student whose achievement is at or near grade level. In the next section we describe a typical day for a student whose math and/or reading achievement is significantly lower than expected grade level, and who is enrolled in a Reading Intervention and/or Math Intervention program

#### **7:00-7:30 AM Preparation:**

Oakland Collegiate has a rotating schedule of early morning responsibilities. The administration arrives every morning by 7:00 AM to inspect the campus, and make sure everything is in order for the school day. Teachers on breakfast duty arrive by 7:30 AM. All staff are expected to arrive by 7:45 AM, and be to the cafeteria by 8:05 AM. Staff is expected to check their email by 7:45 AM for daily announcements and updates. The Office Manager arrives by 7:30 AM to open the office and handle student uniform violations.

#### **7:30 AM Breakfast:**

Oakland Collegiate students start early and work longer. They arrive for breakfast at 7:30 AM, where they are met with a handshake and greeting by a school staff member. As staff members greet students they check uniforms for compliance. Students out of compliance fix the violation immediately or are sent to the office to call home for necessary items.

After the greeting, students enter the school where they are greeted by a second staff member, who ensures the students walk silently to the cafeteria. Once in the cafeteria, students pick up a nutritious breakfast and sit in an assigned seat with their advisor. Students can talk in a professional voice until 7:45 AM when they start working on their Breakfast Brain.

#### **7:45-8:10 AM Breakfast Brain:**

At 7:45 AM a staff member signals students to silently transition to their morning work. Breakfast Brain is a weekly instructional packet developed by the Director of Curriculum and Instruction. The packet is designed to review key standards covered during the previous week, as well as introduce test preparation strategies. The material is designed at the students’ independent levels so they can work independently. At 8:05 AM a staff member signals students to clean up. Student leaders move trash cans into place so that breakfast can be disposed of immediately. By 8:10 AM the cafeteria is clean, and students are on their way to Advisory class.

*[Advisory classes are designed to be single gender classrooms, with smaller teacher-to-student ratios. All teachers and the Director of Curriculum and Instruction teach an Advisory course.]*

#### **8:10-8:27 AM Advisory:**

Students are greeted once again with a handshake as they enter the classroom silently. They have two tasks to begin immediately: turn in their homework and start a Do Now activity.

*[The Director of Curriculum and Instruction (DCI) is responsible for developing the Advisory curriculum which builds on Second Step, the school values, and issues as they arise. Advisory classes teach students our PREP values: Perseverance, Responsibility, Engagement, and Professionalism. These resources teach students how to conduct themselves as young responsible adults, as well as how to deal with the social and emotional challenges they are facing.]*

At Oakland Collegiate character development is an integral part of the curriculum. After collecting homework, the teacher gives students an opportunity to practice honesty and integrity. Students can admit to incomplete homework, and go to Homework Club after school. Students who do not tell the truth receive automatic detention.

*[Homework is collected by the Office Manager who sorts the homework and distributes it to the corresponding teacher. Teachers check homework and identify Homework Club lists and Detention lists by lunch. The Office Manager then calls parents to inform them that their child will be required to stay after school.]*

Today's objective is to identify conflict resolution strategies. For the Do Now activity, students identify a past conflict, describe what happened, and give three alternative solutions. The teacher starts the discussion by asking three students to share their conflicts. Those conflicts, in addition to the three teacher-created scenarios, are written on the board. Students are then assigned to groups of three. Each group of three is asked to brainstorm potential solutions to the conflict.

*[During the group work, an outside observer would hear a quiet murmur; students are all actively engaged in their discussions. The teacher can be seen moving from group to group answering student questions and supporting discussion.]*

After five minutes, students come back together and share their strategies. While some of the student suggestions are impractical, all students take the activity seriously. While students actively critique each solution, no student makes fun of, or puts down another student. Discussion is strictly limited to the merits of the solution. This encourages students to remain engaged in the lesson and not worry about wrong answers or humiliation.

The class period is over, the teacher dismisses the students and they get their belongings and transition to their next class.

**8:27-8:30 AM Transition:**

Students form silent single file lines outside their Homeroom. They enter their Homeroom and receive a handshake and a greeting from their first period teachers.

*[Homerooms are named after colleges and classrooms are decorated with college themes to reinforce the idea of college. (Berkeley, Emory, Howard, SF State, and Washington U are examples of potential names) At Oakland Collegiate, middle school teachers rotate between classrooms, while students remain with their peers for most of the day.]*

For the purpose of this application we will follow Emory, a 6<sup>th</sup> grade class.

**8:30-9:25 AM Period 1: Writing:**

Emory students arrive from to their Homeroom classroom. Students enter the room quietly and walk quietly to their desks. On the way they hang their jackets on the wall. By 8:30 AM all students are in their seats. At the 8:30 AM bell all students rise and greet their teacher and in turn are greeted by their Writing teacher.

*[At Oakland Collegiate we focus on the connectedness of the standards, within and across content areas. We plan to use State-Board of Education adopted language arts materials for all students. But for purposes of building expertise in teachers and students, for students which achievement level is at or near grade level expectations, we divide the English Language Arts standards between a Writing teacher and a Literature teacher. The Writing teacher focuses primarily on the Writing and Written and Oral Language Conventions standards. The Literature teacher focuses on the Reading and Listening and Speaking standards. Both teachers teach vocabulary.]*

*[At Oakland Collegiate all teachers create daily instructional packet, based on standards-based instructional materials. As the students become more proficient the packets become less structured.]*

After the greeting, students start working on their Do Now which is part of their daily instructional packet. It is a quick 4-5 minute pen to paper activity which reviews recent standards recently taught or introduces the day's objective. In this way, a routine is established. Students know exactly what they are to do when they enter class, and the teacher has a few minutes to check attendance and deal with problems which may arise. Then, the teacher reviews the day's objective, agenda, and homework. Students copy the homework assignment into their Oakland Collegiate planners.

The teacher begins the lesson by reviewing Do Now, which reviewed a portion of Language Convention Standard 1.2- identifying past perfect verbs. Last week there was a mini-lesson on past perfect verbs.

Today's lesson is reviewing a portion of Language Convention Standard 1.1- dependent and independent clauses. The Writing teacher then begins the direct instruction (I Do) part of their lesson. Students take notes using a Cloze worksheet included in their instructional packet.

*[This section should last about 15 minutes. By 8<sup>th</sup> grade students are given a notes packet with the headings and take their own Cornell style notes.]*

Next the class transitions into the guided practice (We Do) section of the lesson. During the guided practice, students diagram sentences identifying the different clauses. The teacher and students practice several examples together, with the teacher monitoring students' understanding.

*[This section of the lesson ranges between 10 and 20 minutes depending on the level of the class and the rigor of the material.]*

Once the majority of the class demonstrates proficiency on the examples, the whole class begins independent practice (You Do). Students have two parts to their independent practice: further practice with diagramming sentences, and then time to work on an essay. *[As part of the independent practice, the Writing teacher is collaborating with the History teacher. Students have been working on an essay about the characteristics of Ancient Egypt. They will be expected to use past perfect verbs, and independent and dependent clauses in their essays.]* The class recently received peer feedback on their first drafts. Now students must make revisions before submitting their next draft for a grade. Their final draft will be submitted to both their History teacher and Writing teacher; each one will assign a grade for content and writing functions.

As students work independently, the teacher pulls small groups of students to continue further practice.

*[Instructional Packets are designed to include challenge problems for GATE students. All students will complete the standards based practice, but GATE students will be encouraged to complete the extension activities.]*

When students finish their work they read quietly from their independent books. All students are expected to have an independent reading book with them at all times, and are assisted to find reading materials at their independent levels in the schools leveled reading library. Students are held accountable for always being prepared to learn.

At 9:25AM students begin working on the Exit Ticket. *[Exit Tickets are 3-5 questions which review the daily objectives and provide a snapshot of students' understanding of the material.]* At 9:30AM the Literature teacher arrives. The students rise and bid farewell to their Writing teacher and greet their Literature teacher.

*[With an "All Hands on Deck" approach, administration is able to support teachers so transitions between classes are under a minute. Teachers use carts to transition their materials between classrooms. All teachers use a common Black Board Configuration based on Dr. Monroe's research. Teachers use Post-It Pads on which the teacher has already written the Objective, Agenda, and Homework. These pads can be hung in the classroom. This limits the transition time.]*

#### **9:25-10:20 AM Period 2: Literature:**

After the greeting, the daily instructional packet is distributed. Students immediately begin working on their Do Now: a summary of what they read the previous night, while the Literature teacher organizes his or her material. During Literature, students who are reading at grade level are reading the novel *Holes*. Students reading one-or-two years below grade level are using an adapted read, an audio tape, or a similar novel at their independent reading level. Last night the students were assigned several chapters to read. After reviewing the day's objective, agenda, and homework, students are told to turn in their packet and begin working on a quiz of yesterday's instruction.

*[The Literature teacher communicated the information regarding the quiz to the Student Supports Coordinator (SSC) who supports Individualized Education Plan (IEP) students. Two children in the class have IEP's which allow them extended time for assessments.]*

As time is set to expire, the teacher checks in with both students; one requests additional time. The teacher provides the student with a pass to the SSC to finish the quiz. The assessment is 20 questions, and divided into three sections: vocabulary, reading comprehension, literature analysis. The quiz is designed to be rigorous; if students are unprepared they will not finish the work in the allotted fifteen minutes. *[The quiz is technically part of the You Do section, but was moved to the beginning of the class in case the students with IEP's need additional time.]*

During the I Do section of the lesson (5 min), the teacher introduces the new vocabulary and definitions, and ensures that students remember what “setting” is by having students describe the classroom setting, and the setting of previously read stories. The class transitions to the We Do (20 min) section in which they discuss the influence of the setting on the problem and the resolution in the stories they are reading. The class discussion is focused on whether the problems in the story are contrived, or realistic, a distinction that was introduced the previous week. The second part of the We Do section involves rereading and discussing important passages from last night’s homework. In the You Do section of the lesson, students complete a graphic organizer where they identify three problems in their stories, and describe how the problems might have changed if the settings had been different. The teacher calls on students to share their ideas. They conclude by identifying, as a whole class, three realistic problems and three contrived ones.

At least once a week, the teacher uses a variety of instructional strategies to engage students in practicing their reading fluency.

#### **10:20-10:30 AM Break:**

Students have one ten minute break, during which they can use the restroom, talk amongst their peers, or complete additional tasks. During this break students have a nutritious snack.

Students sign up to use the bathroom. There is one pass for boys and one pass for girls for each classroom. When it is the student’s turn, he/she walks silently to the restroom, and waits in a single file line. Outside the restroom there is a place to hang restroom passes. If there are no empty spaces, the student waits quietly until a student exits, at which time he/she can enter. Staff and administration are placed strategically throughout the building to ensure all bathrooms and hallways are monitored.<sup>29</sup>

Students are given a 3 minute and 1 minute warning, and must be in their seats prepared to begin the lesson when the bell rings.

*[The History and Literature teacher transition during the break.]*

#### **10:30-11:25 AM Period 3: History:**

*[At Oakland Collegiate we infuse English Language Arts into all facets of our curriculum. History teachers teach the State History-Social Science standards, and the Reading standards related to reading expository text. Ideally we will hire a History teacher who has a multiple subject credential in History and English. Otherwise the DCI and Literature teacher will plan lessons with the History teacher to infuse multi-syllabic word- attack skills, nonfiction reading skills, and writing skills into the lessons.]*

The class is studying Ancient Egypt, as it works on Standard 6.2: students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. This week the class is focused on sub-standards 6.25 and 6.27.

The Do Now asks the students to identify the importance of Queen Hatshepsut and identify at least three accomplishments during her reign. The questions are short-answer and students must write in complete sentences. When the teacher signals time, the students all stop writing.

The teacher randomly calls on a student to give an answer to the first question. The student answers “Queen Hatshepsut was important because she inspired the Egyptian people”. The teachers’ practicing the strategy “Right is Right”, tells the student the answer is not specific and is incorrect. The next student responds, “Queen Hatshepsut was important because she was one of the first female Pharaohs.” The teacher responds, “That answer is correct; it is specific.”

*[Today’s class does not follow the traditional I-We-You Do Format. In an effort to increase literacy instruction, the class includes a Read Aloud and partner discussion on content.]*

In an effort to expand Literacy instruction, the class is reading Mara, Daughter of the Nile, a historical fictional account of a young woman living during the time of Queen Hatshepsut. The novel is well above the students independent reading level; therefore the teacher conducts a read aloud, using the opportunity to model expression, tone, and pronunciation.

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<sup>29</sup> See Attachment J.3, for a detailed description of all standardized routines.

As part of their instructional packet, students receive a notes outline worksheet. Students complete the missing sections as they listen to their teacher. Today the worksheet asks them to identify characteristics of the Egyptian culture. This section follows Mara as she navigates a busy Egyptian port and makes her way to the palace. When the teacher completes the section students turn to their partners and discuss their answers to the guiding questions from their instructional packet.

*[The class now transitions back to Direct Instruction.]*

The class instruction is on Egyptian Culture which directly connects to the reading. [The class uses the following rubric when evaluating ancient cultures: Art/Music, Government, Language, Infrastructure, and Religion. This allows each ancient civilization to be compared along similar metrics.] The students open their History Alive textbooks to the appropriate section. The class reads from the selected text on Egyptian Culture. The teacher stops the class at designated sections to ask probing questions. [Oakland Collegiate teachers are trained in Bloom's Taxonomy to ask varying types of questions.] The teacher closes the instruction by summarizing the important ideas they have discussed.

Students are divided into five groups each group is assigned one of the features of ancient culture. Over the next week students will read selected material and create a report they will share with the rest of the class.

#### **11:25-12:20 PM Period 4: Problem Solving:**

*[The Math standards are divided between the Math Problem Solving course and the Math Procedures course. The Problem Solving course covers Numbers Sense; Statistics, Data Analysis, and Probability; and Mathematical Reasoning.]*

*[The Problem Solving course is designed to cover specific standards, and give students more time to make sure they understand and can demonstrate competency in math skills. Oakland Collegiate uses the State and district-adopted mathematics programs, which align with the California Math Content Standards.]*

It is early September, and Oakland Collegiate teachers are focused on ensuring all students memorize crucial math facts. After the Do Now, students are quizzed on their multiplication facts. Students have one minute to complete 45 multiplication problems.

*[Teachers progressively add more challenging facts. By December all students are expected to be proficient in all multiplication and division facts through 12s. Students who do not meet benchmarks will be referred to after-school tutoring and Saturday Academies.]*

Today's AIM; students will be able to (SWBAT) evaluate the absolute value of integers. *[This is an extension of Number Sense Standard 2.0, absolute value is a 7<sup>th</sup> grade standard, but at Oakland Collegiate we realize that it is an easy extension and thus include it with our 6<sup>th</sup> Grade Math instruction. This helps students build a foundation for concepts and skills that will be assess in seventh grade.]* Students have been working on place value for the past few weeks. The unit began with students converting fractions to decimals. Students then placed positive fractions, mixed numbers, and decimals on a number line. Last week the class was introduced to negative numbers and placed them on a number line.

The teacher begins today's class reviewing the Do Now which asked students to convert mixed fractions to decimals and place them on a number line. The teacher transitions to reviewing negative numbers. The teacher uses the Socratic method to question students about negative numbers.

Teacher: Writes -7 on the board. "Antonio, what did I write on the board?"

Antonio: "You wrote the integer negative seven." *[Students answer in complete sentences.]*

Teacher: "Marcus, tell me why Antonio said it was an integer?"

Marcus: "An integer is a whole number. Negative seven is a whole number."

Teacher: "Sophia, please explain to me why Antonio said it was a negative number."

Sophia: "There is a minus sign in front of the seven."

Teacher: "No that is incorrect, please try again." *[Teacher modeling the instructional practice Right is Right.]*

Sophia: "Is it because there is a negative sign in front of the seven?"

Teacher: "Yes Sophia, that is correct."

This process continues as the teacher begins questioning students on the value of negative seven. The purpose is for students to understand that positive and negative numbers are determined by their distance from 0. Positive seven and negative seven both are seven units from zero.

The class moves between direct instruction and guided practice as the students master pieces of information. The teacher then defines the concept of absolute value and introduces the symbol used to designate absolute value. Since students have already grasped the concept of the value of numbers they quickly grasp the use of absolute value signs.

Student's transition to independent practice to review the instructional standards taught today, as they work in pairs to discuss and solve problems involving owing money, and positive and negative temperatures.

#### **12:20-1:00 PM Lunch:**

Lunch at Oakland Collegiate is designed to give students a break from the rigors of the classroom. While students still sit with their home cohort, there are not assigned seats. Students are able to access passes to use the restroom or visit their teachers. Students are working on assignments, other students are talking in a business professional tone with their peers. Teachers circulate, engaging in conversation with students.

Oakland Collegiate is committed to the health of our students. Students need a nutritious complete meal in order to remain healthy and focused in the classroom. Our students' diet plays an important role in their ability to successfully navigate Oakland Collegiate. Recent research shows the importance of nutrition on a student's ability to retain and process information. Across our city and country we are facing the crisis of childhood obesity. Oakland Collegiate will explore nutrition services in order to ensure that our students eat a nutritious breakfast, lunch, and snack per day. This will go a long way towards improving our students' health and ability to function in our school.

With approximately three minutes left in the lunch period, music starts to play. This signals time to clean up. In a similar process as breakfast, student leaders organize trash bins so students can dump trash. Students wipe the tables, and trash bins are moved to the corner by the end of the music.

After a twenty minute lunch students have a twenty minute structured recess. During this structured free time, staff organize activities for students including sports, dances, board games, and other student directed activities. At 12:55 PM staff signal a five minute warning; at 12:57 PM a bell sounds and all games end immediately. By 12:59 PM all students have transitioned back into their advisory classrooms and have their reading book out ready to begin DEAR or Reading Groups.

#### **1:00-1:30 PM Reading Support:**

*[After students are accepted into Oakland Collegiate all students take a diagnostic assessment. The results of this assessment and teacher feedback determines the student's independent reading level. These levels are used to create leveled reading groups. Students who are two or more years below expected grade level in reading ability are grouped for reading intervention]*

Reading Groups are designed to provide additional literacy support for students. Students participate in a reading intervention class, read in a small reading group with their teacher, or read quietly from their DEAR book, which is at their instructional level. Students are grouped by ability so the teacher can provide targeted small group instruction. The lowest-performing students are assigned to the English teachers or DCI for reading. The DCI provides support to all non-language arts instructors on developing lesson plans for guided reading groups.

#### **1:30-2:25 PM Period 5: Math Procedures:**

*[The Procedures course supports the Number Sense instruction and covers all the standards for Algebra and Functions and Measurement and Geometry.]*

*[Every Monday, students receive weekly syllabi from their teachers. The weekly syllabi outlines the daily objectives, tests and quizzes, and homework assignments due that week. After completing the Do Now and the Math Minute, the teacher goes through the weekly syllabi calling attention to important sections. As part of their homework, students have their parents sign the weekly syllabi demonstrating their understanding of the weekly expectations.]*

Emory students are taking the first six-week benchmark assessment. The teacher arrives in the classroom and is greeted by and greets the students. The students have known all year that today was a benchmark assessment. They have their pencils and DEAR book on their desk.

The assessments are distributed and the teacher gives final instructions before students begin the assessment. They have the full period to complete the 50 question assessment. Students work in silence. If they need a new pencil they hold their pencil in the air and the teacher exchanges it. If students have a question they raise two fingers in the air. If students need to use the restroom, they make a “b” in sign language. Students who speak for any reason receive a demerit. If students are caught cheating on the exam they receive an incomplete, which must be signed by their families that evening. They also receive after-school detention for a week. *[The exam is designed to identify student mastery of content standards.]* When students complete the exam they read quietly from their DEAR books.

*[During the summer, teachers under the direction of the DCI, create year long curriculum maps. Using the OUSD curriculum maps as a guide, teachers create daily objectives which are aligned to state standards and move students toward mastery. Oakland Collegiate will use resources such as the benchmark exams provided as part of the State-adopted curricula, or Action Learning Assessments to create these benchmark exams.]*

**2:25-3:20 PM Period 6: Science:**

*[Science, like history, is treated as a nonfiction literature course. The DCI works with Science teachers to make sure they are teaching vocabulary and reading strategies to support students’ reading development.]*

Science courses at Oakland Collegiate are designed to get students engaged in active lessons. Today’s lesson is Science Standard 2a, the AIM is SWBAT explain how water causes erosion and how erosion effects California’s landscape.

For the Do Now, students were asked to match vocabulary words from the previous unit by using a synonym, antonym, example, or restatement. *[In this way the teacher can identify which students really grasped the material from the previous lessons. The explicit use of vocabulary is supported by the DCI to increase the amount of literacy instruction students receive.]*

After reviewing the Do Now, the I Do/We Do section of the class begins with a leveled reading passage on erosion. Students turn to the appropriate page in their instructional packet. *[Students take out their highlighters to mark important material. In sixth grade, teachers provide students with copies of the reading material and help them decide what to highlight. By eighth grade, students are reading from textbooks and taking their own notes.]* Before beginning reading, the teacher calls on Julia and asks her to predict what the topic of her reading passage is. Julia replies that the reading passage is about the process of erosion, and how it affects landscapes. The teacher thanks Julia and reminds the class to read the headings before beginning a reading passage. *[The teacher is reinforcing nonfiction reading strategies, which will help increase student literacy.]* The teacher uses a variety of reading strategies to read the passage with the class, including choral reading, teacher read aloud, and individual students reading.

The teacher asks a variety of questions to gauge student comprehension of the reading passage. Once again using the Socratic method, the teacher leads students to the AIM of today’s lesson: that water breaks down particles and carries them away, thus causing erosion, and ultimately changing the landscape by creating features such as canyons. As students answer questions posed by the teacher they take notes on the note taking sheet provided in their instructional packet.

In the final part of the lesson, the teacher shows the class a video on erosion and the creation of Yosemite National Park. The teacher shows a specific ten minute clip, after which students work in partners to answer a set of comprehension questions. The lesson ends with the Exit ticket.

*[After Period 6 students collect their belongings and transition to their Enrichment courses. Period 7 has an additional 5 minutes to allow for transition from Homeroom to the enrichment class, and then for announcements at the end of the day.]*

**3:20-4:20 PM Period 7: Enrichment/PE:**

*[Two days a week students take an Enrichment course, the other two days they take a PE course. There is no Enrichment/PE on minimum days.]*

Oakland Collegiate provides a very structured core instructional program designed to facilitate student mastery of core subjects. At the same time we realize student choice is an important element in a successful school. Therefore students will select their Enrichment course. Enrichment courses will be based on teacher ability/interest and student interest. Sample Enrichment courses may include Art-Drawing or Painting, Choral Music, Computer Technology, Debate, Martial Arts, or Theater.

**4:20-4:30 PM Dismissal/Transition:**

Students are dismissed from class by their teacher, not the bell, therefore classes can run longer to control for misbehavior, if necessary. All students will exit the school in the same way they entered, walking quietly and being bid farewell by a staff member at the exit. Oakland Collegiate staff will be positioned strategically off campus to supervise students waiting for the bus or being picked up. All students will be required to leave campus at dismissal unless they have a note from their parent/guardian explaining the reason.

**4:40-5:30 PM Homework Club/Detention/Tutoring:**

Students know where they need to go and walk quickly and quietly to their location. At Oakland Collegiate we implement the honor system and do not chase after students or walk them to their location. If they choose to skip a required after school activity or if they are late then they deal with the consequences.

Students in Homework Club work quietly on their homework. Staff members provide support for students, but the primary purpose is to provide a quiet place for students to work, and ensure that their homework is complete. Students in need of academic support attend After School tutoring.

Detention is one of the negative consequences for inappropriate student behavior. Students receive a detention by receiving four demerits in a day or seven in a week. Demerits are given when students violate one of the four school values; Perseverance, Responsibility, Engagement, and Professionalism. Demerits are tracked on the clipboard; once a student receives 4 Demerits in a day, he/she receives an automatic after school detention. All teachers use a common Class PREP Rubric<sup>30</sup> to track student behavior. If the fourth Demerit is earned before noon, the Office Manager calls the parents and the student serves the detention the same day. Students can also receive an automatic detention for lying, defiance, talking back to a teacher, or other violation of our Code of Conduct. During detention students may be assigned to school clean-up or sit silently in a classroom, working on schoolwork.

After-school tutoring is another one of our targeted support services. Students testing below basic or who referred by a teacher are placed in small groups and receive targeted support. The DCI creates a targeted curriculum designed to support students, and then works with tutors to ensure they are prepared to implement the curriculum.

**Modification of Class Schedule for Reading and Math Intervention Programs:**

The California Frameworks for both Reading/Language Arts and Mathematics recommend that students whose achievement is more than two years below expected grade level be enrolled in an intervention program for the following time periods: 2.5 hours for reading/language arts; 2 hours for mathematics.

Students in the Far Below Basic category, as well as students whose other achievement scores indicate that they may be more than two-years behind expected grade level will be identified and assessed with the assessments that are included with the intervention programs. The following time periods will be used for the intervention programs:

*Reading/Language Arts*

- Writing - 8:30 – 9:25; Literature - 9:25 – 10:20; Reading Support - 1:00 – 1:30

Total time: 140 minutes a day. (The daily time is slighted lower than the Framework's recommended time, but is made up in the supplemental school year.)

*Mathematics*

- Math Problem Solving - 11:25 – 12:20; Math Procedures - 1:30 – 2:25

Total time: 110 minutes a day. (The daily time is slighted lower than the Framework's recommended time, but is made up in the extended school year.)

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<sup>30</sup> See Attachment J.2, Class Weekly PREP Tracker.

## INSTRUCTIONAL PLAN

*"We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the US and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." – A Nation at Risk<sup>31</sup>*

Oakland Collegiate's instructional design is based upon the design of high performing urban schools across the country.<sup>32</sup> Oakland Collegiate will implement research-proven best practices to ensure that all students achieve academic mastery and personal success. We believe that the following three components are essential for students' learning and are the foundation of our instructional program.

1. Every child deserves a rigorous, standards-based education.
  - 1.1. More Time on Task
  - 1.2. Focus on Literacy
  - 1.3. Focus on Math
  - 1.4. Tiered Academic Support
2. A safe and structured school culture fosters academic excellence and character development.
  - 2.1. Culture of High Expectations
  - 2.2. Small School Environment
  - 2.3. Character Development and PREP Values
  - 2.4. Parents as Partners
3. Great teachers teaching rigorous curriculum can eliminate the achievement gap.
  - 3.1. Standards-Based Lesson Design
  - 3.2. Frequent Assessment and Data-Driven Instruction
  - 3.3. Talented Educators and Professional Development

Our mission statement promises that all students will be prepared for success in high school, college, and life. In order to achieve this ambitious goal, all governance decisions by the Board of Directors will support this end, all leadership decisions will be executed to best support the mission, and all school staff will present an unwavering commitment to the mission's success. We will work with students and their families to develop a community that fully supports every child's desire to attend and prepare for high school and college graduation. Our mission will serve as the fundamental goal which all school decisions and design elements support. All of the following elements of our school design support our college prep mission.

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<sup>31</sup> <http://www.ed.gov/pubs/NatAtRisk/risk.html>

<sup>32</sup> See Element 1 (Research Base), for a list of schools visited in preparation for developing Oakland Collegiate charter application.

**1. EVERY CHILD DESERVES A RIGOROUS, STANDARDS-BASED EDUCATION.**

*“Research on high performing, low-income schools has demonstrated again and again that a high bar, calling for the best efforts of children and adults alike, is essential to producing high levels of academic mastery.”<sup>33</sup>*

Access to high-level courses and rigorous curriculum and instruction are at the heart of what is needed for all students to achieve at high levels and ultimately be successful in life after high school.<sup>34</sup> In order to achieve our rigorous goals, our school includes the following elements:

- An intensive curriculum with a strong focus on skill development, especially in the areas of reading, writing, and mathematics.
- A longer school day, approximately 7:45 AM – 4:20 PM, and a longer school year, 180 regular school days, 5 days student orientation, 5 days supplemental instruction, and 2 days student retreat per year.
- Extended class time in Literacy (140 minutes daily) and Mathematics (110 minutes daily) to ensure proficiency in basic skills for all students.
- One to two hours of homework daily to ensure skill development and content mastery.
- A professional uniform to ensure respect for self and others, diminish social stress, and develop a spirit of shared community united toward a common goal.

***1.1 More Time on Task***

Twenty-five years ago, *A Nation at Risk* urged school districts and state legislatures to revamp the six-hour-a-day, 180-day-per-year school calendar and consider seven-hour school days and 200- to 220-day school years.<sup>35</sup> Strong American Schools conducted an assessment of high performing urban middle schools. They concluded that one of the factors in those schools success was more time spent on the following<sup>36</sup>;

- more and better instruction in math, reading, history, and science
- personalized attention for students who need it
- enrichment activities in subjects like arts, music, and drama
- more opportunities for teachers to work together to improve learning

East Oakland students need more time to close the achievement gap. State Bill 434 mandates 54,000 instructional minutes in grades 6-8. **At Oakland Collegiate we provide 69,776 instructional minutes, more than 29% more total instructional time than the state requires.** In order to provide additional instructional time, we provide a longer school day and school year. Breakfast starts at 7:30 AM and all students are expected to arrive by 7:45 AM. School ends at 4:20 PM for all students except those assigned to Detention, Homework Club, or Tutoring. In addition, we will provide a 192-day school year (180 regular instruction, 5 days supplemental instruction, 5 days student orientation, 2 day student retreat), affording students an additional two weeks of school.

This schedule was adopted based on the academic needs of our target population. As discussed in the Needs section, most Central East Oakland students are below grade level. Based on schools in our proposed neighborhood we anticipate most of our students arriving one to three years behind in core subjects. In order to rapidly move children to and beyond grade level performance expectations, we will need extra time to teach the content and skills of students' current grades, and also the critical content and skills of grade levels three to four levels prior.

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<sup>33</sup> Samuel Case Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Themstorm, *No Excuses: Closing the Racial Gap in Learning* (2003).

<sup>34</sup> Ed Trust West. Research report: Gaining Traction Gaining Ground.

<sup>35</sup> Strong American Schools. "A Stagnant Nation: Why American Students are Still at Risk".

[http://edin08.com/uploadedFiles/Issues/Issues\\_Pages/Stagnant\\_Nation\\_ExecSum.pdf](http://edin08.com/uploadedFiles/Issues/Issues_Pages/Stagnant_Nation_ExecSum.pdf)

<sup>36</sup> Strong American Schools. "More Time and Support for Learning". <http://www.edin08.com/uploadedFiles/more-time.pdf>

The CDE recommends at least 120 minutes of Language Arts and 60 minutes of Math instruction through eighth grade. In keeping with the state recommendations, we have embedded within our extended day and year more time for the key foundational courses—140 minutes of daily instruction in Language Arts and 110 minutes of daily instruction in Math. Additional literacy instruction is gained by incorporating nonfiction literacy instruction within the history and science curricula. We will augment this strong focus in the core subjects by offering periods of science, history, physical education, and visual and performing arts through our enrichment courses.

#### *Breakfast Brain*

Breakfast Brain is a strategy used by Achievement First schools. Each morning students work on a weekly grade level packet. The Director of Curriculum & Instruction works with grade level teachers to create an instructional review packet with a range of levels. The packets all review key standards covered during the year. At the end of the week the packets are collected and assessed. The grades for each content area become part of the student's class work grade.

#### *After School Tutoring*

Students will be administered a diagnostic assessment prior to beginning school at Oakland Collegiate. Results from this assessment will be used by the administration team to determine which students are most in need of additional instructional services. After school tutoring is targeted at struggling students. Oakland Collegiate will look to recruit retired teachers, college students, and other professionals to provide targeted assistance. Under the guidance of the Director of Curriculum & Instruction tutors will use scripted curriculum designed to accelerate student improvement.

Students will receive an additional hour of small group tutoring, (less than 10:1). Students will be assigned to ability groups in order to provide more targeted instruction. As students improve they may be transitioned to other groups or may be graduated from the program altogether.

#### *Saturday Academies*

Oakland Collegiate will provide 15 four hour Saturday academies throughout the school year. These academies are designed to provide additional intensive math support for new students testing below basic on the California Standards Test. Students build basic math computational skills so they can quickly move up to grade level work.

Students will be grouped by ability, so teachers can provide targeted instruction. Groups will be small less than 10 students per teacher, to provide the most impact. Finally instruction will be focused on essential math concepts, such as the student's ability to recall without hesitation their multiplication facts through 12's. Teachers will use a combination of state adopted curriculum and teacher created materials.

#### *Make-up School*

At Oakland Collegiate we believe that every instructional minute is precious. Therefore as part of the Parent Handbook, all families agree to schedule appointments only on Friday afternoons. If for some other reason a student must be out (for example, illness, death, emergency) then a designated individual may come to the school after 9 AM and pick up the student's assignments for the day. If the student completes all the work then he/she will not lose any points on missed assignment or work.

If for some reason the child does not complete the work, then student attends Saturday make-up school. These will be scheduled once a month, on an as needed basis. During this time the Executive Director or Director of Curriculum and Instruction, will provide a traditional day of instruction. Materials will be provided by the student's core teachers. Completing the make-up day will remove any incompletes or lost points the student received on his/her absence. We project 95% attendance rates, so these make-up days will involve a limited number of students.

#### *Summer School*

In order to provide additional support for our struggling students, Oakland Collegiate will provide an additional two week summer program. Students who failed one or more courses, test far below or below basic on the California State Standards Exam, or are recommended by teacher/staff will be eligible. Summer School is an optional program for eligible students, and satisfactory completion of course will result in grade changes. Participation in Summer School is one avenue for students to avoid retention if they failed one of their core courses.

The program is designed to provide intensive support to students. Given the limited number of students, Oakland Collegiate can provide small group (less than 10:1) targeted instruction. Summer School is four hours a day for two additional weeks at the end of the summer. This provides students an additional 2400 instructional minutes.

### *1.2 Focus on Literacy*

Only 15% of East Oakland 6<sup>th</sup> graders are proficient on 5<sup>th</sup> grade standards. These statistics only get worse during their middle school years. Therefore Oakland Collegiate emphasizes literacy development. Sixth through eighth grade students will benefit from 140 minutes (55 minute Reading and Writing courses and a 30 minute Reading Intervention class) and of literacy instruction practice per day—mastering skills in phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English.<sup>37</sup>

For students not enrolled in a Reading Intervention Program, Oakland Collegiate student's take two Language Arts classes each day- a Literature course and a Writing course. The Literature class covers standards in Fluency, Decoding, Comprehension, Oral Language Skills, and Vocabulary. The Writing class focuses on Writing, Vocabulary, and Grammar. These two courses allow teachers to spend more time with students to bring them up to grade level. Every day after lunch all middle school students participate in Reading Intervention, English Language Development, DEAR or reading groups.

Finally, Oakland Collegiate will use History and Science instruction to provide additional literacy instruction. History and Science teachers, under the guidance of the Director of Curriculum and Instruction, and with the support of the Language Arts department will incorporate Comprehension, Vocabulary, and Writing instruction. This combines to give our students an immersion in English Language Development.

Key elements of the school's literacy program include:

#### *Fluency and Decoding*

Students will be placed in fluency and/or decoding small groups based on initial diagnostic assessments. This will allow teachers to meet students at their current level, remediate their specific deficits, and accelerate them to grade-level standards of proficiency. Teachers running these small groups will be trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills in the reading intervention program, which are so necessary for reading success.

Several research-based programs have proven effective with similar populations of students. We will consider all the instructional materials adopted by the State Board of Education in 2008 for regular classroom instruction and reading intervention, and may supplement them with research-based programs such as: Wilson Reading, Reading Mastery, Breaking the Code, Lindamood-Bell, and/or Reading Naturally. In addition to the in-class instruction, students can receive this additional reading instruction during pull-out tutoring during the day and after-school tutoring, until their assessment results indicate that phonological awareness and phonics are no longer needed.

#### *Comprehension*

Understanding the written word is likely a student's best indicator of future school success. In order to ensure that all students develop proficient comprehension of all types of text, Oakland Collegiate will provide multiple opportunities for skill development with a variety of texts.

Teachers will model fluent expressive reading of texts at and above the students' grade level using short stories, novels, poems, and nonfiction. Through the deliberate "think aloud" of metacognitive strategies, teachers will help students develop the habits of effective readers.<sup>38</sup> Teachers will also provide direct instruction about these

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<sup>37</sup> This approach to literacy aligns with the Reading First initiatives proposed in the federal No Child Left Behind legislation and is believed to be effective with our target population, which will include a high number of English Language Learners and students entering performing below grade-level.

<sup>38</sup> "Think Aloud" is a technique designed to allow students to better understand what their teachers are thinking and why, in order to serve as a model of what the students should consider as they complete similar tasks independently. These specific metacognitive strategies proven to be most effective for good readers include making predictions, asking questions, making connections, visualizing, clarifying, synthesizing, and using fix-up strategies. Keene & Zimmerman, *Mosaic of Thought*, Heinemann (1997).

metacognitive strategies, give students opportunities to practice and share their own thought processes, and offer constructive feedback that pushes students to deeper understanding, both in whole-class demonstrations and one-on-one reading conferences.

All students will also practice these reading strategies in their core reading classes and in leveled reading groups. These guided reading classes will support the work of the core reading classes and be based on the same units of study and content standards as the core reading course. All teachers in the school (not simply English-Language Arts teachers) will be assigned a group of students based on reading fluency, decoding, and comprehension assessment data. During Reading Club, teachers will conduct guided reading groups with small groups of students. These groups will be smaller in size than other core classes in order to provide increased opportunities for each student to read and receive specific feedback from his/her teacher. Teachers will lead students through shared texts, with a level of support appropriate to the group's reading level. The inclusion of all teachers in this reading time will also demonstrate the school's emphatic commitment to literacy.<sup>39</sup>

A textual analysis component will provide students the opportunity to apply specific reading skills to shorter pieces of texts that will, through repeated practice, help students develop their ability to decipher questions and use evidence from the text to support their answers. These passages and questions will be carefully selected to prepare students for mastery of the reading standards at each grade level.

Students will read independently for at least 45 minutes a day, including at least 25 minutes of supervised reading time at school and assigned reading at home.<sup>40</sup> Students will be taught to select books at their current independent reading level, and classroom teachers will monitor their independent reading through a combination of reading logs and teacher conferences.

#### *Vocabulary*

The development of academic vocabulary will be a school-wide focus. Teachers in all content areas will use research-based best practices for explicitly teaching new words and providing students with the necessary opportunities to practice these words repeatedly across content areas. In addition, teachers will provide students with instruction about word parts (prefixes, suffixes, Latin and Greek roots) and strategies for learning new words so that students will increase their vocabularies as they encounter unfamiliar words in their daily reading.<sup>41</sup>

#### *Writing and Grammar*

In addition to reading courses, all students will also have a daily class dedicated to improving their writing skills. Their teachers will model techniques of effective authors, provide direct instruction about these techniques, and provide frequent and specific feedback to improve the quality of each student's writing. Students will write in a variety of genres as required by the state standards, and, while not all student writing will go through a five-step writing process, students will be able to effectively use a process for writing, including prewriting, drafting, revising, editing, and publishing. Our school will use the Six Traits model for evaluating the quality of student writing across grade levels and content areas.<sup>42</sup>

In addition, through the explicit teaching and practice of grammar and spelling rules, students will master conventions of the English language and be held accountable for these conventions in the writing they complete at school—not just in Writing class, but in all of their classes. Students will be expected to write every day, in every class and for a variety of purposes. For example, students will write literary analyses in reading class, explain answers to solutions in math class, create first-person historical journals in social studies, and compose lab reports in science.

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<sup>39</sup> Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.

<sup>40</sup> This practice is based on the research indicating that an increase in the volume of student reading will accelerate students' reading achievement. More about this research can be found in Richard Allington's *What Really Matters for Struggling Readers*. Addison Wesley Longman (2001). Students' at home reading will be tracked on independent reading logs signed by parents.

<sup>41</sup> Marzano, Pickering, and Pollock. *Classroom Instruction that Works*. ASCD (2001).

<sup>42</sup> The Six Traits (or Six Plus One Traits, as it is now sometimes called) writing program assesses student writing based on common characteristics of good writing. The six traits are ideas, organization, sentence fluency, word choice, voice, and conventions. (Presentation was later added as a seventh common characteristic.) More details about the Six Traits program can be found in Vicki Spandel's *Creating Writers*. Addison, Wesley, Longman (2001).

### ***1.3 Focus on Math***

Oakland Collegiate firmly believes that math education is a fundamental foundation of a functional and competent member of society. We agree with the assertion by civil rights activist Bob Moses, who states, “so algebra, once solely in place as the gatekeeper for higher math and the priesthood who gained access to it, now is the gatekeeper for citizenship, and people who don’t have it are like the people who couldn’t read and write in the industrial age.”<sup>43</sup>

Our students need more time in order to achieve excellence in Math. Oakland Collegiate more than doubles the amount of Math instruction required by the state. Each day students receive a 110 minutes (55 minute Math Pre-Algebra and 55 minute Math Problem Solving course) of Math instruction. Students enroll in two math courses, a Procedures course and Problem Solving course. The math standards will be divided so that the Procedures class addresses all Pre-Algebra standards including Algebra and Functions; Measurement and Geometry. The Problem Solving course address Mathematical Reasoning; Statistics, Data Analysis and Probability. Both courses will stress Number Sense and integrating real world problem solving and literacy into the math curriculum. Math teachers will plan together so that instruction in the two courses supports student learning.

Through an emphasis on both mathematical computation and problem solving, students will become well-rounded mathematicians who have developed automaticity with basic facts, accuracy with complicated calculations, and effective strategies for solving word problems and applying math to solve real-world problems. Teachers will use manipulatives and graphic representations to help students deepen their understanding of mathematical concepts. Mathematical vocabulary will be explicitly taught and practiced, and students will frequently be required to write explanations for their mathematical reasoning.

Students whose mathematics achievement is two or more grade levels below expected grade level will be enrolled in a mathematics intervention program in lieu of the two math courses described above.

Our math program will include the following five California Content Standard strands.<sup>44</sup> A scope and sequence for these strands can be found in attachment I.3.

#### *Number Sense*

Students must develop a clear understanding of numbers in order to count, compute, measure, and estimate. This strand focuses on the four basic arithmetic operations (addition, subtraction, multiplication, and division) as well as more advanced computation, such as comparing values, factoring numbers, and finding powers and square roots. The number sense strand also includes concepts of numeration, such as the base ten number system, fractions, decimals, negative numbers, rational numbers, and scientific notation. Number sense in the middle school years includes the study of prime and composite numbers, rational and irrational numbers, and real and complex numbers.

#### *Algebra and Functions*

In this strand, students learn to use patterns and functions, including the conversion of units of measurement. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions with multiple variables. Students use order of operations, as well as the commutative, associative, and distributive properties to evaluate expressions and solve problems involving rates, speed, distance, and time. Algebra becomes increasingly complex as students solve inequalities and learn to use algebraic language to represent the concepts involved.

#### *Measurement and Geometry*

Students learn to accurately measure and estimate measurements using standard U.S. units and the metric system. They learn properties of two- and three-dimensional shapes and manipulations of those shapes, and are able to calculate perimeter, area, and volume. Students use coordinate grids and graphing to represent points, lines, and figures.

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<sup>43</sup> Bob Moses, *Radical Equations*, Beacon Press (2001), p. 14.

<sup>44</sup> Based on the California Department of Education’s *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* (2006).

### *Statistics, Data Analysis, Probability*

This strand includes the calculation, representation, and analysis of various sets of data. Students compute the range, median, and mode of data sets, understand how additional data may affect the computations, and explain when to use specific measures of central tendency. They use various graphs, scatter-plots, and more sophisticated diagrams, such as stem-and-leaf plots or box-and-whisker plots, to display data. Students are able to articulate the significance of sample size and selection on statistical accuracy. Students understand concepts of probability, can differentiate between dependent and independent events, and are able to make predictions based on probability and calculate the numerical probability of a given event.

### *Mathematical Reasoning*

This strand includes the understanding of mathematics concepts on an abstract level, and is an integral part of mathematics across the strands. Students make decisions about how to approach problems, use strategies, skills, and concepts to find solutions, and move beyond a particular problem by generalizing to other situations. Mathematical reasoning is used to explain arithmetic facts, solve problems and puzzles, understand algorithms and formulas, and justify results. Students are able to use a variety of methods, including words, numbers, shapes, charts, graphs, tables, diagrams, and models to explain their reasoning. Mathematical reasoning, with its careful analysis of assumptions, use of strategies to solve problems, and emphasis on logical steps, is an intellectual discipline that supports logical reasoning and thoughtful judgments.

Since math skills build on each other year after year, sixth grade math instructors will provide targeted review and instruction of previous grade level standards to ensure students have the computational and procedural skills necessary to successfully complete our math program. Students will master grade-level standards for each strand in grades six and seven and all eighth-graders will successfully complete a year-long algebra course. This will provide students with the preparation and motivation to enter a challenging high school math sequence of study beginning with geometry in high school and ending with the successful completion of calculus.

### *1.4 Tiered Academic Support*

Oakland Collegiate seeks to create a school where all students achieve academic success. We anticipate a student population that includes a majority of students who are socioeconomically disadvantaged and may begin at our school performing below grade level. The school is designed to include multiple supports for all learners, including subgroups that are historically underperforming.

We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we will work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week.

Based on strategies proven effective at high-performing schools with similar student populations, the supports Oakland Collegiate will offer include:

#### *Effective Classroom Management and Effective Teaching Techniques*

Teachers at Oakland Collegiate will be experienced professionals, dedicated to minimizing student misbehavior and maximizing each student's involvement in class. Students will be engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers will provide constant opportunities for students to interact with the material and will use frequent checks for understanding to ensure that no student fails to master the content. It will be expected that students are actively involved, reading, speaking and writing, listening attentively to other speakers, taking notes, and using work time efficiently from the start to the end of class.

#### *Differentiated Instruction*

While our goal is mastery of the state content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of

differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning needs of students within a single class period.<sup>45</sup>

Teachers will use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify students' unique needs, strengths, and weaknesses. They will meet the widespread learning needs of their students using a variety of instructional strategies such differentiation strategies as:<sup>46</sup>

- direct instruction
- Socratic questioning
- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from student to student, differentiated instruction allows for all students to achieve the same content standards.

#### *Leveled Reading Groups*

During our daily reading groups students will be grouped by achievement. These groupings will allow the most struggling readers to work in the smallest possible groups and allow teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups will also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students' reading achievement will be assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with materials at the appropriate level.

#### *Homework Support*

Oakland Collegiate teachers will assign between 5 and 30 minutes of homework each night in each content area, for a total of one to two hours a night.<sup>47</sup> Homework assignments will always be practice of skills the students have already learned but are continuing to work with in order to achieve true mastery. This means that students will be prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination.

Every Monday, or the first day of the week, all teachers will distribute a weekly syllabus which outlines course objectives and homework for the week. Students will carry these weekly syllabi in their Oakland Collegiate school folder.

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<sup>45</sup> Teachers will be trained to differentiate effectively during on-going professional development based on the research done by educational experts Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*, and Rick Wormeli, author of *Fair Isn't Always Equal*.

<sup>46</sup> These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.

<sup>47</sup> This level of homework after an extended school day is a common practice at the highest-performing urban schools in the country.

Oakland Collegiate will provide an after-school Homework Center for students who volunteer to attend or who are assigned due to incomplete homework. Students and their families will also be able to call the school's Homework Hotline every evening to find out specific homework assignments. Teachers will submit their finalized weekly syllabi to the Office Manager on Monday morning. Then every afternoon by 5pm, the Office Manager will record a message for the Homework Hotline outlining the homework for each grade level.

#### *Frequent Assessment, Feedback, and Communication*

We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, students will receive daily homework grades and PREP scores. Teachers will quickly score assessments and return these tools in a timely manner so that students can immediately correct errors and learn from their mistakes.

Each Friday parents will receive a weekly PREP report<sup>48</sup> which highlights their child's academic performance and behavior during the past week. Parents will sign these reports and return them to the school on Monday. In addition, Progress Reports<sup>49</sup> will be sent home every six weeks, providing a complete academic report of their child's progress.

By noon, parents will receive a phone call if their child has Homework Club that evening due to incomplete homework. This immediate communication keeps parents informed of their child's progress.

#### *Advisory Class*

Students will participate in a daily small group Advisory class. Advisory is a combination of study skills and character development. The course is designed to support the specific academic and developmental needs of students at each grade level. Content will vary widely by grade level as well as the time of year, but the intent will always be to further the school's mission by developing and maintaining the character traits and intellectual habits that we believe are essential for future success.

Teachers loop with their Advisory class in order to retain strong relationships between students and teachers.

#### *After School Tutoring*

This after-school period, offered 4 days a week, provides an additional 55 minutes of small group instruction to targeted students who need additional attention and support. Students will be identified for participation for a variety of academic and behavioral reasons, which will be clearly communicated to students and their families as part of an action plan to ensure student success.

Focus time will serve a variety of purposes, including:

1. Fluency and Decoding Groups—These groups will reinforce a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students will be initially assigned to these groups based on summer assessment data and will be frequently assessed to monitor progress and make changes as appropriate.
2. Academic Support Groups—In addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to tutoring sessions based on a specific need and will remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards and will vary throughout the year.

Tutoring activities will be planned and taught in collaboration with Oakland Collegiate teachers and after school staff, so that tutoring reinforces and extends classroom instruction.

#### *Homework Center*

Everyday Oakland Collegiate students turn in their homework during Advisory. At this point, students are given the opportunity to admit incomplete homework and attend Homework Center after school. Students caught lying receive an automatic detention. The Office Manager collects the homework from the Advisory classes and distributes it to the appropriate teacher. Teachers complete an initial scan of homework and submit the names of students who have

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<sup>48</sup> Refer to Attachment J.2 Weekly Prep Report for a sample template.

<sup>49</sup> Refer to Attachment L.3 for a sample Progress Report.

incomplete or unsatisfactory work. The Office Manager then calls parents by 1:00 PM to inform them that their child will be attending Homework Center after school. If for any reason students do not stay for Homework Center, they receive an automatic detention.

There are tutors in the room, but the primary purpose is to provide a quiet space for students to complete their homework. Students in need of tutorial assistance will be referred to the After School Tutoring program to receive more intensive support.

*Intense, Targeted Remediation and Acceleration*

Every enrolled Oakland Collegiate student will take a Nationally Normed Pre-Assessment during the summer before his/her first year. The results from this assessment, in addition daily exit tickets, six week benchmark exams and trimester finals, will provide teachers with a comprehensive understanding of each student's areas of strengths and improvement. We will use data to drive our decisions around student supports. Oakland Collegiate teachers will spend extra time working with the most struggling students, regardless of ELL or Special Education status, in small group settings in order to best accelerate their learning and catch them up to grade-level standards of performance.

Our master schedule sets aside time for teachers to pull small groups of students to provide targeted instruction. These sessions may be scheduled as long-term Academic Support Groups, or flexible groups forming to review one specific standard or skill. Those students in need of additional support will receive additional tutoring sessions during the school day, before school, after school, or on weekends in order to provide students with the assistance they need for academic success. While the curricula used for this targeted intervention will vary based on students' needs, teachers will use an even more frequent assessment regimen to ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.

## 2. A SAFE AND STRUCTURED SCHOOL CULTURE FOSTERS ACADEMIC EXCELLENCE AND CHARACTER DEVELOPMENT.

*"We are fighting a battle involving skills and values. We are not afraid to set social norms. The best schools work hard to instill desire, discipline and dedication." –David Levin, founder of KIPP<sup>50</sup>*

At Oakland Collegiate students, faculty, and administration are constantly held to high behavioral and academic expectations. Our discipline philosophy is based on the belief that first we model, then they practice, and finally we enforce. It is based on the principle that first we must show students what we expect before we can hold them accountable. Therefore all new students will participate in a one week summer orientation, in which teachers will model expected student behavior, and then students will practice every routine and procedure. Once students are shown the expectations they will be held accountable for their behavior. Thus on the first day of school, instruction will begin.

We will implement a similar procedure when working with our parents. All parents will meet with the Executive Director or DCI prior to submitting their application. Once admitted, parents will attend three Parent Academies during the summer to prepare them for how to support their children.

- Students learn and follow the **PREP** Values: Perseverance, Responsibility, Engagement, and Professionalism. Students and the class are evaluated on these standards and receive daily grades. Students must maintain specified benchmarks in order to be eligible for school trips, enrichment activities, and rewards.
- In conjunction with their daily teachers, advisory teachers will compile PREP reports which will be sent home every Friday, providing an overview of the student's behavior for the week.
- Students, parents, and teachers commit to the Oakland Collegiate Commitment to Excellence contract. This contract outlines expectations in such areas as attendance, classroom and school behavior, appropriate language and address of peers and teachers, assessment, and uniform.
- Oakland Collegiate believes in transparency, especially concerning school rules and consequence.
- Students participate in the school as respectful, professional members, in conduct, dress, language, and presentation.
- Oakland Collegiate staff and teachers will model community expectations and values, as well as teach these during Advisory and weekly Community Meetings.

### 2.1 Culture of High Expectations

Oakland Collegiate will create a structured learning environment where everyone is held to high behavioral and academic expectations at all times. Leaders, teachers, and staff are expected to be professionals who work to ensure each student's success. Every adult in the building will be organized, well-planned, meticulous, and passionate in the school-wide pursuit of excellence. Each will be a model of the lifelong learner that we are challenging our students to become.

The Executive Director, teachers, and staff will work together to create and support the high level of structure necessary for students to succeed academically and behaviorally. A clearly defined Code of Conduct will outline the behaviors expected from each student and the consequences for both positive and negative choices.<sup>51</sup> Seemingly small details will be given careful attention at Oakland Collegiate. From strict enforcement of the uniform policy, to standards for binder organization, to rules for behavior in the hallway, every detail will be planned to ensure a safe, orderly, respectful school community.

In addition to this highly structured approach to management and discipline, Oakland Collegiate will also work to create a caring, joyful community in which positive reinforcement and explicit character development efforts help

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<sup>50</sup> <http://www.thernstorm.com/books/noexcuses.htm>

<sup>51</sup> The Oakland Collegiate Code of Conduct will be drafted and approved by the school's Board of Directors and distributed to the students and their parents as part of the Family Handbook.

students to build intrinsic motivation. Based on the success of this approach as used at the highest-performing urban charter schools serving a similar population, consistent enforcement of consequences for small infractions will prevent larger infractions from occurring.

#### *Homework Club*

Students cannot hope to be successful in college if they are unable to produce independent homework assignments that are of high quality. Students need a strong foundation of skill and content mastery which is dependent upon multiple opportunities for daily practice and reinforcement. If students are to be fully prepared for rigorous high school programs and competitive college admissions, nightly homework in all core subjects must be a mandatory component of Oakland Collegiate's educational program. Students who do not complete their homework, or who do not complete it satisfactorily, will be required to attend Homework Club, scheduled at the end of every school day. Students who consistently fail to complete their homework satisfactorily will receive escalating consequences including Detention, Parent Conferences, and Make-up school.

In order to ensure that all students requiring the structure and support of Homework Club are identified daily, all homework will be collected during advisory period in the morning and will then be reviewed by teachers during their prep period, prior to lunch, so that by noon all teachers will know which students did not complete their homework or complete it satisfactorily and who will be in Homework Club that afternoon.<sup>52</sup> Faculty members will administer Homework Club on a rotating basis.

#### *School Uniforms*

School uniforms will be strictly enforced. The uniform prepares our students for the professional dress which will be required of them in the future. It also eliminates unnecessary distractions, and helps support our school culture.

Each morning uniforms will be checked as students are greeted and enter the building. If a student is not in uniform, parents will be called and asked to bring in the proper materials immediately. A student will not be allowed to participate in school functions without the proper uniform. The student will complete class work under the supervision of the Office Manager and DCI, until appropriate clothing is provided. The Office Manager will coordinate the collection of instructional packets for the student to limit the loss of instruction. Failure to correct uniform violations by first period will result in disciplinary action possibly including Detention, Make-up School, or Parent Conference.

Oakland Collegiate promises to coordinate with local uniforms stores to ensure that Oakland Collegiate uniforms are affordable and available for all students.

#### Oakland Collegiate School Uniform

- Pants: only 2-4 pocket khaki pants, correct fit, not baggy or tight fit, must be worn with a black belt
- Polo Shirt with the Oakland Collegiate logo
- Girls-Skirts: Khaki skirt that touches knees and is not tight fit
- Solid black shoes with no logo
- No headgear is allowed unless it is religious in nature
- Students can wear 1 plain necklace underneath their Oakland Collegiate shirt. No other jewelry: this includes bracelets, grills, necklaces, rings, and watches
- Students may only wear plain gold or silver stud earrings. Students may not have more than one earring per ear
- No brand names can be showing on any clothing items
- Distracting hairstyles will not be permitted

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<sup>52</sup> Homework Club in its intent, systems, and procedures, is modeled on the work of Boston Collegiate Charter School (formerly South Boston Harbor Academy) and other charter schools that have used this approach to have 90%+ students complete their homework well for each class each night.

- Winter- During winter students may wear Oakland Collegiate sweaters over their long sleeve polo shirt

#### Physical Education Uniform

- Solid color sneakers, no logos
- Oakland Collegiate t-shirt and/or sweatshirt
- Athletic gym shorts that reach to the students knee

#### *2.2 Small School Environment*

Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. Among the benefits of smaller schools are:<sup>53</sup>

- Lower dropout rates
- More course completion
- Higher grades and improvements in standardized test scores
- Better attendance
- Less exposure to violence
- Increased student engagement and achievement
- Better communication among the staff
- Increased parent involvement
- Greater accountability

Oakland Collegiate will open with approximately 120 sixth grade students, and will add one grade per year. At full enrollment our school will have approximately 360 students.<sup>54</sup>

#### *Single Gender Classrooms*

Oakland Collegiate proposes to meet the specific needs of our young men and women by providing opportunities for single gender classrooms in our middle school. By creating single gender classrooms we provide the instructional benefits necessary to improve performance for both young men and women. We will gradually increase single gender classrooms from only advisory in sixth grade to all core content subjects in eighth grade.

Recently, there has been an increased effort on the part of education reformers to remedy the seemingly ever-widening achievement gap in innovative and strategic ways. Studies indicate that one strategy to correct educational inequity and support strong student achievement may lie in single-sex schooling.

In single-sex schools, preoccupation with neighboring students of the opposite sex is eliminated, allowing for a more single-minded focus on academics. The U.S. Department of Education recently concluded that “single-sex schooling can be helpful, especially for certain outcomes related to academic achievement and more positive academic aspirations.”<sup>55</sup> Further, Cornelius Riordan, educational researcher and Associate Professor of Sociology at Providence College, notes that the results of single-sex education for boys and girls are clear, and that these positive impacts are even more dramatic for African-American and Hispanic children.<sup>56</sup> Riordan further adds that the

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<sup>53</sup> *Small Works: School Size, Poverty and Student Achievement* (Craig B. Howley and Robert Bickel; Rural School and Community Trust; 2000) [www.Aasa.org/publications/ln/02\\_00/02\\_21\\_00smalschools.htm](http://www.Aasa.org/publications/ln/02_00/02_21_00smalschools.htm)  
*New Small Learning Communities: Findings From Recent Literature* (Kathleen Cotton; December 2001) [www.nwrel.org/scpd/sirs/nslc.pdf](http://www.nwrel.org/scpd/sirs/nslc.pdf).

<sup>54</sup> See **Figure 1.22** for a detailed description of projected enrollment.

<sup>55</sup> U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Single-Sex Versus Secondary Schooling: A Systematic Review*, Washington, D.C., 2005.

<sup>56</sup> Riordan, C. “The Case for Single-Sex Schools,” *Single-Sex Schooling: Proponents Speak* (Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1994), 52.

performance of African-American and Hispanic students in single sex schools is stronger on all tests, on average scoring almost a year higher than similar students in coeducational settings.<sup>57</sup>

Emory Law professor Kimberly J. Jenkins highlights a study that reveals that middle school girls are less confident in learning math and science, and that they perceive these subjects to be less useful. More specifically, a 1992 study by the American Association of University Women (AAUW) entitled *How Schools Shortchange Girls* revealed disconcerting findings on girls in coeducational schools, including finding that girls were “not expected or encouraged to pursue higher-level mathematics and science courses.”<sup>58</sup> Professor Jenkins also adds, “Girls are more likely than boys to have their abilities overlooked in math and science – a pattern that limits their future opportunities.” While girls are also more likely than boys to be identified at a young age for gifted programs, girls fall off this gifted track at a higher rate than boys, particularly once they reach high school. Many researchers conclude that once in high school, peer pressure tells many girls to hide their intelligence and be quiet.

For the first time in 30 years, the U.S. Department of Education has made a broad change to education policy, relaxing Title IX regulations to make it easier for public school districts to offer single-sex classes or schools. In an October 24, 2006 press release, Margaret Spellings, U.S. Secretary of Education, stated, “Research shows that some students may learn better in single-sex education environments. The Department of Education is committed to giving communities more choices in how they go about offering varied learning environments.”<sup>59</sup> This change in the federal ruling gives latitude to districts to explore and implement an educational strategy that can assist dramatically in closing the achievement gap for all students, and to do so for some within a single gender model.

While Oakland Collegiate will be a mixed gender school, we recognize the importance of creating opportunities for boys and girls to interact in like peer groups. Therefore all students will participate in single gender Advisory classes. To the best of our ability these advisory classes will be matched with a teacher of the same gender.

As students transition from sixth to eighth grade there will be increasing opportunities for students to participate in single gender learning environments. By eighth grade students will take their core classes in single gender classroom.<sup>60</sup> As the research above indicated, African American and Latino boys show the greatest benefit from single gender classrooms. Figure 1.28 identifies the courses that students will take at each grade level which will be single gender.

**Figure 1.28: Single Gender Classrooms**

	<i>Single Gender Classrooms</i>	<i>Mixed Gender</i>
<b>6<sup>th</sup> Grade</b>	Advisory & Reading Groups	Core Subjects & Enrichment
<b>7<sup>th</sup> Grade</b>	Advisory, Reading Groups, & Enrichment	Core Subjects
<b>8<sup>th</sup> Grade</b>	Advisory, Reading Groups, Core Subjects	Enrichment

<sup>57</sup> Riordan, *Girls and Boys in School: Together or Separate* (New York Teachers College Press, 1990).

<sup>58</sup> Jenkins, Kimberly, (2006) p. 8 “Constitutional Lessons for the Next Generation of Public Single Sex Elementary and Secondary Schools,” *Public Law & Legal Theory Research Paper Series*, Emory University School of Law Research Paper No. 05-28.

<sup>59</sup> Stated by Margaret Spellings in an October 24, 2006 DOE Press Release. <http://www.ed.gov/news/pressrelease>.

<sup>60</sup> KIPP – Lynn in Boston, MA implemented this strategy with their 8<sup>th</sup> grade class and saw an immediate improvement in school culture and student performance. The behavior improved as measured by student’s paycheck averages.

### 2.3 Character Development and PREP Values

The Character Education Partnership (CEP) studied the effectiveness of K-12 character education programs and found that while there is no single formula for character education, the most successful schools shared 11 common characteristics. According to the CEP, effective character development programs:<sup>61</sup>

- Promote core ethical values and supportive performance values as the foundation of good character.
- Define “character” comprehensively to include thinking, feeling, and behavior.
- Use a comprehensive, intentional, and proactive approach to character development.
- Create a caring school community.
- Provide students with opportunities for moral action.
- Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.
- Strive to foster students’ self-motivation.
- Engage the school staff as a learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.
- Foster shared moral leadership and long-range support of the character education initiative.
- Engage families and community members as partners in the character-building effort.
- Assess the character of the school; the school staff’s functioning as character educators, and the extent to which student’s manifest good character.

Like the CEP, we believe that character development is based on a school culture that teaches, reinforces, models, and values good choices and where students demonstrate good character. Therefore, we will use the CEP’s principles as a guide for how we incorporate character development and build a culture that reinforces the character traits needed for success in high school, college, and life.<sup>62</sup>

Student orientation will be dedicated to teaching and practicing many of the basic behaviors we will expect students to exhibit everyday—raising their hands to speak, listening attentively, sitting up straight, looking at the person who is speaking, asking good questions, and participating in class.

Character education will continue throughout the school year as well, **not in a single isolated class**, but intentionally throughout the school day and week. The skills developed in the summer will serve as the foundation for skills and habits developed during the school year, including working with a partner or small group, completing homework, working to the highest possible quality, treating others with respect at all time, valuing different opinions, and making appropriate choices.

Teachers in all content areas can support strong character. For example:

- reading teachers analyze the motivation of characters and the impact of actions on others.
- writing teacher’s help students express their ideas effectively and build a habit of using feedback.
- science teachers encourage curiosity, problem solving, and the importance of following a process.
- math teachers promote checking work, attention to detail, and finding multiple ways to solve problems.
- social studies teachers discuss fairness, civil rights, and social justice.

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<sup>61</sup> Lickona, Ed.D., et al., *CEP’s Eleven Principles of Effective Character Education*, 2007.

<sup>62</sup> In addition to the work of the Character Education Partnership, our beliefs about school culture and our design to build a school-wide culture that builds character draw heavily from *Teaching with Love and Logic: Taking Control of the Classroom*, by Fay and Funk (1995), *The Power of Our Words*, by Paula Denton (2007), and *The Little Book of Restorative Justice: Teaching Responsibility; Creating Caring Climates*, by Amstutz and Mullet (2005).

- arts teachers foster creativity and confidence.
- physical education teachers encourage teamwork and sportsmanship.

Throughout the day, we will help students develop and maintain character through a focus on our school's PREP values:

- **Perseverance:** Students and staff will embrace a work ethic as the foundation of all success and will demonstrate the act of being resolute in the face of opposition or difficulty - never giving up.
- **Responsibility:** Students and staff will be accountable for their actions and behaviors.
- **Engagement:** Students and staff will actively and positively participate in classroom, school-wide and community activities.
- **Professionalism:** Students and staff will communicate, interact, and conduct themselves intellectually, physically and socially in a manner that reflects the high academic, behavioral and social standards and expectations of our mission and our school.

Students will earn individual and class PREP points during each class period. Individual PREP points will determine a student's eligibility for field trips and special activities at the school. PREP reports will also be communicated with parents each week to keep them informed about their child's work habits and behavior. Low levels of PREP points may lead to disciplinary consequences, such as a loss of privileges, after-school detention, parent notification, and/or the drafting and implementation of an improvement plan.<sup>63</sup> Class PREP points will lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the PREP points system is the school-wide emphasis on genuine character and the building of a culture that encourages every person to be his/her best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

Our low student to teacher ratio allows for students to develop close relationships with adults and the smaller class sizes for Advisory, Reading Intervention, and Enrichment encourages students to build stronger relationships with their classmates.

School leaders and teachers will develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, monthly PREP point awards, honor roll breakfasts, special Oakland Collegiate shirts, teachers vs. students sporting events, attendance trophies, birthday recognition, bulletin boards that celebrate success, and special grade-level activities.

As a staff we will monitor school culture through analysis of student and class PREP reports, periodic reflections of students and staff, and other informal school culture evaluations throughout the year. Data from these sources will be used to inform on-going professional development of the staff with regard to school culture and character development.

#### *Community Service*

As part of our mission and vision, Oakland Collegiate believes students must become responsible engaged members of the community. All eighth grade students will be required to complete 25 hours of community service in order to meet graduation requirements.

Oakland Collegiate recognizes that this may be the first time many of our students have volunteered. Therefore we will find opportunities for them to volunteer with local community organizations and/or schools. The Executive Director and Director of Operations will coordinate the partnerships with outside community based organizations.

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<sup>63</sup> More detail about the school's discipline plan can be found in *Element Ten: Suspensions and Expulsions*.

## 2.4 Parents as Partners

We recognize that parents are a child's first and most influential teachers. Oakland Collegiate seeks to work as a partner with families in order to maximize each student's academic and behavioral success. We recognize the profound influence of family on a child's progress and seek to empower parents and guardians to support their children academically and become active members of the school community.

Strategies to meaningfully engage families of Oakland Collegiate students include:

### *Orientation*

In the weeks following our spring lottery, after a student has been offered a seat at Oakland Collegiate, the school staff will set up orientations for the students and their families. Families will receive a copy of our Parent & Student Handbook. Staff members will explain our uniform policy and provide families order forms. These meetings will conclude with families signing the Commitment to Excellence.<sup>64</sup>

### *Parent Academies*

Parent Academies are planned just before the start of the school year. These events will provide parents and guardians with an overview of the school's design, including our college-preparatory mission, academic program, homework expectations, code of conduct, uniform policy, and opportunities for family involvement. Parents and guardians will understand what the school expects academically and behaviorally for each student, and how all adults can support their child's educational success. These meetings, like all school-home communications, will be conducted in English, Spanish, and additional languages as necessary to communicate with our students' families.

### *Communication*

Oakland Collegiate will use multiple communication tools to keep parents informed about their child's academic performance and events happening at the school.

- Weekly Syllabi- On Monday, every teacher at Oakland Collegiate will send home a weekly syllabi outlining the objectives for each day, corresponding homework, and any potential tests.
- PREP Reports- Every Friday students receive their PREP report for the week. These reports will include information about the child's academic and behavioral success and parents will be expected to sign and return them the following school day.
- Monthly Newsletters- On the last Monday of the month, Oakland Collegiate sends out a monthly newsletter to inform families of school news and upcoming events.

Parents will participate in parent-teacher conferences at least twice a year to discuss their children's academic and behavioral progress. Teachers will also communicate with families on a regular basis, making phone calls or sending notes home to share concerns as well as celebrate student success.

A monthly newsletter will feature longer articles on how parents can help with their children's academics, showcase excellent student work, celebrate school success, and list opportunities for parents to be more involved on campus.

Parents will also complete a mid-year and end-of-year family satisfaction survey.<sup>65</sup>

### *Parent Association*

Oakland Collegiate will convene a Parent Association to offer parents the opportunity to take a more active role at the school. The Parent Association will work with school administration and members of the Board of Directors to create a comprehensive written parent involvement policy. The Parent Association will also be involved in the planning of special events, fundraising, recruitment, and coordinating volunteer efforts. The Parent Association will work closely with the school administration to organize and plan the monthly Parent Nights.

The President of the Parent Association will participate on the Board of Directors as a non-voting member. As an ex-officio Board member, the President will still follow the same board policies that apply to all Board members.

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<sup>64</sup> A draft of our Commitment to Excellence is included as Attachment M.

<sup>65</sup> Refer to Attachment K for a sample Parent Survey.

### *Monthly Parent Nights*

Oakland Collegiate will also host monthly events, including parent-teacher conferences, workshops, and celebrations to provide parents with a better understanding of their children's education and also provide them hands-on practice of concrete strategies to support their children's success. The following is a sample calendar of monthly parent events:

- September Back to School Night
- October Supporting Homework Success
- November Family Literacy Night
- December Parent-Teacher Conferences
- December Winter Holiday Celebration
- January Family Math Night
- February Understanding Educational Testing
- March Parent-Teacher Conferences
- April Family Science Night
- May Student Final Project Presentations
- June End-of-Year Celebration
- August Test Score Release

### *Volunteer Opportunities*

We seek to provide parents with meaningful ways to be involved at the school. Parents will be informed at orientation and in the Parent & Student handbook about standing volunteer opportunities, and additional opportunities will be included in monthly newsletters and posted in the school office. Oakland Collegiate Office Manager will coordinate TB tests and Livescan for all volunteers prior to their work in the school. Volunteer opportunities include, but are not limited to:

- Parent Association
- Serving as "Room Parent" for a homeroom (assisting the homeroom teachers with parent communications, special events, etc.)
- Chaperoning field trips
- Leading clubs (working with school staff)
- Assisting in the office
- Assisting in classrooms
- Setting up for breakfast and/or lunch
- Set-up, supervision, and clean-up for special events (Book Fair, Field Day, Science Fair, etc.)
- Helping with traffic flow (before and/or after school)
- Serving as crossing guard (before and/or after school)
- Working on campus beautification projects (painting, gardening, etc.)

Oakland Collegiate will convene a Parent Association to offer parents the opportunity to take a more active role at the school. The Parent Association will work with school administration and members of the Board of Directors to create a comprehensive written parent involvement policy. The Parent Association will also be involved in the planning of special events, fundraising, recruitment, and coordinating volunteer efforts. The President of the Parent Association will be offered a non-voting position on the Board of Directors. They will be able to attend all board meetings, but will not be an official voting member.

### 3. GREAT TEACHERS TEACHING RIGOROUS CURRICULUM CAN ELIMINATE THE ACHIEVEMENT GAP.

*“Successful classrooms are fun by teachers who have an unshakable belief that the student can accomplish amazing things and who create the expectation that they will.” –Rafe Esquith<sup>66</sup>*

At Oakland Collegiate, we believe that it all begins with the quality of teachers. Multiple studies have come to the same result; teacher quality is the single most important factor in student performance.<sup>67</sup> Therefore, recruiting the best teachers and giving them the tools to be successful is a top priority at Oakland Collegiate. A quick summary of research on teacher quality supports our assertion.

- “[S]ubstantial evidence... indicates that changes in course taking, curriculum content, or textbooks make little difference if teachers do not know how to use these tools well and how to diagnose their students’ learning needs.”<sup>68</sup>
- Teachers have a greater impact on student learning than any other school-related factor.<sup>69</sup>
- Students in low-income and high-minority schools are much more likely to get ineffective teachers and less likely to get effective ones.<sup>70</sup>

#### *Exemplary Instruction*

We believe that the single most important factor for student’s success is the quality of their teachers. Research shows that teachers who rank in the top 25% of effectiveness make gains that are four times more than those of teachers who rank in the bottom 25% of effectiveness.<sup>71</sup> Our ambitious goals can only be attained if we recruit, select, and hire a faculty that will work tirelessly and strategically to ensure that students read and write with fluency and comprehension, compute with accuracy, and apply skills to the understanding of the world around them. We believe that developing a team of dedicated individuals relies on the following five factors:

#### *Recruiting the Best*

Hiring is critical to our success. We will draw from a pool of educators dedicated to and experienced with the needs of our student demographic. The foremost quality we look for in our staff is a dedication to providing all students with an excellent public education, and a desire to work relentlessly to assure that all students attend college. Oakland Collegiate teachers will be veterans of programs such as Teach For America and educators from public, private, and parochial schools and with a particular demonstrated success in urban settings.

Our target teacher will have between three and five years experience working in urban schools. They will be accomplished educators with a proven track record of achieving results. We are looking for teachers who are consistently improving their craft, and are excited by the prospect of receiving continual feedback. Most importantly we are looking for teachers who absolutely believe in our mission. In order to attract quality teaching staff, Oakland Collegiate will pay a competitive salary.<sup>72</sup> Teachers receive stipends for Summer Professional Development, Saturday Academies, and Summer School. In addition, teachers will be eligible for end of the year performance bonus based on class and school performance.

#### *Common Planning and Teacher Support*

Even the best staff must be trained and supported. All Oakland Collegiate teachers will participate in a three and a half week summer orientation in which school-wide procedures and policies will be learned and practiced in

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<sup>66</sup> Esquith, Rafe. *There Are No Shortcuts*. NY: Random House, 2003.

<sup>67</sup> Clotfelter, Ladd and Vigdor, 2007

<sup>68</sup> Teacher Quality and Student Achievement: A Review of State Policy Evidence.

[http://depts.washington.edu/ctpmail/PDFs/LDH\\_1999.pdf](http://depts.washington.edu/ctpmail/PDFs/LDH_1999.pdf)

<sup>69</sup> Sanders, W. L. & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247-256.

<sup>70</sup> Hanushek, E. (2006). Alternative school policies and the benefits of general cognitive skills. *Economics of Education Review*, 25, 447-462. (p. 456)

<sup>71</sup> William L. Saunders and June C. Rivers, *Cumulative and residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added research and Assessment Center, 1996, p.6.

<sup>72</sup> Please refer to the Finance section for specific salary information. All salaries are projections and will be determined on an ongoing basis.

readiness for creation of a respectful, orderly, and achievement-oriented school culture. During this summer training, emphasis will be placed on the development of curriculum, backwards lesson planning, and creation of internal assessments to be used throughout the year. During the school year teachers will have time each day for common planning, discussing individual student needs, and sharing best practices. One day a week the entire staff will devote three hours to school-wide professional development programs geared to the particular requirements of our school culture, curriculum, and students' needs. Professional development will be concentrated on the creation and maintenance of a school culture, classroom environment and academic curriculum that are the foundations for learning, as well as using data to strategically improve instructional methods and target individual student needs.

#### *Professional Environment*

To do a professional job, teachers require professional tools. Teachers at Oakland Collegiate will be provided with their own working space, computer, phone line, and administrative support in making key instructional decisions that will drive student achievement in their classrooms. They will have a structure through which to direct all constructive criticism, and will work with leadership in suggesting and applying instructional changes that will be necessary as the school matures. Teachers will have preparation blocks throughout each school day to address their professional needs. Once a week teachers will also have three hours of professional development in order to refine and improve their craft.

#### *Consistent Instructional Practices*

Teacher creativity and efficacy thrive within a structured and orderly environment. In order to avoid teacher frustrations in establishing norms in a classroom and seeing them diminish in the context of the larger school, Oakland Collegiate implements consistent procedural and instructional practices. While teacher instruction will vary in degree due to personality and style, we believe that it is crucial for students to have consistent routines, blackboard configuration, grading practices, and behavioral expectations so that they know exactly what to expect throughout the entirety of the school and so that teachers have the structures in place to facilitate learning. Consistent practices will include:

- Students greeted at the beginning of class
- Do Now to begin class and an Exit Ticket to end class
- I-We-You Do instructional model
- Common Black Board Configuration - Agenda, AIM, and Homework
- Daily Homework
- Weekly Syllabi
- PREP Behavior

For example, students always wait to enter classrooms in line and are greeted with a handshake from their teacher. Class always begins with a Do Now activity that will be meticulously crafted to both review past material and introduce new content matter. The lesson ends with an Exit Ticket designed to measure student mastery of the daily AIM. Following the Do Now students will refer to the Common Black Board Configuration in each classroom to review the agenda, AIM, and Homework. On Monday students receive weekly syllabi outlining the daily objectives and homework for the week.<sup>73</sup>

Teachers follow the I-We-You Do instructional model. This model is designed to ensure students received direct instruction, guided practice, and independent practice in every lesson. It is based on best practices in teaching, recognizing that students learn best when receiving targeted instruction and then receiving time to practice the new skill. It also recognizes that middle school students need to transition between activities to remain focused and attentive. A teacher talking for 55 minutes straight is not conducive to student success.

As discussed in Section 2.3, Oakland Collegiate implements the PREP program. PREP outlines the values for which students are accountable. Students receive daily class PREP evaluations and weekly individual PREP behavior reports. Everyday each class has their performance evaluated on a rubric for each of the school values of Perseverance, Responsibility, Engagement, and Professionalism. Classes are able to earn incentives by maintaining

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<sup>73</sup> The weekly syllabi is a tool drawn from Roxbury Preparatory Charter School which uses it in order to keep students organized and allow families to be aware of a student's daily work in school, and their nightly assignments. [www.roxburyprep.org](http://www.roxburyprep.org).

appropriate behavior. This consistent practice supports classroom management and instruction by building up positive peer pressure to meet expectations. On Fridays, advisory teachers send home a PREP report outlining the student's behavior in their all their classes over the week.

#### *Physical Space Conducive to Learning*

Teachers deserve a school building that reflects a deep commitment to learning. We believe that the aesthetics of the school should represent our mission and vision. Therefore, all hallways and classrooms will be bright and lively places that reinforce the pathway to high school, college, and professional careers beyond. Each classroom will have a common set up consisting of the school's mission and motto, voice meters<sup>74</sup>, common black board configurations, great work, a board representing the teacher's alma mater, a board representing classroom duties, motivational quotes, and a board representing the school's merit system. Each cohort will be named after a different college and the class will be consistently referred to by their college name in order to reinforce the relentless pursuit of higher education. Common spaces will be kept in immaculate physical conditions by the staff and students, and will consistently evidence a sense of pride and belonging in the Oakland Collegiate community. We believe that by "sweating the small stuff"<sup>75</sup> and having students take pride in their environment we will inspire a sense of excellence that will have a direct impact on student behavior. As the broken window theory indicates, "If a window is broken and left disregarded, people walking by will conclude that no one cares and no one is in charge."<sup>76</sup> At Oakland Collegiate, we believe by keeping our physical spaces clean, and dealing with small issues, we will inherently instill a sense of order and safety as well as pride in our environment, leading to the avoidance of larger scale issues.

#### *Engagement Intensive Student-Teacher Interaction Techniques*

Research indicates that students learn best in a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations.<sup>77</sup> We will implement three components to ensure that teacher and student interaction is high:

- **Rap, Rhythm and Rhyme.** This technique, inspired by legendary educator Harriet Ball, uses chanting and rhyming to create excitement about the learning process and as a skill to help children remember key learning concepts. Most often this approach will be applied to math and English Language Arts during the sixth grades in order to increase subject matter comprehension.
- **Kinesthetic Learning.** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept (i.e., multiplication facts) using hand signals, finger snapping or other gestures or to reward individual or group academic performance while instruction is actively occurring (i.e., two claps for Jimmy for getting the right answer). It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.
- **Proven Instructional Techniques.** We will also use a variety of academic and behavioral techniques that reinforce student expectations. Oakland Collegiate will strategically select two to three instructional techniques as a focus in professional development sessions throughout the year. Teachers will engage in training and simulated role plays, and will be observed and provided with feedback on their delivery

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<sup>74</sup> A voice meter is a visual model that lets students know what their level of noise during discussion should be (i.e. no sound, whisper, library voice, restaurant voice). Voice meters are a standardized classroom tool throughout the classrooms at Excel Academy Charter School in Boston, MA. Excel Academy has been identified as one of the strongest charter schools in the nation by the Center for Education Reform and is consistently one of the highest performing public middle schools in the state. For more detail, please see [www.excelacademy.org](http://www.excelacademy.org).

<sup>75</sup> The phrase "sweating the small stuff" comes from Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003). Many of the strongest urban charter school leaders have embraced "James Q. Wilson's 'broken windows' theory and [have] applied it to schools. To ignore one piece of trash on the floor . . . , one shirt improperly tucked in, one fight between kids, one bit of foul language, would send a disastrous no-one cares message" (67).

<sup>76</sup> *Tipping Point*, by Malcolm Gladwell, NY, Little, Brown & Company, 2000.

<sup>77</sup> This thinking is inspired by training provided by Doug Lemov, Founder and former President of School Performance, Founding Principal of the Academy of the Pacific Rim, and Founder and Managing Director of Rochester Preparatory Charter School.

throughout the school year. Each year new techniques will be added as components of professional development. Listed below in the subsequent charts are highly effective practices broken into categories of both academic and behavioral techniques. Academic techniques are apportioned into High Academic Expectation Techniques, Standards Driven Techniques, Student Engagement Techniques, and Student Preparation Techniques. Behavior techniques are apportioned into High Behavioral Expectation Techniques, System and Routine Techniques, Urgency Techniques, Tone Techniques, and Mission Techniques.

*Examples of Academic Techniques*

<b>High Expectations Instructional Techniques</b>	
<b>Right-is-Right</b>	When responding to answers in class, teachers hold out for the correct answer and do not settle for anything that is less than 100% correct.
<b>Stretch it</b>	Teacher responds to correct answers by asking students to answer a new or harder question.
<b>Standards-Driven Instructional Techniques</b>	
<b>Begin with the End</b>	Teachers always use backward planning to be aware of skills and content students need to know to ensure success.
<b>Manageable, Measurable, Objective</b>	Teachers create objectives that can be covered to mastery in a single lesson.
<b>Student Engagement Instructional Techniques</b>	
<b>Cold Call</b>	The teacher keeps students on their toes by setting a tone in class from the first day where all students are fairly called upon without notice.
<b>Pre-Call</b>	Teacher gives a forewarning of a cold call to students who are struggling with content so that they are prepared to answer.
<b>Preparation Based Instructional Techniques</b>	
<b>Know it Cold</b>	The teacher is so well versed in his/her lesson plan that he/she can implement without any reference to materials.
<b>Hook 'Em</b>	The teacher truly believes that there is no content about which he/she cannot get students thoroughly excited.
<b>High Behavioral Expectations</b>	
<b>Strong Voice</b>	The teacher uses economy of language to make speech purposeful and refuses interruptions under any circumstance.
<b>No Warnings</b>	The teacher does not tolerate any disobedience and always addresses expectations that are not met with consequence.
<b>Systems and Routines</b>	
<b>Props</b>	The teacher uses opportunities to systematically deliver public praise through classroom chants and kinesthetic movements.
<b>On Your Mark</b>	The teacher expects students to be ready before all classes and before all activities.

<b>Urgency</b>	
<b>Every Minute Matters</b>	The teacher has a “not a second to waste” mentality in regards to pacing.
<b>Hands Down</b>	The teacher asks students to put hands down, when someone is speaking or when a question has been properly answered.
<b>Tone</b>	
<b>Warm/Strict</b>	The teacher is warm and caring but never compromises classroom rules or expectations.
<b>Emotional Constancy</b>	The teacher has control of their emotions and remains constant throughout a class period and in all communication with students.
<b>Mission</b>	
<b>Right Rewards</b>	The teacher rewards students with intrinsic and extrinsic rewards that are academically aligned.
<b>Preaching</b>	The teacher constantly tries to shape the way students perceive events and develop character.

**3.1 Standards-Based Lesson Design**

Oakland Collegiate teachers will use the California State Content Standards as the foundation for what should and will be taught. Teachers will spend the majority of their summer professional development days following a structured protocol to thoroughly understand the standards, analyze state-approved textbooks and materials, study released CST questions and other sample assessments, create units of study and timelines for instruction, write assessments, and craft units of instruction. The DCI will coach new teachers through the process, providing feedback and revisions throughout the process. These long-term plans will be approved by the Executive Director and revised at regular intervals throughout the year, based on student assessment data and on-going professional development sessions.

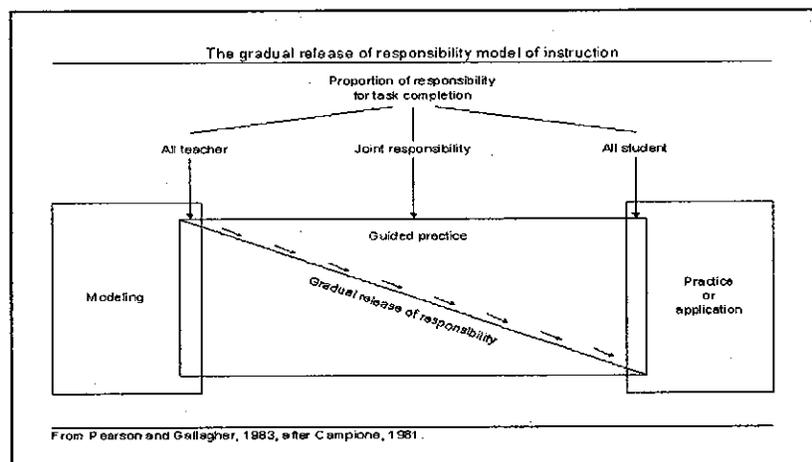
Oakland Collegiate teachers will use a common board configuration and daily lesson design. The Black Board Configuration (BBC)<sup>78</sup> will include the objectives of each class period (Aims), an opening activity (Do Now), a list of instructional activities (Agenda), and daily homework assignments. As a result, students will always know what is expected of them throughout the class period.

Daily lesson will follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.<sup>79</sup>

<sup>78</sup> The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.

<sup>79</sup> Accessed at [http://wilearns.state.wi.us/apps/Images/gradual\\_release.gif](http://wilearns.state.wi.us/apps/Images/gradual_release.gif) (10/19/07).

Figure 1.29: Gradual Release of Responsibility Model



### 3.2 Frequent Assessment and Data-Driven Instruction

In order to push students to their greatest academic potential, it is necessary to constantly assess what they already know and what they have learned. Oakland Collegiate will use a combination of standardized and teacher-created assessments to constantly monitor student achievement.

At the start of each academic year, new students will complete a nationally normed test such as the CAT/6, Stanford 10, or Terra Nova to establish a baseline of student performance. This test will be administered again each subsequent spring to measure overall longitudinal growth in the core content areas of reading, writing, and math. Student progress, both individual and cohort, will provide meaningful data about the success of our curricular program and instructional practices. Trends will drive professional development and other instructional decisions, while individual student scores will allow the school to provide additional support as needed.

California Standards Test (CST) data will be scrutinized each summer to determine the school's greatest areas of success and opportunities for growth. Any student not earning a passing score on the CSTs will be given intense academic support during the following school year.

Oakland Collegiate will also use a standardized testing software program correlated with the California Content Standards, such as EduSoft, to track progress on each standard in core content areas in every grade level. The Executive Director or Director of Curriculum and Instruction, in combination with the teachers, will create interim benchmark assessments to be administered every six weeks to monitor student achievement and will meticulously track results for each standard and each student. Teachers will use results to adjust their lesson plans, instructional activities, lesson pacing, and student groupings.

In addition to school-wide standardized tests, teachers will be trained on and expected to implement a variety of other effective assessment practices. Teachers will use published content-specific tools to diagnose student needs, create comprehensive unit tests to measure mastery of the standards covered in each unit, and plan multiple checks for understanding into every daily lesson.

Simply acquiring student achievement data is only the first step in supporting strong student outcomes. Several days of teacher orientation will be devoted to the effective interpretation of assessment data and the creation of action plans based on the results. Throughout the school year there will be at least one whole-staff professional development session every six weeks dedicated to looking at student work and analyzing assessment data, and the expectation is that grade-level and/or content area teams will analyze student work and assessment data on a regular basis during common planning time. Teachers will be trained to evaluate test validity, complete item analyses, and use the data to improve their instructional practices. A school-wide data management program will track progress and correlate scores on standardized tests with their classroom grades and teacher-created assessments.

### *3.3 Talented Educators and Professional Development*

We recognize that the strength of our educational program depends on the quality of the teachers in each classroom. Therefore, we have established a strong teacher recruitment process and, upon hiring, a strong professional development program for all members of our instructional staff.

#### *Teacher Recruitment*

Oakland Collegiate will recruit qualified teachers who will successfully implement the school's mission. Teacher recruitment will begin upon authorization, with job listings posted on a variety of teacher recruiting sites, including the California Charter School Association, Teach For America, and Ed-Join. In order to increase our applicant pool, we may contract the services of Teach California Charters and the RISE Network and participate in job fairs at local universities, including California State Colleges East Bay, San Francisco, San Jose, Stanford, University of California Berkeley, Davis, and Santa Cruz, and University of San Francisco.

Teacher application and selection will be an intense process, designed to gain a deep understanding of the candidate's beliefs, competencies, and potential to work with others to create dramatic student gains. The process includes:

1. Resumé and cover letter screening.
2. Initial phone interview with the Executive Director or Director of Curriculum and Instruction.
3. In-person interview with Executive Director and/or Director of Curriculum and Instruction.
4. School visit, including tour and classroom observation (not applicable when recruiting for 2010-11 school year staff).
5. Sample lesson (either at Oakland Collegiate or the candidate's school).
6. Group interview with school administration and members of the teacher team.
7. Reference and credential checks.<sup>80</sup>
8. Offer letter.

#### *Professional Development*

Recent educational research demonstrates that the professional development programs with the most positive impact on student achievement include:<sup>81</sup>

- Sustained, coherent study, collaborative learning for teacher teams, time for classroom experimentation and follow-up, and an orientation toward innovation (Smylie et al., 2001).
- Content-specific pedagogical strategies for teaching higher-order thinking skills and problem solving (Wenglinsky, 2000).
- An emphasis on accountability and student results (WestEd, 2000).

Oakland Collegiate embraces these findings as the foundation for our own professional learning community and we plan to devote a significant amount of time and resources to the continual growth of our teachers and leaders.<sup>82</sup>

Beginning with a three week summer professional development, teachers will learn the expectations of lesson and assessment design, classroom management, and school culture essential to school-wide success.<sup>83</sup> During the summer, teachers will refine long-term scopes and sequences based on the California State Content Standards and

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<sup>80</sup> Additional fingerprinting, background checks, and medical clearance will be completed prior to beginning work.

<sup>81</sup> These studies and others like them may be accessed at EdWeek's Research Center on Professional Development, available online at <http://www.edweek.org/rc/issues/professional-development/>.

<sup>82</sup> Our on-going professional development plans are based on the successful practices of high-achieving urban charter schools as studied through the Building Excellent Schools Fellowship and will also draw heavily from the work of Richard DuFour, author of *Professional Learning Communities at Work and Learning by Doing*, and Peter Senge, author of *The Fifth Discipline* and its companion resource, *Schools That Learn*.

<sup>83</sup> The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary.

meticulously plan their first units of study. Summer will also be a time to build collegiality between teachers and lay the foundation for strong working relationships.

A series of learning walks, informal observations, frequent check-ins, and formal observations will provide the Executive Director and Director of Curriculum and Instruction with the data necessary to ensure they are able to support each teacher as they pursue excellence in their craft. Teachers will work with the Executive Director to set school-wide and individual goals each year and have formal checks on progress toward those goals at least every two months.

The Director of Curriculum and Instruction will visit every classroom every day. While all visits will not result in feedback, teaching staff will receive an informal observation form at least once a week. Formal observations will occur monthly. Teachers will meet with the DCI prior to the observation to discuss goals and objectives for the observation lesson.

Weekly staff development meetings will be held each Friday afternoon to provide on-going support for teachers throughout the year. The first hour will be a whole-staff meeting, led by the ED or DCI. The remaining time will be spent between grade level and content meetings. The grade level and department chair will lead their respective meetings. Chairs will meet with ED to review meeting agendas. During this time, teacher teams will work together to plan lessons, analyze student work, write assessments, create action plans to meet both individual student and whole-class needs, and continually improve their practice.

Professional Development topics will likely include:

- School culture
- Character development
- Implementing the adopted instructional materials
- Classroom management
- State content standards and assessments
- Long-term lesson planning
- Daily lesson design
- Informal and formal assessment
- Data analysis
- Effective feedback for students
- Teacher collaboration
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Language Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- Student work protocols
- Peer observation protocols
- Inquiry group protocols
- Integrating literacy in the content areas
- Integrating technology
- Tuning protocols (for solving problems)
- Health and safety

In addition to weekly staff development time each Friday, staff have 10 full days of professional development built into the annual calendar to allow for deep analysis of start-of-year and mid-year assessment data and allow time for significant collaboration between teachers each trimester.

- September 7<sup>th</sup> – Oakland Collegiate schedules a staff professional development day early in the school year. Staff PD will examine school culture, making sure all staff are aligned with school policies and procedures. Staff will identify target students to focus on until the 6-week benchmark exams.
- October 8<sup>th</sup> – Students take their initial benchmark exams on October 6<sup>th</sup> and 7<sup>th</sup>. Students take Literature, Math Procedures, and History on the first day, and Writing, Math Problem Solving, and Science on the second day. On October 8<sup>th</sup> staff analyze student results using the data analysis packet, attachment I.5.
- November 29<sup>th</sup> – Students take their initial trimester exams on November 22<sup>nd</sup> and 23<sup>rd</sup> before the November holiday. The November 29<sup>th</sup> PD is designed to review student data from the trimester exam and review school culture. The PD will ensure that all staff are prepared for students coming back from a long break. We believe that preparation allows us to mitigate student behaviors.

- January 5<sup>th</sup>-7<sup>th</sup> – The January PD allows for a mid-year check-in and update on year-to-date performance. Staff will review policies and procedures to ensure all staff are in alignment. Specific PD will be scheduled around instructional practices and classroom management as determined by need during the fall.
- February 4<sup>th</sup> – Students take benchmark exams on February 2<sup>nd</sup> and 3<sup>rd</sup>. Staff use February 4<sup>th</sup> to analysis student data.
- June 27<sup>th</sup>-29<sup>th</sup> – The school year ends with class field trips on June 24<sup>th</sup>. Staff receive three days at the end of the school year to wrap up paperwork, prepare the school for summer school, and grade end of the year comprehensive finals, completed on June 22<sup>nd</sup>. Final grades must be submitted by the end of the day on June 29<sup>th</sup>.

We will also encourage teachers to join professional organizations, such as the National Middle School Association, National Council for Teachers of English, National Council for Teachers of Mathematics, and National Council for the Social Sciences, International Reading Association, and National Science Teachers Association. A small stipend will be available to help cover the costs of attending related conferences or visiting other high-performing schools to learn best practices.

**CURRICULUM**

We will select curriculum which is adopted by the California Department of Education and is aligned with CA content standards. As possible we will attempt to align curriculum selection with OUSD in order to support students as they transition to or from district schools into Oakland Collegiate. We recognize that the State Board of Education adopts new instructional materials in the four basic content areas every six years, and that OUSD will periodically select new materials to replace those no longer on the adopted lists; we would develop a parallel process to review and update instructional materials as necessary.

Alongside the texts, we will guide and support teachers as they devise internal standards and curricula that will allow for objective based learning that can be closely monitored and used for teacher professional development and student academic growth. Listed below are examples of texts that might possibly be used at each grade level and subject.

Oakland Collegiate reserves the right to change any curriculum selections during our five year charter petition. School administration will continue to review new curriculum as it is adopted by the state in order to find the curriculum best suited for our student population.

**Grade 6 – All Core Subjects**

Grade 6		
<b>Math</b>		
	Procedures	Problem Solving
Title	Mathematics-Concepts and Skills, Course 1	Connected Mathematics 2
Publisher	Holt McDougall	Prentice Hall
ISBN Number	978-0-618-72650-9	9780131656208
<b>Math</b>		
Title	Destination Math	
Publisher	McDougal Littell Houghton Mifflin	
ISBN Number		
<b>Science</b>		
Title	Focus on Earth Science	
Publisher	CPO	
ISBN Number	1-58892-247-2	
<b>Social Studies</b>		
Title	The Ancient World	
Publisher	History Alive!	
ISBN Number	1-58371-351-4	
<b>English</b>		
	Reading	Writing
Title	Literature & Language Arts Introductory	Warriner's Handbook Introductory
Publisher	Holt McDougal	Holt McDougal
ISBN Number	9780030992896	9780030992377
<b>Reading Intervention</b>		
Title	Portals	
Publisher	Houghton Mifflin Harcourt	
ISBN Number		

**Grade 7 – All Core Subjects**

<b>Grade 7</b>		
<b>Math</b>		
	<b>Procedures</b>	<b>Problem Solving</b>
Title	Mathematics-Concepts and Skills, Course 2	Connected Mathematics 2
Publisher	Holt McDougall	Prentice Hall
ISBN Number	978-0-618-72651-6	9780131656222
<b>Math Intervention</b>		
Title	Destination Math	
Publisher	McDougal Littell Houghton Mifflin	
ISBN Number		
<b>Science</b>		
Title	Focus on Life Science	
Publisher	CPO	
ISBN Number	1-58892-253-7	
<b>Social Studies</b>		
Title	The Medieval World and Beyond	
Publisher	History Alive!	
ISBN Number	1-58371-376-X	
<b>English</b>		
	<b>Reading</b>	<b>Writing</b>
Title	Literature & Language Arts First Course	Warriner's Handbook First Course
Publisher	Holt McDougal	Holt McDougal
ISBN Number	9780030992872	9780030992322
<b>Reading Intervention</b>		
Title	Portals	
Publisher	Houghton Mifflin Harcourt	
ISBN Number		

**Grade 8 – All Core Subjects**

<b>Grade 8</b>		
<b>Math</b>		
	<b>Procedures</b>	<b>Problem Solving</b>
Title	Algebra I	Connected Mathematics 2
Publisher	Pearson Prentice Hall	Prentice Hall
ISBN Number	9780132031219	9780131656239
<b>Science</b>		
Title	Focus on Physical Science	
Publisher	CPO	
ISBN Number	1-58892-259-6	
<b>Social Studies</b>		
Title	The United States Through Industrialism	
Publisher	History Alive!	
ISBN Number	1-58371-401-4	
<b>English</b>		
	<b>Reading</b>	<b>Writing</b>
Title	Literature & Language Arts Second Course	Warriner's Handbook Second Course
Publisher	Holt McDougal	Holt McDougal
ISBN Number	9780030992902	9780030992360

**SCOPE AND SEQUENCE**

Students at Oakland Collegiate will complete a course of study based on California Content Standards and with a level of rigor designed to prepare students for success in college. Figure 1.30 outlines the coursework that all students will complete at each grade level, and the narrative and charts that follow describe each course in additional detail.

**Figure 1.30: Scope and Sequence**

	Grade 6	Grade 7	Grade 8
English/Language Arts	Reading	Reading	Reading, with a focus on US Literature
	Writing	Writing	Writing
Math	Math Procedures	Pre-Algebra Procedures	Algebra I
	Math Problem Solving	Math Problem Solving	Math Problem Solving <sup>84</sup>
History	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	U.S. History and Geography: Growth and Conflict
Science	Earth Science	Life Science	Physical Science
Enrichment	Physical Education	Physical Education	Physical Education
	Visual and Performing Arts Elective	Visual and Performing Arts Elective	Visual and Performing Arts Elective

**COURSE DESCRIPTIONS**

**Figure 1.31: English-Language Arts Course Descriptions**

<b>English-Language Arts</b>
<p>English-Language Arts courses at Oakland Collegiate will prepare students with the literacy skills necessary for advanced levels of reading and writing. Oakland Collegiate is considering using the Holt McDougall Literature &amp; Language curriculum as the main instructional tool, as well as Portals, a State adopted Intervention Program, for students who need one. In addition, teachers will develop cross-content curricula according to the <i>State-Adopted Content Standards</i> using the process defined in the subsection <i>Standards-Based Lesson Design</i>.</p>
<b>Grade 6 – Reading</b>
<p>Sixth Grade Reading will focus on all the State English Language Arts Standards, and include word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.</p> <p>The Sixth Grade Reading course will include work on nonfiction text, including:</p>

<sup>84</sup> Eighth Grade Math Problem Solving course is designed to support struggling students by giving them an extra hour of Algebra instruction in a smaller group setting. Students in eighth grade who are Proficient or Advanced in Math on the 7<sup>th</sup> Grade CST assessments are eligible to take a foreign language course instead of Math Problem Solving. Oakland Collegiate is considering offering Mandarin or Spanish, and will make that decision based on student and family interest.

- structural analysis of popular media (newspapers, magazines, and websites)
- analysis of compare-and-contrast organization
- identification of main idea and relationships to other sources
- clarification of meaning through outlines, note-taking, summaries, and reports
- evaluation of the adequacy and appropriateness of evidence

The study of literature in sixth grade will include analysis of various fictional genres. With a variety of fictional texts, students will analyze the effect of character traits and the influence of setting on the plot of a story. They will identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story's plot.

Novels that may be studied as a class or in smaller groups include Gary Paulsen's *Nightjohn*, Pam Muñoz Ryan's *Esperanza Rising*, and Mark Twain's *The Adventures of Huckleberry Finn*.

#### Grade 6 – Writing

Sixth Grade Writing will continue the focus on both conventions and the writing process. Students will write and speak with a command of standard English conventions appropriate to the sixth grade level.

Grammar instruction will include:

- use of simple, compound, and compound-complex sentences
- indefinite pronouns
- present perfect, past perfect, and future perfect verb tenses
- subject-verb agreement
- use of colons, semi-colons, and commas
- correct capitalization
- correct spelling of frequently misspelled words

Sixth Grade Writing will advance student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students will become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.

#### Grade 7 – Reading

Seventh Grade Reading will continue to build students' vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students will identify analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh-graders will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author's point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices.

This class will begin to be assigned many more texts to read and analyze independently. Examples of the level of rigor expected in this course may include Harper Lee's *To Kill a Mockingbird*, Francisco Jimenez's *The Circuit* and *Breaking Through*, William Shakespeare's *Romeo and Juliet*, and Sandra Cisneros's *The House on Mango Street*.

### Grade 7 – Writing

Seventh Grade Writing will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English will continue the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one's own writing. Students will continue to experience both self-selection of topics and responding to assigned prompts.

### Grade 8 – Reading

The Reading Course will include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students will analyze nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students will study different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They will use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works.

Most of the assigned texts in Eighth Grade English will have historical significance, and many will tie in with the United States history standards. Texts may include James Collier's *My Brother Sam is Dead*, George Orwell's *Animal Farm*, William Shakespeare's *Julius Caesar*, William Golding's *Lord of the Flies*, *The Diary of Anne Frank*, and Lois Lowry's *Number the Stars* and *The Giver*.

### Grade 8 – Writing

Eighth grade Writing will continue to write clear, coherent, and focused essays that also reflect the author's personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students will write:

- biographies
- autobiographies

- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

#### **Reading Intervention**

Students whose reading achievement is two or more years below expected grade level will be enrolled in a Reading Intervention course of 140 minutes a day, using one of the programs adopted by the State Board of Education in 2008. Students will be assessed frequently in order to move them into the regular literacy program as quickly as possible.

**Figure 1.32: Mathematics Course Descriptions**

### **Mathematics**

Oakland Collegiate students will take two Math courses, a Pre-Algebra Procedures course and Problem Solving course, or a math intervention course that spans two periods. The Procedures class addresses all Pre-Algebra standards including Algebra and Functions; Measurement and Geometry; Number Sense. The Problem Solving course address Mathematical Reasoning; Number Sense; Statistics, Data Analysis and Probability. We will use a standards-aligned math textbook approved by the California Department of Education. The following course summaries are based on the grade-level math standards.

#### **Grade 6 – Math Procedures**

Students in the sixth grade Math Procedures course conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about  $\pi$  and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

#### **Grade 6 – Math Problem Solving**

Students in the sixth grade Math Problem Solving course master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. They apply mathematical reasoning skills to solve grade level multi-step real world problems.

#### **Grade 7 – Pre-Algebra Procedures**

Students in the seventh Grade Pre-Algebra Procedures course know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They increase their aptitude with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

**Grade 7 – Pre-Algebra Problem Solving**

Students in the seventh Grade Pre-Algebra Problem are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They apply mathematical reasoning skills to solve grade level multi-step real world problems.

**Grade 8 – Algebra Procedures**

Eighth grade Algebra Procedures course is a one-year college-preparatory Algebra course. Students will study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They will use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third-degree polynomials and simplify fractions with polynomials. Students will use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students will also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

**Grade 8 – Algebra Problem Solving**

Eighth grade Algebra Problem Solving course is an additional support class for those students who struggled in seventh grade math. Students will receive an additional hour of small group instruction on key Algebra including: correctly using order of operations to solve equations and inequalities; solve linear equations and graph results on a coordinate plane; factor and solve polynomial equations; understand and solve quadratic equations. In addition students will apply mathematical reasoning skills to solve grade level multi-step real world problems.

**Mathematics Intervention**

Students achieving two or more years below expected grade level will take a two-period mathematics intervention program designed to accelerate achievement. Oakland Collegiate will use one of the Mathematics Intervention programs adopted by the State Board of Education in 2007. Students will be assessed frequently to move them back into the regular mathematics program at the earliest opportunity.

**Figure 1.33: Social Studies Course Descriptions**

### Social Studies

Social studies teachers at Oakland Collegiate will collaborate closely with English-language arts teachers to reinforce literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in social studies classes include:

- nonfiction text features
- content-area comprehension skills
- study skills, such as research and note-taking
- a variety of writing activities

We will use a standards-aligned textbook adopted by the California Department of Education as the foundation for each social studies course. Social Studies teachers will also engage students with innovative programs like National Geographic's Geography Bee and the Center for Civic Education's *Project Citizen* and *We the People*.

Teachers will incorporate state, national, and international current events to deepen students' understanding of social studies and social justice concepts.

#### Grade 6—Ancient Civilizations

Sixth Grade Social Studies, *World History and Geography: Ancient Civilizations*, is the study of Western and Non-Western ancient civilizations. The course will emphasize the everyday lives of people and their problems and accomplishments. Students will study archaeology, geography, social and political structures, economics, and the spread of ideas. They will examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also will analyze the interactions and influences of various cultures.

#### Grade 7—Medieval and Early Modern Times

Seventh Grade Social Studies, *World History and Geography: Medieval and Early Modern Times*, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

#### Grade 8—U.S. History and Geography

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.

**Figure 1.34: Science Course Descriptions**

<b>Science</b>
<p>Oakland Collegiate will use standards-aligned instructional materials approved by the California State Board of Education for science instruction, and will select a program which includes science kits or similar materials to provide the hands-on experiences essential to science investigation and discovery</p>
<b>Grade 6 – Earth Science</b>
<p>Students in sixth grade focus on Earth Science. Sixth graders will study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They will learn the basics of topography, erosion, the effect of the oceans' waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students will also study heat energy, fuel consumption, conduction, convection, and radiation. They will learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students will learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders will also revisit the life science concepts of ecosystems, as they learn how to categorize organisms and their ecological roles. At this grade level, students will, with guidance from their teacher, perform science investigations with increased independence.</p>
<b>Grade 7 – Life Science</b>
<p>Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.</p>
<b>Grade 8 – Physical Science</b>
<p>Students in eighth grade focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object's mass. Students will learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They will be able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and will be able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.</p>

**Physical Education**

Our physical education courses will be based on the *Physical Education Model for Content Standards for California Public Schools*. The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

We believe that physical education classes should develop students' fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character we strive to develop in our students.

Key objectives of our physical education program include:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

The table below notes proposed units of study for physical education in grades six to eight. Ultimately courses will be offered based on capacity of teaching staff. Each unit will include skills, drills, games, and assessments.

**Figure 1.35: Physical Education Units of Study**

	Grade Six	Grade 7	Grade 8
Trimester 1	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Stretching, Strength & Cardio
	Health & Nutrition 1	Team Games	Flag Football
	Volleyball	Soccer	Soccer
Trimester 2	Martial Arts	Basketball	Health & Nutrition 2
	Health & Nutrition 1	Yoga	Intermediate Yoga
	Basketball	Health & Nutrition 1	Basketball
Trimester 3	Team Games	Volleyball	Team Games
	Yoga	Flag Football	Softball
	Soccer	Health & Nutrition 2	Martial Arts

**Arts**

The Arts classes will be based on the art, music, theatre, and dance standards outlined in the California Department of Education's *Visual and Performing Arts Standards*. Key goals for our arts classes are that students will:

- understand, appreciate, and be able to interpret the arts
- demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- participate in artistic activities and events
- understand the role that the arts have played in history as well as its relationship to other academic disciplines

Below are proposed units of study for visual and performing arts, including dance, music, drama, and visual arts. Ultimately courses will be offered based on capacity of teaching staff.

**Figure 1.36: Arts Units of Study**

	Grade Six	Grade 7	Grade 8
Trimester 1	Choral Music	Art I	Hip Hop Dance
	Theater	Theater	History of Music
	Ballroom Dance	Music - Percussion	Acting for Beginners
Trimester 2	History of Music	Art II	Advanced Music
	Art I	Choral Music	Theater
	Hip Hop Dance	Debate 1	Debate 3
Trimester 3	Music Appreciation	Drama	Advanced Art
	Art I	Ballroom Dance	Art History
	Debate 1	Debate 2	Choral Music

### *GRADING PROMOTION AND GRADUATION*

Oakland Collegiate has strict promotion criteria. It is not automatically assumed that students will pass from one grade to the next; each student must earn promotion by demonstrating mastery of the essential knowledge and skills.

Students whose grades indicate the danger of failing a course will be notified of the possibility of retention with each trimester's report card. These students will be selected to participate in small group pull-out tutoring classes and may be eligible to attend additional before- and after-school and/or Saturday tutoring sessions.

To earn promotion, students must:

1. earn 70% or higher in each of the core academic subjects, *and*
2. earn a 70% or higher on the comprehensive end-of-year exam in each core academic subject.

Students may be retained if they fail to meet the above criteria because such scores would indicate that they are performing below grade-level standards and would be unlikely to achieve success in the subsequent grades.

Final promotion decisions will be made by the Executive Director, with input from the Director of Curriculum and Instruction and teachers, and will be based on a student's grades, end-of-year comprehensive test scores, standardized test scores, attendance, homework completion record, and other measures, as appropriate. The Executive Director will work with the student's teachers to look thoughtfully at student test scores, examples of student work, classroom observations, and other measures to make each decision.

At the conclusion of the school year, students who failed course work or are scheduled to be retained will be eligible to attend summer school. Upon successful completion of summer school coursework, students may earn credit and be promoted to the next grade.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP.

## *ACADEMIC CALENDAR*

At Oakland Collegiate we recognize the importance of preparation. Our teachers start training the last week in July. We provide staff three weeks of paid professional development and curriculum planning time. With coaching from the Director of Curriculum & Instruction, our staff create a yearlong curriculum map for their course that is rigorous and standards based.

If we want all our students to achieve our goals, then they need enough time to learn the material. We provide 180 instructional days per year, 5 supplemental instructional days, 5 student orientation days, and a 2 day retreat at the end of the school year. Our school year starts in the middle of August and goes until the end of June.

In order to prepare parents/families for our school we provide three Parent Academies beginning the month before school starts. These academies cover the school rules, norms, procedures as well as uniforms and how to register for lunch.

Included in the schedule are 15 Saturday Academies during which we provided targeted math instruction for our lowest performing students.

At Oakland Collegiate we recognize that a significant number of our families are immigrant families who use the December holidays to travel home. This is why we included a three week holiday vacation. This also allows our teachers to come back three days early to review our current progress and prepare for the remainder of the school year.

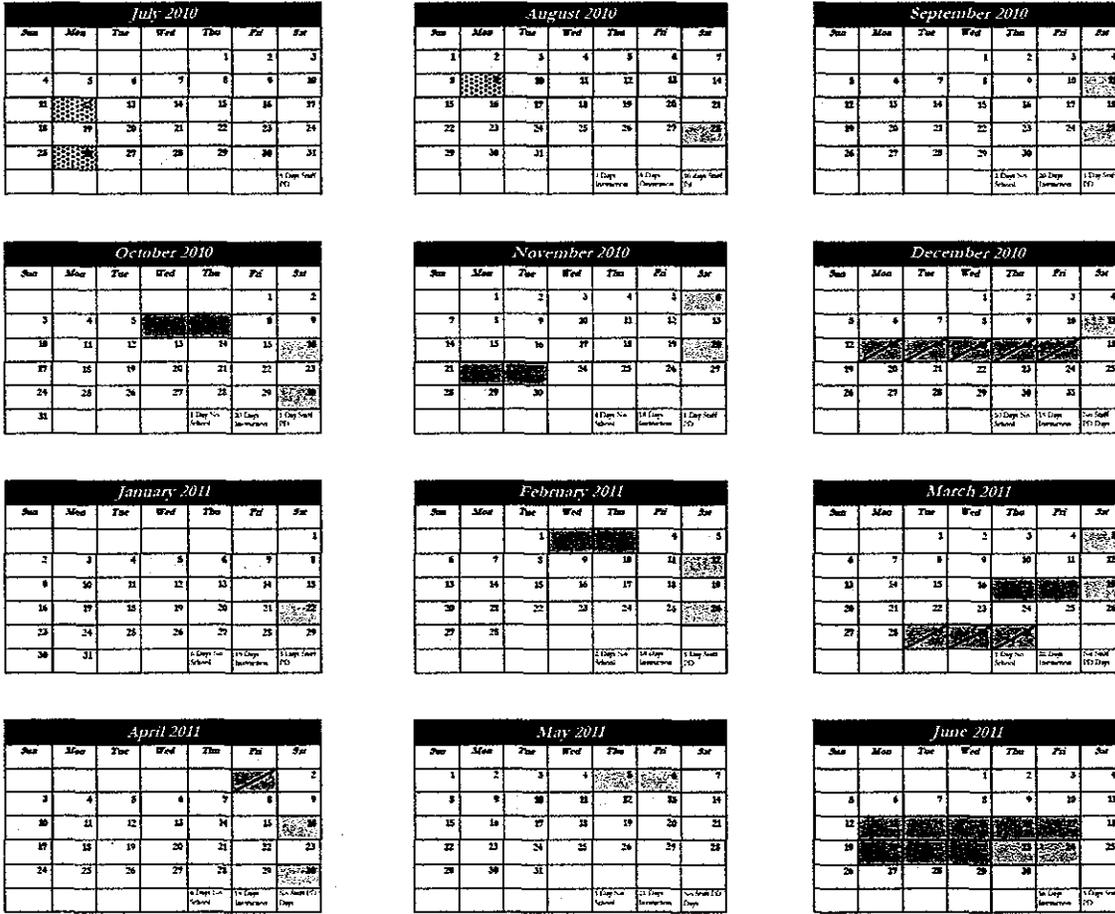
At Oakland Collegiate we recognize the importance of data driven instruction. This is why in October, November, and February students have the Friday following benchmark exams off. This allows teachers to grade the exams, reflect on the results, and begin to adjust instructional plans to match student performance.

While staff will regularly communicate with families, Oakland Collegiate requires all families to meet with their teachers during two Parent Conferences in December and March. During these two conference time periods, teachers will review student progress and answer any questions. If the student is underperforming the Advisory teacher and an administrator will meet with the family to create a plan for improving student performance. The advisory teacher will maintain regular weekly communication with the family until student progress improves and the student is no longer underperforming.

Finally the school year will close with a class trip. During Community Meeting and Advisory, students will identify, organize, and plan these trips with the support of their teachers. Trips may include camping in Yosemite, Great America, college tours, or trips to Washington DC. Staff, students, and families will work together to create a budget and a fundraising plan before selecting a final destination.

Figure 1.37: Oakland Collegiate Calendar

Oakland Collegiate  
2010-2011 Calendar



	School Days	180
	Student Orientation	5
	Supplemental Instruction	5
	Staff PD Days	25
	Parent Orientation	3
	Exam Days	15
	Saturday Academies	15
	Parent Conferences	10
	State Testing Days	5
	Minimum Days	10
	Holiday	
	Field Trips	2

**2010 -2011 Important Dates**

July 19	Teachers Report for PD	January 17	MLK Jr. Holiday- No Students
July 12 and 26	Parent Academy	February 2-3	Six-week Exams
August 9	Parent Academy	February 4	Staff PD- No Students
August 16-20	Student Orientation	February 7	Progress Report
August 19	Returning Students Orientation	February 21	No School
September 6	No School	March 17-18	Trimester 2 Exams
September 7	Staff PD Day, No Students	March 28	No School
October 6-7	Six-week Exams	March 29-April 1	Parent Conferences/ Minimum Days
October 8	Staff PD Day, No Students		
October 11	Progress Report	April 4-8	No School
November 22-23	Trimester 1 Exams	April 22	No School
November 24-28	No School	May 5-6	Six-week Exams
November 29	Staff PD Day, No Students	May 8-9	State Testing
December 6	Trimester 1 Report Cards	May 30	No School
December 13-17	Parent Conferences/ Minimum Days	June 20-22	Comprehensive Finals
January 3-7	Holiday Break- No Students	June 23-24	End of the Year Field Trip
January 5-7	Staff PD- No Students	June 24	Last Day of School
		June 27-29	Staff PD- No Students

**SCHOOL SCHEDULE**

The schedule is designed to provide an intensive focus on Literacy and Math skills. Students receive 140 minutes/day of literacy instruction. In addition, History and Science teachers receive coaching in literacy instruction in order to teach nonfiction literacy skills through those courses. Cross collaboration between grade level departments reinforces the whole school focus on literacy. This brings total literacy instruction to 250 minutes/day.

Oakland Collegiate will implement the Roxbury Preparatory Math instructional model. The Math curriculum is divided between Pre-Algebra Procedures and Math Problem Solving. Students take both courses each day receiving 110 minutes of Math instruction/day. Oakland Collegiate will provide 15 Saturday Academies focused on Math skills. All students testing below basic, far below basic, or at risk of retention will attend these small group math tutorials.

In order to eliminate any loss in instructional time, students do not change classes, instead teachers rotate between classrooms. This eliminates the chaos of transitions, lost or forgotten materials, and many of the other problems which plague middle school students. While students don't change classrooms, they are provided time during the day to relax, eat a snack, use the restroom, or visit with friends.

Visual & Performing Arts and Physical Education are schedule at the end of the day, in order to focus on the core subjects when students are most alert. Students get to pick one Physical Education class and one Visual & Performing Arts class each trimester. PE courses may include Team Sports, Martial Arts, or Dance. Visual & Performing Arts courses may include Art, Choral Music, or Drama.

Students in need of additional services may choose to attend or be required to attend Homework Club or Tutoring. Detention is scheduled as an additional period at the end of the day.

Every Friday is a minimum day, during which students are dismissed at 1:15 PM, and staff attend a three hour Professional Development. On Fridays, students attend Community Meeting instead of Advisory. Provided space allows, our community meetings will bring the entire school community together. The Executive Director and Director of Curriculum & Instruction in combination with student leaders will lead these community meetings. They are an opportunity to teach community and character development.

Oakland Collegiate exceeds the state requirements for instructional minutes. Figure 1.38 identifies the instructional minutes for each course.

**Figure 1.38: Instructional Minutes**

COURSE	INSTRUCTIONAL MINUTES
Language Arts	23,500
Math	19,150
History	9,575
Science	9,575
Visual & Performing Arts	3,988
Physical Education	3,988
Total	69,776

Figure 1.39 outlines a proposed schedule for 6<sup>th</sup> grade students. Based on facility constraints, Oakland Collegiate may be required to stagger the schedule so that grade levels eat at different times. In order to meet space needs for PE and reduce equipment costs, Enrichment courses will be staggered. Sixth grade students take Enrichment during the final period of the day. Seventh grade students will take Enrichment during the 6<sup>th</sup> period, and eighth grade students will take Enrichment classes during 5<sup>th</sup> period.

Figure 1.39: School Schedule

Oakland Collegiate Master Schedule															
	Monday					Tuesday					Wednesday				
	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard
7:30-8:10	Breakfast					Breakfast					Breakfast				
7:45-8:10															
8:10-8:30	Advisory					Advisory					Advisory				
8:30-9:25	Writing	Procedures	Literature	Problem Solving	History	Writing	Procedures	Literature	Problem Solving	History	Writing	Procedures	Literature	Problem Solving	History
9:25-10:20	Literature	Science	Writing	History	Problem Solving	Literature	Science	Writing	History	Problem Solving	Literature	Science	Writing	History	Problem Solving
10:20-10:30	Snack & Break					Snack & Break					Snack & Break				
10:30-11:25	History	Problem Solving	Science	Procedures	Literature	History	Problem Solving	Science	Procedures	Literature	History	Problem Solving	Science	Procedures	Literature
11:25-12:20	Problem Solving	Writing	History	Science	Procedures	Problem Solving	Writing	History	Science	Procedures	Problem Solving	Writing	History	Science	Procedures
12:20-1:00	Lunch/Recess					Lunch/Recess					Lunch/Recess				
1:00-1:30	Reading Club					Reading Club					Reading Club				
1:30-2:25	Procedures	Literature	Problem Solving	Writing	Science	Procedures	Literature	Problem Solving	Writing	Science	Procedures	Literature	Problem Solving	Writing	Science
2:25-3:20	Science	History	Procedures	Literature	Writing	Science	History	Procedures	Literature	Writing	Science	History	Procedures	Literature	Writing
3:20-4:20	Enrichment					Enrichment					Enrichment				
4:20-4:30	Dismissal - Transition					Dismissal - Transition					Dismissal - Transition				
4:20-5:15	HW Club - Detention - Tutoring					HW Club - Detention - Tutoring					HW Club - Detention - Tutoring				

	Thursday					Friday					
	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard	
7:30-8:10	Breakfast					Breakfast					7:30-8:10
7:45-8:10											7:45-8:10
8:10-8:30	Advisory					Writing	Procedures	Literature	Problem Solving	History	8:10-8:50
8:30-9:25	Writing	Procedures	Literature	Problem Solving	History	Literature	Science	Writing	History	Problem Solving	8:50-9:30
9:25-10:20	Literature	Science	Writing	History	Problem Solving	History	Problem Solving	Science	Procedures	Literature	9:30-10:10
10:20-10:30	Snack & Break					Snack & Break					10:10-10:20
10:30-11:25	History	Problem Solving	Science	Procedures	Literature	Problem Solving	Writing	History	Science	Procedures	10:20-11:00
11:25-12:20	Problem Solving	Writing	History	Science	Procedures	Procedures	Literature	Problem Solving	Writing	Science	11:00-11:40
12:20-1:00	Lunch/Recess					Science	History	Procedures	Literature	Writing	11:40-12:20
1:00-1:30	Reading Club					Lunch/Recess					12:20-12:40
1:30-2:25	Procedures	Literature	Problem Solving	Writing	Science	Community MTG					12:40-1:10
2:25-3:20	Science	History	Procedures	Literature	Writing	Dismissal - Transition					1:15-1:25
3:20-4:20	Enrichment					HW Club - Detention					1:15-1:55
4:20-4:30	Dismissal - Transition					Staff PD					2:00-5:00
4:20-5:15	HW Club - Detention - Tutoring										

**TEACHER SCHEDULE**

At Oakland Collegiate we treat our teachers like professionals. Teachers report each morning by 7:45 AM. By this time they have checked their email and read the morning announcement. They arrive at the cafeteria by 8:05 AM to collect their Advisory class.

Teachers are asked to prepare for one content course per day. They teach five sections of their content specialty, an Advisory class, and an Enrichment class every day. All teachers are on duty during Snack. In addition, teachers on a rotating basis have responsibility during Breakfast, Lunch, or Transitioning. Everyday teachers have a planning period during which they grade papers, make phone calls, or plan future lessons.

Teachers can opt for additional responsibilities including morning or afternoon tutoring or Saturday Academies. Teachers receive an additional stipend for these activities.

Figure 1.40: Teacher Schedule

		Literature	Writing	Procedures	Problem Solving	History	Science
	7:45-8:10	Teachers Report					
	8:10-8:30	Advisory					
1	8:30-9:25	SF State	Emory	Berkeley	Wash U	Howard	Prep
2	9:25-10:20	Emory	SF State	Prep	Howard	Wash U	Berkeley
	10:20-10:30	Snack & Break					
3	10:30-11:25	Howard	Prep	Wash U	Berkeley	Emory	SF State
4	11:25-12:20	Prep	Berkeley	Howard	Emory	SF State	Wash U
	12:20-1:00	Lunch					
	1:00-1:30	Reading Groups					
5	1:30-2:25	Berkeley	Wash U	Emory	SF State	Prep	Howard
6	2:25-3:20	Wash U	Howard	SF State	Prep	Berkeley	Emory
7	3:20-4:20	Enrichment - PE					
	4:20-4:30	Dismissal - Transition					

**IMPLEMENTATION TIMELINE**

The anticipated opening of Oakland Collegiate is August 12<sup>th</sup>, 2010, more than 18 months from our submission date. We recognize the importance of planning and preparation when attempting to open a school. Provided our application is approved in late April, 2009, we will have more than 15 months to implement the plans outlined in this document. Included below is a working timeline of major events we will accomplish over the next 18 months. This is not a comprehensive list, but rather an overview. Please see Attachment D.8 for a copy of our work plan.

Oakland Collegiate Charter Petition

Now- February 2009	March-May 2009	June-December 2009	January-March 2010	April-July 2010	2010-2011 school year (6 <sup>th</sup> Grade)
<p>Meet with community groups</p> <p>Initiate contact with elementary schools in target neighborhoods</p>	<p>Continue to meet with community groups</p>	<p>Distribute informational flyers throughout the community</p> <p>Host info sessions</p> <p>Open enrollment period</p> <p>Collect applications</p> <p>Continue community outreach and student recruitment</p>	<p>Host info sessions</p> <p>Open enrollment period</p> <p>Collect applications</p> <p>Continue community outreach and student recruitment</p> <p>Finalize logistics for random public lottery</p>	<p>April - Host lottery</p> <p>Mail acceptance and waitlist letters</p> <p>Collect signed intent letters and enrollment paperwork</p> <p>Host family orientation</p>	<p>August – week orientation</p> <p>Recruit and enroll fourth- and fifth graders</p> <p>Continue to grow waiting list</p>
<p>Meet with real estate brokers to assist in facility search</p>	<p>Finalize all search criteria based on latest building requirements</p>	<p>Submit Prop 39 Request, if denied hire commercial real estate broker, visit potential facilities, then sign lease for private facility</p>	<p>Begin necessary renovations (If private facility)</p> <p>File for all necessary paperwork</p>	<p>Complete renovations</p> <p>Obtain Certificate of Occupancy at least 45 days prior to start of school</p>	<p>Search for permanent facility</p>
<p>Meet with business services/back office support providers to compare services and costs</p>		<p>Screen multiple potential providers for: Food services Special education Janitorial services</p>	<p>Finalize contracts with Food services Special education Janitorial services</p> <p>Purchase insurance</p>		<p>Evaluate effectiveness of service providers renew contracts new providers</p>
<p>Develop Staff Job Descriptions</p>	<p>Hire Executive Director</p>	<p>Hire Director of Curriculum &amp; Instruction</p> <p>Post teacher/staff job descriptions</p> <p>Begin to interview applicants</p>	<p>Attend career fairs</p> <p>Continue posting jobs</p> <p>Continue interviews</p>	<p>Finish hiring staff</p>	<p>Recruit new teachers</p>

Now-February 2009	March-May 2009	June-December 2009	January-March 2010	April-July 2010	2010-2011 school year (6 <sup>th</sup> Grade)
	ED continues personal professional development	ED & DCI continue personal professional development, begin building professional library and resources	Develop Staff Summer PD  Hire external PD consultants to provide necessary trainings (First Aid, CPR, Instructional Strategies)	Finish Summer PD plans  Implement Summer PD	Weekly staff meetings  Teacher observations and feedback  School-wide and individual teacher setting
		DCI begins developing content subject curriculum maps  ED and DCI review all state adopted curricula	Purchase school-wide curricula	All incoming students take diagnostic exam	Data analysis driven instruction  Effective management, character development and positive culture  Effective lessons
Parent/Community Feedback Sessions		Information sessions  Parents begin submitting applications	Information sessions  Deadline to submit application	School lottery  Family Orientation	Trimester new  Monthly parent workshops  Parent Association
Transition to governing board – Elect Board Officers, adopt Board Policies & Procedures  Develop board resource binder	Visits to high-performing schools	Board Elections for academic year July 1 – June 30  Revise and Approve Staff Handbook, Parent Handbook  Continue to visit high performing schools	Participate in school lottery	Board Elections for academic year July 1 – June 30	Participation in two school-wide

## *ADDITIONAL SUPPORTS FOR TARGETED STUDENTS*

### **STUDENT SUCCESS TEAM**

A Student Success Team (SST) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The Student Supports Coordinator in conjunction with the DCI, is responsible for coordinating all SST functions. The SST reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents, teachers, and students.

An SST is a general education function and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with suspected special educational needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student's achievement can refer that student for SST consideration. Concerned staff and parents can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the student's unique needs.

The Oakland Collegiate SST meetings shall include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Potential strategies are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

## STUDENTS ACHIEVING ABOVE GRADE LEVEL

In her 1997 article "What It Means to Teach Gifted Learners Well," Carol Ann Tomlinson states that "what it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait."

While we anticipate that most students will be appropriately challenged by our rigorous academic program, Oakland Collegiate is committed to working with students who are performing above grade level to provide additional challenge. Those students will be invited to participate in additional challenging activities such as Odyssey of the Mind competition. Staff will regularly meet to discuss their high achieving students and make recommendations.

- Each trimester, the DCI will review student grades and identify those students excelling academically, GPA 3.7 or higher.
- Each Summer, staff will review CST and Nationally Normed Assessment data to identify students testing advanced or in the upper quartile.
- At least once per trimester grade level staff will meet to identify new students and develop grade level plans to support high performers.

Students earning advanced scores on the CST, or otherwise identified by the staff as high-achieving, will benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is "cool"
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student's level that allows each child to excel at his or her own pace
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring
- Instructional packets will contain additional "Challenge" problems which will be optional for most students, but required for advanced students.

Classroom teachers will be trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and variety of processes used and products created.

Students will also be challenged through preparation for and participation in a variety of school-based, local and/or national academic competitions, like spelling bees, Science Olympiad, Odyssey of the Mind, and National Geographic's annual Geography Bee.

**STUDENTS ACHIEVING BELOW GRADE LEVEL**

At Oakland Collegiate we believe that dedicated teachers and high quality curriculum, coupled with the features of the school that address behavioral issues, will provide an environment for students that will encourage achievement growth, and reduce the need for special education diagnoses and services. This approach is consistent with the federal law, the *Individuals with Disabilities Education Improvement Act, 2004*, which includes a framework called Response to Intervention (RTI). Under the old special education model, students were identified for special education under a deficit model, whereby students had to drop significantly below their peers before they could receive help. The new model requires that educators intervene in the education of at risk, or struggling students, in order to ensure that pupils receive assistance before they fail.

We recognize that there will be some students who need more intensive assistance than that provided in the regular program. Oakland Collegiate will use a **Three-Tiered Response to Intervention** approach designed to make sure students receive assistance quickly. The model is based on research from the National Center on Response to Intervention ([www.rti4success.org](http://www.rti4success.org)). All students receive Tier 1 services. For students who are not progressing as expected, based on multiple assessment measures, Tier 2 services will be implemented. For those students not making expected progress with Tier 2 support, Tier 3 will be implemented.

**Three-Tiered Response to Intervention**

<p>Student responses form the basis for adjusting the curriculum, instruction, and institutional practices. The following data trigger implementation of the next tier:</p> <ul style="list-style-type: none"> <li>• Poor academic skills as evidenced by data on multiple assessment measures (e.g., Below Basic, Far Below Basic on STAR testing; two or more years behind in reading or mathematics)</li> <li>• Lack of achievement progress when compared to peers</li> <li>• Attendance/discipline problems (e.g., more than 5 absences in 30 days and three or more discipline issues in a 30-day period)</li> </ul>		
<b>Tier 1</b>	<b>Instructional practices:</b>	<ul style="list-style-type: none"> <li>• good first instruction in the core curriculum</li> <li>• direct, explicit teaching in skills and strategies</li> <li>• re-teaching using different methods (e.g., two periods of mathematics, each with a different instructional approach)</li> <li>• frequent progress monitoring, with data used to modify and improve instruction</li> </ul>
	<b>School-wide and classroom management strategies:</b>	<ul style="list-style-type: none"> <li>• predictable class structure (routines)</li> <li>• small groups</li> <li>• single-gender classes</li> <li>• Advisory period</li> <li>• homework hotline</li> <li>• PREP system</li> <li>• emphasis on character development</li> <li>• frequent communication with parents and bi-annual conferences</li> </ul>
<b>Tier 2</b>	<b>Instructional practices include everything in Tier 1, plus:</b>	<ul style="list-style-type: none"> <li>• “double dose of instruction in the basics”, i.e. Reading Intervention and/or Math Intervention Program (levels to be determined after administering the diagnostic assessments that come with the intervention programs)</li> <li>• modifications in instruction such as: altering the pace, breaking material into smaller chunks, additional examples, extra practice</li> <li>• individual or small group tutoring</li> <li>• increased instructional time after school, Saturdays, and/or summer school</li> <li>• For English Learners:             <ul style="list-style-type: none"> <li>➢ Specially Designed Academic Instruction in English (SDAIE) techniques</li> <li>➢ assistance in the primary language as well as in English</li> </ul> </li> </ul>

	<b>Specific behavioral management practices:</b>	<ul style="list-style-type: none"> <li>• referral to the Student Study Team</li> <li>• increased emphasis on rewards for achievement (e.g., outdoor reading time, lunch with the teacher, books to keep)</li> <li>• counseling</li> <li>• detention</li> <li>• four parent conferences per year</li> <li>• For English Learners: assistance in the primary language as well as in English.</li> </ul>
<b>Tier 3</b>	<b>Instructional practices include everything in Tier 2, plus:</b>	<ul style="list-style-type: none"> <li>• diagnostic assessment in the content area with a comprehensive instrument, such as the DAR (Diagnostic Assessment of Reading)</li> <li>• individualized program which may include modifications of curriculum, instruction, and/or assessments</li> <li>• daily pull-out program</li> </ul>
	<b>Specific behavioral management practices may include:</b>	<ul style="list-style-type: none"> <li>• having parents attend school with their students</li> <li>• six parent conferences per year</li> <li>• retention</li> <li>• consider referral for special education services</li> </ul>

***Student Identification***

Oakland Collegiate will give a diagnostic assessment (CAT/6 and/or other internal assessment) to all enrolling students. A student at Oakland Collegiate will be considered low-achieving if he or she meets the following criteria:

1. performing more than one level below his/her actual grade level based on class assignments and assessments, including a score of Below Basic or Far Below Basic on the CST and equivalent scores on nationally-normed assessments
2. earning below 70% in one or more core subjects and therefore in danger of failing the grade
3. lack of achievement progress when compared to peers
4. attendance/discipline problems (e.g., more than 5 absences in 30 days and three or more discipline issues in a 30-day period)

***Oakland Collegiate Staff Contact***

Once the Student Supports Coordinator is hired, he or she will be responsible for monitoring student progress. Until that position is filled, the Executive Director and Director of Curriculum & Instruction will monitor student progress.

Teachers will work under the guidance of the SSC, serving as the main contact between other Collegiate teachers, SSC, their Advisory students and their families regarding student performance.

***Staff Professional Development***

Oakland Collegiate staff will receive regular professional development on supporting low achieving students. During Summer PD, Cathy Barkett (former director of Calabash Professional Development Services) will provide training on the Portals and Destination Intervention curriculum. Staff participate in weekly PD during which they receive whole staff, grade level, or content specific PD.

***Student Monitoring***

Oakland Collegiate will regularly monitor low achieving student progress. Through our student information program, Power School or Data Director, the ED and DCI will have instant access to student class work, quizzes, and benchmark assessments.

Student progress will be monitored weekly by their core academic teachers and students who are not making adequate progress toward grade-level standards will be referred to the Student Success Team for further consideration.

Oakland Collegiate provides 10 additional PD days throughout the school year. Many of these days follow benchmark assessments, and are designed to give staff time to analyze student data and develop plans for how to support students. Please refer to attachment I.4 for a sample guide for analyzing student performance.

### ***Family Notification***

Before the school year begins, the ED, DCI, and Student Supports Coordinator will meet with those families whose students are identified as low performing. During the initial meeting school staff will review student performance on diagnostic assessment. Based on student performance, the family and school will agree to an intervention plan to support the child's progress. (See section below, Student Support Services, for potential interventions.)

Oakland Collegiate will provide regular communication on student performance to families.

- Every trimester student progress meetings with family, student, advisory teacher, and administrator.
- Academic progress reports every three week.
- Students will be required to have parents sign homework every evening acknowledging completion.
- Students will be required to have parents sign student's tests and quizzes.

### ***Student Support Services***

In addition to the supports offered to all students, low-achieving students at Oakland Collegiate will offer a variety of instructional support services. These services are optional and require the consent of families. Once families consent, students will be required to consistently attend support classes. This will allow students full access to all core and non-core content while meeting the students' needs.

- Breakfast Brain – Student practice material developed for each student's instructional level.
- In-School Tutoring – Small group pull-out or push-in tutoring in Math and Language Arts.
- Out of School Tutoring – Fifty-five minutes of small group tutoring in Math and Language Arts.
- Saturday Academies – Fifteen four hour Math intervention classes throughout the school year.
- Supplemental School Year – Oakland Collegiate provides one week of supplemental instruction.
- Summer School – Two weeks of small group instruction for students who failed core courses or who tested below grade level on CST/CAT/6 exams.

### ***Classroom Best Practices***

Students with below-grade-level skills will benefit from the following components of our school's design:

- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Small group leveled reading activities
- Extensive independent reading at each student's level
- Targeted instruction in phonemic awareness, phonics, and fluency
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary

- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Weekly course syllabi which outline expectations for each week
- Weekly PREP reports to parents identifying positive and negative student behavior during the week
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations
- Homework hotline available every evening to call and get the homework for that day

## ENGLISH LANGUAGE LEARNERS

Serving families in Central East Oakland, Oakland Collegiate anticipates serving a large percentage of English Language Learners, perhaps more than 50% of the overall school population. We hold the same high expectations for our English Language Learners as the rest of our student population. Our core instructional program is designed to meet their needs, and we believe that our intense focus on literacy and the quality of our literacy instruction will accelerate most students to mastery of standard Academic English and the English Language Arts Content Standards.

According to federal case law, every English Learner in the United States is to receive a program designed to develop English proficiency that enables him or her to understand the instruction that takes place in school (*Lau v. Nichols*, 414 U.S. 563 (1974)). The program must meet three criteria: 1) Is it based on sound research? 2) Is it actually implemented? 3) Is it effective? (*Castaneda v. Pickard* [5<sup>th</sup> Cir., 1981] 648 F.2d 989)

Since the passage of Prop 227 in 1998, California's English Learners are to learn English by being taught in English, unless a parent obtains a waiver for bilingual instruction. English learners who do not have a "good working knowledge" of English are to be placed in a Structured English Immersion program, not intended to last more than a year. After that, they are to be placed in English Language Mainstream classes.

Structured English Immersion means an English language acquisition process in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for students who are learning English.

The Reading Intervention programs we are considering at Oakland Collegiate are Portals 4 and 5. Portals 5 is specifically designed for English Learners in grades 4-8. It has a special component called "Foundations" which is designed for use in a Structured English Immersion class. It is a language and reading acquisition program, lasting 2.5 hours each day, for a semester, with intensive instruction in listening and speaking (survival, everyday, and academic language), phonemic awareness and phonics. It replaces the first semester of Level A of Portals 5. English Learners who do not have a good working knowledge of English (as evidenced by low CELDT scores, low scores on the Portals diagnostic text, discussions with the parents about prior schooling in English, and teacher observations) will be placed in Foundations. By the time students have completed the Foundations component, they will be ready to join their English Learner peers for the second half of Level A.

Portals 5 is based on sound research, and incorporates the following, research-based effective strategies for teaching English Learners:

- direct, explicit and systematic instruction in the key components of reading (*phonemic awareness, phonics, vocabulary, fluency and comprehension*) (National Reading Panel, 2000)
- teaching phonemic awareness (the sounds of English) before or simultaneous with letter-sound correspondence<sup>85</sup>
- teaching letter-sound relationships systematically<sup>86</sup>
- explicit comparison of phonemes that are the same and different between L1 and L2<sup>87</sup>
- integrating letter-sound instruction with meaningful and engaging text<sup>88</sup>
- structured oral language development activities designed for students to listen to and produce language<sup>89</sup>

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<sup>85</sup> Shanahan, T., & Beck, I. (2006). Effective teaching for English-language learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth* (pp.415-488).Mahwah, NJ: Erlbaum.

<sup>86</sup> Same as above.

<sup>87</sup> Duran, E. and Shefelbine, J. (2003). Reading Components that Transfer from Spanish to English, in Duran, E., Shefelbine, J., Carnine, L., Maldonado-Colon, E., Gunn, B., *Systematic Instruction in Reading for Spanish-Speaking Students*, Charles C Thomas, Publisher.

<sup>88</sup> Shanahan, T., & Beck, I. (2006). Effective teaching for English-language learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth* (pp.415-488).Mahwah, NJ: Erlbaum.

<sup>89</sup> Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann Publishers.

- direct, extensive instruction in vocabulary with multiple exposures to new vocabulary words (12-14 encounters with a word) and deep analysis of word meanings<sup>90</sup>
- direct instruction in multisyllabic word attack skills, including use of cognates, roots and affixes (which may be common across languages), and systematic instruction in syllable constructions<sup>91</sup>
- integration of reading comprehension instruction in themes or across content areas to give English learners a framework assimilating new information and applying language skills<sup>92</sup> and development of background knowledge in the content areas<sup>93</sup>

Here are some examples of how this research is used in Portals:

- When phonemes are the same in English and Spanish, a picture is used that works for both languages (e.g., for the /f/sound, a picture of fire is used (fire in English; fuego in Spanish).
- Notes in the Teacher's Edition prompt the teacher to make explicit the similarities and differences between English and Spanish, as well as the other common primary languages in California, and minimal pair practice is provided in areas where English learners are likely to have difficulty.
- Spelling is systematically and explicitly developed and emphasizes the relationships between how words are spelled, and how they sound.
- Beautifully illustrated, decodable graphic novels provide age-appropriate, culturally respectful, engaging reading practice.
- Unit Openers start with intriguing Big Questions, which are broken down into smaller questions in Let's Talk, and Your Turn activities where students use their new language with oral cloze activities, sentence starters and illustrated dialogues.
- All of the English Language Arts Listening and Speaking standards and English Language Development Speaking and Listening standards are systematically taught in Portals.
- Multiple encounters with each vocabulary word, including in the reading, structured discussions, word-work activities, spelling, and writing, and meta-cognitive strategies where students rate their word knowledge, help move words from short to long term memory.
- Comparison of cognates, false cognates, translations, spelling and sounds of new words, analysis of roots, bases, and affixes foster transfer from L1 to L2.
- Word work activities have students studying origins, derivations, synonyms, antonyms, shades of meaning, examples and non-examples, idioms and expressions, connotations, multiple meaning words and using this knowledge in retellings, paraphrasing and summarizing.
- Mediated writing activities build throughout the grades and utilize advance organizers (outlines, paragraph frames, and cloze activities which students complete), analysis of student work, modeling with whole-class activities which lead to independent writing activities.
- Portals use science and history non-fiction articles, controlled for readability, in the student edition. These start with readings at the first grade level (for Beginners in Level A) and systematically become more

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<sup>90</sup> Torgesen, J.K., Houston, D. D., Rissman, L. M., Decker, S. M., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic Literacy instruction for adolescents: A guidance document from the Center of Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.*

<sup>91</sup> Shefelbine, J., Lipscomb, L., Hern, A (1989) Variables associated with second, fourth and sixth grade students' ability to identify polysyllabic words. In S. McCormick & J. Zutell (Eds.). *Cognitive and social perspectives for literacy research and instruction*, Chicago: National reading Conference.

<sup>92</sup> Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education. How do teachers help English language learners? *Journal of Educational Research*, 95, 1-28. Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model*. 2<sup>nd</sup> Edition. Boston, MA: Pearson/Allyn & Bacon.

<sup>93</sup> Torgesen, J.K., Houston, D. D., Rissman, L. M., Decker, S. M., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic Literacy instruction for adolescents: A guidance document from the Center of Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.*

difficult until students are reading at the middle school level (level E is at the sixth grade level). The content aligns with the California Science and History-Social Science Content Standards from Grades 4-8, enabling students to develop history and science content and vocabulary during language arts instructional time.

Throughout Oakland Collegiate, teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) and other strategies to ensure that English Learners have access to the curriculum. These include:

- Pre-teaching of key vocabulary, with the use of cognates and translations, Word Walls, and explicit vocabulary instruction across content areas;
- Exposure to fluent English models through teacher read and think-alouds, cooperative learning and peer tutoring
- Use of native language (L1) to compare and clarify words, concepts, spelling, grammar and syntax with L2
- Structured oral language activities (decodable dialogues, followed by listening and speaking activities that require students to use their new academic language in appropriate ways)
- Making content accessible through regalia, illustrations, graphic organizers, and a variety of instructional approaches
- Predictable class structure and routines in all content areas
- Extended time for literacy (reading and writing) instruction
- Extensive independent reading at each student's level
- Systematic, scaffolded writing and grammar instruction
- Reinforcement of ELA and ELD standards in all content areas
- Frequent use of data from assessments and specific feedback from teachers

### ***Student Support Services***

English Language Learners will be eligible for a number of out of class educational support services.

- Push-in or pull-out tutoring – Oakland Collegiate will recruit retired teachers to provide small group tutoring (5:1 or less).
- Leveled Reading Groups – The tutors will provide targeted English Language Development through daily small guided reading groups. The tutors will work in combination with the English teachers.
- After School Tutoring – Students will take diagnostic assessments before beginning the school year. This information will allow Collegiate staff to form skill based after school tutoring groups. Then every six weeks students will take benchmark assessments to monitor student progress. At these assessments tutoring groups will be reformed based on student data.

### ***Student Identification and Student Monitoring***

Oakland Collegiate will adhere to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of Oakland Collegiate will adhere to the following plan with ELL students:

- Families will complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English will be assessed over the summer and/or within the first 30 days of school using the California English Language Development Test (CELDT).<sup>94</sup> We will notify all parents of our responsibility for CELDT testing and of CELDT results within thirty days of receiving

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<sup>94</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

results from the publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

- Additional assessments (refer to *Element Three* for more details) will be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student's needs during both core classes and additional instructional times.
- ELL students with a good working knowledge of English will be placed in mainstream classes for core academics and will receive additional English Language instruction as necessary, using the *English-Language Development Standards for California Public Schools* as a guide. English Learners at the Beginning and Early Intermediate Levels on the CELDT will be assessed for participation in the Reading Intervention program. Based on assessment results, the Executive Director or Director of Curriculum and Instruction will work with teachers to create a plan to meet the additional instructional needs of each student identified as an English Language Learner. This instruction may occur during reading intervention, guided reading groups and/or decoding and fluency groups and may also occur as specialized pull-out instruction during Enrichment or other classes during the day, as appropriate.
- ELL students will be re-evaluated with the CELDT test each fall until re-designated as English Language proficient.

Students who have been identified as ELL who subsequently demonstrate that they are able to participate effectively with English-speaking peers in mainstream classes will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

- English proficiency demonstrated by CELDT results
- Academic performance demonstrated by passing grades in the four core subjects of English language arts, mathematics, science, and social studies
- Parent opinion confirmed through a consultation meeting
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the English language arts section of the California Standards Test

Students who are reclassified to RFEP will continue to be monitored for two years after their reclassification. During this monitoring period, CELDT testing will not be required.

#### ***Family Notification***

Oakland Collegiate will notify families, in writing in their native language, regarding the results of their child's CELDT assessment. All families with a child identified as English Language Learner will receive a three-week mid-benchmark progress report. Those students who are meeting grade level expectations and are on track for promotion will receive progress reports every six weeks. Those students not on track for promotion will continue to receive three-week mid-benchmark progress reports.

#### ***Intervention Curriculum***

Oakland Collegiate will supplement the Language Arts curriculum with additional curricula designed to support English Language Development (e.g., *Access English, Access History, Access Science, Access Math* from Great Source.)

Oakland Collegiate will purchase access to leveled library texts. Each student will be assessed in the beginning of the year to determine their reading level. The school will purchase leveled reading texts and create a uniform leveling system. Students will be trained on how to pick texts at their instructional level. Every six weeks teachers will give individualized reading inventories (IRI) to the bottom quintile of readers. All students will take an IRI at least once every trimester. This data will allow Oakland Collegiate staff and teachers to monitor student progress and support struggling students throughout the year. By implementing a leveled reading curriculum we can scaffold the reading process of students, making sure they are reading materials at their independent and instructional levels.

***Staff Contact***

Once the Student Supports Coordinator is hired they will be responsible for monitoring student progress. Until that position is hired, the Executive Director and Director of Curriculum & Instruction will monitor student progress.

Teachers will work under the guidance of the SSC, serving as the main contact between other Collegiate teachers, SSC, their Advisory students and their families regarding student performance.

***Staff Qualifications***

Oakland Collegiate teachers will be considered highly qualified as defined by NCLB. We will target teaching staff with three to five years urban teaching experience serving English Language Learners. Oakland Collegiate will prioritize those staff that possess a CLAD/BCLAD credential.

***Staff Professional Development***

Oakland Collegiate implements an intensive professional development, with three weeks in the summer and an additional ten days during the school year. The Director of Curriculum and Instruction along with outside consultants will lead staff PD on instructional strategies for English Language Learners. The DCI will support non-English teachers implement English Language Development instructional strategies into their coursework. Each week, Collegiate staff meet as grade level teams to identify and create strategies to support struggling students. Throughout the year, additional whole staff PD topics will focus on helping teachers to meet the needs of students learning English.

## **SPECIAL EDUCATION**

Oakland Collegiate intends to function as a “public school of the local agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of OUSD for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support district wide special education instruction and service costs. Pursuant to Education Code 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Oakland Collegiate shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.

### ***Provision of Services***

Oakland Collegiate and OUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below the school anticipates that during its first year of operation, most special education services would be provided by district staff.

### ***Child Find***

The school plans to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. The school will seek to participate in the child find system of the special education local plan areas (SELPAs) in which hits students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify student with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

### ***Student Success Team***

The school plans to implement a “student success team” (SST) model to the maximum extent feasible to attempt to meet al student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team will oversee development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team will monitor students’ progress.

### ***Section 504 of the Rehabilitation Act***

Oakland Collegiate 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 benefits of, or otherwise be subjected to discrimination under any program of Oakland Collegiate. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodations by the School.

A 504 team will be assembled by the Director of Curriculum and Instruction and shall include the parent/guardian, the student (where appropriate), a teacher, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under IDEIA, those evaluations may be used to help determine eligibility under Section 504. 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.

Tests are selected and administered to ensure that 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, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director of Curriculum and Instruction will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

#### ***Notification and Coordination***

Oakland Collegiate shall promptly notify OUSD, in writing, of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process.

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

#### ***Identification and Referral***

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

OUSD will provide any assistance that it generally provides District schools in the identification and referral process, and will ensure that Oakland Collegiate is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Oakland Collegiate from a District school.

***Assessments***

The Director of Curriculum and Instruction and/or Student Supports Coordinator will support OUSD staff in gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Oakland Collegiate staff shall not conduct special education assessments unless directed by OUSD.

OUSD will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with OUSD's general practice and procedures and applicable law. Oakland Collegiate shall work in collaboration with OUSD to obtain parent/guardian consent to assess Oakland Collegiate students. Oakland Collegiate shall not conduct special education assessments unless directed by OUSD.

***Development and Implementation of IEP***

OUSD shall arrange and notice the necessary IEP meetings. The DCI and SSC shall support district notification of families/guardian, and appropriate Oakland Collegiate staff of the meeting. Every student who is assessed by the school will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, Oakland Collegiate will provide those services in accordance with the student's IEP, which will specify the instruction and services that student shall receive. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at Oakland Collegiate will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Executive Director/DCI and/or SSC;
- A General Education teacher who is familiar with the curriculum appropriate to that student;
- District special education professionals qualified to interpret assessment results; and
- A District representative, as appropriate.

OUSD shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

OUSD shall make decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education, pursuant to OUSD IEP process. Programs, services and placements shall be provided to all eligible Oakland Collegiate students in accordance with the policies, procedures and requirements of OUSD and of the SELPA and State and Federal law.

***IEP Implementation***

Pursuant to District policy and how OUSD operates special education at all other public schools in OUSD: OUSD shall be responsible for all school site implementation of the IEP. Oakland Collegiate shall assist OUSD in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of OUSD. OUSD and Oakland Collegiate will need to be jointly involved in all aspects of the special education program, with OUSD holding ultimate authority over implementation and supervision of services. As part of this responsibility, Oakland Collegiate shall provide OUSD and parents with timely reports on student's progress as provided in the student's IEP. Pursuant with IEP, OUSD shall be responsible for all services and expenditures beyond the regular classroom setting, including specialty services, adaptive technology, and/or individualized services. Oakland Collegiate staff shall make all modifications to instruction and practice as required by IEP, including differentiation of instruction and modified homework.

***IEP Review***

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every

three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Oakland Collegiate will within 3 business days forward that notification to OUSD.

### ***Staffing***

All special education services at Oakland Collegiate will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Oakland Collegiate staff will participate in all mandatory District in-service trainings relating to special education.

Oakland Unified School District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. If OUSD directs Oakland Collegiate to hire on-site special education staff, then Oakland Collegiate shall ensure that all special education staff are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. OUSD may review the qualifications of all special education staff hired by Oakland Collegiate and may require pre-approval by OUSD of all hires. Oakland Collegiate will be entitled to an appropriate reimbursement from OUSD for all Special Education staff hired and paid for by Oakland Collegiate.

### ***Staff Qualifications***

Oakland Collegiate will target experienced urban educators with three to five years experience teaching in similar communities as Oakland. All staff will meet "highly qualified" status as defined by NCLB. The Director of Curriculum and Instruction will be an experienced educator with five to seven years experience working in urban education. Preference will be given to those teachers working with high percentages of Special Needs students and obtaining significant gains in student performance.

### ***Staff Professional Development***

Oakland Collegiate staff will participate in all required district Special Education trainings. Oakland Collegiate provides 25 days of paid professional development throughout the school year (three weeks in the summer and then ten days throughout the school year). In addition to these five weeks, staff will have additional PD and grade level and content planning every week.

Oakland Collegiate Summer PD will provide training on classroom differentiation and modification for Special Needs students. Staff will be trained on how to modify instruction while maintaining the same high expectations. Time is provided throughout the school year to analyze student data, during which teachers will specifically identify and track students with Special Needs to make sure they are making adequate progress (if they have an IEP then towards IEP and school goals).

### ***Reporting***

Oakland Collegiate will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the numbers of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspension; and

- The basis of exit from Oakland Collegiate of students with disabilities (i.e. attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Oakland Collegiate Student Supports Coordinator, as supervised by the Executive Director. The Executive Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Executive Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of the student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

#### ***Procedural Safeguards/Due Process Hearings***

Parents or guardians of students with IEPs at Oakland Collegiate must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

#### ***Complaints***

Parents or guardians also have the right to file a complaint with the District and California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

#### ***Funding***

Oakland Collegiate will enter into an MOU with OUSD regarding Special Education funding. The following terms will be defined at the time of the MOU and are only tentative.

OUSD will retain all state and federal Special Education funds allocated to Oakland Collegiate. OUSD shall be entitled to count Oakland Collegiate students as its own for all Special Education purposes.

Oakland Collegiate shall contribute its fair share to offset special education's encroachment upon OUSD's general fund. Accordingly, Oakland Collegiate shall pay to OUSD a pro-rata share of OUSD's unfunded special education costs ("Encroachment"). At the end of each fiscal year, OUSD shall invoice Oakland Collegiate for the school's pro-rata share of OUSD's Encroachment for that year as calculated by the total unfunded special education costs of OUSD.

## **SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

We believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches will be based on each student's instructional needs, not their income level.

Based on the 2000 Census data and reports from the local schools, we anticipate that over 80 percent of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially "at-risk" students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Small, leveled guided reading groups
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Phonemic awareness, phonics, and fluency groups
- Systematic writing and grammar instruction
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Weekly course syllabi which outline expectations for each week
- Weekly PREP reports to parents identifying positive and negative student behavior during the week
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

For students from low socio-economic backgrounds, we will be sensitive to the financial burdens that schools often place on families and offer financial support for families unable to purchase supplies, uniforms, trip fees, etc. In addition, any students requiring a quiet place to study and do homework will be invited to remain at school for Homework Club.

## ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

*The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes 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." Ed. Code § 47605 (b)(5)(B)*

### *PHILOSOPHY OF ASSESSMENT*

We believe that with our autonomy, we have a greater degree of responsibility towards accountability – particularly in terms of student achievement. We believe that a comprehensive and transparent assessment system will best support student achievement as it ensures all stakeholders are aware of individual, class wide, and school wide performance results, and informs us of the ongoing efficacy of our educational program.

The goals and objectives of Oakland Collegiate's Accountability Plan fully support the state-mandated requirement that the school meet or exceed the minimum state standards and improve student learning. In addition, our goals and objectives correlate with our school's mission to provide a learning environment that is structured, nurturing, and college preparatory.

### *Performance-Based Goals*

Oakland Collegiate has developed a series of performance-based goals that support the goals of the Oakland Unified School District, the state of California, and federal No Child Left Behind legislation. Our detailed and rigorous Accountability Plan will guide our academic and organizational goals for the first five years of operation. Students will participate in criterion referenced and norm-referenced standardized testing to assess and evaluate academic progress in the core content areas. The school's organizational viability will be measured and reported on to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization over time.

### *Benchmarks to be Met*

The achievement of Oakland Collegiate will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics.

### *Comparison Schools*

In gauging the success of Oakland Collegiate during the renewal term, a group of comparison district schools will be selected. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school's academic performance will include a comparison of the academic achievement of Oakland Collegiate's students to the academic achievement of two sets of comparison District schools:

1. The residence schools Oakland Collegiate students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" will be selected by using Oakland Collegiate students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at Oakland Collegiate will be chosen as comparison "resident schools."

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

## **ACADEMIC PERFORMANCE GOALS**

1. **Goal: Students will be proficient readers of the English Language and will continuously demonstrate growth throughout their three years at Oakland Collegiate.**
  - a. *Measure:* Sixty percent of eighth grade and 50% of seventh grade students who have been enrolled for two or more years will score Proficient or Advanced on the English-Language Arts component of the California State Test.
  - b. *Measure:* In a cohort analysis of longitudinal growth, the average annual increase among Oakland Collegiate students on the CAT/6 (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year until the average percentile score reaches 75.<sup>95</sup>
  - c. *Measure:* On average, the average scores of Oakland Collegiate students who have been enrolled for two or more years who attain a CST English-Language Arts score of Proficient or Advanced in the eighth grade will exceed the average percentage for comparable district schools<sup>96</sup> by at least 15%.
  - d. *Measure:* Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
  - e. *Measure:* Each sub-group of students will make Adequate Yearly Progress in reading as defined by the No Child Left Behind Legislation.
2. **Goal: Students will be proficient and improved writers of English Language.**
  - a. *Measure:* The percentage of Oakland Collegiate students who have been enrolled for two years who attain a rubric score of three or four on the seventh grade CST Writing Test will exceed the average percentage for comparable district schools by at least 15%.
  - b. *Measure:* Eighth grade students will research, write, and orally present a 10-page thesis paper which will be evaluated by a panel of at least three expert evaluators using a common rubric. Ninety-five percent of students will demonstrate competence and 50% will demonstrate advanced work.
3. **Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in mathematics.**
  - a. *Measure:* Sixty percent of eighth grade and 50% of seventh grade students who have been enrolled for two or more years will score Proficient or Advanced on the Mathematics component of the California State Test.
  - b. *Measure:* In a cohort analysis of longitudinal growth, the average annual increase among Oakland Collegiate students on the CAT/6 (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year until the average percentile score reaches 75.
  - c. *Measure:* On average, the average scores of Oakland Collegiate students who have been enrolled for two or more years who attain a CST Math score of Proficient or Advanced in the eighth will exceed the average percentage for comparable district schools by at least 15%.
  - d. *Measure:* Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.

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<sup>95</sup> Scores will be based on same-student grade-level cohorts evaluated in June of each year, except when it is necessary to evaluate new students in September upon entering the school. Percentile scores will be converted into NCEs, averaged, and then returned to percentile scores to ensure statistical accuracy. Scores will be available for reporting to the state authorizer and other interested parties in both NCEs and Percentile scores. These procedures apply to Terra Nova goals in Reading, Writing, and Math.

<sup>96</sup> Comparable district schools are determined through the two following factors: 1. The residence schools Oakland Collegiate students would have otherwise attended ("Resident Schools"); and 2. District schools of similar demographic characteristics ("Demographically Similar Schools").

- e. *Measure:* Each sub-group of students will make Adequate Yearly Progress in math as defined by the No Child Left Behind Legislation.
- 4. **Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in science.**
  - a. *Measure:* The percentage of Oakland Collegiate students who have been enrolled for two or more years who attain a CST Science score of Proficient or Advanced in the eighth grade will exceed the average percentage for comparable district schools by at least 15%.
  - b. *Measure:* Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
- 5. **Goal: Students will demonstrate proficiency of skills and content knowledge in history.**
  - a. *Measure:* The percentage of Oakland Collegiate students who have been enrolled for two or more years who attain a CST History score of Proficient or Advanced in the eighth grade will exceed the average percentage for comparable district schools by at least 15%.
  - b. *Measure:* Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
- 6. **Goal: All English Language Learners (ELLs) will become proficient in all four domains of the English Language: listening, speaking, reading, and writing.**
  - a. *Measure:* All English Language Learners will improve at least one overall proficiency level per year enrolled at Oakland Collegiate (beginning, early intermediate, intermediate, early advanced, advanced) on the California English Language Development Test (CELDT) until reclassified as Fluent English Proficient.
  - b. *Measure:* English Learners enrolled, for a full academic year, in a Reading Intervention Program will improve 2 grade levels in reading each year.

#### *STUDENT CHARACTER GOALS*

- 7. **Goal: Oakland Collegiate students will adhere to a rigorous code of conduct while at school. They will behave positively while understanding and upholding the community's four character values: perseverance, responsibility, engagement and professionalism.**
  - a. *Measure:* Eighty-five percent of individual visitor surveys will, on average, evidence that Oakland Collegiate students demonstrate the school's core values to a good or strong degree.
  - b. *Measure:* Oakland Collegiate students will average at least 90% homework completion.
  - c. *Measure:* Students will complete 25+ hours of community service during their 8<sup>th</sup> grade year.

#### *SCHOOL PERFORMANCE GOALS*

- 8. **Goal: Oakland Collegiate will demonstrate meaningful growth in overall academic achievement.**
  - a. *Measure:* Meet annual AYP targets as set by the State and Federal Government.
- 9. **Goal: Oakland Collegiate will demonstrate increasing mastery of state content standards.**
  - a. *Measure:* Oakland Collegiate will exceed an API score of 700 within our first three years of operation.
  - b. *Measure:* On average Oakland Collegiate API growth for significant sub-groups will be 1.25 times the average growth for comparable district schools, until Oakland Collegiate sub-groups achieve an API score of 800.
- 10. **Goal: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of Oakland Collegiate.**

- a. *Measure:* Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85%.
11. Goal: **Oakland Collegiate will maintain high levels of student attendance.**
- a. *Measure:* Oakland Collegiate students will average 95% daily student attendance each school year.
12. Goal: **Oakland Collegiate will maintain organizational strength by demonstrating fiduciary and financial responsibility.**
- a. *Measure:* Budgets for each school year demonstrate effective allocation of financial resources to ensure-effective delivery of the school mission as measured by a yearly balanced budget submitted to Oakland Unified School District.<sup>97</sup>
  - b. *Measure:* Budgets will be reviewed monthly by the Finance Committee of the Board of Directors.
  - c. *Measure:* External, annual audit reports demonstrate that Oakland Collegiate meets or exceeds professional accounting standards.

**ACCOUNTABILITY**

The school leader and the Oakland Collegiate Board are ultimately accountable to the OUSD for students’ success. Within a culture of mutual accountability, we have established a clear and specific set of measurable performance goals against which the school will measure the success of its academic program. All parties within the school are also accountable to one another. Everyone, from students, to parents, to teachers, to administrators holds some level of accountability in student performance. See the table below, which depicts accountability for student performance at Oakland Collegiate. These accountability measures will be conferred at orientation and all parties will sign a contract ensuring understanding of ensuing responsibility.<sup>98</sup>

**Figure 2.1 – Accountability and Action**

Individual	Accountability	Action
<b>Student</b>	<ul style="list-style-type: none"> <li>• Held accountable through direct performance on standardized and teacher/publisher devised tests</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Tutoring</li> <li>• Summer School</li> <li>• Saturday Academies</li> <li>• Parent-Teacher Conference</li> <li>• Flexible Ability Grouping</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>• Held accountable through checking weekly Prep Reports, weekly syllabi, and report cards</li> <li>• Held accountable through attending Parent-Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Calls Home</li> <li>• Called in for Conference</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Held accountable for course pacing through check-ins with Director of Curriculum &amp; Instruction</li> <li>• Held accountable for student learning through regular review of student data</li> <li>• Held accountable through weekly syllabi to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and feedback from administrators</li> <li>• School wide Professional Development</li> <li>• Individual support from DCI</li> </ul>
<b>Administrator</b>	<ul style="list-style-type: none"> <li>• Held accountable for oversight of student and teacher performance</li> <li>• Held accountable for reporting to district</li> <li>• Held accountable for continuously offering professional development and feedback for improvement of systems</li> </ul>	<ul style="list-style-type: none"> <li>• District Reporting</li> <li>• Reporting to Oakland Collegiate Board of Directors</li> </ul>

<sup>97</sup> This budget will include a yearly balance sheet that demonstrates sufficient cash flow, a retrospective budget to demonstrate appropriate management, and a prospective budget to demonstrate appropriate planning for the organization’s financial future which meets all statutory requirements.

<sup>98</sup> Please see Attachment M for Commitment to Excellence.

All of our curriculum and resources will be selected to allow students to achieve at these high expectations.<sup>99</sup> Our school wide performance goals are ambitious for all students including high and low achievers, special education students (unless otherwise stated in the IEP), socio-economically disadvantaged students, and English Language Learners. Due to the college preparatory nature of the school, high goals are imperative. Performance goals address student academic achievement and organizational success, and all students will be supported based on their needs to reach these academic goals. Figure 2.2 identifies the timing and performance measure for each performance goal.

**Figure 2.2 – Student Performance Goals<sup>100</sup>**

Subject	Measure	Year 1	Year 2	Year 3	Year 4
<b>Students will be proficient readers &amp; writers of the English Language and will continuously demonstrate growth throughout their three years at Oakland Collegiate.</b>					
ELA and Writing	CST			Sixty percent of eighth grade, and 50% of seventh grade students who have been enrolled for two or more years will score Proficient or Advanced on the English-Language Arts component of the California State Test.	
	CST			The percentage of Oakland Collegiate students who have been enrolled for two years who attain a rubric score of three or four on the seventh grade CST Writing Test will exceed the average percentage for comparable district schools by at least 15%.	
	CAT/6 or norm referenced exam			In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Oakland Collegiate students on the CAT/6 (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year until the average percentile score reaches 75.	
	NCLB			Each sub-group of students will make Adequate Yearly Progress in Reading & Writing as defined by the No Child Left Behind Legislation.	
	Publisher & Teacher Created Tests			Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.	
				Eighth grade students will research, write, and orally present a 10-page thesis paper which will be evaluated by a panel of at least three expert evaluators using a common rubric. Ninety-five percent of students will demonstrate competence and 50% will demonstrate advanced work.	
<b>Students will demonstrate proficiency and improvement of skills and content knowledge in mathematics.</b>					
Math	CST			Sixty percent of eighth grade, and 50% of seventh grade students who have been enrolled for two or more years will score Proficient or Advanced on the Mathematics component of the California State Test.	
	CAT/6 or norm referenced exam			On average, the average scores of Oakland Collegiate students who have been enrolled for two or more years who attain a CST Math score of Proficient or Advanced in the eighth will exceed the average percentage for comparable district schools by at least 15%.	
				In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Oakland Collegiate students on the CAT/6 (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year until the average percentile score reaches 75.	

<sup>99</sup> Please see Element 1, Instructional Program for possible curricular choices.

<sup>100</sup> Student performance measures are only included for the first term of the charter. Since the initial year is a planning year, Year 1 refers to the first year with students, the second year of the charter.

	NCLB	Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation.
	Publisher & Teacher Created Tests	Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
<b>Students will demonstrate proficiency and improvement of skills and content knowledge in science.</b>		
Science	CST	The percentage of Oakland Collegiate students who have been enrolled for two or more years who attain a CST Science score of Proficient or Advanced in the eighth grade will exceed the average percentage for comparable district schools by at least 15%.
	Publisher & Teacher Created Tests	Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
<b>Students will demonstrate proficiency of skills and content knowledge in history.</b>		
Social Science - History	CST	The percentage of Oakland Collegiate students who have been enrolled for two or more years who attain a CST History score of Proficient or Advanced in the eighth grade will exceed the average percentage for comparable district schools by at least 15%.
	Publisher & Teacher Created Tests	Eighty percent of students will earn promotion to the next grade by scoring 70% or above on the Comprehensive Year-End Exam.
<b>All English Language Learners (ELLs) will become proficient in all four domains of the English Language: listening, speaking, reading, and writing.</b>		
ELL Students	CELDT	All English Learners will improve at least one overall proficiency level per enrolled at Oakland Collegiate (beginning, early intermediate, intermediate, early advanced, advanced) on the California English Language Development Test (CELDT) until reclassified as Fluent English Proficient. English Learners enrolled in a Reading Intervention Program will improve 2 grade levels in reading each year.

**Outcomes and Measurements**

Oakland Collegiate implements a variety of measurement tools to monitors student progress. Figure 2.3 outlines the outcomes and the measurement tool used to monitor student progress.

Figure 2.3 – Oakland Collegiate Outcomes

Subject	Outcome	Measurement Tool
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>• Students will master the California English Language Arts Standards.</li> <li>• Students will demonstrate the ability to read fluently and comprehend a variety of grade level texts in both literature and other academic disciplines.</li> <li>• Students will be able to read and respond to grade-level text both orally and in written format.</li> <li>• Students will be able to write grade-level papers.</li> <li>• Students will be active speakers and listeners.</li> <li>• Students will be able to communicate clearly.</li> <li>• Students will demonstrate annual growth in reading comprehension and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests                             <ul style="list-style-type: none"> <li>➢ CST's</li> <li>➢ California English Language Development Test (CELDT)</li> </ul> </li> <li>• National Norm-Referenced Exams</li> <li>• Interim Assessments</li> <li>• Curriculum Embedded Assessments</li> <li>• Teacher Created Assessments and Observation</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students will master the California Mathematics Standards.</li> <li>• Students will be fluent in basic computational skills; will be algebraic thinkers and problem solvers.</li> <li>• Students will understand and solve problems related to number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.</li> <li>• Students will demonstrate the ability to reason logically and to implement a variety of problem-solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests                             <ul style="list-style-type: none"> <li>➢ CST's</li> </ul> </li> <li>• National Norm-Referenced Exams</li> <li>• Interim Assessments</li> <li>• Curriculum Embedded Assessments</li> <li>• Teacher Created Assessments and Observation</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Students will master the California Science Standards.</li> <li>• Students will have the essential skills and knowledge necessary to become scientifically literate and technologically savvy citizens.</li> <li>• Students will work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems and reach conclusions.</li> <li>• Students will demonstrate a basic understanding of fundamental concepts in earth science, life science, and physical science.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests                             <ul style="list-style-type: none"> <li>➢ CST's - 8<sup>th</sup> grade</li> </ul> </li> <li>• Interim Assessments</li> <li>• Curriculum Embedded Assessments</li> <li>• Teacher Created Assessments and Observation</li> </ul>
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• Students will master the California History-Social Science Standards.</li> <li>• Students will have core knowledge in grade-level history and social science and have the critical thinking skills necessary to study the past and its relationship to the present.</li> <li>• Students will understand the history of early civilizations, early U.S. History, and the development of new ideas, institutions, and systems of thoughts.</li> <li>• Students will interpret and summarize information from maps, charts, and graphs.</li> <li>• Students will be able to use historical research to ask and answer questions about the past and the present, and to make predictions about the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests                             <ul style="list-style-type: none"> <li>➢ CST's - 8<sup>th</sup> grade</li> </ul> </li> <li>• Interim Assessments</li> <li>• Curriculum Embedded Assessments</li> <li>• Teacher Created Assessments and Observation</li> </ul>

## ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

### *Assurance*

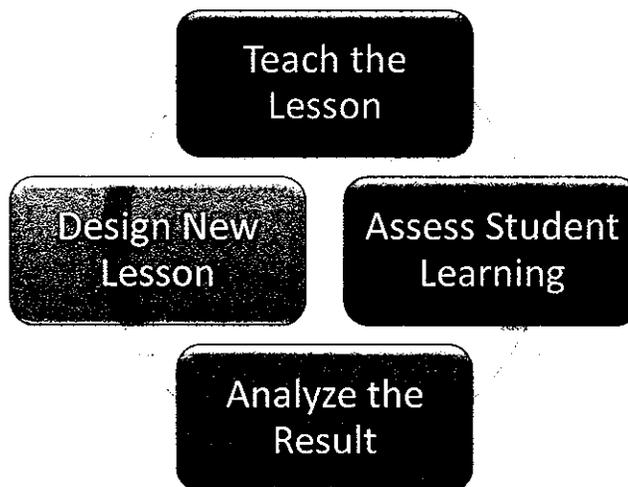
If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, Oakland Collegiate hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

### *Cycle of Inquiry*

At Oakland Collegiate, we start with a clear picture of the “finish line”. Teachers create their end of the year comprehensive final in August, providing a clear goal for the end of the year. Teachers and administrators then use multiple data points to assess student ability and monitor progress. Along the way, students who are failing to make adequate progress can be assigned student support services.

We believe teaching is a continuous cycle of teaching, assessing student knowledge, analyzing the results, and developing new lessons to ensure student mastery. In addition to this cycle of inquiry, Oakland Collegiate teachers develop curriculum using backwards mapping (see Element 1). This process allows us to capture data and assess it in a meaningful way which allows us to continually drive towards higher performance.

Figure 3.1



### *Approach to Assessments and Data*

Oakland Collegiate’s purpose is to prepare students with the academic skills, character traits, and intellectual discipline necessary to excel in high school, college, and life. This includes providing “at-risk” middle school students with a college-preparatory instructional program that equips them for success in college and beyond. While we recognize that such growth is achieved in gradual, incremental steps, Oakland Collegiate will regularly assess the effectiveness of our programs using a variety of assessment tools. These frequent and systematic assessments will provide the Executive Director and teachers with valuable data that will allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population.

**STATE WIDE ASSESSMENTS**

Oakland Collegiate will administer tests required by California’s Standardized Testing and Reporting (STAR) program in each year and subject as required by the state in Education Code §60602.5. These tests will demonstrate students’ mastery of grade-level content standards in each tested content area. The Executive Director or the Director of Curriculum & Instruction will be responsible for managing the assessment process. The state-wide testing program currently includes:

**Figure 3.2 – Tests Required as Part of the STAR Program<sup>101</sup>**

Program Component	Type of Assessment	Purpose	Grades Tested
CA Standards Tests (CST)	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> <li>Performance Assessment</li> <li>(includes written component in grades 7)</li> </ul>	Measure proficiency with state content standards in English-Language Arts	6 to 8
		Measure proficiency in writing	7
		Measure proficiency with state content standards in Mathematics	6 to 8
		Measure proficiency with state content standards in Science	8
		Measure proficiency with state content standards in History/Social Science	8
CA English Language Development Test (CELDT)	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> <li>Performance assessment</li> </ul>	Measure proficiency of English Language Learners and reclassify students as appropriate	All—based on student’s previous ELD level and repeated annually until student is reclassified
CA Achievement Tests (CAT/6)	<ul style="list-style-type: none"> <li>Norm-referenced</li> <li>Multiple-choice</li> </ul>	Measure achievement of general academic knowledge in reading, language, math, and spelling compared to national norms	Grade 7 <sup>102</sup>
CA Alternate Performance Assessment (CAPA)	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Performance assessment</li> </ul>	Measure achievement in ELA and math	Determined by IEP; 6-8
		Measure achievement in Science	Determined by IEP; 8
CA Modified Assessment (CMA)	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> <li>Performance Assessment</li> </ul>	Measure achievement in ELA	Determined by IEP; 6-8
		Measure achievement in Math	Determined by IEP; 6-7
		Measure achievement in History	Determined by IEP; 7
		Measure achievement in Science	Determined by IEP; 8
Standards-Based Tests in Spanish (STS)	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> </ul>	Measure proficiency in ELA and Math; administered to students primary language is Spanish and who have been enrolled in a U.S. school for less than 12 months	6 to 8 <sup>103</sup>
Physical Fitness Testing (PFT)	<ul style="list-style-type: none"> <li>Criterion-referenced</li> <li>Performance assessment</li> </ul>	Measure physical fitness based on seven key elements	7

<sup>101</sup> Oakland Collegiate will comply with CA Board of Education and state law requirements.

<sup>102</sup> The state only requires the CAT/6 exam in 7<sup>th</sup> grade, Oakland Collegiate has budgeted additional money to purchase the assessment for grades 6 and 8. The CAT/6 or another Nationally Normed exam will be given to students before they enter school and then every spring in order to compare student performance nationally and measure student growth.

<sup>103</sup> STS assessment is available for students in grades 2 through 11, but is limited to students who arrived in the United States in the last 12 months. 8<sup>th</sup> grade is the last point of entry for Oakland Collegiate.

The most heavily weighted as well as most thorough of the tests in the STAR program, the California Standards Tests (CSTs), are criterion-referenced assessments that will allow us to determine if proficiency goals, described as Accountability Goals in Element Two, have been met and allow us to make instructional changes for the upcoming year as needed. Oakland Collegiate will use the CELDT test to measure the proficiency of English Language Learners in order to provide appropriate language learning support and re-classify students.

### ***State Academic Growth Measures***

As Oakland Collegiate grows, benchmark performance goals and exit outcomes will be adjusted over time as necessary. Oakland Collegiate will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind and will pursue its Academic Performance Index (API) growth targets as set by the California State Board of Education, both school-wide and within reportable subgroups.

### ***Academic Performance Index***

It is important to differentiate between what is meant by the following terms:

- Base API
- Growth API
- API Growth Target

According to the California Department of Education (CDE), the Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or local educational agency's (LEAs) performance level, based on the results of statewide testing. The Base API, released in March, includes state-wide results of continuing state assessments and any new assessments added to the API at the beginning of a reporting cycle. For example, the 2006 Base API (released in March 2007) was calculated from 2006 state-wide test results.

The Base API serves as the baseline for comparisons with the Growth API. The Growth API, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but is calculated from test results of the following year. The Growth API determines whether schools met their API growth targets. The CDE further explains the API Growth Target as five percent of the difference between the Base API and 800.

The minimum growth target is five points until the school or subgroup API approaches 800. A school or subgroup with a Base API of between 796 and 799 has the following targets:

- API of 796 – a gain of four points
- API of 797 – a gain of three points
- API of 798 – a gain of two points
- API of 799 – a gain of one point

While Oakland Collegiate is committed to meeting the state benchmark of 800, we are not satisfied with meeting the state benchmark. Once we reach an API score of 800, we will continue to work towards an API score of 1000.

### ***Accountability Progress Reporting***

The State and District will also measure our success using the Accountability Progress Reporting (APR) system outlined below:

**Figure 3.3 – Additional State Measures**

State Measure	Description
<b>Academic Progress Index (API) Score</b>	API is a State accountability measure required under the Public Schools Accountability Act. API is reported as a single number between 200 and 1000 that indicates how well a school performed academically in the previous year.
<b>API State Ranking</b>	API is also reported as a decile rank score between 1 and 10. This score is reported as two numbers—an overall statewide rank and a rank against similar schools.
<b>Adequate Yearly Progress (AYP)</b>	AYP is a requirement under the Federal No Child Left Behind (NCLB) legislation. Under NCLB criteria, schools must meet or exceed annual criteria for improvement. AYP targets include particular emphasis on the performance of subgroups of students, based on criteria such as race/ethnicity, ELL level, socioeconomic disadvantage, and special needs.

**ADDITIONAL METHODS OF ASSESSMENT**

We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Oakland Collegiate will use a combination of assessments to gather valuable data about our students’ strengths and weaknesses and allow us to make informed instructional decisions.

Interim benchmark tests for the first year will be created by the Executive Director or Director of Curriculum & Instruction. The process will include a thorough understanding of grade-level standards and the school’s scope and sequence, an intense look at California’s released test questions and other relevant assessments, and will use the California Department of Education’s blueprints as models for each benchmark test. In Years two and beyond experienced teachers will be included in the creation and revision of interim assessments.

Teachers will receive professional development and on-going feedback to improve the quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement. Additional assessments to be used at Oakland Collegiate are outlined in Figure 3.4.

**Figure 3.4 – Additional Assessments to be Administered at Oakland Collegiate**

Assessment	Content Area	Purpose(s)/Use(s) of Data	Timeline
<b>Nationally Norm-Referenced Tests</b>			
CAT/6	<ul style="list-style-type: none"> <li>Reading: comprehension and vocabulary</li> <li>Language arts</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Cohort Longitudinal Growth</li> <li>Compare to National Norms</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the year for students in grades 6 through 8</li> <li>For all new students during summer orientation</li> </ul>
<b>In-House Diagnostic and Interim Assessments</b>			
Internally-created assessments designed using standards-based test generating software, like EduSoft	<ul style="list-style-type: none"> <li>ELA</li> <li>Math</li> <li>Science</li> <li>History/</li> <li>Social Science</li> </ul>	<ul style="list-style-type: none"> <li>Gather baseline achievement data on state standards</li> <li>Measure progress towards content mastery</li> <li>Continuously monitoring student progress for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Assessment at the beginning of the school year</li> <li>Throughout the year every six weeks in all content areas, grades 6 through 8</li> </ul>

Published Assessment Tools			
Dynamic Indicators of Basic Literacy Skills (DIBELS)	Phonemic awareness, alphabetic principle, vocabulary, comprehension, fluency	<ul style="list-style-type: none"> <li>Determine annual baseline for battery of literacy skills</li> <li>Identify students for reading intervention and small group targeted instruction</li> <li>Monitor individual student growth</li> <li>Monitor school-wide effectiveness of literacy program</li> </ul>	<ul style="list-style-type: none"> <li>Beginning and end of each school year, grades 6-7</li> <li>Similar tests may be used throughout the year to monitor progress, particularly for those students performing below grade-level in reading</li> </ul>
Words Their Way Qualitative Spelling Inventory	Spelling		
Six Plus One Traits Writing Rubrics	Writing	<ul style="list-style-type: none"> <li>Evaluate student writing based on characteristics of strong composition</li> <li>Monitor individual student growth over years</li> </ul>	<ul style="list-style-type: none"> <li>Major writing assignment in all content areas, grades 6 through 8</li> <li>Every 4-8 weeks</li> </ul>
Textbook publisher-created quizzes, chapter and unit tests	<ul style="list-style-type: none"> <li>Math</li> <li>Language Arts</li> <li>Science</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Measure student mastery of standards learned</li> <li>Identify standards for re-teaching</li> <li>Target students for small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Varies</li> </ul>
Timed math drills (increasing in difficulty for grades four through algebra)	Math	<ul style="list-style-type: none"> <li>Determine annual baseline for mastery of grade-level appropriate math facts/mental calculations</li> <li>Target students for small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Weekly until students demonstrate mastery</li> </ul>
Teacher-Created Assessments			
Do Now	All	<ul style="list-style-type: none"> <li>Check for understanding on a daily basis</li> <li>Monitor student progress in order to remediate any deficits prior to more formal assessments</li> </ul>	Daily
Homework			
Class participation			
Projects/major writing assignments	All	<ul style="list-style-type: none"> <li>Track student mastery of grade-level standards</li> <li>Target students for small group instruction</li> <li>Significant factor in students grade which is used to determine promotion</li> </ul>	One/trimester
Vocabulary tests	All		Minimum of every two weeks
Standards-based quizzes and tests (including chapter and/or unit tests)	All		Every two weeks
Comprehensive Exams	All		Three times/year
Final project and/ or performances	Arts	<ul style="list-style-type: none"> <li>Evaluate and monitor student mastery of visual and performing arts standards, using standards-based rubrics for each grade</li> </ul>	Every six weeks (at the end of each unit of study)

Individual and class PREP reports	Character and discipline	<ul style="list-style-type: none"> <li>Evaluate and monitor student behavior based on a school-wide character development rubric for the following traits: Perseverance, Responsibility, Engagement, Professionalism</li> <li>PREP points will also be used to determine certain privileges and participation in special school events</li> </ul>	Weekly
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**Criterion-Referenced Assessments**

In order to demonstrate that Oakland Collegiate students are improving and succeeding academically and that all individual students and subgroups are meeting all state curriculum standards, the school will administer all state standardized tests at the same time as other Oakland Unified Schools. The California Standards Test (CST) will be administered in grades 6-8 to determine mastery of state-mandated content standards.

**Norm-Referenced Assessments**

In order to demonstrate that Oakland Collegiate students are progressing each year and are competitive with a local and national cohort, Oakland Collegiate will administer a nationally norm-referenced test. Upon initial enrollment, all students will take a nationally norm-referenced test to establish a baseline performance score per individual student and per grade level cohort. We will then administer that same norm-referenced test at the end of each academic year, demonstrating longitudinal growth per individual student and per grade level cohort as well as providing a comparative measure with a local and national cohort. Oakland Collegiate will use one standard norm-referenced exam such as the CAT/6 or Stanford 10 at all grade levels. Even if Oakland Collegiate uses Stanford 10 we will follow state requirements and assess students using CAT/6 in 7<sup>th</sup> grade.

Each cohort of students at Oakland Collegiate will improve its average national percentile ranking each year in all subject areas, as measured by the CAT/6 or a similar nationally norm-referenced test. "Cohort" in this context, and throughout this document, shall be defined as a specific set of students who remain at the school from year to year, thus excluding students who enter the school in the upper grades.

**Internal Assessments**

Oakland Collegiate will have several "in-house" assessments designed to monitor student mastery of content and performance standards:

- Do Nows** will be very brief assignments given for the first 4-5 minutes of each class. These will give teachers quick snapshots of whether or not a student understands a particular concept or have mastered a particular skill. Do Nows may be counted towards class work grades.
- Exit Tickets** will be given at the end of each class for the last 3-4 minutes. The questions are designed to check student mastery of the day's objectives. This data will help teachers plan future lessons. Exit Tickets may be counted towards class-work grades.
- Homework** will be given nightly in each subject and will integrate review material (material that was taught a week or more prior to the current material) with material that has been taught in the class during the week. Homework will be graded according to common rubrics that are teacher developed and are communicated clearly to students.
- Weekly Tests and Quizzes** will be given at the end of the week and will focus on the skills and content taught in class. These will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allows teachers to make accurate and informed decisions about the additional supports that a student(s) might need.
- Unit Assessments** will be given at the end of a particular unit, every two to four weeks. These will provide data on how well a student is able to master and integrate concepts within a particular class. Unit assessments may be teacher developed, developed by the publisher of the textbook being used in the class, or a combination of the two.

- **Interim Assessments** are cumulative exams that will be given at the approximate midpoint of each trimester. These cumulative exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by administrators and teachers and will allow us to identify students who need additional supports, material that needs to be re-taught, or to determine content standards that need to be revisited.
- **Projects, Essays, and Lab Reports** may be used as additional assessments to evaluate students' academic progress. These may be counted as homework, unit assessments, or quizzes at the teacher's discretion. Projects may also be incorporated as part of the Trimester Comprehensive Exams.
- **End-of-Trimester Comprehensive Exams**, like interim assessments, are cumulative exams that evaluate students' mastery of material taught since the start of the school year. Trimester comprehensive exams will be given at the end of the 1st and 2<sup>nd</sup> trimesters. They will account for 30% of a student's overall grade for each respective trimester.

Each of these assessments will be aligned with content and performance standards. This will provide teachers with several opportunities to monitor students' progress toward mastering content and performance standards.

Quality of student performance on assessments such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with teachers within their department and teachers in other departments to develop rubrics for assignments. In the first and second years of operation, the Executive Director and/or DCI will review and approve all rubrics before they are implemented. Starting in the third year of operation, Department Chairs will primarily be responsible for the review of newly designed rubrics.

#### *DATA ANALYSIS AND DATA DRIVEN INSTRUCTION*

State assessment data will be collected using Power School, Data Director or, another student data management system. The Executive Director, Director of Curriculum & Instruction, and teachers will use state test data to analyze areas of strength and weakness and to set priorities for each school year.

Diagnostic assessments will be administered during the summer prior to the first day of school. These assessments are used to determine a baseline for students in English-Language Arts and Math. This data, along with daily classroom observation and other assessments, will provide valuable details about students' needs in each content area, and results will be used to help teachers plan lessons and effectively differentiate.

Interim assessments will be created, scored and analyzed using EduSoft (or a similar software program). Teachers will meet with the Executive Director and/or DCI after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results.<sup>104</sup>

These action plans will identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Adjustments to existing small groups for reading and math instruction
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans will be revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting every six weeks will include the analysis of student assessment data.

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<sup>104</sup> Please refer to Attachment I.5 for Student Data Analysis WS which will be used by staff to evaluate student performance on 6-week assessments.

### ***Reporting of Data***

Oakland Collegiate will create and make available to the public an annual report. The annual report will include the demographic and achievement data of our students, financial reports, and a summary of significant accomplishments for the school. The annual report will be made available at our website, <http://www.oaklandcollegiate.org>, and delivered to the District, Alameda County Office of Education, and others who request a copy.

Oakland Collegiate will also create a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:

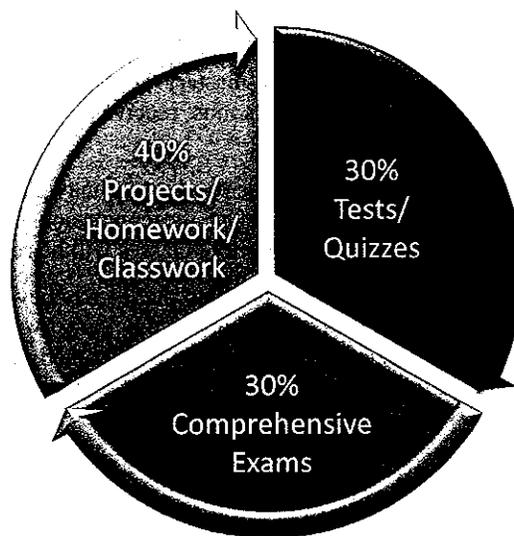
- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

The SARC will be updated annually and also made available to the public through our website.

### ***GRADING***

All grades will be calculated based upon a student's achievement in three areas: projects, homework, and class work; tests and quizzes; and comprehensive exams. Teachers will have some flexibility in determining the exact percentage of the total grade that each carries, but the percentages must fall within the school guidelines.

**Figure 3.7 - Grading**



**Grading Policy**

Students at Oakland Collegiate will earn grades based on their demonstration of mastery of the California Content Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

Figure 3.6 indicates the ways in which letter, percentage, and rubric grades will be used at Oakland Collegiate and what these grades mean in terms of a student’s level of mastery of the State Content Standards

**Figure 3.6 – Grading Policy**

Letter Grade	Percentage	Rubric Score	Meaning
A+	97-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-96%		
A-	90-92%		
B+	87-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-86%		
B-	80-82%		
C+	77-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-76%		
C-	70-72%		
NY <sup>105</sup>	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

There will be school-wide standards for grading. Teachers will be trained on the school’s policy and will work with the DCI and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

Exceptions to this grading policy for students with special needs will be based on the student’s IEP.

**PROMOTION POLICY**

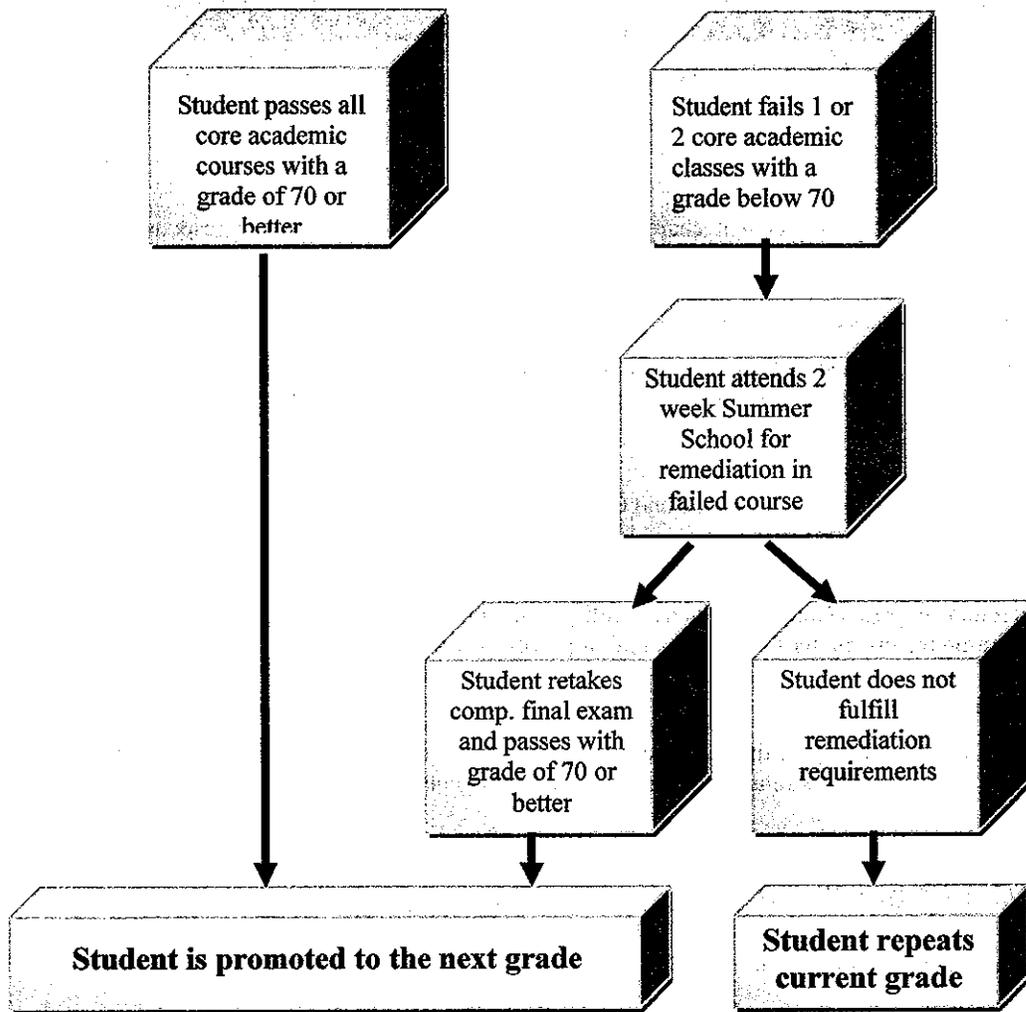
Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. In addition, students must receive a 70% or higher on their cumulative end of the year exam.

Any student who receives below a 70% for their final grade for the year may partake in two weeks of remediation at the end of the year and retake the end-of-the-year exam at the conclusion of the program in order to achieve promotion. Any student receiving less than 70% in two or more classes will be retained.

While retention due to lack of effort is not something to be celebrated, we believe that when students recognize their mistakes and make a conscious decision to do better - that is something worth celebrating. Therefore, we will cultivate a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Oakland Collegiate’s values.

<sup>105</sup> The Not Yet grade is intended to require students to re-do work that does not yet meet the standard in order to demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.

**Figure 3.8 –Promotion Policy**



***Communication of Data with Students and Families***

Students and their families deserve to be consistently and proactively informed about student performance. Oakland Collegiate will involve students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits.

After each round of interim assessments, teachers will share results with students during class and short individual conferences with each student. At these mini-conferences, teachers will work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction and/or tutoring, as needed.

Teachers will also use interim assessment results to create and maintain mastery charts for each student that shows progress toward mastery for each content standard taught each year. These mastery charts will be shared with students after each round of assessments and reviewed with parents at each report card conference. Interim assessment results, chapter and unit tests, and midterm and final exams will be sent home for parents to review and sign.

State testing results will also be sent to families and Oakland Collegiate will host an annual parent meeting during the Fall to share the school’s progress toward school-wide goals and also explain individual score reports to students and their families.

## ELEMENT 4 – GOVERNANCE

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)*

### ***Statement of Independence***

Oakland Collegiate will be an independent charter governed by a Board of Directors responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

### ***Affirmation of Non-Profit Status***

Oakland Collegiate will be an independent nonprofit charter school with 501(c)3 status. Oakland Collegiate and/or its non-profit Corporation will be solely responsible for the debts and obligations of the charter school.<sup>106</sup>

### ***Bylaws***

Please see Attachment D.2 for the approved Oakland Collegiate By-Laws.

### ***Conflict of Interest Policy***

The Board of Directors adopted a Conflict of Interest policy that requires any member of the Board to recuse him/herself from voting on any matter presenting a real or perceived conflict.<sup>107</sup>

### ***Brown Act Assurance***

Oakland Collegiate and all meetings of the Oakland Collegiate Board of Directors will comply with the Brown Act, Government Code 1090 and all laws relating to public agencies in general, all federal laws, and all regulations and state codes.

## ***BOARD OF DIRECTOR'S RESPONSIBILITIES***

The Board's primary responsibilities include:<sup>108</sup>

- Establishing and approving all major educational and operational policies
- Selecting, supporting, and evaluating the Executive Directors
- Approving the school's annual budget and monitoring monthly cash flow statements
- Ensuring compliance with nonprofit integrity standards and all applicable Local, State, and Federal Law and regulations
- Setting the school's mission, long-range goals, and annual objectives
- Monitoring student achievement and ensuring progress toward fulfillment of the school's mission
- Approving all major contracts
- Ensuring the school has adequate resources for its educational program
- Hiring an independent auditor and reviewing audit results
- Participating in the dispute resolution process as needed

<sup>106</sup> Please see Articles of Incorporation in Attachment D.1.

<sup>107</sup> The school's Conflict of Interest Policy is included as Attachment D.4.

<sup>108</sup> Founding Board Expectations are included as Attachment D.5.

- Appointing an administrative panel to hear student expulsions and act on expulsion appeals when necessary
- Adhering to the school's Conflict of Interest policies<sup>109</sup>

#### ***Board Meeting Frequency, Agendas, and Minutes***

Oakland Collegiate Board meetings will take place six times per year and will operate in full compliance with the Brown Act. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Brown Act.

Agendas will be published in advance and distributed to each governing board member and be posted near the school office for public viewing at least one week in advance of the scheduled meeting.

The Board's Secretary will record notes during each meeting and within five school days, minutes will be available at the main office for any interested member of the public.

#### ***Board Composition***

The Oakland Collegiate Board of Directors will consist of at least five and no more than seventeen voting members. The Executive Director will serve as an *ex-officio* member.

The Oakland Unified School District is entitled to a representative on the Oakland Collegiate Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the District representative may decide to sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.

Oakland Collegiate shall extend non-voting board membership to the President of the Oakland Collegiate Parent Association.

#### ***Board Terms***

Oakland Collegiate Board members will be elected to a three year term. The founding Board of Directors will serve a staggered term, with at least 3 members serving a one year term, at least 3 serving a two year term, at least 3 serving a three year term.

#### ***Board Budget Oversight<sup>110</sup>***

The responsibility of Oakland Collegiate Board of Directors is to provide governance to the organization. The Board will not and should not be involved in the day to day management. As indicated the Board will recruit, interview, hire, and evaluate the Executive Director. The ED or subordinate will then be responsible for the recruiting, interviewing, hiring, and evaluation for all other employees.

Each spring the Finance Committee in conjunction with the ED will develop a proposed budget for the following year. The ED will present the proposed budget to the full board for modification and approval. The budget must be approved before or during the final Board meeting prior to July 1.

The Board will not be involved in the day to day decisions of Oakland Collegiate. The Executive Director is given responsibility to make purchases and sign contracts that are in line with the adopted budget. The Board of Directors must approve any expenditure greater than \$1,000 which is not included in the adopted budget. The Board Chair will be responsible for signing all contracts and expenditures in excess of \$10,000.

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<sup>109</sup> Adopted Conflict of Interest policy is included as Attachment D.4.

<sup>110</sup> Please refer to the Conflict of Interest policy in Attachment D.4 which outlines the procedures when a Board member as a stake in an outside company, project, or stands to benefit from actions taken by the Board.

### ***Board Officer Descriptions***

As indicated by the school's Bylaws, the Board will include four (4) elected officers—the Chair, Vice-Chair, Secretary, and Treasurer—to meet specific organizational needs. Each officer will serve a one-year term that is renewable for a maximum of three consecutive terms.

The *Chair of the Board of Directors* is the senior leader of Oakland Collegiate. The responsibilities of the Chair include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with the school leader, board officers, and committee chairs to develop the agenda for board meetings
- Disseminating important information to the other members of the Board
- Reviewing operational effectiveness and setting organizational priorities for future development
- Serving as *ex-officio* member on all committees
- Appointing committee Chairs
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations

The *Vice-Chair* serves in the capacity of Chair of the Board of Directors in the event the Chair is absent.

The *Treasurer* is entrusted with the financial responsibilities of the Board. Specific responsibilities of the Treasurer include:

- Serving as the chair of the Finance Committee
- Ensuring that Oakland Collegiate complies with district, state, federal, and other statutory reporting requirements
- Working with the Board Chair and Executive Director to ensure financial records are current and accurate
- Participating in the preparation of the annual budget
- Vetting and recommending an external auditor to the Board for the annual financial audit
- Working with the school's administrative staff to ensure that complete financial records are made available if requested by auditors, the authorizer, or other entitled parties
- Reviewing monthly financial statements prepared by the school's administrative staff
- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to the full Board regularly to ensure that the Board is fully aware of and understands the financial health of the organization

The *Secretary* is the chief record keeper for the Board. Specific duties of the Secretary include:

- Certifying and keeping a hard copy and electronic copy of the bylaws as amended or otherwise altered to date
- Recording official minutes of all meetings of the Board of Directors. Record of meetings shall include the location, start and ending time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof
- Keeping copies of agendas and minutes of all meetings of the Directors and committees and making these documents available at the school's main office
- Ensuring that all notices are duly given as described in the bylaws or required by law

- Performing other duties incident to the office of Secretary

### ***Board Officer Election***

On February 17<sup>th</sup>, 2008 the Board of Directors elected officers. The board officers will serve an abbreviated term through June 30<sup>th</sup>, 2009. Every June, Oakland Collegiate will elect board officers for the year which begins on July 1 and ends on June 30.

### ***Board Committees***

As indicated by the school's bylaws, the Board will have a standing Governance Committee and additional board committees or task forces may be added as needed by resolution of the Board. Committees may include members of the Board of Directors, staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force.

Upon authorization, the Board of Oakland Collegiate will form a Governance committee as stated in the by-laws.

- *Governance*— The purpose of this committee is to ensure the Board has the necessary strength to govern Oakland Collegiate. The Governance Committee will create tools for evaluating the strength of the board and provide development opportunities for members. The Governance Committee will also be responsible for the identification, recruitment, nomination, and (upon approval) training of new members.

The Board of Oakland Collegiate will form special committees as needed to address crucial topics. Immediately upon receiving the charter application, the board will consider forming the following committees in order to ensure a successful start up.

- *Finance*— The purpose of this committee is to closely oversee the financial management of the school and work with the school leader and business manager to ensure fiscal responsibility and sustainability. The Finance Committee tasks will include reviewing monthly cash flow statements, preparing financial reports and presenting these reports to the Board, and taking the lead in hiring the school's auditor and interpreting the results of the financial audit.
- *Community Outreach*— The purpose of this committee is to continue to work with community organizations and families in order to meet our student recruitment targets.
- *Facilities*— The purpose of this committee is to continue the work of securing a suitable school site for our proposed opening. This group will work with real estate brokers, developers, project managers, and other contractors in order to ensure that we fulfill all building requirements and receive all of the necessary permits prior to opening.
- *Resource Development*— The purpose of this committee is to work with the Oakland Collegiate's Executive Director to develop marketing materials, increase public awareness about the school, and raise funds to further support the school's mission.
- *Academic Accountability*— The purpose of this committee is to work with the Executive Director to analyze the academic progress of students and ensure that the school is meeting accountability goals as outlined in this charter petition, as well as any additional internal measures of success that the Board and school leadership may establish.

### ***FOUNDING BOARD OF DIRECTORS<sup>111</sup>***

Lead Petitioner Jeremy Vidito began recruiting design team members in the summer and fall of 2008. Potential members went through a rigorous screening process, involving multiple interviews and resume screening. The initial design team consisted of Andrew Barkett, Cabral Bonner, Tania Gutierrez, Hueling Lee, and Theo Lieu.

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<sup>111</sup> Resumes for all Board Members may be found in Attachment D.6.

The design team began meeting in October 2008 and members have been fulfilling their duties to Oakland Collegiate through monthly board meetings, weekly petition section review, ongoing community outreach efforts, and a variety of other school development tasks, based on each member's relevant expertise.

Design team members served on one of five different committees; Community Outreach, Education Program, Facilities Development, Marketing, and Board Development. Each one of these committees met regularly from October through January.

Beginning in January 2009, the design team and Mr. Vidito began interviewing potential Founding Board members. The chart below highlights the skills each of the Oakland Collegiate Board of Directors brings to the board.

Oakland Collegiate Board Composition	Andrew Barkett	Cabral Bonner	LaTisha Bourely	Kay Gilliland	Tania Gutierrez	Michael Lassoff	Hueling Lee	Theo Lieu	Marc Lowe	Cheyenne Pronga	Antonio Tapia
<b>GENDER</b>											
Male											
Female											
<b>AGE</b>											
20-35											
36-55											
56+											
<b>RACE/ETHNICITY</b>											
African American											
Caucasian											
Native American											
Latino/Hispanic											
Asian-American											
<b>RESIDENCE</b>											
East Oakland											
Oakland											
Other											
<b>WORK</b>											
Oakland											
Other											
<b>CONSTITUENCY</b>											
Parent											
Civic/Business											
Educator											
Community											
<b>SKILLS</b>											
Accounting											
Board Experience											
Education											
Assessment											
Curriculum											
Instruction											
Community Organizing											
Facilities											
Financial Management											
Fundraising											

Legal									
Business Management									
Nonprofit Management									
Marketing/Public Relations									
Personnel									
Real Estate									
Strategic Planning									

In February 2009, the founding board officially transitioned to a Board of Directors. Upon approval of the charter, the Board of Directors will conduct an extensive search to find a qualified Executive Director. The lead founder Mr. Vidito will be considered among potential candidates for the Executive Director position.

As evidenced in the biographies that follow and the attached resumes, the Founding Board is comprised of members with a variety of relevant areas of expertise—including education, law, finance, facilities, marketing, public relations, and strategic planning.

- *Andrew Barkett* is a product of California's public schools. After growing up in Sacramento and graduating from Mira Loma High School, he attended University of California Berkeley, where he earned a BA in Political Economy and University of California Davis, where he is currently completing an MBA. As a successful technology executive, management consultant, entrepreneur, and lifelong learner, Mr. Barkett finds his time and efforts turned more toward improving California's public schools with each passing day.

While there are many important issues, Mr. Barkett feels education is the most fundamental. A well-educated population is the foundation upon which future successes must be built. The Bay Area has a unique place in the world. As a center for innovation and business, its well-educated populace greatly impacts the entire world. At the same time, the Bay Area has many residents who are under-served by the educational system. Making a high-quality public education available to all the residents of the Bay Area is the key to the region's continued success. Mr. Barkett believes that Oakland Collegiate offers the promise of bringing a high-quality educational experience to residents of Oakland.

- *Cabral Bonner* is an Oakland native. He attended Oakland Public Schools for kindergarten through ninth grade and currently lives in Oakland. Cabral attended Stanford University where he studied Children in Society. As a senior Cabral completed an honors thesis on a partnership between OUSD and Mills College, which provided elementary school teachers with hands-on strategies for teaching science. In 1997 Cabral graduated and headed straight back to Oakland. From 1997 – 2003 Cabral wore many hats; working in public and private schools in Oakland and San Francisco. Cabral spent two years working with Partners in School Innovation at Hawthorne Elementary School in Oakland, focusing on initiatives to improve parent involvement and data driven instruction. Cabral then went to work for Techsperience, an Oakland based company, which provides technology support to schools and non-profit organizations in and around Oakland. While at Techsperience Cabral helped to develop multiple databases designed to track student information such as reading scores and discipline referrals.

In 2003, Cabral decided to attend Law School. In 2006, he graduated from Stanford Law School and is now working as a Plaintiff's Attorney specializing in civil rights and employment discrimination. Despite this change in profession, Cabral has not lost his passion for working to improve the lives of young people. While in law school, Cabral worked with the Ella Baker Center's Books Not Bars campaign, working with families of incarcerated youth; taught at the Stanford Street Law program, providing legal education to youth in juvenile detention facilities; and was a mentor for BUILD, mentoring students developing business plans. Cabral is proud to be from Oakland and is excited to whatever he can to improve the education opportunities for Oakland's young people.

- *LaTisha Bourelly* holds a Bachelor of Arts degree from Georgetown University and a Master of Business Administration degree from John's Hopkins University. She has held senior financial positions in a number of public and private organizations over the last fifteen years, including the non-profit sector. She served as Director of Finance and Administration for Cogent Integrations in Maryland and also held several board positions, one as founding member of City Neighbors Charter School in Baltimore.

Ms. Bourelly made the decision to join the board of Oakland Collegiate because she believes strongly in equal education not determined by race or socio economic position. She believes Oakland Collegiate will successfully provide college preparatory education to those who really love and honor education, in an area of Oakland that needs options. As we move forward with the development of the school, it is my pleasure to serve as Treasurer on the Board of Directors, as well as offer my expertise in facilities, finance, and operations any way which improves the successful outcome of the Oakland Collegiate.

- *Kay Gilliland* earned her BA degree in Oakland at Mills College and began living in Oakland and teaching in Oakland at Stonehurst Elementary School in 1950. Although she left Oakland, she returned to the city in 1961 and has resided in Oakland ever since. She is a past president of the National Council of Supervisors of Mathematics (NCSM) and is currently a lecturer at Mills College. She taught mathematics for 20 years and was a founding member of the EQUALS program starting in 1977 at the Lawrence Hall of Science, University of California, Berkeley. She continued as director of EQUALS in Technology and of EQUALS National Sites until 1995 when she retired from the University. She was awarded a Fulbright Lectureship to New Zealand and a German Marshall Fund Award to Germany and has traveled extensively, most recently to Africa and Mexico. She worked with the University of Alaska to develop mathematics curricula based on the knowledge of the Yu'pik elders of Alaska and she is currently the managing editor of the NCSM Newsletter. Ms. Gilliland developed and presented numerous sessions for professional learning in mathematics and leadership, and served as part of the presentation staff of the NCSM Mathematics Leadership Academy.

Ms. Gilliland states, "Oakland is my city. I want to see it grow and prosper. Only through excellent schools can a city accomplish its goals. I would like to help Oakland Collegiate develop a mathematics program that truly serves the students; a mathematics curriculum that is engaging and challenging; lessons that are intriguing to students; and formative assessments that inform teachers' planning and prepare students to make full use of mathematics as they progress through school and into higher education. I believe students will benefit from the planned Oakland Collegiate school and I will be glad to contribute toward its development."

- *Tania Gutierrez* has over 20 years of experience working in public education both as a teacher and a school-coach. In her early years she taught at both the middle school and elementary school levels in California, Arizona, and Texas. After attending graduate school at Stanford University, she worked for Partners in School Innovation as a School Partnership Director helping schools align professional development for teachers, allocate school resources, and increase parent involvement. Then she moved to Chicago to work for the Consortium for Chicago School Research where she was part of a team that studied two different reform initiatives. However, she missed California and returned to work at the San Francisco Education Fund where she developed a three year program for middle school math and science teachers interested in developing culturally responsive classrooms. Currently, Tania work as a data coach with several small schools in Oakland that are committed to systematic and reflective teaching. Being a data coach is her dream job because she gets to merge her experience (and love of) data with her experience (and love of) teaching. Tania was born in Monterrey, Mexico and has a B.A. from Trinity University, Texas and an M.A. from Stanford University.
- *Michael Lassoff* is a Senior Business Management and Sales executive with over twenty years of executive level experience running operations with Fortune 100 technology companies and at the entrepreneurial level. Michael is presently a Principal and VP of North American Sales and Business Development for Choice International Resources Co., Ltd., a Shanghai, China based global sourcing company. Previously, Michael held various financial strategy and sales operations roles at Hewlett-Packard over a 5 ½ year period. Prior to joining HP, Michael was a Principal and President/CEO of Main Line Electric Supply Co.; a privately held design specifier and wholesale distributor of electrical equipment and lighting products to the construction and manufacturing sectors. While running Main Line Electric, Michael participated in the design and build-out of numerous commercial, retail, and residential homes taking into account space planning, ambiance, and function. Educationally, Michael holds an MBA from Georgetown University and a B.S. in Finance from Ithaca College and currently resides in San Francisco, CA.

Michael recognizes the impact education played in his life, obtaining a graduate degree from Georgetown. He is committed to improving the educational opportunities for youth and firmly believes in the mission of

Oakland Collegiate. To the Board of Directors, he brings an expertise in business management, finance, and facilities build-out.

- *Hueling Lee* believes in the world of possibility – where anyone can succeed given the right tools. Her parents came to United States with four small children and 300 dollars. She was seven at the time. Despite a rough start, she made a successful career in management consulting and is currently an Engagement Manager at Boston Strategic Partners, Inc. She has spearheaded approximately 30 strategy projects and mentored sixteen other consultants. Her work includes designing a reorganization plan for a Fortune 100 company, conducting due diligence for a successful 2.6 billion dollar acquisition, and developing a product expansion strategy that generated over 1 billion dollars in revenue. She wants to pass her knowledge, gained through her struggles out of poverty, to children with similar backgrounds through education. After volunteering in 5<sup>th</sup> grade and 8<sup>th</sup> grade classrooms, she has decided to contribute to education on the strategic level. As a founding board member, she would like to leverage her strategy skills to develop Oakland Collegiate to be the opportunity that enables East Oakland students to succeed and excel in life
- *Theo Lieu* believes that every child is capable of academic success and that with the right tools, every student can achieve. He began working towards this goal as a student at the University of California, Los Angeles where he served as a tutor, high school college advisor and volunteer. Upon completing his B.A., Theo joined Platform Learning Inc., a national for-profit provider of after-school tutoring programs for students attending underperforming public schools. He was excited about the prospect of transforming his part-time participation in educational outreach programs to a full-time career in improving the educational and life outcomes of children from low-income families.

As a Program Manger with PL, Theo managed the planning, implementation, and quality of comprehensive tutoring programs at New York City Public School sites deemed “in need of improvement.” Together with his team, Theo built one of the largest after-school tutoring programs in the company which served over 300 children and generated revenue of over 1 million dollars.

In September of 2005, Theo chose to leave Platform Learning to pursue a legal education at Hastings College of the Law in San Francisco, California. In his second year of law school, Theo was accepted into a highly competitive education fellowship where he worked with Green Dot Public Schools, Los Angeles’ largest charter school operator. There, he worked on several legal matters ranging from litigation preparation to re-drafting district policy on charter school facilities allocation and an actuarial study on teacher salary and benefits.

As a life-long Oakland resident and public school attendee, Theo is very familiar with the problems that plague public, under-resourced, inner city schools. He is committed to serving his community and chose to join Oakland Collegiate’s charter school board in hopes of providing parents with viable choices and students with the necessary tools to succeed. Theo is a firm believer in the public school system but he also believes that parents should be given choices when deciding what schools to send their children to. His goal in joining the board is to give parents choice and to provide students in the community with a fun, safe and challenging academic environment where they will be encouraged and expected to succeed.

- *Marc Lowe* is general manager for emerging business units and vice president of corporate development at Adaptec, Inc., (NASDAQ: ADPT), a publicly traded high technology located in the Silicon Valley. In this role, Mr. Lowe is responsible for leading the Company’s strategy development, new business units, and the company’s M&A activities. He is also an Adaptec corporate officer. This marks Mr. Lowe’s return to Adaptec, where he had previously served as the company’s general manager for the SCSI business group, and later the Fibre Channel products group.

Prior to returning to Adaptec, Mr. Lowe was founder and managing partner at Praxis Ventures, which advised high potential startup companies on strategy development, venture capital financing, and M&A transactions. Additionally, Mr. Lowe has served as CEO of infrastructure software start-up, New Moon Systems Inc., and held senior marketing posts in Hewlett-Packard’s personal computer business.

Mr. Lowe holds an MBA from the University of California at Los Angeles and a bachelor's of science degree in genetics from the University of California at Davis. He is a visiting professor at the UC Davis

Graduate School of Management where he teaches courses in new venture formation and business planning.

As a business leader, educator, father of a college bound daughter, Mr. Lowe is a fervent believer in the power of education in bridging the achievement gap. A product of San Francisco's inner city and a first generation college graduate himself, Mr. Lowe is a personal beneficiary of educational opportunity. Over the years, Mr. Lowe has been active in youth development through involvement with Big Brothers and Junior Achievement and is eager to make a difference with Oakland Collegiate. He has sat on numerous private company advisory boards and board of directors.

- *Cheyenne Pronga* graduated from the University of Connecticut with a Bachelor of Science with Honors in Elementary Education, and a Masters degree in Education. Over the years as a science/math teacher, Cheyenne has focused on integrating inquiry and critical thinking skills with themes focusing on equity and justice in her curricula. Ms. Pronga has shared her work with Columbia University's Center for Environmental Research and Conservation teacher outreach programs, the National Association of Independent Schools People of Color Conference, and National Association for Multicultural Education. Cheyenne has guided students and teachers in international service learning trips in Puerto Rico, Costa Rica and the Dominican Republic. In addition to founding the science program at KIPP King, Ms. Pronga also led and currently serves as a Board Director for the People Of Color in Independent Schools of Northern California, a small non-profit that provides leadership and cultural training for Bay Area students and teachers. Most recently she works closely with parents, students, administrators and teachers at the KIPP Summit Academy in San Lorenzo, Ca as the 5<sup>th</sup> Grade Level Chair and math teacher. Bringing over ten years experience in environmental education, inquiry-based math and science curriculum, multicultural education, coaching, service learning, and school based leadership, Cheyenne is excited to join a strong team of professionals in growing Oakland Collegiate Charter School.

After two years working in local charters schools and over a decade in education, Cheyenne Pronga chooses to join the Oakland Collegiate Board of Directors to help build a school that will serve and empower the whole child while preparing them to succeed in college. Over fifteen years ago, Ms. Pronga entered education not only because of her strong draw to empowering young people but also her desire to address many of the overwhelming inequities in education. Never having intended to enter independent schools, Cheyenne landed there after a challenging first year teaching experience in a public school with an unsupportive administration. Drawn into independent schools, Ms. Pronga took advantage of the opportunities to develop her pedagogy while also continuing her work with both public and private school students. After eight years she was reminded of her original draw to education and having polished her craft, Cheyenne felt compelled to return to the public schools. As a product of public schooling herself from primary schooling through her graduate degree, Ms. Pronga feels a strong commitment to giving back to this system in order to better help provide a solid education to students of all backgrounds.

- *Antonio Tapia* is a native of New York City. He attended public school in the South Bronx before moving on to Cornell University, where he graduated with a degree in Industrial and Labor Relations. After graduation, Antonio joined Teach for America and went back to teach middle school in the same South Bronx neighborhood he grew up. He spent four years teaching fifth through eighth grade, while working as a Bilingual Coordinator for the school. In addition, Antonio worked with the New York City Teaching Fellows, where he interviewed and selected qualified candidates into the highly-regarded teaching fellowship.

After four years in New York City classrooms, Antonio moved to Oakland where he joined the founding team for KIPP Summit Academy. As a teacher he helped grow the school from a fifth-grade startup to an established fifth through eighth grade middle school. As a founding teacher he actively designed and implemented curriculum at Summit and helped establish the school as one of the highest-performing schools in the district. Presently, Antonio works as a School Account Manager at Revolution Foods, where he provides operational support for schools in Oakland and Richmond to develop their nutrition programs.

Antonio holds the belief that every child can and will succeed academically if given the opportunity and access to resources to do so. As a product of inner-city public schooling and as a father of two young children, Antonio is invested in the successful implementation of effective educational practices in Oakland

and beyond. Antonio strongly believes in the mission and instructional model of Oakland Collegiate and joined the Board to lend his curriculum development knowledge, instructional expertise, and business management skills to the school and to the children of Oakland that will comprise the student body.

### ***Required Board Skills***

The California Education Code states that petitioning boards must possess or demonstrate the ability to obtain the following skill sets:

- Curriculum,
- Instruction,
- Assessment,
- Finance, and
- Business Management.

The Oakland Collegiate Board of Directors' bring an array of skills and expertise. Cabral Bonner, LaTisha Bourelly, Kay Gilliland, Tania Gutierrez, Cheyenne Pronga, and Antonio Tapia bring expertise in a wide range of educational areas. Cabral Bonner grew up in Oakland attending public schools before coming back to work with Oakland students through Partners in School Innovation and Techsperience. LaTisha Bourelly was a founding board member for City Neighbors Charter School in Baltimore, Maryland. Ms. Bourelly has an MBA from Georgetown and has served as Director of Finance and Operations for charter and private schools. Kay Gilliland is an educator with 30+ years teaching in the classroom, teaching for a university, and editing NCSM Leadership in Mathematics Education Newsletter. Tania Gutierrez is an education consultant working with Central East Oakland schools providing support around data driven instruction. Ms. Gutierrez has experience working for OUSD, Oakland Small Schools, and Alameda County providing data coaching and developing assessment tools. Cheyenne Pronga and Antonio Tapia are both proven educators with a history of achieving results in urban communities. Ms. Pronga currently works at KIPP Summit in San Lorenzo. Mr. Tapia is an experienced educator and was part of the founding team at KIPP Summit and part of the design team for KIPP King and now is a School Account Manager with Revolution Foods.

Ultimately Oakland Collegiate must be able to effectively manage business operations in order to ensure continued operations. Andrew Barkett, LaTisha Bourelly, Michael Lassoff, Hueling Lee, Marc Lowe, and Antonio Tapia bring experience in business management. Andrew Barkett and Hueling Lee are management consultants providing expertise in Finance, Marketing, and Strategic Planning. LaTisha Bourelly was Director of Finance for multiple private and public companies, including schools. As Director of Finance for a public charter school, Ms. Bourelly understands charter school finance and financial reporting requirements. Michael Lassoff and Marc Lowe bring executive management experience. They both founded and lead start-up for profit companies. They built and managed Board of Directors for their respective companies. Mr. Lowe was Managing Partner and Lead Founder of Praxis Ventures which provided strategy consulting for high value start-up companies.

In addition to these skills the OUSD Charter School Evaluation Rubric recommends the following four additional skill sets:

- Facilities,
- Organization,
- Governance, and
- Administration.

LaTisha Bourelly, Michael Lassoff, and Theo Lieu all bring experience working with facilities. As Director of Finance at Park Day School, Ms. Bourelly was responsible for all facilities issues, and oversaw new construction projects. Mr. Lassoff is an entrepreneur with 20+ years operating his own business and managing facilities. Mr. Lieu is a lawyer with experience working on Proposition 39 requests with Green Dot schools in Los Angeles.

As described above, the Board of Directors brings a variety of experience in organization, governance, and administration experience. Michael Lassoff and Marc Lowe both have experience building and reporting Board of Directors. Andrew Barkett, LaTisha Bourelly, and Cheyenne Pronga have experience serving on Board of Directors. Cabral Bonner and Theo Lieu both bring legal expertise, as lawyers. Theo Lieu's expertise is in Education Law.

While not outlined as a required by the state or OUSD Oakland Collegiate believe the Board of Directors should represent the target community and have experience working in the community. Cabral Bonner, LaTisha Bourelly, Kay Gilliland, Hueling Lee, Theo Lieu, Cheyenne Pronga, and Antonio Tapia all live in and are committed to Oakland. Cabral Bonner and Theo Lieu both grew up in Oakland, Mr. Bonner grew up in East Oakland and still lives in Central East Oakland. Mr. Bonner, LaTisha Bourelly, Kay Gilliland, Marc Lowe, and Antonio Tapia are parents. The board is very diverse racially, representing all constituencies in Central East Oakland.

### ***Board Professional Development***

The Board of Directors will continue to receive professional development from both internal and external sources. Time is set aside at every board meeting to provide Board PD. To date, the Lead Founder has led PD on Charter Law, Nonprofit Governance, Board Policies and Procedures. On March 21<sup>st</sup>, 2009, the full board will participate in a retreat to continue Board Professional Development. This will include in-depth training on:

- Brown Act (Open Meeting Law) Compliance
- Parliamentary Procedure and Robert's Rules of Order
- Internal accountability goals
- Instructional Design and Assessment
- Charter School Finance

Oakland Collegiate will contract with outside agencies to provide specific PD. The law offices of Middleton, Young & Minney LLP through the California Charter School Association provide extensive Board PD material around the legal requirements of charter schools. Christi Tran at Bridgespan and Diana Marie Lee at National Community Development Institute have lent their expertise and resources in the area of general nonprofit governance. Finally Mr. Vidito obtained an MBA from the University of California-Davis with a focus on nonprofit management. Mr. Vidito leveraged his experience to provide PD on nonprofit governance.

### ***Selection of New Members***

A stable, committed Board of Directors is essential to our school's success. Due to the significant impact of each Board member, new members will be selected by a careful screening process and may only be added by vote of the current members, as outlined in the school's Bylaws<sup>112</sup>.

Each member of the Oakland Collegiate Board will share a commitment to our school's college prep mission. All candidates for Board membership must demonstrate:

- Deep understanding of and commitment to the mission of Oakland Collegiate
- Unwavering belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the school governance process
- Expertise in education, law, facilities, architecture, real estate, financial management, marketing, fundraising, community organizing, governance, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to leverage personal and professional networks on behalf of the school
- A deep commitment to improving the quality of education for Oakland children and the quality of life for Oakland communities

The Governance Committee will implement a five-step process for adding members to Board:

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<sup>112</sup> See Attachment D.2 for Oakland Collegiate By-Laws.

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies and identify members whose terms are about to expire and identify the skills, expertise and other qualifications necessary to complete the Board.
2. Any member of the Board may identify potential members and submit a resumé for the candidate to the Governance Committee.
3. The Governance Committee will review resumé's. Potential candidates will meet informally with members of the Governance Committee.
4. If the candidate is recommended by the Governance Committee they will be invited to meet with parent leaders and teacher representatives.
5. Candidates still under consideration will be invited to attend a full board meeting.
6. Finally the full board will discuss the candidate and vote to approve new members.

New members will be elected to the Oakland Collegiate Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

### ***Parent Involvement in Governance***

While parents of current Oakland Collegiate students will not serve as members of the Board, it is critical that parents are invested in the success of the school and have a voice in matters critical to the school's success.

Strategies to ensure that parents are involved at this level include:

- Creation of Parent Association and election of officers
- Inclusion of Parent Association President on the Board of Directors as a non-voting member
- Involvement of parents on Board Committees, particularly Governance Committee
- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the school's main office
- Posting of Board meeting minutes in the school's main office
- Midyear Parent Satisfaction Survey
- End-of-Year Parent Satisfaction Survey<sup>113</sup>

We will work with parents to develop and adopt a comprehensive parent involvement plan, and may revise this plan annually in an effort to continually strengthen the role of parents as supporters of the school's mission. More details about Oakland Collegiate's family involvement plans can be found in Element One.

### ***Teacher and Student Involvement in Governance***

While Oakland Collegiate teachers and students will not serve as members of the Board, the school will provide opportunities for their involvement in the school's governance. Like Oakland Collegiate parents, teachers and students will be invited to monthly Board meetings and provided documentation of Board actions, will complete satisfaction surveys designed to measure the school's effectiveness and areas for improvement, and may be included on or consulted by Committees of the Board as appropriate. Teachers and students will also be invited to present at Board meetings in order to give the Board insight into the school's educational program.

### ***Grievance Procedure for Parents and Students***

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<sup>113</sup> A sample parent satisfaction survey is included as Attachment K. These surveys will be available to families in English and Spanish.

Oakland Collegiate 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 including any investigation of any complaint filed with the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Oakland Collegiate will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Oakland Collegiate 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.

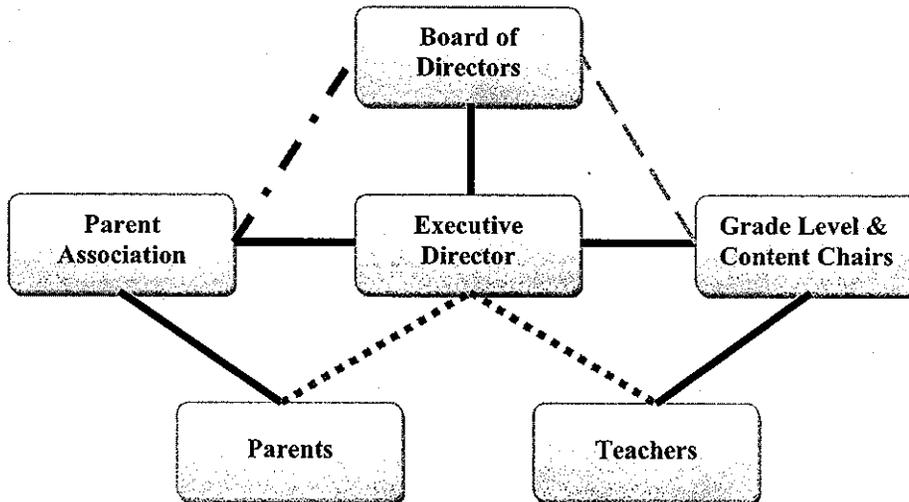
Oakland Collegiate will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations 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.

### *ORGANIZATIONAL STRUCTURE*

Oakland Collegiate is a small organization which allows us to keep a flat organizational chart. The Board of Directors will hire and evaluate the Executive Director. Ultimately they are responsible for ensuring the schools' outcomes. The Board of Directors will respond to any requests/concerns made in writing during the next scheduled Board meeting.

The President of the Parent Association sits on the Board of Directors as a nonvoting board member. They are responsible for sharing the concerns and advocating for families of the school. There are monthly Parent and Community meetings on various topics throughout the year. During these meetings families can share concerns directly with Board personnel, or share with the Parent Association President. Families can always contact the Executive Director directly regarding concerns. The Parent Association President will meet monthly with the ED to help plan the next parent meeting. These regular meetings will give families a voice in their school.

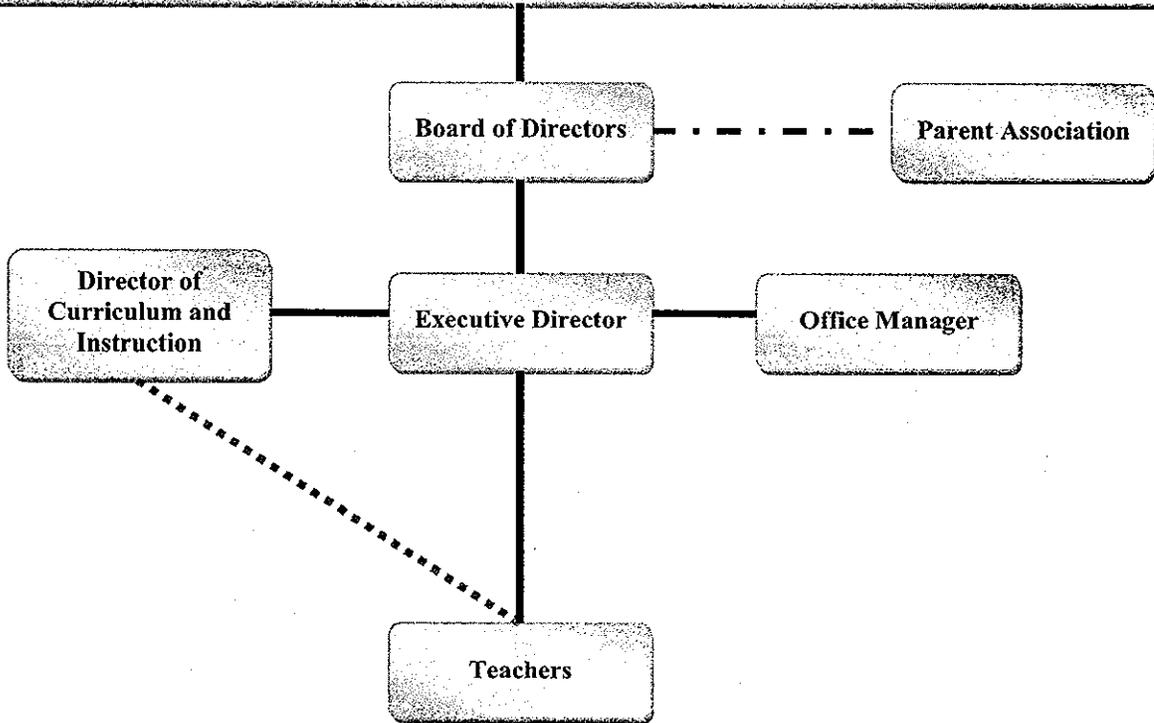
Staff/teachers do not have a representative on the Board, but are welcome to attend Board meetings. Staff will always be able to meet with the Executive Director or Director of Curriculum & Instruction regarding any concerns.



*Operations Year 1 (Charter Year 2)*

**Mission**

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from college.



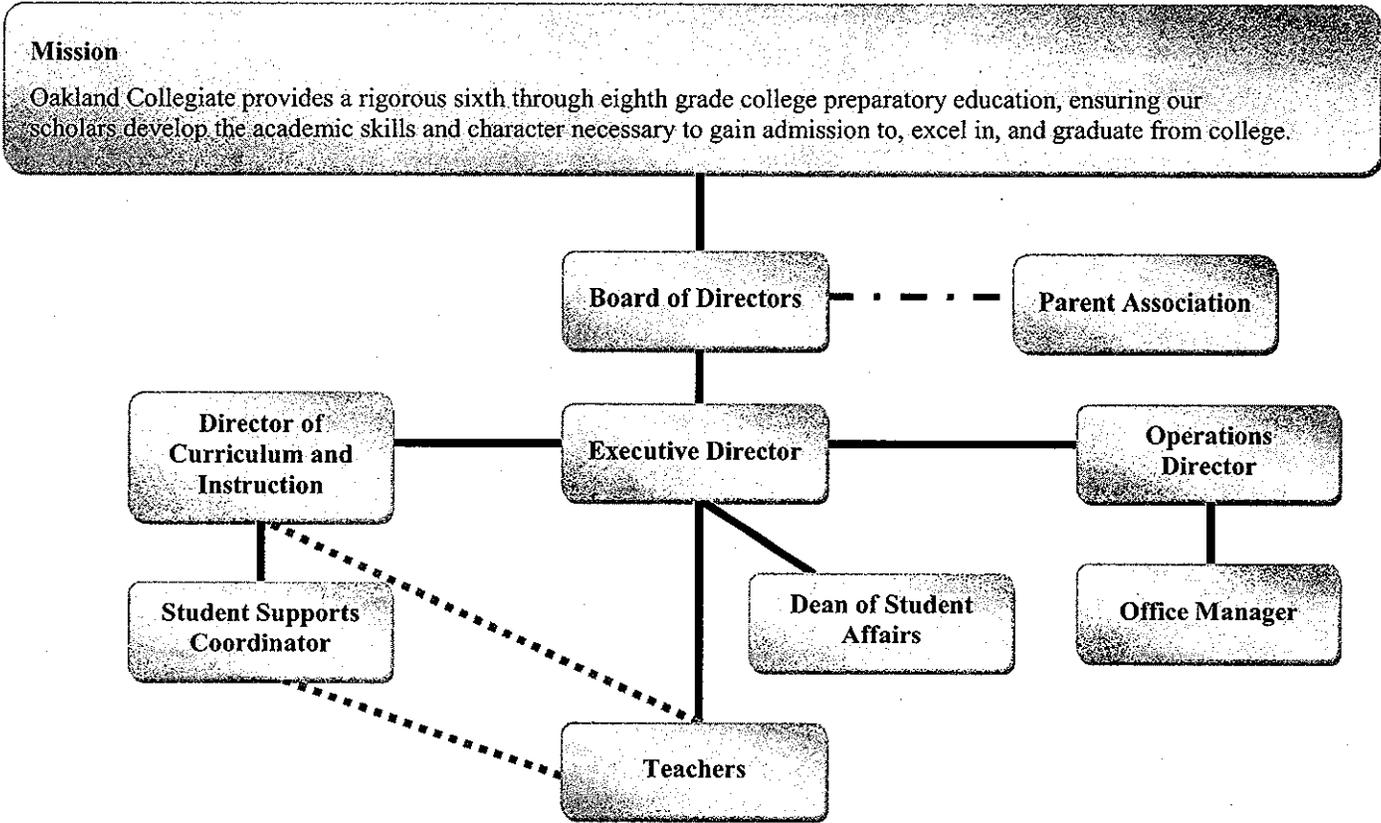
At the top of our organization chart is the school mission. It is the driving force behind all decisions. It is the responsibility of the Board of Directors to hire an Executive Director and ensure the school maintains focus on the organizations' mission. The Parent Association will have input to the Board of Directors through the President of the Association. The President sits on the Board as a non-voting Board member.

As is evidenced in the diagram, Oakland Collegiate will start small. The two leaders at the school are the Director of Curriculum and Instruction and the Executive Director. The DCI position works to support teachers and students ensuring that our curriculum and instruction are on track to meet our goals. The ED divides his/her time between the external responsibilities; board development, facilities, fundraising, recruitment, and internal responsibilities; instruction and student learning, parent relationships, school culture.

In our first year, we will hire six teachers. The DCI is a coach for the classroom teachers, while the ED is the direct supervisor and is responsible for all official evaluations.

Additional part time staff and contract staff include cleaning staff and tutors will be hired as needed.

*Operation Year 4 (Charter Year 5)*



At full capacity we maintain our two leader model, with the ED and DCI. We will bring an Operations Director on board to support the ED with the day to day operations of the school staff. Oakland Collegiate will continue to implement the same instructional model with 18 teachers. Among those, there will be two Deans of Students, a Grade Level Chair for each grade level, and a Department Chair for each content area.

A part time Student Supports Coordinator will be hired in Operations Year 3 to coordinate all student support activities including, in school and out of school tutoring, Saturday Academies, Summer School, Detention, and Homework Center. The SSC also supports teachers by working with the DCI to create support materials for targeted students.

Additional part time staff and contract staff including pull-out and after school tutors will be added as necessary.

**Administration<sup>114</sup>**

At the completion of our first charter the Oakland Collegiate organizational structure will consist of five administrator positions:

- **Executive Director:** Appointed by, reports to, and held accountable by the Board of Directors. Responsibilities include, but are not limited to: administrative leadership, fiduciary management; documentation to governmental agencies and others; presentations and scheduled reports to the Board; compilation of information for annual filing requirements; implementation of personnel policies and procedures; and staff hiring, coaching, feedback, and evaluation.

<sup>114</sup> The Dean of Students, Director of Curriculum & Instruction, Director of Operations, and Student Supports Coordinator are proposed positions that will be filled provided available revenue. Positions will be filled in the following order – Director of Curriculum & Instruction, Dean of Student Affairs, Director of Operations, and finally Student Supports Coordinator.

- **Director of Curriculum & Instruction:** Responsibilities include, but are not limited to; day-to-day leadership of faculty; implementation of curriculum; monitoring and supporting instructional practice; managing assessment system; and coaching teachers.
- **Director of Operations:** Responsibilities include, but are not limited to: federal, state and local reporting compliance; budgeting; developing and monitoring financial health of organization; making regular reports to Board Finance committee; and managing administration staff and accountant. Oversees day-to-day operations at the school, human resources, nutrition program, and facility management.
- **Dean of Student Affairs:** Is a full time teacher who receives a stipend and an additional preparation period to handle day-to-day leadership of students, school culture, contact with parents, and disciplinary infractions.
- **Student Supports Coordinator:** Coordinates day-to-day management of student support services. Provides professional development and in class support for classroom teachers.

Oakland Collegiate intends to evolve the organizational structure along with the evolution of the school and increased enrollment.<sup>115</sup>

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<sup>115</sup> Please see Element 5 for Employee Job Descriptions.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

*"The qualifications to be met by individuals to be employed by the school." Ed. Code § 47605 (b)(5)(E)*

### ***Qualifications***

Oakland Collegiate will comply with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, will comply with subject matter competency and all other requirements of the No Child Left Behind Act.

At full capacity, our complete staff may include: the Executive Director, Head of School, Director of Curriculum & Instruction, Director of Operations, Dean of Student Affairs, Student Supports Coordinator, Teachers, Tutors, and Office Manager. We outline the qualifications for each position below; due to the growing nature of the proposed charter school, qualifications and responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the school's early years. With growth we realize that the Oakland Collegiate organizational chart and job descriptions may vary based upon the needs of our students and the growth of our educational program.

### ***Non-Discrimination Statement***

Oakland Collegiate admits students of any race, color, gender, religion, disability and national and ethnic origin. Oakland Collegiate does not discriminate on the basis of age, disability, gender, national and ethnic origin, race, religion, or sexual orientation in hiring or implementation of programs and services.

### ***Fingerprinting and Criminal Background Check***

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. Oakland Collegiate will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. For a detailed description of the fingerprinting process, please see the Health and Safety section in Element 6.

### ***Compliance with the Commission on Teacher Credentialing Requirements and No Child Left Behind***

In accordance with Education Code Section 47605(l), Oakland Collegiate will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The school will maintain current copies of all teacher credentials and/or proof of credential clearances. Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the administrative designees. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers' credential information will be readily available for inspection by the school's charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers' information in the same manner that the school is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

Oakland Collegiate will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel. All teachers will be highly-qualified as defined by NCLB. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

**STAFF RECRUITMENT**

We will take a local and national approach towards recruiting our administrative and teaching staff. A major resource for recruitment will be the Teach For America Oakland office, which will be a funnel for experienced TFA alumni who are mission-aligned, like minded teachers and school leaders. We will recruit at all of the major colleges and universities in the area such as: California State Universities- East Bay, San Francisco, and San Jose; Mills College; Stanford; University of California- Berkeley, Davis, and Santa Cruz; and University of San Francisco. We will target experienced teachers returning to obtain Master’s or continuing education credits. In addition, we will rely on word of mouth, advertising in the local papers, participation in annual charter schools job fairs, visits to private schools, and postings on websites such as Craigslist. Nationally, we will contact the alumni networks of colleges and universities and organizations such as New Leaders for New Schools and Teach for America.

During the Spring of 2009, Oakland Collegiate will begin recruiting for an Executive Director. A job offer may be made on this position contingent on our charter approval by OUSD. During the Fall of 2009, Oakland Collegiate staff will begin the recruiting process for teachers and staff. Throughout the Fall and Winter, the DCI and ED will interview prospective teaching candidates. Ideally all teaching positions will be filled by March 2010, although no position will be filled by a candidate who does not exceed our benchmarks.

Oakland Collegiate will build partnerships with community organizations working in education, including Bay Area teaching credentialing programs, RISE, and Teach for America. RISE is focused on improving education by recruiting and retaining talented educators with proven performance improving urban education.

**RISE Description**

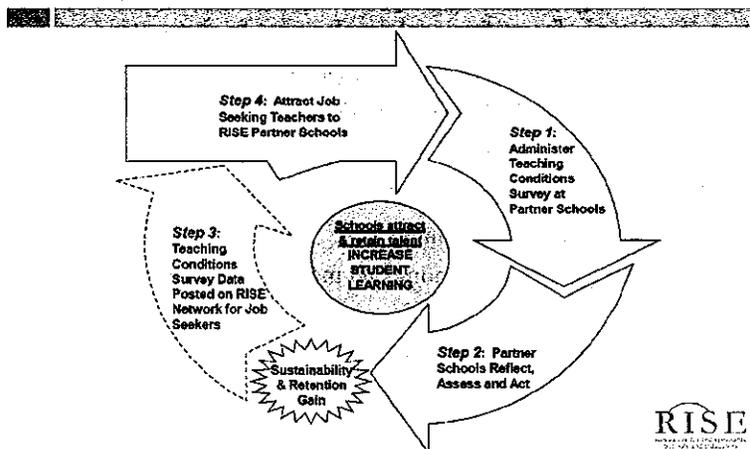
The mission of RISE is to retain effective K-12 public school teachers to elevate student performance in low-income communities. RISE recruits and then filters teachers to form a pool of high performing teaching candidates looking for new teaching positions. Partner schools

As a RISE network school, we will have access to their network of highly qualified teachers and staff. Over the next five years, RISE plans to expand its network of highly qualified teachers to over 8,000. Oakland Collegiate will interview RISE teachers currently in the Bay Area and those looking to move to Oakland.

Figure 5.1 provides an overview of the RISE model. As a RISE school we agree to implement the Teacher Condition Survey and reflect on staff concerns and issues. RISE and Oakland Collegiate are committed to retaining teachers and improving working conditions so that experienced and effective teachers remain in the profession.

**Figure 5.1 RISE**

**RISE Model Overview**



### ***Selection of Staff***

As Jim Collins emphasizes in *Good to Great*, one of the most important factors for insuring an organizations success is “getting the right people on the bus”.<sup>116</sup> Our selection process is designed to be rigorous and comprehensive to minimize the risk of hiring staff that are not suited for the unique responsibilities and demands of Oakland Collegiate. The Executive Director and Director of Curriculum & Instruction will share the responsibility of reviewing applications and conducting phone and personal interviews. All final hiring decisions will be made by the Executive Director. The hiring process will consist of a multi-step application and interviewing process, as outlined below:

1. Application, resumé, and cover letter submitted by candidate.
2. Executive Director and Director of Curriculum & Instruction will review and rate applications on a rubric, separating them into three categories: Strong, proficient, and weak candidates. Weak candidates will receive a notice of acknowledgement. Proficient and strong candidates will be invited to submit a written application designed to evaluate communication skills, educational philosophy, and commitment to academic achievement.
3. Candidates who appear mission aligned with Oakland Collegiate’s values will then be asked to engage in a thirty minute phone interview.
4. Any candidate who does well in the phone interview will be asked to provide Oakland Collegiate with a sample lesson plan and if possible, will arrange a time to be observed by Parent representative, Executive Director and/or Director of Curriculum & Instruction in their classroom. Once Oakland Collegiate opens, candidates may be asked to teach a sample lesson in one of our classrooms. (In our first year, if possible, Oakland Collegiate interview team will travel to the teacher’s school site to observe a lesson.)
5. If the classroom observation and the lesson plan samples are strong, references will be requested.
6. If the candidate has completed the hiring process successfully, references are strong, and positions are available, an offer of employment will be made - contingent upon a successful background check and successful ranking on the hiring rubric.
7. Any candidates who show potential, but are not hired for the year will be placed in an internal database for possible future recruitment.

### ***Staff Professional Development***

Oakland Collegiate provides significant professional development for staff. All staff participate in a three week Summer PD, as well as ten days of PD throughout the school year. Each Friday is a minimum school day, with students being dismissed at 1:15PM and staff participating in staff, grade level, and/or content meetings. The PD is designed to create alignment among Oakland Collegiate staff as well as continue to develop educators as professionals. Each year staff can apply for professional development funds to attend conferences.

The Executive Director and Director of Curriculum and Instruction will be responsible for designing the Summer Professional Development and hiring consultants as necessary. Summer PD topics will likely include:

- School culture – Policies and Procedures
- Implementing the adopted instructional materials
- Standards based instruction and lesson planning
- Student Diagnostic data analysis, implementing and monitoring student performance
- Classroom management
- Long-term lesson planning – Development of Curriculum Maps
- Daily lesson design

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<sup>116</sup> Collins, J., *Good to Great*. New York: Random House. 2001.

- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Language Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- Integrating literacy in the content areas
- Health and safety

Oakland Collegiate will weave specific strategies for working in an urban community into our professional development. Professional development will continue throughout the school year.

#### ***Selection of Non-Certificated Staff***

Non-certificated staff positions at Oakland Collegiate may include positions such as Executive Director, Office Manager, the Director of Operations, and Tutors. The Office Manager and any other non-certificated site-based specific position vacancies shall be filled through a recruitment process conducted by the Executive Director and may include basic skills tests and interviews.

#### ***Salaries and Benefits***

Employee salaries are determined on an individual basis by the Oakland Collegiate's Executive Director based on education, experience, knowledge, and skills. The Executive Director and Board of Directors will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the school's budget.

#### ***Definition of a full-time employee***

- a teacher or administrator who works a full instructional everyday of the academic calendar which includes instructional days, staff development days, and pupil-free days, or
- a classified staff member who works eight hours per day, five days per week on a year round basis.

Oakland Collegiate will offer the following benefits as applicable to qualifying full-time employees:

1. Workers' Compensation Insurance
2. Unemployment Insurance
3. Medicare
4. Health Benefits

Oakland Collegiate will have an Employee Handbook that includes policies regarding<sup>117</sup>:

- Personal days
- Bereavement days
- Vacation policy for non-teaching staff
- Leaves of absences (including leaves as they pertain to the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA), or Labor Code 233).
- Process for resolving complaints/grievances
- Process for ensuring due process

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<sup>117</sup> Please see Attachment E.1 for a Sample Personnel Handbook.

Collegiate is in discussion Sweet-n-Baker about potential Health Care plans. As a nonprofit group, we will be eligible for group rates which will be determined once the staff is hired. Employees may be asked to pay a portion of healthcare costs depending on total costs of healthcare plan.

### ***Compensation***

Oakland Collegiate will offer a comparable or higher salary than OUSD. Oakland Collegiate provides a 3% annual salary increase. Staff will receive an additional stipend for Summer Professional Development, Summer School, Saturday Academies, and After School Tutoring.

All Oakland Collegiate staff will be eligible for end of the year performance bonuses beginning in Operations Year 3 (paid out at the beginning of Operations Year 4). The Executive Director will work with the Board of Directors to determine a consistent bonus structure that maintains the financial health of the organization while rewarding exemplary effort. The current budget projections include an 8% bonus, but this subject to available revenue. Only returning staff will be eligible for performance bonuses. Factors in determining bonus include:

- Performance Review: Staff receiving performance reviews of Proficient or Exemplary are eligible.
- Student Achievement: Based on school wide student achievement on a combination of assessments including the California Standards Test, and CAT/6.
- Student Achievement: Based on each teacher's class performance on a combination of assessments including the California Standards Test, CAT/6, and Comprehensive Finals.

### ***Staff Evaluation and Performance***

The Board of Directors will evaluate the Executive Director annually. The Board of Directors will use criteria for the performance evaluation based on the job description and will take into consideration formal and informal evaluations. It will also consider how well the school's goals have been met, self-evaluations, and/or the overall organizational and fiscal health of the school.

The Executive Director will evaluate all staff at least once annually. New teachers (their first year at Oakland Collegiate) will be evaluated at least twice a year, once before December and once before April. Teachers' performance evaluation will be based on the job description and the California standards for the teaching profession and will take into consideration observations of teachers' instructional delivery, self-evaluation, and/or student outcomes. Oakland Collegiate will model our evaluation process on the process developed by KIPP Austin, attachment E.4.

The Executive Director will annually evaluate the non-certificated staff. Performance will be evaluated based on the non-certificated staff members' job descriptions which will be included in the Employee Handbook. Staff evaluation criteria and procedures are subject to change as the school grows and changes.

### ***Teacher Credentialing Assurance***

Oakland Collegiate will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Oakland Collegiate will maintain current copies of all teacher credentials and will have them ready for inspection.

### ***Minimizing Emergency Permits***

Teachers at Oakland Collegiate shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential or hold an emergency permit, that employee must have, at the minimum, 18 semester units or 27 quarter units in the subject they wish to teach and have passed subject matter examinations in their subject area they wish to teach. If hired, the candidate will apply for an intern credential, must enroll in a credentialing program and must meet all qualifications of highly qualified as defined in NCLB.

As noted in the section regarding Ed Code 47605 (b) (5) (E), all teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver the instructional and curricular program. Current copies of all teacher credentials will be maintained by Oakland Collegiate and made readily available for inspection.

### *JOB DESCRIPTIONS*

Job Descriptions can be found on the following pages.

#### **Executive Director**

**Job Description:** The Executive Director is responsible for overall school performance and organizational management, and will be the primary person responsible for maintenance of the school's culture and the viability of the school over time. He or she will manage all external and non-operational issues, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations, and overseeing the finance and operation of the school. The Executive Director will oversee the Director of Curriculum & Instruction, the Dean of Student Affairs, the Director of Operations, and the teaching staff. The Executive Director is hired and evaluated by the Board of Directors of Oakland Collegiate.

#### **Characteristics and Qualifications:**

- Masters Degree in Finance or Business Management or three to five years of experience with charter school finance
- Training or relevant experience in school management
- Student-focused leader committed to implementing a standards-based curriculum and using data and assessments to drive instructional decisions
- Relentless achiever who works tirelessly towards achieving the school's mission
- Self-aware, recognizes his or her own strengths, as well as weaknesses, and proactively works to address those weaknesses
- Flexible and able to adapt as situations require
- Critical thinker and decision maker who has overcome complex organizational challenges
- Organized, systems-oriented leader who has experience in managing several different projects simultaneously
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed
- Passionate and committed to realizing the school's mission
- Subscribes to a similar educational philosophy to that espoused by Oakland Collegiate's culture and curriculum
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, both within Central East Oakland, as well as among the greater landscape of Oakland
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school
- Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators
- Competence at stewarding public funds responsibly
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes

- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school

**Responsibilities:**

*Whole School and Board Responsibilities*

- Embodies and advocates for the mission, vision, and strategic direction of the school
- Creates, monitors, and sustains the high standards of a rigorous school climate and school culture
- Ensures compliance with the school's charter and all relevant law and requirements set forth by the State of California
- Ensures compliance with accountability requirements set by the Oakland Unified School District
- Communicates as the primary spokesperson for the school and advocates to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders
- Serves as *ex-officio* member of the Board of Directors and all Board committees, providing them with the essential data, relevant reports, and information necessary to effectively govern the school in a timely manner

*Financial Responsibilities*

- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Monitor and evaluate vendor performance
- Oversees the implementation of the strategic fundraising plan and help raise private funds

*Recruitment Responsibilities*

- Oversees recruitment and enrollment of students (i.e. advertisements, elementary school visits, information sessions, lottery, etc.)
- Recruits, appoints, supports, manages, and evaluates staff including the Director of Curriculum & Instruction (DCI), Dean of Student Affairs (DSA), and Director of Operations (DO).
- Recruits, appoints, supports, and evaluates all instructional staff with support from the Director of Curriculum & Instruction.
- Handles all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluations; and orientation and training

*Staff and Student Responsibilities*

- Supports the professional development and growth of all teaching and administrative staff
- Leads selected professional development sessions throughout the year
- Collaborates with the Director of Curriculum & Instruction and Dean of Student Affairs concerning student achievement, student assessment, and student discipline
- Evaluates academic achievement and behavior through detailed data analysis of student and teacher performance
- Observes teacher lessons weekly and provide feedback for improvement
- Identify community partners and projects for 8<sup>th</sup> grade community service requirement

### **Director of Curriculum & Instruction**

**Job Description:** The Director of Curriculum & Instruction (DCI) will be the instructional leader and will support all aspects of teaching and learning. This will include developing curriculum, managing assessments and the strategic use of data, observing every teacher every day, and planning and implementing professional development. The DCI will be responsible for direct oversight of the Student Supports Coordinator and will be a coach for the instructional teachers, and will report to the Executive Director.

### **Qualifications and Experience**

- Minimum of Bachelor's degree (Master's Degree preferred) with five to seven years of urban teaching experience
- Training or relevant experience in teacher management
- Demonstrates significant academic gains in low income urban demographics, as indicated by objective assessments
- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college
- Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels
- Focus on the use of frequent assessment and data to measure academic progress and inform professional development and strategic plan for academic outcomes
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- Manager of an urban classroom that used discipline, structure, procedures, routines, incentives and high expectations to create a positive culture
- Proven ability to work collaboratively with a diverse team of teachers
- Experience with developing standards-based curriculum
- Ability to effectively set and communicate goals for teachers to achieve
- Ability to give constructive feedback on issues that will facilitate growth and achievement of both students and teachers
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, and lead by example
- Ambitious and interested in growing as an educational leader
- An entrepreneurial spirit, who embraces the opportunity for creativity and hard work inherent in opening a new school
- Experience with teacher recruitment and/or hiring

### **Responsibilities**

#### *Whole School Responsibilities*

- Communicates regularly with the Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each
- Creates a culture of high academic and behavioral expectations
- Works with Executive Director to plan and implement summer orientation for staff
- Oversees parental outreach regarding student academic performance

*Staff Development Responsibilities*

- Oversees professional development activities
- Coordinates teacher recruitment and assist Executive Director in hiring process for all instructional and special needs staff
- Seeks and shares best practices from other schools and professional journals
- Observes instructional staff daily
- Leads regular, school-wide staff meetings
- Provides daily coaching and feedback to instructional staff
- Manages Student Supports Coordinator

*Instructional Responsibilities*

- Serves as instructional leader and oversees curriculum development and assessment
- Teaches and leads one course every day when possible/necessary
- Implements effective internal assessment systems and uses data to inform decisions
- Implements external assessment systems and uses data to inform decisions
- Ensures curriculum alignment with California State Standards
- Sets and monitors core subject grading policies and practices to ensure consistency across the school
- Leads weekly community meeting
- Ensures that every student demonstrates achievement gains

### **Director of Operations**

**Job Description:** The Director of Operations (DO) will lead and direct the day-to-day operations of the school to ensure proper financial and programmatic oversight for the school. He or she will be primarily responsible for ensuring that the school's financial records are accurate and up-to-date. He or she will also ensure that programmatic guidelines for reporting and implementation are properly followed. The DO will report to the Executive Director.

### **Qualifications and Experience**

- Master's Degree in business, finance, or operations, preferred
- Three years of experience in operations and accounting preferred
- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- Results-driven business leader with experience in, and commitment to, operational and financial excellence
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate and lead by example
- Ambition and desire to grow as a leader

### **Responsibilities**

- Coordinates student transportation and student breakfast, lunch and snack programs
- Purchases and maintains non-instructional supplies
- Coordinates federal forms, checks, payroll and benefits for Oakland Collegiate staff
- Administers Department of Education grants
- Ensures that the school is in compliance with all programs, including, but not limited to attendance, fiscal policies, and HR policies
- Works with the Executive Director to create school budgets
- Records and tracks all income and expenses
- Records all cash receipts and invoices for accounts payable
- Prepares vendor checks
- Applies for and manages grants, disbursements, guidelines, and reporting
- Applies for and manages Title I funding
- Supports the ED and Board of Directors with fundraising
- Coordinate logistics: identify partners, coordinate transportation, track student hours, complete follow up for 8<sup>th</sup> grade community service program.

### **Dean of Student Affairs**

**Job Description:** The Dean of Student Affairs (DSA) will be the primary person responsible for the oversight of non-academic and behavioral concerns regarding students. He or she will support communication between the school and the students' homes, ensuring consistent and timely communication from the school. The DSA will support the ED and DCI in student discipline, coordination of parent orientation, and oversight and/or coordination of family events outside of the regular academic program. The DSA will report to the Executive Director.

### **Qualifications and Experience**

- Teaching Credential with 3+ years of teaching experience (Masters degree preferred)
- Fluency in Spanish preferred
- Several years teaching and/or administrative experience in urban schools
- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- Strong focus on the creation of an orderly academic environment
- Detail orientated and tenacious in following up on disciplinary issues
- Ability to be both warm and strict in dealing with students
- Proven ability to create and maintain excellent relationships with students and their families
- Ability and willingness to lead community outreach
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes

### **Responsibilities**

#### *Whole School Responsibilities*

- Creates, evaluates and seeks to constantly improve overall school culture, with an emphasis on academic achievement, structure and discipline, and fun

#### *Disciplinary Responsibilities*

- Works with the DCI and teachers to create a system of consequences for disciplinary infractions and ensure consistent application thereof
- Works individually with students who have difficulty in meeting the behavioral requirements of the school and refers to outside resources as necessary
- Coordinates student disciplinary systems including PREP reports

#### *Family and Community Outreach Responsibilities*

- Support Executive Director with families regarding student discipline and behavior
- Works with the Executive Director to create and implement a strategic community outreach plan

### **Student Supports Coordinator**

**Job Description:** The Students Supports Coordinator (SSC) will be responsible for coordinating all student support activities including in and out of school tutoring, Saturday Academies, Summer School, Detention, and Homework Club. In addition, the SSC will maintain records for special needs students, support the IEP process, and will support accommodations and/or modifications within the classroom for students with special needs. The SSC reports to the Director of Curriculum & Instruction.

### **Qualifications and Experience**

- Bachelor's Degree, teaching credential
- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes

### **Responsibilities**

- Coordinate all targeted student support services including push-in and pull-out tutoring, Saturday Academies, Summer School, Detention, and Homework Center.
- Identify students for support services, contact families to discuss support options, and enroll students in programs.
- Regularly monitor all targeted (ELL, SPED, at risk for retention) student progress to ensure students are making regular progress towards goals.
- Schedules and coordinates push-in and pull-out services for students on an as-needed basis
- Follows all Federal and District guidelines concerning the development and implementation of IEPs
- Coordinates and review special education needs of incoming students as indicated on the family questionnaire responses
- Coordinates with schools to receive IEPs of all incoming students
- Ensures compliance with all Federal and District SPED regulations regarding parental consent
- Ensures that all general education teachers know and understand classroom accommodations for the special needs students they serve
- Coordinates with DCI and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- Serves as the point of contact for parents of students with special needs
- Works directly with general education teachers on issues that may arise in classroom settings
- Creates and coordinates a master schedule for annual IEP meetings
- Is responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current

## **Teacher**

### **Job Description:**

Oakland Collegiate will comply with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, will comply with subject matter competency and all other requirements of the No Child Left Behind Act. Teachers will help develop and implement the curriculum. All teachers report to the Director of Curriculum & Instruction.

### **Qualifications and Experience:**

- Bachelor's Degree, NCLB Highly Qualified, preference staff with CLAD/BCLAD credential
- Minimum three years of urban teaching experience, five years preferred
- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices
- Commitment to developing professionally as a teacher and leader
- Commitment to analyzing student's academic achievement results and using data to inform instruction
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes

### **Responsibilities:**

#### *Whole School Responsibilities*

- Passionate and completely dedicated to Oakland Collegiate's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels

#### *Instructional Responsibilities*

- Uses the school's scope and sequence to develop unit plans and daily lesson plans
- Submits lesson plans to the DCI for every unit
- Works with the DCI to revise, edit and improve daily lesson-plans
- Develops curriculum that addresses different learning styles
- Develops assessments that measure student progress
- Create weekly syllabi for students and families
- Uses a variety of methods to engage students in the classroom
- Assumes responsibility for the progress of all students
- Continuously uses assessment data to refine curriculum and instructional practices
- Communicates effectively with students, families and colleagues
- Works with grade-level and subject-level teams to develop curriculum and create strategic plans
- Maintains close relationships with parents and guardians and involve them in their children's education
- Teaches a full course load, one advisory class, one intervention reading class, one enrichment class, and five core content classes each day.

## **Office Manager**

### **Job Description:**

The Office Manager of Oakland Collegiate will ensure the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school. In Operations Year 3, the office manager will report to the Director of Operations, until then the Office Manager reports to the Executive Director.

### **Qualifications and Experience**

- In addition to the general expectations of all school employees, the Office Manager should possess:
- A Bachelors Degree, preferred business management, accounting background
- A minimum of two years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes

### **Responsibilities**

The Office Manager's primary duties include:

- Monitoring the school's entryway, greeting parents and visitors to the school, and maintaining school safety
- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Contacting parents regarding absences, missing assignments, teacher concerns, or student illness
- Implementing systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests
- Assisting in the coordination of special events
- Assisting the Executive Director and members of the administrative team, as directed

## **ELEMENT 6 – HEALTH AND SAFETY**

*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 with a criminal record summary as described in § 44237, Ed. Code § 47605 (b)(5)(F)*

### ***Assurances***

The health and safety of Oakland Collegiate students and staff is a priority for the school. We will comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

### ***Site Safety Plan Assurance***

Oakland Collegiate will develop a school safety plan, once our facility has been identified or by June 2010, and keep it on file for review. All school staff and faculty will be trained annually on the safety procedures outlined in the plan. Our final safety plan will include the procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures will include:

- Policies for fire and or other safety evacuation procedures,
- Policies relating to earthquake/natural disaster and bomb/terrorist threat,
- Policies relating to preventing contact with blood-borne pathogens,
- Policies relating to the administration of prescription drugs and other medicines,
- A Policy establishing the school as a zero-tolerance zone for sexual harassment for all employees, students and parents.

A final fire and safety handbook and full list of health and safety policies based on the acquired facility and will be finalized before the start of the school year. Please reference Attachment N for a proposed fire and safety plan.

### ***Staff Responsibility for Safety***

All employees are responsible for their own safety, as well as that of others in their workplace. Oakland Collegiate will rely upon its employees to ensure that the work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Oakland Collegiate's premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee will bring it to the attention of the Executive Director or another member of the administration immediately. The school's administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Executive Director regarding the problem.

Periodically, Oakland Collegiate may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. All employees will be required to maintain current First Aid and CPR certification. Annual trainings will be provided on site by the American Red Cross or other authorizing agency.

### ***Fingerprinting and TB Test***

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237 and 45125.1. Oakland Collegiate will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Fingerprint clearance for new employees will be acquired through submitting the employee's fingerprints to the California Department of Justice. Employees may be fingerprinted at any local police station or at a site where "Live Scan" is utilized.

No employee will be permitted to commence employment at Oakland Collegiate until that employee has been cleared by the Department of Justice. This will ensure that employees with prior criminal histories do not commence employment with Oakland Collegiate. Additionally, according to Education Code 49406, no person shall be employed by Oakland Collegiate unless the employee has submitted proof of an examination that the employee is free of active Mantoux Tuberculosis (TB) within sixty (60) days prior to employment. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs.

***Child Abuse Reporting Procedures***

Oakland Collegiate shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all Oakland Collegiate teachers and staff shall be mandated to report any suspected child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding responsibility.

***Immunizations***

Oakland Collegiate will require all enrolling students to provide documentation of immunizations for polio, diphtheria, tetanus, measles, mumps, rubella, and Hepatitis B as described in California's Department of Health Services Document IMM-231. The immunization requirements of pupils as a condition of enrollment will be applied to the same extent that it would be applied if the pupils attended a non-charter public school.

***Vision, Hearing, and Scoliosis Screening***

Students will be screened for vision, hearing, and scoliosis to the extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

***Drug Free/Alcohol Free/Smoke Free Environment***

Oakland Collegiate shall function as a drug-, alcohol-, and tobacco-free workplace.

## ELEMENT 7 – RACIAL AND ETHNIC BALANCE

*"The means by which the school will achieve a racial and ethnic balance among its pupils hat is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code§47605(b)(5)(G)*

### ***Target Community***

Oakland Collegiate is a public charter school for the families of Oakland. Our target population is located between 35<sup>th</sup> Ave and 81<sup>st</sup> Ave between the 580 and 880 freeways.

Our plan includes aggressive community outreach, in both English and Spanish, which will provide an educational alternative for any interested families in Oakland, with a particular emphasis on families residing in the historically underserved neighborhood of East Oakland.

While we are committed to serving any child who wishes to attend Oakland Collegiate, the majority of our recruitment efforts will focus on attracting families living within the boundaries of Central East Oakland. We plan to work in the community and closely with community organizations to build support for the school and ensure successful enrollment.

### ***Outreach Languages***

In addition to promotional materials in both English and Spanish, Oakland Collegiate will provide translation services for in-person interaction requiring translation.

### ***Oakland Collegiate Elevator Pitch***

Oakland Collegiate is a proposed middle school serving Central East Oakland, beginning in the 2010-2011 school year. Oakland Collegiate's dual focus on math and reading in a structured environment will challenge and encourage sixth through eighth graders to achieve academic success and will prepare them for continued success in high school and college. To support this ambitious mission, Oakland Collegiate has developed a rigorous curriculum, delivered by highly qualified teachers. With encouragement and support from parents and community partners, all members of the Oakland Collegiate family will support students who feel empowered to excel.

### ***Marketing Materials***

Oakland Collegiate lead founder and Board members created a variety of marketing tools to outreach to the Central East Oakland Community. The tools include:

1. Newsletter – Oakland Collegiate publishes a monthly newsletter updating over 330 community members and local leaders. The newsletter teaches community members about our proposed charter application, informs them of changes, and introduces them to our Board of Directors.
2. Informational Flyer – The one page informational flyer is a tool to distribute to community members post in local businesses to inform community members about the mission and instructional philosophy of our proposed school.
3. School Overview – The school overview is a more in-depth document which provides an introduction to Oakland Collegiate. The school overview is distributed to nonprofit leaders, religious leaders, government agencies to provide them with an introduction to our philosophy and strategies.
4. Brochure – The brochure is distributed at community members at neighborhood meetings,
5. Website – Another medium to inform community members about our proposed school. Eventually the website will be redesigned to include information for online student enrollment and registration information. (The website is not attached in this document, but can be visited at [www.oaklandcollegiate.org](http://www.oaklandcollegiate.org).)

*Survey<sup>118</sup>*

Oakland Collegiate developed a survey to collect community member's feedback on our proposed design and find out what was most important for them in a middle school. The survey was distributed electronically through our email list and in person at community outreach events. The link to the electronic version of the survey is listed below.

[http://www.surveymonkey.com/s.aspx?sm=qDGU2tBsZERDqgTpUvITSg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=qDGU2tBsZERDqgTpUvITSg_3d_3d)

*Community Outreach Strategy*

During the fall of 2008 and winter of 2009 Oakland Collegiate reached out to the Oakland community to build awareness about our proposed charter school. The lead founder and founding board members made presentations to or met with representatives of the following community groups, foundations, and other organizations.

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<sup>118</sup> See Attachment H for a copy of the survey.

***Community Based Organizations***

A Better Chance  
BUILD  
Citizen Schools  
Color of Change  
Education Pioneers  
Experience Corps  
Future Leaders Institute  
Girls Inc  
Girls Scouts of Oakland  
I-Go Poetry  
Healthy Oakland  
La Clinica  
McCullum Youth Court  
Oakland Asian Student Education Services (OASES)  
Oakland Black Men and Boys Collective  
Partners In School Innovation  
Youth Speaks

***Community Groups***

Bay Area Local Organizing Committee  
Committee to Sustain and Accelerate Oakland Public Schools  
Haas Business School – Education Leadership Club  
Maxwell Park Neighborhood Council  
Net Impact  
National Community Development Center

***Neighborhood Outreach***

The lead founder walked door to door passing out informational flyers to community members in Central East Oakland, distributing over 200 flyers to community members in the target neighborhood. In addition, Oakland Collegiate representatives distributed brochures and flyers at the following events.

- Neighborhood Crime Prevention Councils -24Y, 25X, 26X, 26Y, 27X, 28X, 29X, 30X
- Recreation Centers – Allendale and Rainbow
- Maxwell Park Neighborhood Council
- Downtown Oakland Farmer’s Market – 9<sup>th</sup> and Washington
- Fruitvale Village Farmers Market
- Grand Lake Farmers Market
- Jack London Square Farmers Market

***Recruitment Plan***

Oakland Collegiate will have open admission for any Oakland resident who seeks to enroll in our academic program. Our recruitment efforts will reflect our objective nature as a charter school and in no way favor or bias any demographic. Oakland Collegiate is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in high school and college. We have proposed our location in a community where on average 70-90% of the students in our target population will qualify for free or reduced-price lunch according to federal guidelines.

We will overcome any communication challenges or language barriers that we might face in reaching our targeted demographics, and will aggressively recruit all students from our proposed school neighborhood. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to middle school students of Central East Oakland. We will rely heavily on grass-roots, word-of-mouth marketing by developing

Neighborhood Crime Prevention Councils – 23X, 24X, 24Y, 25X, 26X, 26Y, 27X, 27Y, 28X, 29X, 30X, 30Y  
Oakland Community Organization  
Por La Paz

***Education Research Organizations***

Ed Trust-West  
Strategic Education Research Partnership

***Foundations***

Bay Area Blacks in Philanthropy  
Levi Strauss Foundation  
Roger Family Foundation  
SF Foundations

***Government Organizations***

Alameda County Health Department  
County of Alameda Probation Department  
Oakland Fund for Children and Youth  
Oakland Police Department

***Teacher Recruitment***

CA Project Pipeline  
New Leaders for New Schools  
RISE  
Teach for America – Bay Area  
USF – TEAMS Program

strong community ties and partnerships with community organizations such as local schools, churches, businesses, clubs, and the neighborhood council.

Upon authorization, Oakland Collegiate will implement an aggressive recruitment campaign to ensure we are fully enrolled (grade six) prior to our proposed August 2010 opening. Planned outreach strategies will be implemented from August '09 to April '10 and will include, but are not limited to:

- Development of marketing materials in English and Spanish.<sup>119</sup>
- Presentations and flyer distribution at community meetings/events, such as Chamber of Commerce, Elementary and Middle School outreach, Committee to Sustain and Accelerate Improvement in Oakland Schools, Oakland Community Organization, Por La Paz, Maxwell Park Neighborhood Committee and other community groups, Big Brother and Big Sister of Bay Area, Boys and Girls Club, California Youth Outreach, Centro Legal de la Raza, Destiny Arts Center, East Bay Agency for Children, Eastmont College Resource Center, East Oakland Youth Development Center, The Mentoring Center, Unity Council, and others.
- Presentations at neighborhood Parent Association meetings and School Site Councils at the following schools; (Oakland Collegiate will build relationships with principals at schools sites before engaging parents.) Acorn Woodland/Encompass, Allendale, Bridges, Community United, Futures Elementary, Global Family, Greenleaf, Horace Mann, Laurel, Lazear, Learning without Limits, Maxwell Park, and Think College Now.
- Presentations and flyer distribution at community organizations who work with families, such as the YMCA, the Boys and Girls Club, the Library, and community churches.
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc.
- Presentations to local Neighborhood Crime Prevention Councils the ones listed above and the following; 23X, 24X, 27Y, 30Y.
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, apartment complexes, grocery stores, and shopping centers.
- Open Houses and informational meetings at the school site (once appropriate).
- Outreach to local television, radio, and print media reporters.
- Advertisements in local newspapers.
- Advertisements in local organization newsletters.
- Advertisements on local radio stations.

An aggressive community outreach and recruitment plan will begin immediately upon authorization and continue through the school's open enrollment period.

#### *Achieving Racial and Ethnic Balance*

Oakland Collegiate will keep on file documentation of the efforts made to achieve racial, ethnic, and socioeconomic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (Attachment H.1), Oakland Collegiate seeks to serve the families of Oakland, with a particular emphasis on reaching out to and recruiting in the underserved community of East Oakland. The local public school population has a high Latino and African American demographic, as well as a high socio-economically disadvantaged population. \

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<sup>119</sup> Please see the Oakland Collegiate Marketing Plan and materials in Attachment H.

No admission test will be required for enrollment. After enrollment, tests may be administered to determine the appropriate grade level placement.

As stated in our mission and vision, Oakland Collegiate will seek to narrow the achievement gap by offering all students, regardless of background, and excellent public education. As such, Oakland Collegiate is committed to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Oakland Unified School District's territorial jurisdiction.

In order to accomplish this, Oakland Collegiate will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit local elementary schools that will serve as feeders to Oakland Collegiate.

Since Oakland Collegiate plans to be located in or near East Oakland and its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted at the geographic area. This will ensure that Oakland Collegiate's racial and ethnic balance is reflective of the District schools nearby since only this population will receive the outreach materials and information about the school.

## ELEMENT 8 – ADMISSION REQUIREMENTS

*"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)*

### *Assurances*

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605 (d)(2)(A), Oakland Collegiate will admit all students who wish to attend, up to the school's enrollment capacity.

Oakland Collegiate will:

- be non-sectarian in all areas of operations, including student admission.
- not discriminate based on race, ethnicity, gender, religion, national origin, sexual orientation, or disability.
- not charge tuition .
- accept all students who are California residents, regardless of their place of residence within the state.
- not require any pupil to attend the charter school.
- not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- comply with all laws establishing minimum age for public school attendance.
- adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children.

Oakland Collegiate will adhere to all provisions of No Child Left Behind regarding:

- receiving students from Program Improvement schools as part of Public School Choice.
- providing the Executive Director's attestation of highly qualified teachers and paraprofessionals.
- meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

### *Student Enrollment*

In our initial year, we will admit 120 sixth graders. Thereafter, we will grow one grade level per year as students matriculate to the next grade, until finally reaching full enrollment of 360 students in 2012-2013.

We understand that the student population in Oakland is highly mobile. Based on the founding group's experience as classroom teachers, administrators, and community members' enrollment trends at neighboring schools, and observations at other charter schools serving similar populations, we expect seats to vacate during the school year. Vacancies will be filled by offering admission to the next student on the waiting list for that grade.

### *Application Process –First Year*

The Oakland Collegiate application process for our first cohort of students includes:

1. Open Enrollment Period (September 1<sup>st</sup> through the last Friday in March at 5:00 p.m.)
  - a. Recruitment/Informational Meetings
  - b. Completion of application packet – online or hard copy (Hard copies of the application must be received by the deadline. Applicants will receive an email or postcard confirmation that their application packet is complete.)
2. Random Public Drawing (second Thursday in April at 7:00 p.m.)
  - a. Lottery (if necessary)
  - b. Notification of families by mail and phone call.
3. Paperwork (within two weeks of lottery)

- a. Acceptance letter signed and mailed to school by parent/guardian
- b. Completion of all necessary paperwork, including but not limited to:
  1. Proof of age
  2. Immunization records
  3. Home language survey
  4. Emergency medical information
4. Orientation (May-August)
  - a. Parent attendance at school orientation: July 12<sup>th</sup>, 26<sup>th</sup>, and August 9<sup>th</sup>
  - b. Student attendance at school orientation: August 16<sup>th</sup> – 20<sup>th</sup>
  - c. Parent and student signature of school Commitment to Excellence<sup>120</sup>

#### ***Application Process – Subsequent Years***

In subsequent years Oakland Collegiate will end the Open Enrollment period on the last Friday of January. If necessary, the random lottery will be held during the third Thursday in February. Oakland Collegiate will maintain the same timeline for paperwork and orientation as in the first year.

#### ***Open Enrollment***

All students interested in attending Oakland Collegiate will be required to complete an application form and submit this application directly to the school before the annual deadline.<sup>121</sup> Applications will be available during a publicly advertised open enrollment period each year, generally beginning the first business day in September and continuing through 5 p.m. on the last Friday in March. Submitted applications will be date and time-stamped and student names added to an application roster to track receipt.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications which exceed available seats. In this event, the school will hold a public random lottery to determine enrollment for the impacted grade level.

#### ***Admission Preferences***

If the school receives a number of applications that exceeds the number of available spaces, a public random lottery will be hosted, with preference for available spaces given to students in the following order:

1. Siblings of currently enrolled Oakland Collegiate students
2. Students who reside in Oakland Unified School District
3. Other California residents

#### ***Public Random Lottery***<sup>122</sup>

Should the number of students applying for school admission exceed the number of spaces available in any given grade, a random public lottery will be held to determine admission, per the requirements of Education Code 47605(d)(2)(B). In the event that a lottery is required, families intending to enroll their children who submitted completed application packets by the deadline of 5:00 PM the last Friday of March will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. If needed, in the first year, the lottery will be held on the second Thursday of April, at 7:00 PM. In subsequent years the lottery will be held on the third Thursday of February. The lottery will be held at the school each year, except the first year when it may be hosted at another location near the school's facility.

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<sup>120</sup> Not a requirement for admission, but strongly encouraged. A draft of the Oakland Collegiate Commitment to Excellence can be found as Attachment M.

<sup>121</sup> A draft of our application form is included as Attachment M.

<sup>122</sup> Oakland Collegiate Lottery Procedures, Attachment L.3.

Before beginning the drawing, rules for the lottery will be explained in English, Spanish, and additional languages as needed. Each grade's lottery will be conducted separately, beginning with grade six, and will be further subdivided into groups that represent each of the school's identified preference categories.

The lottery itself will be conducted by pulling slips of paper identified with applicant numbers out of a container, beginning with the students who receive preference as allowed by law and specified in our charter. Slips will be pulled until all openings are filled and then all remaining slips will be drawn to create a waiting list.

The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by an officer of the Oakland Collegiate Board of Directors.

Copies of all application packets, lottery results, and waiting lists will be readily available for inspection at the school office.

Acceptance letters will be distributed to families whose student earns a space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by mail. All admitted students must return acceptance letters within two weeks of the lottery to secure their seat.

***Waiting List***

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the school will contact the family at the top of the wait list to offer their student admission to the school. Should the family decline the seat or fail to respond within 3 business days, the next family on the list will be contacted until the open position is filled.

Students who submit applications after the deadline will be added to the end of the waiting list in the order received.

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

*“The manner in which annual, independent, financial audits 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.” Education Code § 47605(b)(5)(I)*

### ***Independent Charter Status***

Oakland Collegiate will be a fiscally independent, directly funded charter school.

### ***Assurances***

Oakland Collegiate and all contracted services will follow Generally Accepted Accounting Principles (GAAP) and the most recent audit guide for charter schools published by the State Controller’s Office as they pertain to non-profit corporations.

### ***Annual Audit***

Oakland Collegiate will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Executive Director, Office Manager, and Finance Committee of the Board will be knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies” and, as required under Ed. Code § 47605 (b)(5)(I), the school will hire an independent auditor to conduct a complete fiscal audit of the books and records of Oakland Collegiate.

The Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the audit, the Executive Director and Office Manager, along with the Finance Committee, will review any audit exceptions or deficiencies, and report them to the Oakland Collegiate Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline.

The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the CDE, and any other required agencies by the 15<sup>th</sup> of December each year.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

### ***Financial Reporting Requirements***

Oakland Collegiate will submit the following reports to OUSD, ACOE, and/or CDE, as required:

- Provisional Budget – June 15 prior to operating budget
- Final Budget - July 1 of the budget fiscal year
- First Interim Unaudited Projections - December 15 of Operating Fiscal Year
- Second Interim Unaudited Projections - March 15 of Operating Fiscal Year
- Unaudited Actuals - September 15 following the end of the Fiscal Year
- Audited Financial Statements - December 15 (for previous year’s budget)
- Statistical Report - monthly the Friday after the last day of the school month, or as directed by OUSD Office of Charter Management
- Other reports requested by the District

Oakland Collegiate and the Oakland Unified School District will jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, Oakland Collegiate and Oakland Unified School District will jointly coordinate an annual site visitation procedure to enable the District to independently confirm the school's performance and compliance with the terms of its charter.

Oakland Collegiate will promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and will consult with the District regarding any inquiries.

#### *Attendance Accounting*

Oakland Collegiate will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for OUSD, ACOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to OUSD as required by the District.

Oakland Collegiate shall provide to the OUSD the following information for each academic year:

- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations
- Total School Enrollment
- List of Emergency Credentialed Teachers in non-core subjects
- Number of Students by Grade Level
- Unfilled Classroom Teacher Positions
- Number of Students by Ethnicity & Grade Level
- Fiscal Year-End Financial Report
- Number of Students Living Outside OUSD Attendance Area

#### *District Oversight Costs*

The District may charge for the actual costs of supervisory oversight of Oakland Collegiate, not to exceed 1% of the revenue of the charter school as defined by Ed Code 47613 (f). If the charter school is able to obtain substantially rent-free facilities from the District, the District may charge for the actual cost of supervisory oversight of the charter school not to exceed 3% of the revenue of the charter schools as defined by 47613 (f). The District may charge indirect costs for grants processed for Oakland Collegiate, not to exceed the rate allowed by the grant.

The District may, at its discretion, provide services to Oakland Collegiate on a fee-for-service basis, if requested by the charter school to do so. In such a case, the District will determine the cost of providing such services including the overhead cost associated with such service incurred by the office providing the service.

## **ELEMENT 10 – STUDENT DISCIPLINE, SUSPENSION, & EXPULSIONS**

*"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)*

Oakland Collegiate is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, *for every infraction, there will be a consequence*. This is the basis of our student code of conduct.

### ***Policy Development and Review***

The student discipline policies and procedures outlined below were based on the practices and procedures of Oakland Unified School District, KIPP- Bridges, Excel Academy, and Uncommon Charter Schools.

Oakland Collegiate will consult legal counsel to ensure our policies meet state and federal requirements. Every year the Board of Directors will review the policies and procedures and make changes as necessary.

### ***Respectful and Courteous Environment***

Oakland Collegiate is also committed to maintaining a respectful and courteous environment in which students are expected to demonstrate those daily behaviors that are part of any respectful community. Students should politely greet staff each morning, as well as welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction.

Students will practice these skills as part of the Advisory Program, and be expected to demonstrate them each day. These social skills are an important factor not only in creating the type of school environment we desire, but are an essential part of every student's growth into young adulthood.

### ***Merit System***

As we work to provide a productive learning environment, it is equally important for us to acknowledge and reward desirable behavior in students. We accomplish this primarily through the Merit System.

Merits acknowledge individual acts that promote a positive community or support academic achievement. Students can earn merits from a staff member for a variety of reasons, including but not limited to:

- volunteering to help a student or teacher
- volunteering service to the school
- taking initiative
- showing courtesy
- performing an act of kindness
- outstanding effort or improvement
- doing what's expected when others are not.

Merits are received for going above and beyond. Students accumulate merits over time and can use them for special privileges.

### ***PREP Rewards***

During every period of the school day, classes receive a rubric score from one to four that assesses their performance as a group. The rubric encourages students to work together in their efforts to improve academic achievement. The rubric score is based on the following observable criteria:

- Perseverance
- Engagement
- Responsibility
- Professionalism

Teachers record PREP rubric scores at the end of every class and advisors tally scores at the end of every week. Classes receive rewards for consistently high rubric scores, such as ordering lunch from a restaurant, watching a movie after school, or taking a field trip.

### ***Discipline Philosophy***

The student discipline system has been established in order to promote learning and protect the safety and well being of all students at the school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Oakland Collegiate's policy and procedures for student suspensions and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student & Family Handbook<sup>123</sup> 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, use of alternative educational environments, 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 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.

Safety, order, and student discipline are fundamental to learning at Oakland Collegiate. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment where they feel safe. Oakland Collegiate will adhere to our Code of Conduct which is listed in the Classroom Management & Discipline Handbook as a guideline for in-class disciplinary action, suspension or expulsion of students. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

### ***Communication with Families***

The administration of Oakland Collegiate shall ensure that students and their parents/guardians are informed of our policies and procedures. All families/guardians will meet with an administrator prior to submitting an enrollment application. During this meeting the administrator will explain the schools policies and procedures. Families will be advised on our no-nonsense approach to discipline, as well as the potential consequences. New students will participate in a one week student orientation during which administration and staff will provide clear examples of acceptable & unacceptable behavior. Parents/guardians will participate in three evenings of orientation, designed to review the Student & Family Handbook.

One of the core values of Oakland Collegiate is a transparent relationship with parents regarding student progress. Everyday teachers track student behavior according to the four values of Perseverance, Responsibility, Engagement, and Professionalism.<sup>124</sup> Students begin each week with 100 points and can gain or lose points based on their

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<sup>123</sup> Refer to Attachment K.1 for the Student & Family Handbook.

<sup>124</sup> Review Attachment J.2: Class Weekly PREP Tracker for a template of the weekly behavior tracker form; Weekly Prep Report details student behavior during the week, it goes home to parents on Friday and must be returned on Monday; Oakland Collegiate PREP Rubric for the evaluation form which goes home to families every six weeks.

behavior. Each demerit results in a five point deduction. Students with a PREP average of 70 or less may be ineligible for school trips and other incentives.

Every Friday the school sends home a weekly PREP progress report to parents indicating their child's score. Parents acknowledge their child's behavior by signing the form and returning it on the following Monday.

Parents and teachers will be surveyed annually regarding the discipline policy and all commentary will be taken into consideration in the reworking of the discipline policy. Teachers will have time to comment on school based policies at their weekly professional developments, and parents and students always have an open forum to comment on school policy through the parent and student groups that are detailed in the governance section of this application.

### ***Code of Conduct***

Oakland Collegiate will have a Code of Conduct<sup>125</sup> in order to:

- fulfill our mission and vision, upholding the virtues of the school culture,
- clearly communicate our expectations to students and their families,
- ensure that our school is a respectful and safe space for learning,
- create an environment in which the prime focus of teachers is to effectively communicate and implement lessons that allow students to reach mastery of skills and content matter,
- allow students to focus on their learning, and
- prepare students to become engaged citizens who follow rules set by our community.

The Code of Conduct describes behaviors that Oakland Collegiate considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

### ***Behavioral Infractions***

At Oakland Collegiate we believe in the structure and consistency of our practice and our expectations. Our staff must internalize the procedures and consequences and consistently and appropriately enforce infractions each and every time. Staff will be provided with intense preparation during the summer orientation where they will be provided with modeling, rubrics, and training to determine the consequence of each behavioral infraction and to respond in a fair and consistent manner.

We believe that all students should know precisely what is expected of them, and the positive effects and negative consequences that will result based on their actions. This is why all new students participate in a one week student orientation. During the orientation students' will be given an opportunity to practice how to be an Oakland Collegiate student. Staff introduce specific procedures one at a time, and provide models of how students are expected to behave. Once they are shown the model, students are asked to perform the tasks themselves. Once they have mastered the procedure, then staff hold them accountable for meeting the expectation each and every time.

As stated earlier, Oakland Collegiate believes that consistent expectations help both students and teachers know what is expected of them. Since students have multiple teachers throughout the day, the following procedures are all standardized across the school.<sup>126</sup>

- Student Arrival/Dismissal
- Breakfast
- Transitions throughout the day
- Transition to Homeroom
- Expectation for Behavior in Class
- Expectations for Behavior at Break

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<sup>125</sup> Refer to Attachment J.1 for the Classroom Management and Discipline Manual.

<sup>126</sup> For a complete list of school procedures and the step-by-step procedures see Attachment J.3, Collegiate Routines and Procedures.

- Expectation for Behavior in Lunch
- Bathroom Procedures (Scheduled and Unscheduled)
- Distributing and Collecting Materials
- Sharpening Pencils
- Classroom Library Procedure
- Classroom Supply Procedure
- Classroom Visitor Procedure
- Procedure for When Student Receives Consequence

A school-related behavioral infraction refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation (if made available),
- during school-sponsored activities and trips, and
- during all other school-related events.

Students are expected to always respond respectfully to the authority and direction of school staff as well as their peers and community.<sup>127</sup>

At Oakland Collegiate our utmost concern is to fulfill our mission through providing a strong school culture and community by helping students grow into mature young adults. To that end, we will not tolerate disrespect, but will teach children how to express disagreement in a respectful manner. The school will implement this training into our Advisory curriculum, as well as through community circle. Students will have modeling, routines, and procedures that will enable them to express disagreement with respect for all involved parties.

The Code of Conduct provides a clear and progressive approach to student discipline, with increasing levels of consequence based upon the seriousness of the infraction.

All disciplinary actions taken by Oakland Collegiate will strictly comply with the Federal Law, California Education Code, and our own Policies and Procedures manual. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- additional assignments to be completed at home and/or at school;
- phone calls to parents/guardians;
- detention after school;
- loss of incentives and school trips;
- in-school suspension.

#### ***School-Related Disciplinary System<sup>128</sup>***

At Oakland Collegiate we take an “all hands on deck” approach to school culture and structure. Therefore all staff and administrators will be responsible for monitoring student behavior and consistently giving student consequences and incentives to all students. Our discipline system is based on escalating system of consequences.

- Staff Behavior Modification
- Demerit
- After School Detention
- Withholding Student Enrichment
- In-School Suspension

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<sup>127</sup> Please see the Discipline Manual in Attachment J.1 for behaviors that are considered disrespectful and the appropriate teacher responses.

<sup>128</sup> Please refer to the Student and Family Handbook, Attachment K.1, for a complete description of school disciplinary systems including a list of suspendable and expellable offenses.

- Out of School Suspension
- Expulsion

### ***Staff Behavior Modification***

At Oakland Collegiate we believe that most behavior issues can be avoided through clear directions/expectations and clear consequences. Our incentive system serves to motivate students to make positive choices. Teachers will be responsible for creating classroom policy and procedures in addition to the school wide systems. By implementing the following guidelines, teachers can eliminate many of the disruptions, and therefore limit the number of consequences being assigned.

- Lessons are clear and materials are prepared in advance.
- Instruction incorporates a variety of learning modalities.
- Lesson incorporates the I-We-You Do instructional design with built in transitions.
- Consistently check student comprehension, re-adjust lessons in which students seem unable to complete work independently.
- Purposefully create seating assignment to limit disruptions.
- Acknowledge concerns and re-direct to the task at hand.
- Give non-verbal warning (i.e., body language, eye contact, physical proximity).

### ***Demerits***

Demerits are the first level of consequence. They are used to remind the student that their current behavior is inappropriate. Once a student accumulates 4 demerits in a day or 7 in a week, they receive an automatic detention. If a student commits any of the following infractions, he/she will receive a demerit. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges. Infractions that warrant a demerit include, but are not limited to:

- chewing gum
- being out of uniform (e.g., shirt is untucked)
- arriving late to school or class
- poor posture
- talking during silent transition
- making inappropriate noises during class
- not paying attention during class
- not following directions or procedures of the class or school
- talking out of turn
- littering
- not completing in-class assignments
- being unprepared for class
- improperly using student planner
- other behaviors deemed inappropriate by school staff

### ***After School Detention***

If a student commits any of the following infractions, the student may receive an after school detention wherein they will serve a fifty minute extra period under the direct supervision of a teacher and will not be allowed to communicate with peers. During this time a staff member will conduct constructive activities and conversations to allow for student rehabilitation and re-admittance into the Oakland Collegiate community. Infractions which warrant a detention include, but are not limited to:

- receiving four demerits in a day
- receiving seven demerits in a week
- disrespecting a fellow student
- disrespecting faculty, staff, or other member of the school community
- disrespecting school property
- deliberately disrupting class
- horseplay or engagement in physical contact that causes a disruption, or makes other students feel uncomfortable/excluded
- using parts of the facility that are deemed off-limits without permission
- failing to return a signed progress report or report card the day after distribution
- chronic tardiness

### ***Detention Procedure***

The following section explains the logistics and procedures for consequences students may face for behavioral infractions.

- **Requirements:** Detention is served after school from 4:20 to 5:15, except for Fridays when it is served from 1:15 to 1:55. If a detention is earned before 1:00pm, then a student serves it on the same day. The office will call families, and families will be required to make accommodations. Detentions earned after 1:00 pm will be served the next day. In the case where three or more detentions are earned in a week, a parent conference will be scheduled for the following week to discuss student behavior.
- **Student Notification:** If a student receives his/her fourth demerit of the day, seventh of the week, or an automatic detention, then the teacher will give the student a completed Detention Form.<sup>129</sup> The Detention Form must be signed by the Detention Coordinator and the child's parent, and returned the next day.
- **Family Notification:** If a student is required to partake in detention, the school will call his/her family. In the case that the school cannot directly reach the family, a message will be left. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

### ***Withholding Student Enrichment Opportunities***

At Oakland Collegiate, enrichment activities are a privilege. They are a way of bolstering our community as well as offering students the chance to partake in extracurricular activities which broaden their understanding of the world. Yet we believe students must earn the right to participate in these monthly class trips, as well as school awards, and end of the year class trips. Students must conduct themselves in a manner that shows their commitment to their education. Teachers and staff monitor student behavior through the weekly PREP reports. Those weekly reports are averaged together, and students must maintain a minimum PREP average to participate in enrichment opportunities.

Any infraction is an infraction against the entire Collegiate Community, and hence, students might be withheld from attending enrichments or any extracurricular school field trips based on their behavior. During this time a staff member or the Dean of Student Affairs will conduct constructive activities and conversations to allow for student rehabilitation and re-admittance into the Oakland Collegiate community.

### ***In-School Suspension***

An in-school suspension is used for serious offenses in lieu of an out of school suspension or expulsion. Only the Executive Director can issue an in-school suspension. In-school suspensions can be earned for a maximum of five consecutive days. The following infractions, depending on their severity can earn a student an in-school suspension:

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<sup>129</sup> See Attachment J.1 for a copy of the Detention Form.

- Cheating, Lying, or Stealing
- Consistent disregard for school rules
- Plagiarism
- Severe disrespect (cursing, yelling, disobedience, etc.)
- Vandalism

#### *In-School Suspension Procedure*

1. When a student receives an in-school suspension, the assigning administrator calls the parents/guardian immediately to inform them of the incident, and how long the student will serve an in-school suspension.
2. On the next school day, students must come to school on time with their parent/guardian.
3. The family, student, and school administrator meet to discuss the incident, and the resulting consequences. The student receives an In-School Suspension Form. At the end of each class, the teacher signs the form acknowledging the student diligently worked to complete the class work, and did so silently and without disruptions.
4. The student receives an in-school suspension shirt, which they must wear over their school uniform.
5. The student returns to his cohort, but is not allowed to interact with his peers. Their desk is situated away from their classmates. The student may ask clarifying questions, but is expected to work silently. Any disruptions will result in the student being sent to the office and receiving an out of school suspension.
6. During Break, Enrichment, and after Detention the student is required to check-in with the ED or Dean of Students. After school the student returns the in-school suspension shirt.

#### *Grounds for Suspension and Expulsion*

Our discipline policy will allow for suspension or expulsion as the final step when other behavior interventions have repeatedly failed or are otherwise impractical. Suspensions and expulsions will strictly adhere to California Education Code § 48900-48927.

A student may be suspended or expelled as a consequence of behavior when the student is engaged in a school activity. Per the law, school activities can occur any time including, but not limited to:

- while on school grounds,
- while going to or coming from school,
- during the lunch period, whether on or off campus,
- during, or while going to or coming from, a school-sponsored activity.

#### *Expellable Offenses*

Per the Education Code § 48900, a student may be expelled if the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  1. Willfully used force or violence upon the person of another, except in self-defense.
- b) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the Executive Director.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or

an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, and chew packets. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drugs.
- q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

Per § 48900.7, a student may be suspended or expelled if the student makes a terrorist threat against school officials or property.

Further, students may be recommended for suspension or expulsion for committing sexual harassment, hate violence, or harassment or threats against school district personnel.

A pupil may be suspended for aiding or abetting, as defined in Section 31 of the Penal Code, infliction or attempted infliction of physical injury to another person, and in the case that the victim suffered great bodily injury expulsion may be recommended.

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The Executive Director shall have the authority to override the two considerations above in the following cases:

- brandishing a knife or another type of weapon at another person.
- unlawfully selling, a controlled substance listed in Chapter 2 of Division 10 of the health and Safety Code.
- committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.
- possession of an explosive.

### ***Suspension Due Process***

As determined by State Law, students shall never be suspended from school for any more than five consecutive school days and no more than twenty school days throughout the annual school year. During all suspensions the school will ensure that the student and his/her family are aware of the educational content the student is missing and will require completion of activities that will ensure, upon return the student will be able to effectively understand content and participate in class work.

All students are entitled to due process for suspension as is described below:

For suspension between one and five days, the following procedures will apply. When an infraction occurs, the student will be removed from class and will be sent to the Main Office, Dean of Student Affairs office, or another designated school location, following which the student's parent or guardian will be notified of the incident by the Executive Director, Dean of Student Affairs, or another representative of the school.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following, prior to a suspension of one to five days:

- oral or written notice of the charges,
- if the student denies the charges, an oral or written explanation of the evidence against him/her,
- an opportunity to present her/his version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after, rather than before, the suspension. The length of suspension is at the discretion of the Executive Director.

The student's parent/guardian must immediately come to the school to meet with the Dean of Students and/or Executive Director and to remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in the designated area until the parent/guardian arrives.

In order for the student to re-enter the Oakland Collegiate community and return to class following the suspension:

- The student must write a letter of apology before returning to the school building and present a formal apology during the Friday afternoon Oakland Collegiate Community Meeting.<sup>130</sup>
- The student must complete missed academic work. The student is made aware that work missed during the suspension will be available in a folder for pick-up by the student and/or family at the school between 4:30 and 6:00 pm. If the student does not foresee being able to pick up this school work, he/she may request that a fellow student bring him/her the work, a process that will be facilitated via communication between the Dean (or Executive Director) and the student's advisor. This completed work will receive ½ credit. If the student chooses not to complete this work, and at the discretion of the Dean of Student Affairs or Executive Director, he/she may instead complete a lengthy skills packet (given to the student by the Dean), though the student will receive no academic credit for this work. Either the missed work or the work packet must be completed as a condition for re-entry into the school community.
- The student must meet any additional conditions as required by Oakland Collegiate.

If the above conditions are not met upon the student's return, the student and his/her family will be asked to meet with the Executive Director, the Dean of Student Affairs, and the school teacher issuing the suspension in order to set forth a structured behavior and academic plan which will include completion of the required work.

The parent/guardian is required to return with the student on his/her day of potential re-entry to the school community. If the parent/guardian chooses not to return with the student on the day of potential re-entry into the school community, and the student does not meet the conditions for re-entry into the school community, the parent/guardian must have a conversation with the Executive Director or Dean of Student Affairs to discuss the outcome of the students reentrance into the School Community.

### ***Expulsion Due Process***

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<sup>130</sup> Oakland Collegiate will build a community of respect and will help students with and practice the method behind delivering a public apology. In no manner will any student be humiliated, rather the purpose of the apology is to re-enter and recognize the student through applause as part of the larger school community without having them feel like an outcast for their infraction.

The Expulsion Due Process takes place after the student commits an expellable offense listed above. Expulsion proceedings shall follow a due process that shall include:

1. Parent Conference
2. Formal Notice to Parents/Guardians and OUSD Office of Charter Management, Student Assignment Office, and DHP Office<sup>131</sup>
3. Expulsion Hearing
4. Notice of Decision
5. Appeal (optional)

#### ***Parent Conference***

As with suspensions, expulsion shall be preceded by an informal conference conducted by the administrative staff, with the student and his/her parent or guardian. The pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

#### ***Formal Notice to Parents/Guardians***

If, following the conference, the Executive Director concludes that the case should proceed to an expulsion hearing, the parents/guardians will be given a written notice of the hearing at least 10 calendar days before the date of the hearing. This notice will include:

- the date, time, and location of the hearing.
- a statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- a copy of Oakland Collegiate's disciplinary rules and state law which relate to the alleged violation.
- the opportunity for the student and the student's parent/guardian to appear in person at the hearing.
- notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.
- notice as to whether or not the student will be suspended pending the expulsion hearing.

#### ***Expulsion Hearing***

Students recommended for expulsion are entitled to a hearing before the Oakland Collegiate Board of Directors to determine whether the student should be expelled. The hearing will be held within 40 school days of the expellable offense. The hearing will be presided over by the Executive Director.

#### ***Notice of Decision***

Formal written notice of the decision to expel a student will be sent by the Executive Director to the parent/guardian of any student who is expelled. The notice will be made within three school days after the hearing. This notice will include the following:

- the specific offense committed by the student for any of the acts listed in "Grounds for Suspension and/or Expulsion",
- terms of the rehabilitation,
- the student's right to appeal and the steps of the appeals process,
- notice of the obligation of the parent/guardian to disclose the student's status with Oakland Collegiate to any new school or district in which the student seeks to enroll.

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<sup>131</sup> Refer to Attachment L.2, OUSD Expulsion template

In the event the decision is to expel a student from Oakland Collegiate, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates. If requested by the parent/guardian, assignments will be sent home so the student can continue his/her work until a new placement is found.

#### ***Appeals Process***

If a student is expelled from school, the student or the student's parent/guardian may, within 10 days following the decision of the Executive Director to expel, file a written appeal to the school's governing Board of Directors which shall hold a hearing within 10 business days and render its decisions. If for some reason the Oakland Collegiate Board of Directors believes a member of the committee to be biased, that person will not participate in that particular appeal hearing. Oakland Collegiate will collect suspension and expulsion data, which will be available for District review.

#### ***Rehabilitation and Readmission***

Pupils who are expelled from Oakland Collegiate shall be given a rehabilitation plan upon expulsion as developed by Oakland Collegiate's governing 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 Oakland Collegiate for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Oakland Collegiate's governing board and the pupil and guardian or representative. Collectively they will determine whether the pupil has successfully completed the rehabilitation plan and will determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

#### ***Special Education Discipline***

In the case of a special education student, or a student who receives 504 accommodations, Oakland Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEIA 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 Executive Director will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavioral intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavioral intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

#### ***Student Exit***

Oakland Collegiate will comply with Education Code, 47605(d)(3), and provide OUSD a copy student's cumulative record including transcript of grades and health information for any student who leaves Oakland Collegiate without graduating or completing the school year.

Oakland Collegiate will submit the Exit Form<sup>132</sup>, for every student who leaves our school before graduation.

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<sup>132</sup> Refer to Attachment L.1 OUSD Student Exit Form.

## ELEMENT 11 – RETIREMENT PROGRAMS

*“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code § 47605(b)(5)(K)*

### *Assurances*

Oakland Collegiate will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance.

Oakland Collegiate’s Board of Directors will approve salary scales and benefits, working conditions, calendars, holidays, vacations, work days, and the work year. When appropriate, the Board may obtain feedback from the school community (i.e., administrators, teachers, parents) on these items.

Oakland Collegiate’s Executive Director will be responsible for working with any applicable vendors (i.e., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

### *State Teachers’ Retirement System*

Oakland Collegiate shall offer STRS retirement benefits for teachers. The Board will evaluate the financial health of the organization before making any permanent commitments.

### *Non-Certificated Employees’ Retirement*

Oakland Collegiate may offer PERS retirement benefits for non-certificated staff. The Board will evaluate the financial health of the organization before making any permanent commitments.

### *Reporting*

Retirement reporting will be contracted out to a qualified service provider, however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged.

Oakland Collegiate shall forward any required payroll deductions and related data to the Alameda County Office of Education (ACOE) as required by Education Code 47611.3 and 41365.

### *Personnel Policies and Procedures*

- As such, Oakland Collegiate will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from OUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
- The Board of Directors will approve a salary schedule for the school. This salary schedule will be based on, but not limited to, the salary scale of the Oakland Unified School District, the salaries of leading private and charter schools in Oakland and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate’s experience and responsibilities. The salary of the Executive Director will be set by the Board of Directors.
- A comprehensive benefits package (medical and retirement) will be included as part of each full-time employee’s compensation.
- The school calendar (vacations, holidays, hours, etc.) will be set by the Executive Director and approved by the Board of Directors each year.

- All employees of Oakland Collegiate will be at-will employees. The terms and conditions for employment at Oakland Collegiate will be reviewed in detail during the interview process and reiterated in an offer of employment.
- Oakland Collegiate will comply with all state and federal laws concerning the maintenance and disclosure of employee records.
- Teachers of core content areas at Oakland Collegiate (English Language Arts, Math, Science, and Social Studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.
- Details of the Oakland Collegiate staff recruitment plan may be found in more detail in *Element One: Educational Program*.
- Details of the Oakland Collegiate staff selection model may be found in more detail in *Element Five: Employee Qualifications*.
- The Board of Oakland Collegiate will conduct an annual performance review of the Executive Director. The School Director will be responsible for completing all other staff evaluations, based on an evaluation process that includes multiple measure of performance, including annual formal observations, monthly informal observations, staff self-reflection, and student achievement data.
- The Board of Oakland Collegiate will adopt a formal process for resolving complaints and grievances that will ensure due process for all parties.

## ELEMENT 12 – ATTENDANCE ALTERNATIVES

*The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Ed. Code § 47605 (b)(5)(L)*

Oakland Collegiate is a school of choice and, as such, no student may be required to attend. Pupils who choose not to attend Oakland Collegiate may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Alternative district schools and public charter schools are listed in tables 12.1 through 12.4. The highlighted schools have a sixth grade. The schools listed in italics are under consideration for closure.

**Table 12.1 Neighborhood Charter Schools in Target Community**

School Name	Grades Served	Address	Phone Number
Dolores Huerta Learning Academy	K-8	1936 Courtland Avenue	533-9790
East Oakland Leadership Academy	K-2,5-8	2614 Seminary Avenue	562-5238
East Oakland Leadership Academy High	9	5856 Foothill Blvd.	562-5238
Oakland Unity High	9-12	6038 Brann Street	635-7170
Millsmont Academy	K-5	3200 62 <sup>nd</sup> Avenue	638-9445
Millsmont Academy Secondary	6-10	8030 Atherton Street	562-8030
American Indian Public Charter School	5-8	3637 Magee Avenue	482-6000
American Indian Public Charter High School	9-12	3626 35 <sup>th</sup> Avenue	482-6000

**Table 12.2 Neighborhood District Elementary Schools in Target Community**

School Name	Grades Served	Address	Phone Number
Acorn Woodland	K-5	1025 81 <sup>st</sup> Avenue	879-0199
Allendale	K-5	3670 Penniman Avenue	879-1010
Ascend	K-3, 5-8	3709 East 12 <sup>th</sup> Street	879-3140
Bridges @ Melrose	K-5	1325 53 <sup>rd</sup> Avenue	879-1410
Burckhalter	K-5	3994 Burckhalter Avenue	879-1059
Community United @ Lockwood	K-4	6701 International Boulevard	879-1340
East Oakland Pride	K-4	8000 Birch Street	879-1340
Encompass	K-5	1025 81 <sup>st</sup> Avenue	879-1150
Futures Elementary @ Lockwood	K-4	6701 International Boulevard	636-0520
Green Leaf @ Whittier	K-4	6328 East 17 <sup>th</sup> Street	879-1630
Horace Mann	K-5	5222 Ygnacio Avenue	879-1360
Laurel	K-5	3750 Brown Avenue	879-1310
Lockwood	5	6701 International Boulevard	879-1340
Markham	K-5	7220 Krause Avenue	879-1380
Maxwell Park	K-5	4730 Fleming Avenue	879-1390
Parker	K-5	7929 Ney Avenue	879-1440
Tilden	K-3	4551 Steele Street	879-1560
Webster Academy	5	8000 Birch Street	394-9077

Whittier	5	6328 East 17 <sup>th</sup> Street	879-1630
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**Table 12.3 Neighborhood District Middle Schools in Target Community**

School Name	Grades Served	Address	Phone Number
Coliseum College Preparatory	6-9	1390 66 <sup>th</sup> Avenue	879-2021
Explore College Preparatory	6-8	2845 64 <sup>th</sup> Avenue	879-1040
Frick	6-8	2845 64 <sup>th</sup> Avenue	879-2030
Melrose Leadership	6-8	5328 Brann Street	879-1530
<i>Peralta Creek</i>	8	2101 35 <sup>th</sup> Avenue	879-2051
Roots	6-8	1390 66 <sup>th</sup> Avenue	879-2625
United for Success	6-8	2101 35 <sup>th</sup> Avenue	879-1494

**Table 12.4 Neighborhood District High Schools in Target Community**

School Name	Grades Served	Address	Phone Number
College Prep. & Architecture Academy	9-12	4610 Foothill Boulevard	879-1131
Mandela High School	9-12	4610 Foothill Boulevard	879-1141
Media College Prep	9-12	4610 Foothill Boulevard	879-1597
<i>Robeson School Visual &amp; Performing Arts</i>	9-12	4610 Foothill Boulevard	879-1237

**Table 12.5 Neighborhood District Continuation High School in Target Community**

School Name	Grades Served	Address	Phone Number
Rudsdale	9-12	1180 70 <sup>th</sup> Avenue	879-4237

### **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

*"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 § 47605(b)(5)(M)*

Permanent employees of the Oakland Unified School District who leave their positions to work for Oakland Collegiate shall retain any rights that the District specifies. To the extent that it is consistent with the District's policies, as well as Oakland Collegiate's adopted personnel policies, such employees may opt to purchase employer benefits from the District, or have the school purchase employee benefits on their behalf. Any rights of return to employment in the District shall be specified by the District.

Oakland Collegiate staff members who leave the school have no right to return. Staff members who received positive performance evaluations will be considered for any open positions for which they are qualified. Returning employees, returning to the same position, will be eligible to return at their previous salary.



3. If the controversy, claim, or dispute cannot be 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 120 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. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
5. However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

The District agrees to give the charter school reasonable opportunity to cure any deficiencies in its performance prior to initiating revocation proceedings unless the violation presents an imminent threat to the health or safety of the students.

## **ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING**

*"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 (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b)(5)(O).*

Oakland Collegiate will be the exclusive public employer of employees of the charter school for collective bargaining purposes. As such, Oakland Collegiate will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from OUSD for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

## ELEMENT 16 – CHARTER SCHOOL CLOSURE

*"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code § 47605(b)(5)(P)*

### **Charter Term**

Oakland Collegiate seeks a five year charter from the District.

### **Charter Renewal**

The Charter School must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter expires.

### **Revocation**

The District may revoke the charter of Oakland Collegiate if Oakland Collegiate commits a breach of any terms of its charter. Further, the District may revoke the charter if Oakland Collegiate commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Oakland Collegiate on any of the following grounds:

- Oakland Collegiate committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Oakland Collegiate failed to meet or pursue any of the pupil outcomes identified in the charter.
- Oakland Collegiate failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Oakland Collegiate violated any provisions of law.

Prior to revocation, and in accordance with California Education Code Section 47607(d), the District will notify Oakland Collegiate in writing of the specific violation, and give Oakland Collegiate a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

### **Closure Procedures**

The following are closing procedures that abide by California Education Code Section 47605(b)(5)(P), should the school close for any reason. The decision to close Oakland Collegiate either by the Oakland Collegiate Board of Directors or by the OUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur:

- the charter is revoked or non-renewed by the OUSD Board of Education;
- the charter school board votes to close the school; or
- the charter lapses.

In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Oakland Collegiate will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to OUSD within the same time-frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
  - b. The process for transferring student records to the receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

- c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to OUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. The School will ask the District to store original records of Charter School students. Transfer of student records to the receiving schools will be completed within seven calendar days from the determination of an Action to Close. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. §1232g.
4. Written notification to the California Department of Education and the Alameda County Office of Education of the Closure Action shall be made by Oakland Collegiate by registered mail within 72 hours of the determination of the Closure Action.
5. Oakland Collegiate shall allow OUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by OUSD.
6. A financial closeout audit of the school will be paid for by Oakland Collegiate to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Oakland Collegiate will be the responsibility of the school and not OUSD. Oakland Collegiate understands and acknowledges that we will cover the outstanding debts or liabilities of the school. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oakland Collegiate understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Oakland Collegiate Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The Oakland Collegiate Board of Directors shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, Oakland Collegiate will also submit any required year-end financial reports to the California Department of Education and OUSD, in the form and time frame required.
10. The charter school is a nonprofit public benefit corporation, the corporation will be dissolved according to its Bylaws:
  - a. The corporation 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.
  - b. The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation.
  - c. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to OUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Oakland Collegiate's right to operate as a charter school or cause the school to cease operation. Oakland Collegiate and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should the charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction or order for specific performance, and may be sought in any appropriate court.

## ADMINISTRATIVE SERVICES

### *Business Management*

The Executive Director of Oakland Collegiate will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school's Board of Directors. The Executive Director will work with the Director of Operations (hired in Operations Year 3) to manage the day-to-day operations and financial management needs of the school.

Oakland Collegiate may contract with a back office support provider such as EdTec or Abacus. Contracted services might include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, board meeting reporting, and monitoring adherence to the charter process and laws. The decision as to which firm to hire will be objectively made by taking into consideration each firm's prior experience and cost in relation to customer satisfaction.

### *Budget Projections, Creation, and Management*

Each spring the Finance Committee in conjunction with the Executive Director and Director of Operations will develop a proposed annual budget, monthly cash flow projections, and three-year financial projection. The full Board of Directors will review and approve a final budget by the June meeting. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue.

The Executive Director and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Executive Director and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. Oakland Collegiate's proposed operational budget, as well as cash flow and financial projections for the first five years can be found in Attachment F.

The Oakland Collegiate Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

### *Board Evaluation of Expenditures*

Oakland Collegiate Board of Directors will review and approve all expenditures in excess of \$10,000. Expenditures under \$10,000 can be made at the discretion of the Executive Director, but must be made in line with the adopted yearly budget.

Any expenditure over \$1,000 which was not included in the adopted yearly budget must be approved by the Board of Directors prior to purchase.

### *Consultants*

#### *Auditing Services*

Once the charter petition is approved Oakland Collegiate will retain auditing services.

#### *Legal Services*

Once the charter petition is approved Oakland Collegiate will retain legal services.

#### *Tutors*

Oakland Collegiate may hire contract employees to provide small group tutoring in school and after school. Oakland Collegiate will target retired teachers and other experienced professionals for the part-time work.

### *Contract Evaluation*

Oakland Collegiate will contract with outside agencies and individuals to perform services, including facilities maintenance, janitorial services, student nutrition, professional development trainers, auditors, legal services, and

tutors. Individuals and organizations will agree to contracts outlining specific terms. The Executive Director and Board of Directors will evaluate contractors based on the quality of work, timeliness, and overall performance of the contractors.

All contractor's working with students will be required to complete the same background checks required by staff of Oakland Collegiate.

#### ***Conflict of Interest***

Please refer to Oakland Collegiate Conflict of Interest Policy, attachment D.4, which was approved at the Board meeting on February 17<sup>th</sup>, 2009.

#### ***Insurance***

Oakland Collegiate will acquire property, general liability, worker's compensation, school board and other necessary insurances required for a school of our size through private carriers or the California Charter School Association (CCSA) JPA. Insurance estimates in the 3-year budget are consistent with current rates offered by the JPA.

#### ***Evidence of Insurance***

Oakland Collegiate shall furnish to OUSD within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Should Oakland Collegiate deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by OUSD and its purchase shall be the responsibility of Oakland Collegiate.

#### ***Hold Harmless/Indemnification Provision***

OUSD shall not be liable for the debts or obligations of the school pursuant to Education Code Section 47604(c) which provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit 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 charter school, if the authority has complied with all oversight responsibilities required by law." To the fullest extent permitted by law, Oakland Collegiate does hereby agree, at its own expense, to indemnify, defend and hold harmless the OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

Oakland Collegiate further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Oakland Collegiate agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**FACILITIES<sup>133</sup>**

Oakland Collegiate will submit Proposition 39 request when the documents become available in 2009. Oakland Collegiate would consider any district facility within our target neighborhood, including the facility which will become available once Peralta Creek Middle School closes. If OUSD facilities are used during the term of this charter, Oakland Collegiate shall abide by all OUSD policies relating to maintenance and operations services. If our Proposition 39 request is denied, Oakland Collegiate will obtain private facilities.

Oakland Collegiate facilities team has begun assaying the Central East Oakland area for potential sites and has been working to develop an initial market survey of potential options. Two potential sites are outlined in our Facilities report attachment G.

While the school’s facility has yet to be secured, Oakland Collegiate ensures that the site and any modifications will comply with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. Oakland Collegiate’s facility will comply with all applicable State, Federal and local regulations and maintain readily accessible records for such regulations.

We will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, we will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained and in operable condition at all times.

If Oakland Collegiate fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Office of Charter Schools. If Oakland Collegiate moves or expands to another facility during the term of this charter, we shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. Oakland Collegiate shall not open 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 Charter Schools Division. 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 (Element 14).

***Facility Projections***

Oakland Collegiate opens in 2010 with one grade level, and grows through the 2012-2013 school year. Our facilities will need to grow as well. The graph below shows our anticipated required facility space. Total required space is calculated at 65 square feet/enrolled student.

School Year	Total Required Space	Cost/square foot	Total Lease Cost
2010-2011	7,410 square feet	\$1.25/square foot	\$117,000
2011-2012	14,820 square feet	\$1.25/square foot	\$234,000
2012-2013	22,230 square feet	\$1.25 square foot	\$351,000

In Operations Year 1, 2010-2011, Oakland Collegiate will need at least five classrooms which can accommodate up to 27 students. The school will need a teacher office similar in size to the five classrooms, and a main office located near the main entrance. Ideally Oakland Collegiate will have two smaller conference rooms which tutors can use to provide small group tutoring. Finally Oakland Collegiate will need a cafeteria/gym/community meeting room which is capable of holding up to 120 students in year 1.

As the school grows, our space needs increase. In Operations Year 2, 2011-2012, Oakland Collegiate will need ten classrooms and a cafeteria/gym/community meeting room capable of holding 240 students. Finally at full capacity,

<sup>133</sup> Please refer to Attachment G for a copy of the facilities report.

2012-2013, Oakland Collegiate will need fifteen teacher classrooms and a cafeteria/gym/community room capable of holding 360 students. As a small school we will only need one main office, but will need to add additional offices for the ED, DO, DCI, and Student Supports Coordinator as these positions are filled.

In addition to the lease expense, Oakland Collegiate will face yearly maintenance and renovation expenses and utilities cost.

Year	Maintenance/Renovations	Utilities	Lease Payment	Total Facilities Cost	Cost/Student
2009-2010	\$23,400	-	-	\$23,400	-
2010-2011	\$5,850	\$13,566	\$117,000	\$136,416	\$1,137
2011-2012	\$11,700	\$16,958	\$234,000	\$262,568	\$1,094
2012-2013	\$17,550	\$21,197	\$351,000	\$389,747	\$1,083
2013-2014	\$17,550	\$21,833	\$351,000	\$390,383	\$1,084

Oakland Collegiate sets aside \$23,400 to pay for permits and minor facilities renovations to our facility to ensure that it meets all federal, state, and local building codes. If facilities require major renovations, then Oakland Collegiate will negotiate with leaseholder to amortize expenses within a long term lease.

***Board Responsibility in Maintaining a Safe Facility and School Grounds***

Oakland Collegiate’s facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Oakland Collegiate, under the supervision of our Board of Directors, will provide for the maintenance and upkeep of its facilities. Issues related to maintenance of facilities will be handled on an as needed basis by the Executive Director under the guidance of the Board of Directors. Issues directly impacting the health, welfare, and safety of students, parents, and employees of the school will be addressed immediately.

Oakland Collegiate will contract services for major and minor facility repairs, landscaping, and/or pest control, if needed. In order to maintain a safe facility, Oakland Collegiate will develop a school safety plan that is kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. Oakland Collegiate will also ensure that its auxiliary services such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan.

The Board of Directors and any applicable committees will help review and revise the school’s safety and emergency plans as needed. This Board will also ensure that the school’s auxiliary services are safe and it will report any problems to the school’s administration.

***Asbestos Management***

Oakland Collegiate 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.

## **IMPACT ON CHARTER AUTHORIZER**

This section is intended to satisfy the requirements of Education Code section 47605(g) that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of Oakland Collegiate on OUSD. Further details regarding the relationship between Oakland Collegiate and OUSD will be detailed in an annual memorandum of understanding between the charter school and the district.

### ***Administrative Services***

Oakland Collegiate will be organized as a California Public Benefit Corporation and will be governed by a board of directors as described in Element 5. Oakland Collegiate Board will hire an Executive Director who will implement the proposed plan, under the governance of the Board. The school may hire staff or contract with outside organizations to provide financial management, personnel, and instructional program development. OUSD will provide (pursuant to CA Charter law and OUSD policy) oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

### ***Civil Liability***

Oakland Collegiate will be formed as a California Public Benefit Corporation with IRS 501(c)3 tax exemption status. OUSD School Board and Staff will not be liable for the debts or obligations of Oakland Collegiate pursuant to Education Code 47604(c). In the event that OUSD does not complete its responsibility for charter school oversight under the Charter Schools Act, OUSD may expose itself to liability.

Oakland Collegiate will purchase liability and property insurance as outlined in section to protect the school's assets, staff, Board of Directors, and, where appropriate OUSD personnel.

### ***Special Education***

Oakland Collegiate will be considered a public school of OUSD, in terms of Special Education, and participate in OUSD's SELPA. Oakland Collegiate will work with OUSD to ensure students with exceptional needs are served pursuant to Education Code Section 47641(b). Oakland Collegiate and OUSD will annually and in good faith negotiate and enter into a memorandum of understanding or other written agreement to more clearly specify each party's responsibilities with respect to special education funding and services provided.

Oakland Collegiate will contribute a per student encroachment to OUSD as well as transfer Special Education funding to the District.

### ***Student Enrollment***

Oakland Collegiate will be a school of choice for Central East Oakland and the whole city. Our enrollment will affect the district total student enrollment, although it is unclear what percentage of students enrolling students would have attended OUSD district schools and what percentage would have attended private schools.

### ***Teacher Credentialing***

Oakland Collegiate salary structure is set up to pay competitive salaries for teachers with 3-5 years teaching experience. Therefore we do not anticipate any of our teachers will need to participate in the districts BTSA program. We reserve the right to purchase BTSA services if one of our staff members does not possess a Clear Credential. Oakland Collegiate would pay for these expenses through savings from teacher's lower starting salary.

## CONCLUSION

This charter petition represents the intentions of the Oakland Collegiate lead founder and Board of Directors. Oakland Collegiate recognizes that changes to the federal and state education funding will mandate changes to our proposal. It is our intention to follow the spirit of this document, while reserving the right to modify all aspects of our charter petition, attachments, and proposed budget as necessary. Modifications to this petition must be approved by the Oakland Collegiate Board of Directors. Oakland Collegiate will notify, in writing, the Oakland Office of Charter Management, within 15 days of the Board's majority approval of changes to this petition.

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The founding team of Oakland Collegiate is honored by the opportunity to apply for a charter school that will serve families in Oakland and is eager to work with the District to provide the best possible educational opportunities for all students.

# Oakland Collegiate Charter Petition

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## Teachers

### Petition for the Establishment of Oakland Collegiate

The petitioners listed below certify that they are teachers meaningfully interested in working at Oakland Collegiate. We petitioners attest that we were given opportunity to review the attached petition. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code 47605. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board.

Name	Teaching Credential	Certification Number	# Years Teaching Experience	Address	Phone Number
Kara Whiston Reynolds	clear Multiple Subject	070210393	11	627 Turk St SF CA 94102	515-1082
Mai-Tien Nguyen	Certificate of Clearance Multiple Subject	081080373	1	1633 Burrow St SF CA 94134	5191355
Bach T. Nguyen	Preliminary Mult. Subject CLAD	060043039	11	1470 1/2 Jackson St. SF, CA 94109	440.0991

TEACHERS





# Letters

February 20, 2009

Jeremy Vidito  
President of the Board of Directors  
Oakland Collegiate Charter School  
Oakland, California

Dear Mr. Vidito,

I am pleased to support your application for the Oakland Collegiate Charter School, and to offer the following donations of instructional materials and professional development support.

As Vice-President for Curriculum and Instruction of Houghton Mifflin Harcourt, I have sets of various curricular products which I use for professional development activities, or which I helped develop. Most of these materials have been adopted by the California State Board of Education. These materials are considered "used", and may not be sold. Houghton Mifflin Harcourt encourages us to donate them to a school or district when we no longer need them. Please note that some of the materials are from the current adoption list, and could therefore be used to satisfy the Williams requirement that all students have an up-to-date student text for the four core areas. Other materials are from previously adopted lists or are supplemental – these can't be used to satisfy the Williams requirement but would nevertheless offer your teachers ideas, strategies, alternate instructional models and additional practice for students. I am pleased to donate them to Oakland Collegiate. They include:

#### Math

*McDougal Littell California Math*, Course 1, Course 2, Algebra 1, 2008 Edition (adopted, 2007). One complete set: one copy of every instructional component for each of the three courses.

*Destination Math California Intervention* (adopted, 2007). Many copies of TE and PEs at every level.

*McDougal Littell, Structure and Method*, Course 1, Course 2, Course 3, 2002 Edition (from the 2001 adoption list). A TE and PE for each level, plus selected ancillaries.

*Primary Mathematics*, Third Edition, Curriculum Planning & Development Division, Ministry of Education, Singapore, 2001. ("Singapore Math". Not adopted.) One set of SEs, levels 1A- 6B.

#### Reading/Language Arts

*McDougal Littell Literature*, Grades 6, 7, 8 (adopted, 2008). One copy of the PE and TE for grades 6, 7, 8, plus several copies of the electronic version of the PE and TE at grades 6 and 7, plus the Universal Access Books and ELD60 English Language Development Teacher's Guides and Copy Masters for each grade level. (I also have several TEs and PEs of the previous version: McDougal Littell's *Language of Literature*, and *Language Network* (the grammar book,))

*Portals to Reading*, (Houghton Mifflin Harcourt's reading intervention for students in grades 4-8, adopted, 2008). One copy of each component of the program, Foundations and Levels A-F.

In a former capacity for Houghton Mifflin Harcourt, I was the director of Calabash, our professional development arm. We provided 40-hours of materials-based training for teachers under what is now called the SB472 (formerly AB 466) professional development program. I am a firm believer in the value in providing professional development that is linked to the instructional materials. Teachers learn the California Frameworks and Standards, current and confirmed research regarding instruction and curricular design in the domains or strands of each content area, how to provide universal access for English learners, advanced learners, low achieving students and special education students, and spend time understanding how to take advantage of the instructional materials so that students receive the maximum benefit. Teachers understand how the scope and sequence of each program was designed to ensure that the content standards are taught before the State testing period, and how to use data from the diagnostic, progress-monitoring and summative assessments in the program to assess students' progress and adjust instruction as needed. If the training is offered prior to the school year, teachers come away with lesson plans for the first few weeks and are fully prepared to begin instruction at the start of the year.

This kind of professional development forms a firm foundation for teachers from which they can expand in the ways in which you have identified in your charter application – such as the cross content reading instruction, DoNow activities, and homework packets. And as the developer of some of the instructional components for English learners, advanced pupils and special education students for many of the McDougal math and language arts products, I think I am uniquely qualified to help your teachers make the most of their instructional materials to meet the needs of their students.

I would be pleased to provide two days of gratis professional development for your teachers on any of the McDougal or HMH programs I have listed above, for the first two years of the Oakland Collegiate. I would also be glad to help you and your teachers understand how to enroll in SB 472 training with Calabash or another qualified provider, if funding permits. (Existing State funding provides a teacher stipend and support for the school to pay for subs, etc.)

Your charter application is the best that I have seen. I wish you success at having it approved, and applaud your dedication to providing high quality education to students in the East Oakland area.

Sincerely,

*Catherine Barkett*

Catherine Barkett  
Vice-President, Curriculum and Standards,  
Houghton Mifflin Harcourt  
916-419-6080



44 Second Street  
San Francisco, CA 94105  
415 512 2100  
415 512 1115 Fax  
[www.sweetandbaker.com](http://www.sweetandbaker.com)  
License #OB60897

February 10, 2009

Re: Oakland Collegiate Group Benefits Eligibility

To Whom It May Concern:

I have spoken with Jeremy Vidito, the Lead Founder of Oakland Collegiate, concerning the requirements imposed by the insurance companies in order to secure small group medical, dental, and vision coverage. The carriers will require the group to have Articles of Incorporation filed with the State of California, a federal tax ID, non-profit status, their charter approval, and payroll with at least two full-time employees. I have confirmed that they have a stamped, filed copy of the Articles of Incorporation and a federal tax ID and that they have submitted the paperwork to attain non-profit status. They are starting payroll with two full-time employees; with the approval of the charter, the carriers would be required to offer group coverage. Oakland Collegiate has budgeted an amount that will allow them to offer group benefits, including medical, dental, and vision coverage, to their full time employees.

If there are any questions about this information, please feel free to contact me directly.

Sincerely,

A handwritten signature in cursive script that reads 'Irene Hughes'.

Irene Hughes  
Vice President  
CA Lic 0D93302

# Board Documents

- Articles of Incorporation Filed
- Articles of Incorporation Revised
- Adopted By-Laws
- Code of Ethics
- Conflict of Interest Policy
- Founding Board Expectations
- Board Meeting Agendas

3158646

**FILED** <sup>BS</sup>  
in the office of the Secretary of State  
of the State of California  
NOV - 6 2008

ARTICLES OF INCORPORATION  
OF  
OAKLAND COLLEGIATE, INC.

Article I

The name of this corporation is Oakland Collegiate, Inc., hereinafter referred to as the "corporation."

Article II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law of California for charitable purposes.

Article III

The specific charitable purpose of this corporation is to establish a public charter school in the State of California to prepare underserved 5 - 12 students to gain admission to, excel in, and graduate from prestigious colleges and universities.

Article IV

The name and address in the State of California of this corporation's initial agent for service of process is Jeremy Vidito, 815 Amador St., Vallejo, CA 94590.

Article V

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of these articles, the corporation shall not carry on any activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law)

Article VI

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

Article VII

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

Article VIII

No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

Article IX

The affairs and business of the Corporation shall be managed by or under the direction of the Board of Directors. The qualifications, election, number, tenure, powers, and duties of the members of the Board of Directions shall be as provided in the Bylaws.

Article X

No member of the Board of Directors or Officer shall be personally liable for the payment of the debts of the Corporation except as such Director or Officer may be liable by reason of his or her own conduct or acts.

Article XII

In furtherance and not in limitation of the powers conferred upon the Board of Directors by law, the Board of Directors shall have the power to make, adopt, alter, or repeal, from time to time, the Bylaws of the Corporation.

Article XIII

The corporation reserves the right to amend, alter, or repeal any provisions contained in these Articles of Incorporation in a manner now or hereafter prescribed by applicable statutes, and all rights conferred herein are granted subject to this reservation; provided, however, that no amendment shall authorize the Board of Directors of the Corporation to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Internal Revenue Code.

Dated: November 2, 2008

By: *Jeremy Vidito*  
(Signature)

Jeremy Vidito  
(Print)

Name: Jeremy Vidito  
Incorporator  
815 Amador Street  
Vallejo, CA 94590

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

*Jeremy Vidito*  
Jeremy Vidito (Signature of Incorporator)

ARTICLES OF INCORPORATION - AMENDED

OF

OAKLAND COLLEGIATE, INC.

Article I

The name of this corporation is Oakland Collegiate, Inc., hereinafter referred to as the "corporation."

Article II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law of California for charitable purposes.

Article III

The specific charitable purpose of this corporation is to establish a public charter school in the State of California to prepare underserved 6-8 students to gain admission to, excel in, and graduate from prestigious colleges and universities.

Article IV

The name and address in the State of California of this corporation's initial agent for service of process is Jeremy Vidito, 421 Staten Ave #102, Oakland CA, 94610.

Article V

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of these articles, the corporation shall not carry on any activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law)

Article VI

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

Article VII

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

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No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of ( or in opposition to) any candidate for public office.

Article IX

The affairs and business of the Corporation shall be managed by or under the direction of the Board of Directors. The qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws.

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No member of the Board of Directors or Officer shall be personally liable for the payment of the debts of the Corporation except as such Director or Officer may be liable by reason of his or her own conduct or acts.

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Article XIII

The corporation reserves the right to amend, alter, or repeal any provisions contained in these Articles of Incorporation in a manner now or hereafter prescribed by applicable statutes, and all rights conferred herein are granted subject to this reservation; provided, however, that no amendment shall authorize the Board of Directors of the Corporation to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Internal Revenue Code.

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print)

Name: Jeremy Vidito  
Incorporator  
421 Staten Ave #102  
Oakland, CA 94610

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

\_\_\_\_\_  
Jeremy Vidito (Signature of Incorporator)

# Oakland Collegiate By-Laws

BYLAWS

of

OAKLAND COLLEGIATE

a California nonprofit benefit corporation

## ARTICLE I

### PURPOSE

Section 1.01. Oakland Collegiate (“Oakland Collegiate” or the “Corporation”) is a nonprofit public benefit corporation as described in the California Nonprofit Public Benefit Corporation Law (the “Law”). The property of Oakland Collegiate is irrevocably dedicated to educational purposes pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Internal Revenue Code”), and Sections 23701d and 202(a)(3) of the California Revenue and Taxation Code.

The purposes of Oakland Collegiate are: (1) to establish and operate a public charter school in the State of California that provides a rigorous educational curriculum for underprivileged sixth through eighth grade students, (2) to prepare those students to gain admission to, and to graduate from, prestigious high schools and colleges, and (3) to exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and reinvest the principal and/or income there from or distribute the same for the above purposes. Oakland Collegiate admits students of any race, color, gender, religion, disability and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Oakland Collegiate does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its educational policies, admissions policies and athletic and other school-administered programs.

## ARTICLE II

### OFFICES

Section 2.01. Principal Office. Oakland Collegiate’s initial principal office shall be fixed and located at 421 Staten Ave, Apt #102, Oakland, CA 94610. The Board of Directors (the “Board”) is granted full power and authority to change said principal office from one location to another.

Section 2.02. Other Offices. The Board may at any time establish branch or subordinate offices at any place or places as it may deem appropriate.

## ARTICLE III

### MEMBERS

Section 3.01. Oakland Collegiate shall have no members within the meaning of Section 5056 of the Law. While persons who are associated with or attend programs of, participate in,

contribute to, or benefit from Oakland Collegiate may be referred to as "member," no rights, voting or otherwise, shall inure to such person.

Section 3.02. Oakland Collegiate shall extend non-voting board membership to the President of the Oakland Collegiate Parent Association.

Section 3.03 The Oakland Unified School District is entitled to a representative on the Oakland Collegiate Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the District representative may decide to sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.

## ARTICLE IV

### DIRECTORS

Section 4.01. Powers. Subject to the provisions of the Law and any limitations in the Articles of Incorporation and these Bylaws, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board and the Board shall have all powers and authority to do such lawful acts as it seems appropriate to promote the objectives and purposes of the Corporation. The Board may delegate the management of the activities of the Corporation to any person or persons, a management company or Committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all Corporate powers shall be exercised under the ultimate direction of the Board. Each Director shall have one (1) vote as to each matter before the Board, except as set forth in these Bylaws.

Section 4.02. Number of Directors. The number of Directors shall not be fewer than five (5) or more than seventeen (17) until changed by amendment of the Articles of Incorporation or these Bylaws. The exact number of Directors shall be fixed, within the limits specified, by resolution duly adopted by the Board. All Directors shall have identical rights and responsibilities.

Section 4.03. Work of the Board. Without limiting the generality of the powers granted to the Board herein, the work of the Board shall be organized to accomplish the following objectives:

- (a) To ensure progress towards the purposes of Oakland Collegiate and faithfulness to its Articles of Incorporation.
- (b) To ensure adherence to all district, state and federal requirements as well as those requirements set forth specifically by Oakland Collegiate and its Articles of Incorporation.
- (c) To hire the Executive Director and to evaluate the ED annually and hold the ED responsible for meeting the academic and fiscal goals of the school.
- (d) To ensure effective organizational planning for Oakland Collegiate.
- (e) To provide support and assistance to Oakland Collegiate in its fundraising efforts and its other needs as they arise.
- (f) To ensure the long-term financial stability of Oakland Collegiate.

(g) To establish broad support within and future partnerships with the local community in order to further the mission of Oakland Collegiate.

Section 4.04. Nomination of Directors. The Governance Committee, as described in Section 7.03 shall present to the Board a slate of Directors for election. The election of Directors shall take place at the Annual Meeting of the Board, as described in Section 6.02.

Section 4.05. Qualifications. Directors shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the job description of the Directors.

Section 4.06. Election and Term of Office.

(a) Subject to the qualifications in Section 4.05, all Directors shall be elected to serve terms of three (3) years from the date of their appointment, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced except for cause as specified by these Bylaws. Directors shall serve staggered terms as described in sub-section (b), in order to balance the advantages of continuity with the benefits of encouraging new perspectives on the Board.

(b) The initial members of the Board shall serve staggered terms. The initial Board shall consist of at least two (2) Directors who shall serve a one-year term ending in Spring of 2010, at least two (2) Directors who shall serve a two-year term ending in Spring of 2011, and at least two (2) Directors who shall serve a three-year term ending in Spring of 2012.

Section 4.07. Vacancies. Any vacancy occurring on the Board, and any position to be filled by reason of an increase in the number of Directors, may be filled, upon recommendation of the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 4.08. Resignation. A Director may resign at any time effective upon filing written notice with the Chair of the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the Office of the Attorney General.

Section 4.09. Removal.

(a) The Board may remove any Director who has been convicted of a felony, who is deemed of unsound mind by any court of competent jurisdiction, or for cause, including the breach of any duty arising under Article 3 of Chapter 2 of the Law, by two-thirds (2/3) vote of the entire Board, at any regular or special meeting of the Board, provided that notice, including a statement of the reason or reasons for removal, shall have been mailed by Registered mail to the Director proposed for removal. The notice shall be mailed at least thirty (30) days before any final action is taken by the Board. This statement of reason shall be accompanied by a notice of the time and place at which the Board is to take action on the removal. The Director proposed for removal shall be given an opportunity to be heard by the Board regarding the removal at the time and place described in the notice.

(b) The Board may remove and declare vacant the office of a Director who fails to attend two (2) Board meetings within a period of one year.

Section 4.10. Fees and Compensation. Members of the Board:

(a) Shall receive no payment or honoraria for their service on the Board, excepting reimbursement for actual reasonable expenses incurred in performing their duties, and actual reasonable expenses incurred in performance of voluntary Oakland Collegiate activities in accordance with Oakland Collegiate policies.

(b) Shall serve Oakland Collegiate with the highest degree of undivided duty, loyalty and care, and shall undertake no enterprise to profit personally from their position as Director.

(c) Are bound by the Oakland Collegiate Code of Ethics and Conflict of Interest policy statements.

(d) Shall have no direct or indirect financial interest in the assets or leases of Oakland Collegiate. Any Director who, individually or as part of a business or professional firm, is involved in the business transactions or current professional services of Oakland Collegiate shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

## ARTICLE V

### OFFICERS

Section 5.01. Officers of the Board. There shall be four (4) elected Officers of the Board ("Officers"), a Chair, a Vice-Chair, a Secretary and a Treasurer, and such other Officers, if any, as the Board may from time to time appoint. The work of the Officers of the Board shall be organized to accomplish the objectives of Oakland Collegiate described in Section 4.03.

(a) Chair. It shall be the duty of the Chair to preside at all Board meetings, to guide the Board in the enforcement of all policies and regulations relating to Oakland Collegiate and to perform all other duties normally incumbent upon such an Officer. The Chair may serve as an ex-officio member of all Committees, except the Governance Committee, but may not vote.

(b) Vice-Chair. It shall be the duty of the Vice-Chair to perform all duties normally incumbent upon such an Officer. The Vice-Chair shall fulfill the responsibilities of the Chair in the Chair's absence.

(c) Secretary. It shall be the duty of the Secretary to ensure that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all notices of the Corporation, and ensure that written agendas and support materials are provided to all members. The Secretary shall ensure that written minutes are provided to Directors within the specified time, approved minutes are filed and official attendance and votes of Directors are maintained in accordance with procedure.

(d) Treasurer. It shall be the duty of the Treasurer to perform all duties normally incumbent upon such an Officer. The Treasurer shall work with the management of Oakland Collegiate to ensure that appropriate financial reports are made available to the Board on a timely

basis, shall assist in presenting the annual Oakland Collegiate budget to the Board for review and approval, and shall review the annual audit and answer Directors' questions regarding the audit.

Section 5.02. Election of Officers. The officers shall be appointed by the Board and the officers shall be drawn from among the members of the Board. The election of Officers shall take place at the Annual Meeting of the Board, for the year from July 1 to June 30.

Section 5.03. Term. All officers of the corporation shall hold office from the date appointed to the date of the next succeeding annual meeting of the Board of Directors, and until the successors to such officers are elected and qualified. A Director may serve more than one (1) term in the same office but not more than three (3) consecutive terms in the same office.

Section 5.04. Removal and Resignation. Any Officer may resign at any time by giving written notice to the Board, or to the Chair of the Board or to the Secretary. Any such resignation shall take effect at the date of the receipt of such notice or any later time specified therein; and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Removal of an Officer shall be in the same manner as the removal of a Director, as specified in Section 4.09.

Section 5.05. Vacancy. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of the Vice-Chair, Secretary or Treasurer becomes vacant, the Chair shall appoint an interim Officer from the other members of the Board. Appointed Officers shall fill such vacancies until a scheduled meeting of the Board is held.

## ARTICLE VI

### MEETINGS

Section 6.01. Place of Meetings. Subject to the Ralph M. Brown Act ("Brown Act"), the Annual Meeting and regular meetings of the Board shall take place within or without the State of California which has been designated from time to time by resolution of the Board or by written consent of all members of the Board. In the absence of such designation, regular meetings shall be held at the principal office of the Corporation or such other place in the Los Angeles Unified School District as may be designated by the Chair.

Section 6.02. Annual Meeting. The Annual Meeting of the Board shall occur in the last quarter of the fiscal year unless otherwise set by the Board. At each Annual Meeting, the Board shall elect new Directors and Officers, pursuant to Section 7.03, and any other proper business may be transacted.

Section 6.03. Meetings.

(a) The Annual Meeting and at least six (6) additional regular meetings of the Board shall be held each year. Notice of the next regular meeting shall be given to each Director at least thirty (30) days prior to the date of that meeting. Subject to the Brown Act, annual meetings and regular meetings may be held without notice if the Board fixes the time and place of such meetings.

(b) Notwithstanding any other provision of these Bylaws, to the extent expressly required by law or by contract, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Section 6.04. Special Meetings. Special meetings of the Board may be called by the Chair, or by a majority of the Board filing with the Chair a written request for such a meeting. The Chair or the written request shall state the purpose of the special meeting and shall state the date, the hour and the location at which the special meeting will be held. Special meetings may be held at either a place so designated or, in the absence of such designation, at the principal office of the Corporation. Each Director shall be given reasonable notice of the special meeting and the general nature of the business proposed to be transacted at the meeting not less than five (5) calendar days prior to the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at the special meeting.

Section 6.05. Notice.

(a) Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings and any support materials shall be circulated to all Directors prior to the meeting by written communications, inclusive of electronic mail (email). Such notice shall be delivered in accordance with the Law and the Brown Act.

(b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient.

Section 6.06. Waiver of Notice. Except as may otherwise be provided in the Brown Act, any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6.07. Adjournments. Subject to the Brown Act, any meeting may adjourn from time to time to reconvene at the same or some other place, and notice need not be given of such adjourned meeting if the time and place thereof are announced at the meeting at which the adjournment is taken. Subject to Section 6.08, at the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting. If the adjournment is for more than five (5) days, or if after the adjournment a new record date is fixed for the adjourned meeting, a notice of the adjourned meeting shall be given to each Director.

Section 6.08. Quorum. One-half (1/2) of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board. 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 shall be regarded as the act of the Board, unless a greater number be required by Law, the Articles of Incorporation or these Bylaws.

Section 6.09. Format. The Board shall select by majority vote its own meeting format in any method allowed by the Brown Act and the laws of the State of California. Any meeting of the Board, whether regular or special shall constitute a meeting of the Board and shall subscribe to the policies, procedures and rules adopted by the Board.

Section 6.10. Action Without Meeting. Except as may otherwise be provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Law at a

meeting duly called and noticed may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. Such written consent shall have the same force and effect as a unanimous vote of such Directors and shall be filed with the Corporate records of this Corporation.

Section 6.11. Proxies. An absentee Director may not designate an alternate to represent him or her at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if that Director grants a signed, written proxy to another Director present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are permitted. No Director may hold more than one proxy.

## ARTICLE VII

### COMMITTEES

Section 7.01. Committees. Aside from the Governance Committee, the Board may, by resolution adopted by a majority of the Directors then in office, appoint standing or special Committees for any purpose and, if such Committees are comprised solely of the members of the Board, delegate to such Committees any of the power and authority of the Board, except the power and authority to adopt, amend or repeal these Bylaws, or such other powers as may be prohibited by law. Minutes shall be kept at each meeting of each Committee. Such Committees shall have the power to act only in the intervals between the meetings of the Board and shall at all times be subject to the control of the Board. Each Committee shall consist of two (2) or more members of the Board. The Board, or if the Board does not act, the Committees shall establish rules and regulations for meetings and shall meet at such times as is deemed necessary, not less frequently than once a year and in any event at the call of the Chair, the Chair of the Committee or two (2) Committee members at such place as he, she or they shall designate. Any Committee composed of persons, one or more who are not concurrent members of the Board, may act solely in an advisory capacity to the Board. The Chair of each Committee shall be elected by such Committee. The Chair shall act as an ex-officio member of all Committees created by these Bylaws and by the Board, but may not serve as Chair of any such Committee.

Section 7.02. Election of the Governance Committee. There shall be a standing nominating committee that shall be known as the "Governance Committee." This Committee shall be composed of at least three (3) Directors who are recommended by the Chair and elected by the Board at the annual meeting. Each member of the Governance Committee shall serve a term of two (2) years or until he or she is no longer a Director, except the initial Governance Committee shall have at least one (1) member who will serve a term of one (1) year and at least two (2) members who will serve a term of two (2) years.

Section 7.03. Governance Committee. The duties of the Governance Committee shall be to study the qualifications of candidates for Director positions and present a slate of the best qualified candidates as nominees for any vacant Director positions on the Board. The Governance Committee shall present at the annual meeting a slate of nominees for election as Officers of the Board. The Governance Committee shall recommend to the Board candidates to fill vacancies that arise outside the regular nominating process. It shall provide ongoing orientation to Directors and oversee a Director assessment process to ensure optimum performance of the Board and all Oakland Collegiate activities. If necessary, the Governance Committee shall recommend to the Board the appointment of a past Chair in the interests of continuity.

## ARTICLE VIII

### FISCAL YEAR

Section 8.01. The fiscal year of Oakland Collegiate shall begin on July 1<sup>st</sup> of each calendar year and terminate on June 30<sup>th</sup> of the next year.

## ARTICLE IX

### RULES OF ORDER

Section 9.01. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the Board or any Committee duly authorized.

## ARTICLE X

### AMENDMENTS

Section 10.01. These Bylaws may be amended at a regular meeting by a two-thirds (2/3) vote of all Directors then in office.

## ARTICLE XI

### OTHER PROVISIONS

Section 11.01. Maintenance of Certain Records. The accounting books, records, minutes of proceedings of the Board and the Committees of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal business office of Oakland Collegiate. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form, or in any other form capable of being converted into written, typed or printed form.

Section 11.02. Annual Report. The Board shall cause an annual report to be furnished not later than one hundred twenty (120) days after the close of Oakland Collegiate's fiscal year. The annual report shall be accompanied by any report thereon of independent accountants. The annual report shall contain in appropriate detail the following:

- (a) The assets and liabilities, including the trust funds, of Oakland Collegiate as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The expenses or disbursements of Oakland Collegiate, for both general and restricted purposes, during the fiscal year; and
- (d) Any information required by Section 11.03 of these Bylaws.

Section 11.03. Annual Statement of Certain Transactions and Indemnifications.

(a) The Corporation shall furnish annually to its Directors a statement of any covered transaction or indemnifications described below, if such covered transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 11.02 of these Bylaws. A covered transaction under this Section 11.03 is a transaction in which Oakland Collegiate was a party, and in which any Director or Officer of Oakland Collegiate, or its parent or subsidiary had a direct or indirect material financial interest (excluding a mere common Directorship).

(b) The statement required by this Section 11.03 shall describe briefly:

1. Any covered transaction (including compensation of Officers and Directors) during the previous fiscal year involving more than \$50,000, or which was one of a number of covered transactions in which the same interested persons had a direct or indirect material financial interest and which transactions in the aggregate involve more than \$50,000.

2. The names of the interested persons involved in such transactions, stating such person's relationship to Oakland Collegiate, the nature of such person's interest in the transaction, and, where practicable, the amount of such interest; provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

3. The amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any Officer or Director of Oakland Collegiate.

Section 11.04. Non-Liability of Directors. The Directors shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 11.05. Indemnification. Oakland Collegiate shall, to the maximum extent permitted by the Law, indemnify each of its directors and officers against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact any such person is or was a director or officer of Oakland Collegiate and shall advance to such director or officer expenses incurred in defending any such proceeding to the maximum extent permitted by the Law. For purposes of this Section 11.05, a "director" or "officer" of Oakland Collegiate includes any person who is or was a Director or Officer of Oakland Collegiate, or is or was serving at the request of Oakland Collegiate as a director or officer of another corporation, or other enterprise, or was a director or officer of a corporation which was a predecessor corporation of Oakland Collegiate or of another enterprise at the request of such predecessor corporation. The Board may, in its discretion, provide by resolution for such indemnification of, or advance of expenses to, other agents of Oakland Collegiate, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

Section 11.06. Insurance. The Board may authorize the purchase and maintenance of insurance on behalf of any Director, Officer or other agent of Oakland Collegiate against any liability, whether or not Oakland Collegiate would have the obligation or power to indemnify the Director, Officer or agent under the provisions of Section 11.05.

Section 11.07. Inspection of Corporate Records, Documents, and Physical Properties. The books of account and minutes of proceedings of the Board and of the Committees, Corporate documents, and the physical properties of the Corporation shall be open to inspection upon the written demand of any Director at any reasonable time.

Section 11.08. Checks, Drafts, Etc. All checks, drafts, or other orders for payment of money, notices, or other evidence of indebtedness, issued in the name of or payable to Oakland Collegiate, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board.

Section 11.09. Contracts. Etc., How Executed. The Board, except as in the Bylaws otherwise provided, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument (including diplomas or degrees) in the name of and on behalf of Oakland Collegiate, and such authority may be general or confined to specific instances; and unless so authorized or ratified by the Board, no Officer, agent, or employee shall have any power or authority to bind Oakland Collegiate by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

Section 11.10. Dissolution of Nonprofit Public Benefit Corporation. Should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation. Upon dissolution of the nonprofit public benefit corporation, all remaining assets will be transferred to another public educational entity.

# Board of Directors – Code of Ethics

## OAKLAND COLLEGIATE

### CODE OF ETHICS FOR BOARD MEMBERS & OFFICERS

Oakland Collegiate will conduct its business honestly and ethically wherever we operate in the world. We will constantly improve the quality of our services, products and operations and will create a reputation for honesty, fairness, respect, responsibility, integrity, trust and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees or affiliates is in the company's best interest. The ethical performance of this company is the sum of the ethics of the men and women who work here. Thus, we are all expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients or affiliates. Officers, directors and employees must be particularly careful to avoid representing Oakland Collegiate in any transaction with others with whom there is any outside business affiliation or relationship. Officers, directors, and employees shall avoid using their company contacts to advance their private business or personal interests at the expense of the company, its clients or affiliates.

No bribes, kickbacks or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity. Officers, directors and employees shall avoid gifts, gratuities, fees, bonuses or excessive entertainment, in order to attract or influence business activity.

Officers, directors and employees of Oakland Collegiate will often come into contact with, or have possession of, proprietary, confidential or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded. This information—whether it is on behalf of our company or any of our clients or affiliates—could include strategic business plans, operating results, marketing strategies, and personnel records. Proprietary, confidential and sensitive business information about this organization, other companies, individuals and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

Until the material information has been publicly released by the company, an employee must not disclose it to anyone except those within the company whose positions require use of the information.

Officers, directors and employees will seek to report all information accurately and honestly, and as otherwise required by applicable reporting requirements.

Officers, directors and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge which has been gathered in such a manner. The officers, directors and employees of Oakland Collegiate will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

Officers, directors and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility towards others in all of their dealings.

Officers, directors and employees agree to disclose unethical, dishonest, fraudulent and illegal behavior, or the violation of company policies and procedures, directly to management.

Officers, directors and employees will remain personally balanced so that their personal life will not interfere with their ability to deliver quality products or services to the company and its clients.

Violation of this Code of Ethics can result in discipline, including possible termination. The degree of discipline relates in part to whether there was a voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent investigation.

# Conflict of Interest Policy

CONFLICT OF INTEREST CODE  
OF  
OAKLAND COLLEGIATE

ARTICLE I

Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq. (the "PRA"), Oakland Collegiate (the "Corporation") hereby adopts this Conflict of Interest Code (the "Code") which shall apply to all members (the "Directors") of the governing board (the "Board"), candidates for Director, and all other Designated Employees (as defined below) of the Corporation, as specifically required by California Government Code Section 87300.

ARTICLE II

Definitions

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission (the "FPPC"), specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

ARTICLE III

Designated Employees

Employees of the Corporation, including Directors and candidates for election and/or appointment to the Board, who hold positions that involve the making, or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Employees." The Designated Employee Positions are listed in Appendix A attached hereto and incorporated by reference herein.

ARTICLE IV

Statement of Economic Interests: Filing

Each Designated Employee, including Directors and candidates for election and/or appointment to the Board, shall file a Statement of Economic Interest (the "Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in Appendix B attached hereto.

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the

Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Appendix B attached hereto.

1. Initial Statements.

All Designated Employees employed by the Corporation on the effective date of this Code, as originally adopted, promulgated and approved by the Board, shall file statements within thirty (30) days after the effective date of this Code. Thereafter, each person already in a position when it is designated by an amendment to this Code shall file an Initial Statement (defined below) within thirty (30) days after the effective date of the amendment.

2. Board Candidates.

Candidates for election to the Board shall file Statements within five (5) days after the final date for filing nomination petitions.

3. Assuming Office Statements.

All persons assuming designated positions after the effective date of this Code shall file Statements within thirty (30) days after assuming designated positions.

4. Annual Statements.

All Designated Employees shall file Statements no later than April 1<sup>st</sup> of each year.

5. Leaving Office Statements.

All persons who leave designated positions shall file Statements within thirty (30) days of leaving office.

6. Statements for Persons Who Resign Prior to Assuming Office.

Any person who resigns within twelve (12) months of initial appointment, or within thirty (30) days of the date of notice provided by the filing officer to file an Assuming Office Statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file either an Assuming or Leaving Office Statement (defined below). Any person who resigns a position within thirty (30) days of the date of a notice from the filing officer shall do both of the following:

- a. File a written resignation with their immediate supervisor or the person in charge of their appointment, as applicable; and
- b. File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of

the agency or receive, or become entitled to receive, any form of payment by virtue of being elected and/or appointed to the position.

7. Statements Filed With The Corporation.

All Statements shall be supplied by and filed with the Corporation. The filing officer of the Corporation shall make and retain a copy and forward the original to the County Board of Supervisors.

## ARTICLE V

### Statements of Economic Interests: Contents of and Period Covered by Statements of Economic Interests.

1. Contents of Initial Statements.

Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

2. Contents of Assuming Office Statements.

Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the twelve (12) months prior to the date of assuming office.

3. Contents of Annual Statements.

Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year, provided, however, that the period covered by a Designated Employee's first Annual Statement shall begin on the effective date of this Code or the date of assuming office, whichever is later.

4. Contents of Leaving Office Statements.

Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.

## ARTICLE VI

### Statements of Economic Interests: Matter of Reporting

Statements shall be made on forms prescribed by the FPPC and supplied by the Corporation, and shall contain the following information:

1. Investment and Real Property Disclosure.

When an investment or an interest in real property is required to be reported, the statement shall contain the following:

- a. A statement of the nature of the investment or interest;
- b. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
- c. The address or other precise location of the real property; and
- d. A statement whether the fair market value of the investment or interest in real property exceeds \$1,000, exceeds \$10,000, or exceeds \$100,000. This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interests in real property do include those in excess of \$1,000 held by the filer's spouse and dependent children as well as a pro rata share or any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of ten (10) percent or more.

2. Personal Income Disclosure.

When personal income is required to be reported under this Code, the Statement shall contain the following:

- a. The name and address of each source of income aggregating \$250 or more in value or \$50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
- b. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was \$1,000 or less, greater than \$1,000, or greater than \$10,000;
- c. A description of the consideration, if any, for which the income was received;
- d. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and
- e. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

3. Business Entity Income Disclosure.

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

- a. The name, address and a general description of the business activity; and

- b. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than \$10,000.

4. Business Positions Disclosure.

When reporting business positions, a Designated Employee shall list:

- a. The name and address of each business entity not specified above in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;
- b. A description of the business activity in which the entity is engaged; and
- c. The Designated Employee's position with the business entity.

5. Acquisition or Disposal During Reporting Period.

In the case of an Annual or Leaving Office Statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.

## ARTICLE VII

### Disqualification

No Designated Employee shall make, participate in making, or in any way attempt to use his or her official position to influence the making of any governmental decision which he or she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Employee or a member of his or her immediate family or on:

1. Any business entity or real property in which the Designated Employee has a direct or indirect interest worth \$2,000 or more;
2. Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating \$500 or more in value provided to, received by or promised to the Designated Employee within twelve (12) months prior to the time when the decision is made;
3. Any business entity in which the Designated Employee is a director, officer, partner, trustee, employee, or holds any position of management; or
4. Any donor of, or intermediary or agent for a donor of, a gift or gifts aggregating \$360 or more provided to, received by, or promised to the Designated Employee within twelve (12) months prior to the time when the decision is made.

No Designated Employee shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a Designated Employee who is on a voting body is needed to break a tie does not make his or her participation legally required for purposes of this section.

## ARTICLE VIII

### Manner of Disqualification

#### 1. Non-Board Member Designated Employees

When a non-Board member Designated Employee determines that he or she should not make a decision because of a disqualifying interest, he or she should submit a written disclosure of the disqualifying interest to his or her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Head of School, who shall record the employee's disqualification.

#### 2. Director Designated Employees

Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Director shall then refrain from participating in the decision in any way and comply with any applicable provisions of the Corporation's bylaws.

## ARTICLE IX

### Adoption of a Conflict of Interest Policy for Tax Purposes

As the Corporation is a tax-exempt corporation and as is required for all tax-exempt corporations by Section 501(c)(3) pursuant to 5a of Form 1023 of the Internal Revenue Code of 1986, as amended, the Corporation has adopted "The Conflict of Interest Policy of Oakland Collegiate" herein as Appendix C.

## APPENDIX A

### Designated Employee Positions

- A. Persons occupying the following positions are Designated Employees and to the extent required by the PRA must disclose financial interests in all categories defined in Appendix B:
1. Executive Director
  2. Candidates for Director
  3. Board of Directors
  4. Candidates for Board Members
  5. Consultants<sup>1</sup>

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<sup>1</sup> The Corporation's Board may determine, in writing, that a particular consultant, although in a Designated Employee Position, is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this Section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of the disclosure requirements. The Corporation's Board determination is a public record and shall be retained for public inspection in the same manner and location as the Code.

## APPENDIX B

### Disclosure Categories

#### Category 1:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the school district (the "District"), or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property. Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the Designated Employee or his or her spouse owns, directly, indirectly or beneficially, a ten (10) percent interest or greater.
- B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.
  - 1. Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.
  - 2. Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten (10) percent interest or greater.
  - 3. Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.

#### Category 2:

Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the Designated Employee has a business position. Investments include the interests described in Category 1.

#### Category 3:

Investments in or income from business entities which are contractors or subcontractors engaged in the performance of work or services of the type utilized by the department for which the Designated Employee has a business position. Investments include the interests described in Category 1.

APPENDIX C  
CONFLICT OF INTEREST POLICY  
OF  
OAKLAND COLLEGIATE  
ARTICLE I

Purpose

The purpose of Oakland Collegiate's (the "Corporation") Conflict of Interest Policy is to protect this tax-exempt Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer (an "Officer") or director (a "Director") of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

1. Interested Person

Any Director, Officer, or member of a committee (the "Committee") with governing board (the "Board") delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

3. Compensation

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or appropriate Committee decides that a conflict of interest exists.

## ARTICLE III

### Procedures

#### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of Committees with Board delegated powers considering the proposed transaction or arrangement.

#### 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.

#### 3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or Committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### 4. Violations of the Conflicts of Interest Policy

- a. If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### ARTICLE IV

##### Records of Proceedings

The minutes of the Board and all Committees with Board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### ARTICLE V

##### Compensation

1. A voting member of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any Committee regarding compensation.

## ARTICLE VI

### Annual Statements

Each Director, Officer and member of a Committee with Board delegated powers shall annually sign a statement which affirms such person:

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

## ARTICLE VII

### Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## ARTICLE VIII

### Use of Outside Experts

When conducting the periodic reviews as provided in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

# Board of Directors Expectations

## OAKLAND COLLEGIATE

### Founding Board of Directors

#### INDIVIDUAL PERFORMANCE EXPECTATIONS FOR FOUNDING BOARD MEMBERS

In accepting a position as a Founding Board Member of the Oakland Collegiate Charter School, I acknowledge that I have read and agree with the performance expectations listed below, and that I will make every effort to meet these expectations. All Board Members are held to the same performance expectations.

#### PERFORMANCE EXPECTATIONS

1. **Govern** by fulfilling the Founding Board's collective responsibilities detailed by the Founding Board's job description as well as abiding by all legal responsibilities of the school.
2. **Advocate** for the school's vision and mission by building the diverse constituencies in both the public and private sectors necessary to support the successful launch and sustainability of the school.
3. **Lend** credibility to the school with professionalism, integrity, and enthusiasm.
4. **Consult and Collaborate** by maximizing the potential of expertise on the board for the benefit of the school, ensuring that diverse perspectives are heard and incorporated into the application.
5. **Cultivate** prospective Trustees, donors, partners, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the school.
6. **Contribute** to the school's fundraising goals by making an annual contribution of a size appropriate to your financial means and comfort level.
7. **Attend** the OUSD interview as well as all events in conjunction with charter application process. Attend all monthly Board meetings on time and prepared to participate in a meaningful and productive way by focusing on strategic and critical issues.
8. **Participate** on at least one of the Advisory Committee's; Board Development, Community Outreach, Education, Facilities, and Marketing.
9. **Be accessible** for personal contact in between board meetings and for other committee duty.
10. **Volunteer** a minimum of 12 hours a month to complete tasks during the pre-chartering phase of the school such as the completion of the charter school application. Continue to focus energies on governance and support the lead founder throughout.
11. **Disclose** to the Founding Board any potential conflicts of interest, whether real or perceived, and abide by the decision of the Founding Board related to the situation.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Board Meeting Agendas

# Oakland Collegiate

A Proposed Charter School for Oakland Students in Grades 6-8

Jeremy Vidito, Lead Founder, (510) 205 - 5976, [jvidito@buildingexcellentschools.org](mailto:jvidito@buildingexcellentschools.org)

Oakland Collegiate  
October Founding Board Meeting - October 30<sup>th</sup>, 2008

### Agenda

- |  |        |
|--|--------|
| 1. Introductions / Dinner                                    | 15 min |
| 2. Board Profile   | 15 min |
| 3. Board Member Recruitment                                  | 10 min |
| 4. Oakland Collegiate Timeline                               | 10 min |
| a. Application Timeline                                      |        |
| b. Pick meeting times and locations for December and January |        |
| c. Full Day Board Training                                   |        |
| 5. Charter Schools   | 5 min  |
| a. Enrollment  |        |
| b. Funding   |        |
| 6. Questions/Comments  | 5 min  |

Preparing Students to Excel in College!

# Oakland Collegiate

A Proposed Charter School for Oakland Students in Grades 6-8

Jeremy Vidito, Lead Founder, (510) 205 – 5976, [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)

November 25th Founding Board Meeting Agenda  
 Alameda County Law Library: Conference Room 1  
 125 12<sup>th</sup> Street, Oakland CA  
 510.272.6483  
 6:00 to 8:00 pm

Item	Objective	Time
7. Check-in	<ul style="list-style-type: none"> <li>Discuss meaning of academic excellence</li> <li>Vision for Oakland Collegiate</li> </ul>	10 min
8. Meeting Jobs	<ul style="list-style-type: none"> <li>ID person(s) to take minutes and keep time</li> </ul>	2 min
9. Charter Application Elements	<ul style="list-style-type: none"> <li>Provide overview of the required elements in charter school application</li> </ul>	15 min
10. Education Program	<ul style="list-style-type: none"> <li>Discuss Element 1 Charter Application</li> <li>Overview of Key Features</li> <li>Q/A on Initial Draft</li> </ul>	30 min
11. Lead Founding Team	<ul style="list-style-type: none"> <li>Discuss potential board candidates</li> <li>Board Profile Update</li> </ul>	15 min
12. Work Groups a. Education Program b. Facilities c. Community/Foundation Outreach d. Marketing e. Board Development	<ul style="list-style-type: none"> <li>Identify Board members on work groups</li> <li>Discuss expectations for work groups</li> </ul>	15 min
13. UC Davis Community Consulting Group	<ul style="list-style-type: none"> <li>Identify point person</li> <li>Identify goals for CCG partnership</li> </ul>	10 min
14. Start-up Funding	<ul style="list-style-type: none"> <li>Discuss potential funding options for Oakland Collegiate</li> </ul>	15 min
15. Future Meetings	<ul style="list-style-type: none"> <li>Pick future meetings</li> </ul>	5 min
16. Additional Topics		Remaining Time

Preparing Students to Excel in College

# Oakland Collegiate

A Proposed Charter School for Oakland Students in Grades 6-8

Jeremy Vidito, Lead Founder, (510) 205 – 5976, [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)

Monday December 15<sup>th</sup>, Founding Board Meeting Agenda

Golden Gate Library: Community Meeting Room

5606 San Pablo Avenue, Oakland CA

510.597.5023

6:00 to 8:00 pm

Item	Objective	Time
17. Check-in	<ul style="list-style-type: none"><li>What is a critical driver of student outcomes?</li></ul>	10 min
18. Meeting Jobs	<ul style="list-style-type: none"><li>ID person(s) to take minutes and keep time</li></ul>	2 min
19. Budget Presentation	<ul style="list-style-type: none"><li>Charter School Funding</li><li>Key Levers</li></ul>	30 min
20. Education Program Discussion	<ul style="list-style-type: none"><li>Key Findings from Education Program Advisory Group</li><li>Discuss Budget Spending Priorities</li></ul>	30 min
21. Work Group Updates f. Facilities g. Community/Foundation Outreach h. Marketing	<ul style="list-style-type: none"><li>Working Group Updates</li></ul>	15 min
22. Board Development	<ul style="list-style-type: none"><li>Current Board Profile</li><li>Potential Board Candidates</li></ul>	10 min
23. Next Meeting	<ul style="list-style-type: none"><li>January 12<sup>th</sup> Board Meeting 6-8pm</li></ul>	2 min
24. Upcoming Dates	<ul style="list-style-type: none"><li>Board Meetings</li><li>Charter Review and Submission</li><li>Board Charter Interview Preparation</li></ul>	5 min
25. Additional Topics		Remaining Time

Preparing Students to Excel in College!

# Oakland Collegiate

A Proposed Charter School for Oakland Students in Grades 6-8

Jeremy Vidito, Lead Founder, (510) 205 – 5976, [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)

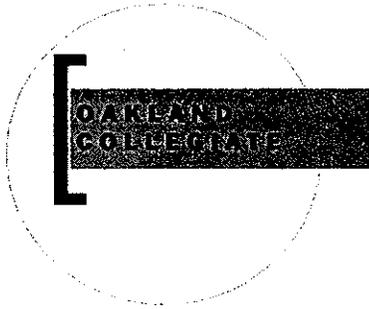
Monday, January 12<sup>th</sup>

280 Parkview Terrace, Oakland CA (Parking on Grand Ave)

6:00 to 8:00 pm

Item	Objective	Time
Check-in	<ul style="list-style-type: none"> <li>What is a critical driver of student outcomes?</li> </ul>	5 min
Work Group Updates i. Facilities j. Community/Foundation Outreach k. Marketing l. Education	<ul style="list-style-type: none"> <li>Share decisions, next steps</li> </ul>	20 min
Timeline	<ul style="list-style-type: none"> <li>Work Plan</li> </ul>	10 min
Board Development	<ul style="list-style-type: none"> <li>Lead on Board Committee</li> <li>Board Candidates</li> <li>Board Expectations</li> <li>Advisory Board</li> </ul>	15 min
Charter Application	<ul style="list-style-type: none"> <li>Board Member Evaluation/Discussion</li> </ul>	30 min
Application Changes	<ul style="list-style-type: none"> <li>Grade Level Start</li> <li>Middle School vs. Middle High</li> </ul>	30 min
Communication	<ul style="list-style-type: none"> <li>Weekly Check-ins</li> <li>Charter Review and Submission</li> <li>Board Charter Interview Preparation</li> </ul>	5 min
Information	<ul style="list-style-type: none"> <li>February 9<sup>th</sup> Board Meeting 6-8pm: Location TBD</li> </ul>	5 min
Additional Topics		Remaining Time

Preparing Students to Excel in College!



**Jeremy Vidito**  
Lead Founder  
Oakland Collegiate  
(510) 205-5976  
[jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)  
[www.oaklandcollegiate.org](http://www.oaklandcollegiate.org)

Tuesday, February 17<sup>th</sup>  
125 12<sup>th</sup> Street, Oakland CA  
6:00 to 8:00 pm

Item	Objective	Point Person	Time
26. Check-in	Introduce Board Members	All	45 Min
27. Finance Summary & Review of Education Priorities	Reduction in State funding, discuss proposed cuts to education program, Discuss Education Priorities	Jeremy	30 Min
28. Charter Application	<ul style="list-style-type: none"><li>• Charter Submission – Timeline</li><li>• Signatures</li></ul>	Jeremy	15 Min
29. Board Offices	Elect Board Officers	Jeremy	15 min
30. Board Policies	Review and vote on board policies	Board Chair	15 Min
31. Updates		All	

## Preparing Students to Excel in College!

2/17/09 6:00-8:00pm **Oakland Collegiate Board Meeting Minutes**

Location: Alameda County Law Library, Conference Room 3

Attendees: Jeremy Vidito, Marc Lowe, Cabral Bonner, Antonio Tapia, Andy Barkett, Michael Lassoff, Cheyenne Pronga, Hueling Lee, (Latisha Bourelly by phone)

1. Introductions
2. Finance Summary & Priority Review:
  - a. **Extra funding tabbed for Revolution Foods will be reallocated towards Student Supports to facilitate the application process and highlight our differentiated offering**
3. Charter Application
  - a. Charter application review organization still in the process of providing feedback
  - b. Current application complete – however, it can be significantly stronger with sufficient (60) parental signatures of incoming class
  - c. 3 possible options for submission times ( 2/25, 3/11, or 3/25)
  - d. Meetings with elementary schools to gather signatures can only be arranged after middle of March
  - e. 3/25 submission would delay the opening date of the school (Oakland needs 60 days, County Board needs to meet before school ends, state needs 120 days, school needs to be approved by 3/10 to open on time)
  - f. **Plan: submit on 2/25, continued collecting parental signatures – petitions will be used during the interview process to support our case**
4. Board Offices: the following board officers were nominated and approved by the all attending board of directors by unanimous vote
  - a. **Hueling Lee, Chair**
  - b. **Andy Barkett, Vice Chair**
  - c. **Latisha Bourelly, Treasurer**
  - d. **Tania Gutierrez, Secretary**
5. Board Policies: the following policies were motioned for approval by Andy Barkett, seconded by Hueling Lee, and unanimously approved by all attending board of directors
  - a. Code of Ethics
  - b. Articles of Incorporation
  - c. Bylaws
  - d. Conflict of Interest Code
6. Updates
  - a. **Expected Board Meeting Dates: 1<sup>st</sup> Thursday each month from 6:45-8:45pm@ Alameda Country Law Library (starting in March, Directors with two missed meetings within a period of one year will be subject from removal)**
    - i. **Next meeting: 3/5/09**
    - ii. **Preparation for next meeting: think about which committee you want to address during the OUSD interview (options: Governance, Finance, Facilities, Academic Accountability)**
  - b. Board interview with OUSD expected in April (TBD)
    - i. **Board interview preparation date: Saturday, 3/21, 11-3pm**

# Human Resources

- Sample Personnel Handbook
- Non-Discrimination Policy
- Staff Hiring
- Teacher Evaluation
  - Model Employee Evaluation
  - Teacher Evaluation
  - Teacher Evaluation Form
  - Teaching Candidate Rubric

**OAKLAND COLLEGIATE**  
**PERSONNEL HANDBOOK**  
**2010-2011**

**DRAFT**

## **Introduction**

Welcome to the Oakland Collegiate Team! We recognize the incredible importance of a high-quality staff in fulfilling the mission of the school. To that end, we hope this personnel handbook answers many of your questions regarding benefits and employment guidelines, so that you are free to focus on the task at hand—educating students. These policies and procedures may be amended at any time, subject to the California Education Law and other applicable laws, rules and regulations. This manual, and the policies and procedures set forth herein, are not intended to create or constitute a contract, and do not change the nature of the employment relationship between Oakland Collegiate and its employees.

## **Hiring**

### *Hiring Practices*

#### Employment Checks

To help ensure that all staff members at Oakland Collegiate are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

#### Equal Opportunity Employment

Oakland Collegiate is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. All employment decisions at Oakland Collegiate are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

### *Employment Classifications*

All employees of Oakland Collegiate will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- **Full-time employees:** Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- **Part-Time Employees:** Part time employees are those who work fewer than 40 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- **Exempt:** Oakland Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- **Non-exempt:** Oakland Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- **Consultant:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- **Temporary Employee:** Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

### *Employment at Will*

As is stated throughout this Handbook, an employee's relationship with Oakland Collegiate is an employment "at will." Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Directors to oversee school policies and operations. However, no person other than

the Executive Director has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

### **Schedules and Compensation**

#### *Work Day*

The job of an educator is never finished. To that end, all Oakland Collegiate employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agreed upon with the Executive Director, all staff must arrive at school at least thirty (30) minutes prior to the start of Advisory. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

#### *Pay Schedule*

Employees will be paid bi-monthly, with paychecks issued on the fifteenth (15<sup>th</sup>) and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

#### *Holidays and Vacation Time*

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on **TBD** and end on **TBD**.

Stage 1 administration work year-around, and receive two weeks paid vacation, which can be taken during school holidays. Stage 2 administration work year-round, and receive three weeks of paid vacation during the summer.

In general, Oakland Collegiate observes all OUSD paid holidays during the year.

#### *Leaves of Absence*

Leaves of absences (including leaves as they pertain to the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA), or Labor Code 233).

#### *School Closings*

Oakland Collegiate follows the same school-closing policy as Oakland Unified School District schools. Therefore, if OUSD makes an announcement regarding the delay of opening, closing, or early dismissal of students, Oakland Collegiate will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Executive Director.

#### *Performance Review and Evaluation*

We believe that in order to constantly improve as a school, staff members of Oakland Collegiate must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Informal observations and reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school-day. Observations and reviews may be utilized as tools to improve employee performance with regard to management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, as close to the end of the mid-year and end-of-year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Executive Director will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Executive Director shall be scheduled within the next five (5) business days. Either party may request the presence

of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand.

Once this meeting takes place, a written response shall be prepared by the Executive Director within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the Oakland Collegiate Board of Directors schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Directors, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Directors shall be final.

### **Benefits**

We want all of the employees of Oakland Collegiate to be happy and healthy. To that end we offer a competitive benefits package.

#### *Health Insurance*

Oakland Collegiate will provide Health Insurance for all full time employees. The policy may include Dental and Vision, or staff can add these components at an additional personal expense.

#### *Life Insurance*

Oakland Collegiate does not offer life insurance.

#### *Disability Insurance*

Oakland Collegiate carries short-term disability insurance in accordance with California State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Executive Director. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

#### *Retirement and 403(b)*

Upon determination by the Board of Directors, Oakland Collegiate may submit an application to join the Teachers Retirement System (CALSTRS) and the California State and Local Employee Retirement System. If accepted, all full time staff shall be eligible for membership in the System. The School will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

All full-time staff members are eligible to contribute to a 403(b) tax deferred retirement plan.

#### *Medicare*

All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

#### *Domestic Partner Policy*

Oakland Collegiate offers domestic partner health coverage along with individual and family plans. Oakland Collegiate staff receive the same health reimbursement competition, which they may use for themselves, Domestic Partner, or Family Plan.

#### *Workers' Compensation Policy*

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

#### *Unemployment Compensation*

Oakland Collegiate contributes to the Unemployment Compensation Plan administered by State of California.

### *Continued Education Assistance*

Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Limited tuition reimbursement may be available to full-time employees who have been employed at Oakland Collegiate for a minimum of one year. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement.

Such payments may be for tuition or professional development costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related cost.

### **Time Away From Work**

Every individual employee has been hired in order to positively contribute to Oakland Collegiate. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work.

### *Personal Days*

Every full-time employee is entitled to seven (7) paid personal days per school year, beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rata portion of the seven (7) personal leave days for that twelve (12) month period immediately upon the first day of employment.

If an employee is not able to report to work because of a sickness, sickness to someone dependent on them for care such as a parent, spouse, partner, or child, or chooses to take a personal day it is expected that the employee will contact the Executive Director with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Executive Director to find a substitute teacher or temporary help.

### *Reimbursement of Unused Personal Days*

On August 1<sup>st</sup>, Oakland Collegiate will reimburse staff members at a rate of TBD for unused personal days from the previous year.

### *Jury Duty*

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

### *Bereavement Policy*

Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

### *Military Leave*

The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

### *Family Care, Maternity, and Adoption Leaves of Absence*

Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

#### *Returns from Leave*

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

### **Workplace Safety and Environment**

#### *Email and Internet*

The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

#### *Telephone Policy*

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only.

#### *Drug and Alcohol Policy*

Oakland Collegiate prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge.

#### *Use of Tobacco*

Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violation of this policy may result in disciplinary action.

#### *Dress Code*

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees, excepting dress-down days.

#### *Moral and Ethical Expectations*

Every employee must carry themselves as a role-model for students at all time. All employees of Oakland Collegiate are expected to behave in a consistently moral and ethical manner.

### *Personal Property*

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

### *Records Retention*

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Executive Director or Director of Operations.

### *Outside Employment*

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibilities within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time.

### *Family Educational Rights and Privacy Act*

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

### *Change of Personal Data*

It is the responsibility of the employee to notify the Director of Operations or the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

### *Dispute Resolution*

It is the policy of Oakland Collegiate to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Oakland Collegiate.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
- 3) The Executive Director will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Executive Director, or if the complaint involves the Executive Director, the employee may present the complaint to the Board of Directors. The Board of Directors will

review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Directors are final.

- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

#### *Harassment Policy*

Oakland Collegiate expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

- 1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
  - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
  - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
  - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
- 2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
- 3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Executive Director. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Oakland Collegiate determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment.

Oakland Collegiate prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

#### **Non-Discrimination Statement**

Oakland Collegiate admits students of any race, color, gender, religion, disability and national and ethnic origin. Oakland Collegiate does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

#### *Non-Discrimination Policy*

Oakland Collegiate works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Executive Director and in consultation with the Board of Directors when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within Oakland Collegiate shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally-protected classification.
- A Oakland Collegiate employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team.

It is the policy of Oakland Collegiate, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.

#### *Immigration Law Compliance*

Oakland Collegiate does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

#### *Accommodations of Individuals with Disabilities*

Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Oakland Collegiate might make to help overcome those limitations. Oakland Collegiate may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

#### *Workplace Searches*

To safeguard the safety and property of our employees, students and Oakland Collegiate, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Oakland Collegiate to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

#### *Corrective Action*

Oakland Collegiate expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge.

Most performance problems will be address using progressive discipline, which may include an oral warning, a written warning, a probation period and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

# **OAKLAND COLLEGIATE**

## **NONDISCRIMINATION POLICY**

Oakland Collegiate admits students of any race, color, gender, religion, disability and national and ethnic origin. Oakland Collegiate does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

# Staff Hiring Forms

<b>Oakland Collegiate Teacher Candidate Evaluation</b>		
<b>Foundations:</b>	Rating	Notes:
Understands the subject and content to be taught.		
Encourages students to consider content in a critical manner.		
Communicates clearly both orally and in writing.		
Organizes and writes clear standards based lesson plans.		
<b>Teaching Act:</b>		
Develops suitable and diverse teaching/learning situations.		
Structures the subject matter appropriately for student learning. (Direct Instruction, Guided Practice, and Independent Practice)		
Makes the learning meaningful to the students.		
Checks student comprehension through the lesson and adjust lessons appropriately.		
Evaluates student work in terms of the mastery of the content.		
<b>Social and Educational:</b>		
Maintains a positive and confident presence.		
Introduces and maintains practices that aid the flow of the class.		
Foresees and solves organizational problems that impede the class.		
Works to solve inappropriate behavior with students.		
<b>Professional Identity:</b>		
Identifies his/her own strengths and weaknesses.		
Responds favorably to feedback and suggestions.		
Engages in rigorous reflective analysis.		
Is appropriately dressed and well groomed.		
Behaves in a manner expected of a teaching professional.		

**Ratings:**

N/A: Performance did not demonstrate.

1: Performance is inconsistent with the expectations of the school.

2: Performance is consistent with the expectations of the school, and demonstrates competency 75% of the time.

3: Performance is consistent with the expectations of the school, and demonstrates mastery 100% of the time.

**Notes/Summary:**

# Teacher Evaluation

**OAKLAND COLLEGIATE**  
**Teacher Evaluation**

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade Level: \_\_\_\_\_

<b>Black Board Configuration: Copy what is on the Board</b>	
AIM:	Standards Driven? Yes- Which Standard(s) _____  No Missing # of Students on task: _____
Do Now:	4-5 minute pen to paper activity? Connected to lesson? Yes No Missing # of Students on task: _____
Agenda:	Logical, clear, and supports AIM? Yes No Missing # of Students on task: _____
Exit Ticket:	Appropriately measures AIM? Yes No Missing # of Students on task: _____
<b>Teacher Prepared</b>	
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Materials Prepared and Organized               <ul style="list-style-type: none"> <li>○ Students have I-We-You Do packet</li> </ul> </li> <li>• Pacing               <ul style="list-style-type: none"> <li>○ Direct, Guided, and Practice</li> </ul> </li> <li>• Rigor – Grade level appropriate</li> <li>• Checking for student comprehension               <ul style="list-style-type: none"> <li>○ Direct, Guided, and Practice</li> </ul> </li> </ul>	Notes
Overall Students on Task	# of Students Present # of Students on task: % on Task:     /     =     %

# Employee Evaluation

Shared Services Team



## Employee Evaluation Goal & Purpose

- Goal
  - Standardized process to measure performance
- Purpose
  - Align personal work with school/departmental goals & objectives & KIPP Values
  - Provide feedback for successful performance
  - Avoid end-of-the year surprises
  - Retain great employees
  - Fair/equitable way to distribute bonuses
  - Develop understanding of group & organizational strengths



# Employee Evaluation Key Steps

- Goals - October
- 1<sup>st</sup> Review - December
  - Assess Progress on Goals
  - Assess Performance of Core Competencies (SST Rubric)
- 2<sup>nd</sup> Review – May-July
  - Assess Progress on Goals
  - Assess Performance of Core Competencies (SST Rubric)
- Performance Based Bonuses – August



# Evaluation Cover Page

- General Information
  - Employee Info
  - Overall Evaluation Components
  - Summary of the Process & Calendar
- Goal Alignment
  - Oakland Collegiate Mission
  - Group Goals
  - Provides big picture focus
  - Consider how your individual goals influence overall group performance

## Evaluation Calendar & Steps



KIPP: AUSTIN PUBLIC SCHOOLS		Shared Services Team (SST) Employee Evaluation PERSONAL AND CONFIDENTIAL									
<p><b>Employee Name</b></p> <p><b>Position</b></p> <p><b>Date</b></p>		<p><b>Employee Evaluation Steps</b></p> <p><b>Step 1. Establish Goals</b> Employee establishes goals for next year with guidance from his/her Manager.</p> <p><b>Step 2. Mid-Year Review Meeting</b> Manager reviews performance with employee for mid-year review meeting. Ratings to be captured on the Performance Evaluation Summary Sheet. Signed copies to be submitted to HR.</p> <p><b>Step 3. Year-End Review Meeting</b> Manager reviews current and annual performance with employee during the year-end review meeting. Ratings to be captured on the Performance Evaluation Summary Sheet. Signed copies will be submitted to HR.</p> <p><b>Step 4. Bonus Distribution</b> Over the year end review ratings are reviewed, bonuses are distributed based on the individual's overall performance for the school year.</p> <p><b>Evaluation Calendar Dates</b></p> <table border="1"> <tr> <td>Goal Setting</td> <td>October</td> </tr> <tr> <td>Mid-Year Review</td> <td>December</td> </tr> <tr> <td>Year End Review</td> <td>June/July</td> </tr> <tr> <td>Bonus Distribution</td> <td>August</td> </tr> </table>		Goal Setting	October	Mid-Year Review	December	Year End Review	June/July	Bonus Distribution	August
Goal Setting	October										
Mid-Year Review	December										
Year End Review	June/July										
Bonus Distribution	August										
<p><b>Employee Information</b></p> <p>To empower underserved students by strengthening their academic skills, intellectual habits, and character traits necessary to thrive in and graduate from four-year colleges and universities, giving them the freedom to shape their futures and positively affect their communities.</p> <p><b>2008-2009 Strategic Objectives</b></p> <ol style="list-style-type: none"> <li>Increase KIPP Austin's Annual Fund donations by 20%.</li> <li>KIPP Austin will be fiscally responsible and have sound accounting procedures, staying within 5% of the budget's expenses.</li> <li>The network will be compliant with TEA and federal reporting, with 95% of all reports filed accurately and in a timely manner.</li> <li>Facility maintenance, expansion, infrastructure and improvements will be complete by May 1, 2009.</li> <li>Hiring process will be transparent, effective and efficient, resulting in 80% retention of KIPP Staff.</li> <li>100% of teachers hired by June 1, 2009.</li> <li>KAC achieves Recognized rating, and KACP receives Exemplary rating.</li> <li>Maintain and update student information systems; work with school leaders to disseminate information in order to use data to inform curriculum and instruction.</li> <li>Students will show growth on norm-referenced tests (SAT-10 and ISA).</li> </ol>											

# Goal Setting – “The What”

- Goals completed Sept/Oct
- Align individual efforts with big picture
- Work and professional development goals
- During review revisit with manager and rate progress
  - 1<sup>st</sup> Evaluation Check-in
  - 2<sup>nd</sup> Evaluation Check-in

**KIPP AUSTIN**  
2008-2009 Employee Evaluation Calendars

**IMPLETING MILESTONES**

**GOAL:** \_\_\_\_\_

*Fill in what you plan through 11/30/08*

*Answer your goals, milestones and action items carefully. Do you believe these strategies will be sufficient in helping you to achieve any goals? Are any milestones or goals unrealistic? Are any milestones or action items unrealistic? If not, is there your supervisor's approval to move your principal or manager?*

**STRATEGY #1**

Objective	Milestones	Timeline	Notes	Notes

**STRATEGY #2**

Objective	Milestones	Timeline	Notes	Notes

\*KIPP AUSTIN CHARTER SCHOOLS is an Equal Opportunity Employer. We are committed to providing a safe and healthy work environment for all employees. If you have any questions or concerns, please contact your supervisor or the Human Resources Department. © 2008 KIPP Austin Public Schools



# Rubric/Core Competencies - "The How"

- Measures core competencies for successful performance
- 3 Main Focus Areas
  - People
    - Working with others
    - Team vs. Individual
  - Tenacity & Quality
    - Getting the job done
    - Quality & results
  - Honor
    - Self-management
    - Culture
- Process
  - Rate yourself and submit to HR
  - Your manager will compare his ratings with yours during the evaluation check-ins
  - Discuss gaps



**Shared Services Rubric** Name \_\_\_\_\_

BEHAVIORS	KIPP BENCHMKT 1	KIPP BENCHMKT 2	KIPP BENCHMKT 3
<b>PEOPLE FOCUS (Teamwork, Alignment, Direct Reports)</b>			
<input type="checkbox"/> Teams or other groups report direct support for their colleagues' needs participating in projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Works well with and collaborates with team members to complete tasks, often assisting when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Resolves issues effectively, works to understand and first considers others' needs in resolving areas of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Engage upon new way thinking, listens to all "quiet" perspectives, seeks input to learn and address needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On an individual basis, provides feedback on important issues or trends, in a way that is helpful when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Is responsive to areas & trends that require a team effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TENACITY &amp; QUALITY (Results Driven, Quality Work)</b>			
<input type="checkbox"/> Prioritizes and completes tasks on the right parts of the copy time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Considers how his/her performance affects other school members and departmental goals and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Represents working relationships by completing tasks and conveying them in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Looks for ways to complete tasks in more efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Follows through to completion, adequately works with others to resolve issues, addresses concerns when given the opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provides quality work, in a timely and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates the appropriate understanding of support (personnel) duties, needs and administrative responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Addresses issues when appropriate, bringing them to the attention of appropriate people and resolve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Makes suggestions to improve the performance level of the SPT, staff, and other school members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provides quality work, in a timely and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Accurately evaluates issues and recommends suitable solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Learns and applies new information as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HONOR (Self-Management Focus)</b>			
<input type="checkbox"/> Demonstrates professional behavior in the workplace in all interactions and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Possesses adequate self-knowledge and skills to complete assigned tasks effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Follows reporting, courtesy policies, guidelines, and procedures, understands KIPP values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates accountability, accepts responsibility for actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Directs clear and concise verbal and written messages in a way that is readily understood by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates the interest in furthering one's own skills and to develop oneself in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KIPP AUSTIN PUBLIC SCHOOLS | Shared Services Rubric

# Evaluation Summary Sheet

- Manager ties everything together using summary sheet
- Functional & Rubric Totals
  - 1<sup>st</sup> Review = 1/3
  - 2<sup>nd</sup> Review = 2/3
  - Last counts the more
- Overall Performance Ratings
  - Distinguished
  - Fully Successful
  - Needs Improvement
- Overall Performance Score
  - 70% Functional Goals
  - 30% Rubric



**Performance Evaluation Summary Sheet** Name: \_\_\_\_\_

Functional Goal Score			SST Rubric Score		
	1st	2nd		1st	2nd
1.			1. People Focus		
2.			2. Results & Output		
3.			3. Human Resource Management		
4.			4.		
5.			5.		
6.			6.		
7. Prof Dev.			7.		
8. Prof Dev.			8.		

Notes/Summary: \_\_\_\_\_

Employee Evaluation Rating Scale	Summary of Evaluation Ratings
<input type="checkbox"/> (3) Distinguished: Consistently exceeds expectations and exceeds core competencies. <input type="checkbox"/> (2) Fully Successful: Consistently meets expectations. <input type="checkbox"/> (1) Needs Improvement: Not performing according to expectations and/or core competencies.	Overall Performance = 70% Functional Goals + 30% Rubric Avg. Functional Goal Total = 1/3 of 1 <sup>st</sup> Review and 2/3 of 2 <sup>nd</sup> Review. SST Rubric Total = 1/3 of 1 <sup>st</sup> Review and 2/3 of 2 <sup>nd</sup> Review. Functional Goal Score: Competency Score: Overall Performance Rating:

I participated in the Employee Performance Evaluation with my manager on the date indicated. The content of the appraisal has been discussed with me in detail. My signature indicates knowledge and understanding of the contents of the appraisal and does not necessarily imply agreement or disagreement.

Employee Initial: \_\_\_\_\_ Date: \_\_\_\_\_ Employee Initial: \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator Initial: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator Initial: \_\_\_\_\_ Date: \_\_\_\_\_

## Performance Review Meeting Tips

- Reviewing Progress Towards Goals
  - Review your goals to determine progress to date and update your goal sheet accordingly
  - Are you Ontrack, Behind Schedule, Ahead of Schedule?
  - Are the goals that were originally set realistic?
  - Do you have appropriate plans and deliverables in place to meet those goals and determine progress along the way?
  - What resources or support do you need to meet your goals?
  - Be prepared to offer suggestions on what adjustments need to be made in order for you and KIPP to be successful



# Performance Review Meeting Tips

- Rubric Ratings
  - Review the rubric and rate your performance on core competencies as best as you can
  - The most valuable is a discussion any gaps between how you see your performance and how your manager perceives your performance.
  - Perhaps your manager isn't aware of all that you do?
  - Perhaps you have an under utilized skill that the rest of your team can leverage
  - Great opportunity to share information and align expectations and perceptions
  - Small percentage of overall performance score



# Performance Review Tips

- Please be patient. The process is new so we expect hiccups ☺
- Recognize the significance of perceptions
- Be open to receiving the feedback you need to be successful in your role
- You can show your understanding of feedback by paraphrasing and asking clarifying questions
- Focus primarily on sharing data that will help enhance your manager's understanding of your performance
- Take a moment to consider where you're at and where you'd like to be or what's important to you
- Developing a sense of your own career objectives may come in handy as you have conversations with your manager about your role at Oakland Collegiate
- Thoughtfully consider what specifically you would like focus on as you head into the remainder of the year



## Teacher Evaluation

### *Standard 1: Commitment to Learners*

This standard stresses the Educator's commitment to learners and their learning process. Accomplished educators are dedicated to making knowledge accessible to all learners. They act on the belief that all children can learn.

#### *Performance Indicators:*

---

- 1.1 Dedicated to making knowledge accessible to all learners. Believes and practices that all can learn.
- 1.2 Treats learners equitably. Recognizes the individual differences that distinguish their learners from one another and they take account for these differences in their practice.
- 1.3 Understands how learners develop and learn.
- 1.4 Respects the cultural and family differences learners bring to their classroom.
- 1.5 Concerned with their learners' self - concept, their motivation and the effects of learning on peer relationships.
- 1.6 Concerned with the development of character and civic responsibility.

#### *The Educator's performance for this standard is:*

---

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

#### *Comments:*

## ***Standard 2: Knowledge of Subject Matter***

This standard stresses that educators know the subject(s) they teach and how to teach those subjects to learners.

### ***Performance Indicators:***

---

- 2.1 Has mastery over the subject(s) they teach. Has a deep understanding of the history, structure and real-world applications of the subject.
- 2.2 Has the skill and experience in teaching it, and is very familiar with the skills gaps and preconceptions learners may bring to the subject.
- 2.3 Able to use diverse instructional strategies to teach for understanding.

### ***The Educator's performance for this standard is:***

---

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

### ***Comments:***

### ***Standard 3: Teachers are Responsible for Managing and Monitoring Student Learning.***

This standard acknowledges that educators have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real world settings.

#### ***Performance Indicators:***

---

- 3.1 Delivers effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- 3.2 Knows how to engage learners to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- 3.3 Knows how to assess the progress of individual learners as well as the class as a whole.
- 3.4 Uses multiple methods for measuring learner growth and understanding, and they can clearly explain learner performance to parents.

#### ***The Educator's performance for this standard is:***

---

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

#### ***Comments:***

## ***Standard 4: Reflection***

This standard stresses that educators think systematically about their practice and learn from experience.

### ***Performance Indicators:***

---

- 4.1 Models what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- 4.2 Familiar with learning theories and instructional strategies and stay abreast of current issues in national, state and local education.
- 4.3 Critically examines their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- 4.4 Develops goals and works to completion of these goals on an ongoing basis.

### ***The Educator's performance for this standard is:***

---

**0 UNACCEPTABLE**

**1 NEEDS IMPROVEMENT**

**2 GOOD**

**3 EXCELLENT**

**4 OUTSTANDING**

***Comments:***

## ***Standard 5: Collaboration***

This standard acknowledges that educators are members of learning communities within and outside of the school.

### ***Performance Indicators:***

---

- 5.1 Collaborates with others to improve student learning.
- 5.2 Is a leader and actively knows how to seek and build partnerships with the community of learners, colleagues, parents as well as the larger community both local, Bay Area, state wide and beyond.
- 5.3 Works with other professionals on instructional policy, curriculum development and staff development.
- 5.4 Evaluates school progress and the allocation of resources in order to meet state and local education objectives.
- 5.5 Knows how to work collaboratively with parents to engage them productively in the work of the school.

### ***The Educator's performance for this standard is:***

---

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

***Comments:***

## ***Standard 6: Community Building***

This standard is based on the community aspect particular to CLC. Educators are members of all the levels of a community school: classroom community, colleague community, family community, school district community, and community at large.

Accomplished educators contribute to the community at large in a variety of ways on many levels that lead to and support each of these communities.

### ***Performance Indicators:***

---

- 6.1 Establishes a community within the classroom that supports the emotional and academic well-being of all learners.
- 6.2 Establishes and fosters professional relationships with colleagues of all personalities and learning/operating styles.
- 6.3 Supportive of risk taking for themselves, learners, and colleagues.
- 6.4 Meets with grade level and subject area colleagues to assess and create curriculum, work to solution on any learner difficulties and take risks in proposing new curricula ideas.
- 6.5 Attends community events such as CLC Community Meetings, parent education, and school celebrations (examples) as a show of membership and support in the community.
- 6.6 Attends district meetings as set by the schedule and participates fully as a representative of San Carlos Charter Learning Center. Examples of this are San Carlos School Board meetings, IEP and SST meetings, district committee meetings and district professional development.

### ***The Educator's performance for this standard is:***

---

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

### ***Comments:***

*Summary:*

I have read and discussed this evaluation with the Instructional Coordinator.

---

*Educator signature*

*Date*

---

*Instructional Coordinator signature*

*Date*

Regiate! Classroom Observation Form

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Focus as Requested by Teacher Being Observed: \_\_\_\_\_

4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs Improvement 0 = Inadequate

Rating

	Expectation	Data and Comments
	Lesson objectives are clear, measurable, achievable, and guide the lesson.	
	Do Now is meaningful and logically related to lesson. Do Now is a handout and is completed in five minutes or less.	
g	Lesson opening engages all students, clearly conveys the purpose and importance of lesson and its relationship to prior knowledge.	
paration	Lesson materials are neat, organized and prepared for class. Teacher has effective, well-developed and well-managed instructional materials.	
	Lesson is summarized with a brief review of main ideas. Time is allowed for closing procedures (writing HW and returning all class materials).	
ods.	Teacher uses more than one teaching method in lesson (lecture, pair / group work, student presentation, discussion, independent work, etc.). Activities help to meet lesson objectives and are well-executed.	
	Teacher addresses special academic needs as appropriate. Knowledge of student IEPs is evident.	

It was modified from an the Staff Evaluation form used by Excel Academy, Boston MA.

**Delivery and Development**

	<b>Expectation</b>	<b>Data and Comments</b>
	Timing of activities is monitored. Lesson flows and allows all students to be engaged. No time is wasted.	
<i>Engage</i>	Teacher uses visual, verbal and written checks for understanding throughout lesson. Teacher adjusts lesson if necessary to address misunderstandings.	
	Teacher moves around the room appropriately.	
<i>Transitions</i>	Transitions are prompt and smooth demonstrating clear directions and evidence of established routines and procedures.	
<i>Effective Instruction</i>	Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers.	
<i>Engagement</i>	Teacher uses wait time, redirection, calling on students and other strategies to engage all students in learning and activities.	

Management and School Culture

	Expectation	Data and Comments
consistent procedures	Teacher consistently uses and expects classroom and Excel Academy procedures. Teacher clearly conveys high expectations for behavior and follows through with enforcement.	
discipline students	Teacher refocuses and redirects students with looks, physical proximity, stopping speaking, asking for hands up, etc.	
procedures	Teacher consistently and proactively uses Excel Academy discipline procedures, if necessary.	
te	Teacher proactively recognizes and rewards positive behaviors in addition to any negative. As many merits are given as demerits.	
s	Class demonstrates appropriate body language, tone and language with each other. Students encourage each other to learn.	
teacher	Class demonstrates appropriate body language, tone and language with teacher. Students follow teacher's signals and cues.	
learning	All students are participating by asking and answering questions, partaking in all class activities and following clear directions and expectations. Students follow speaker with eyes.	
	Class demonstrates professional attitude towards organization and note-taking. Classroom is neat, clean and organized.	
	Students demonstrate pride in their learning. They believe they can achieve the "Big Goal" and overcome any setback.	

1 Data Collection and Teacher Requested Information

**Observations:**

*Should focus on the following areas for improvement:*

*great strategies and ideas which should be shared with the rest of the staff include:*

**Items:**

# Oakland Collegiate Teaching Candidate Rubric

Name \_\_\_\_\_

Position \_\_\_\_\_

Current school \_\_\_\_\_

Interviewer \_\_\_\_\_

Grade/subject \_\_\_\_\_

Date \_\_\_\_\_

Credential \_\_\_\_\_

Recommendation \_\_\_\_\_

Content Area	Response	Rating
<b>[SELF-AWARE AND REFLECTIVE]</b> <i>Is a constant learner;</i> <i>Constantly assesses for improvement...</i> <i>Demonstrates specific areas of past improvements</i>		
<b>[COLLABORATIVE AND TEAM-FOCUSED]</b> <i>Sees education as a team effort;</i> <i>Demonstrates levels of grade level collaboration;</i> <i>Willing to do what it takes to get results</i>		
<b>[FOCUS ON RESULTS AND RELENTLESS ACHIEVER]</b> <i>Perseverance, when challenged;</i> <i>Remains optimistic about own ability to reach goals</i>		
<b>[DEPENDABLE- EFFICIENT AND EFFECTIVE]</b> <i>Evidence of achieving goals;</i> <i>Works purposefully and relentlessly...</i>		
<b>[ORGANIZATIONAL ABILITY]</b> <i>Juggles multiple responsibilities successfully;</i> <i>Systems to plan and measure gains/progress...</i>		
<b>[PROFICIENT IN INSTRUCTION &amp; ASSESSMENT]</b> <i>Comprehensively standards based;</i> <i>Balancing of all ELA components;</i> <i>Cross-curricular mapping;</i> <i>Skills remediation...</i>	<i>(pacing, methods, assessment)</i>	
<b>[MOTIVATES PARENTS AND STUDENTS]</b> <i>Moves others to action...</i>		
<b>[HOLDS BELIEF THAT "ALL OF US WILL LEARN"]</b> <i>Fit, believes in our mission...</i>		
<b>Other:</b> <b>Leadership</b>		

# Financial Information

## OAKLAND COLLEGIATE FINANCE SUMMARY

### **START-UP & BALANCED FIVE YEAR BUDGET**

Oakland Collegiate presents a balanced five year budget including our planning year budget. Our budget does not include any revenue from unsecured sources, public or private grants, or foundations. Our revenue is based on the Governors 2009-2010 budget projections. Our model is completely sustainable on the financial resources provided through the state and federal government.

During Operation Year 2 and 3, Oakland Collegiate must take out short term loans in order to cover our monthly Cash Expenditures. We will use a combination of the Charter School Revolving Loan Program, CCSA growth loans, and private lenders such as NCB Capital and LIFF. After Operations Year 3, Oakland Collegiate can cover all monthly Cash Flow.

### **RESERVE ASSURANCE**

Oakland Collegiate will maintain the required Reserve. Our five year budget projections show the growth in our total reserve, equaling 5% of Categorical and Block grant funding.

Oakland Collegiate maintains a facilities reserve equal to approximately 5% of the yearly lease payment.

### **FACILITY RESERVE**

Oakland Collegiate maintains a facilities reserve equal to approximately 5% of the yearly lease payment.

### **AUDIT ASSURANCE**

Oakland Collegiate will obtain yearly audits as required by California Department of Education and Oakland Unified School District. Our budget projects a yearly expense of \$10,000/year to hire independent auditors. Please refer to Element 9 for specific details.

### **INSURANCE ASSURANCE**

Oakland Collegiate will obtain Insurance as required by California Department of Education and Oakland Unified School District. Our budget projects a yearly expense of \$11,500/year. Please refer to Element 6 for specific details.

### **CASH FLOW PROJECTIONS**

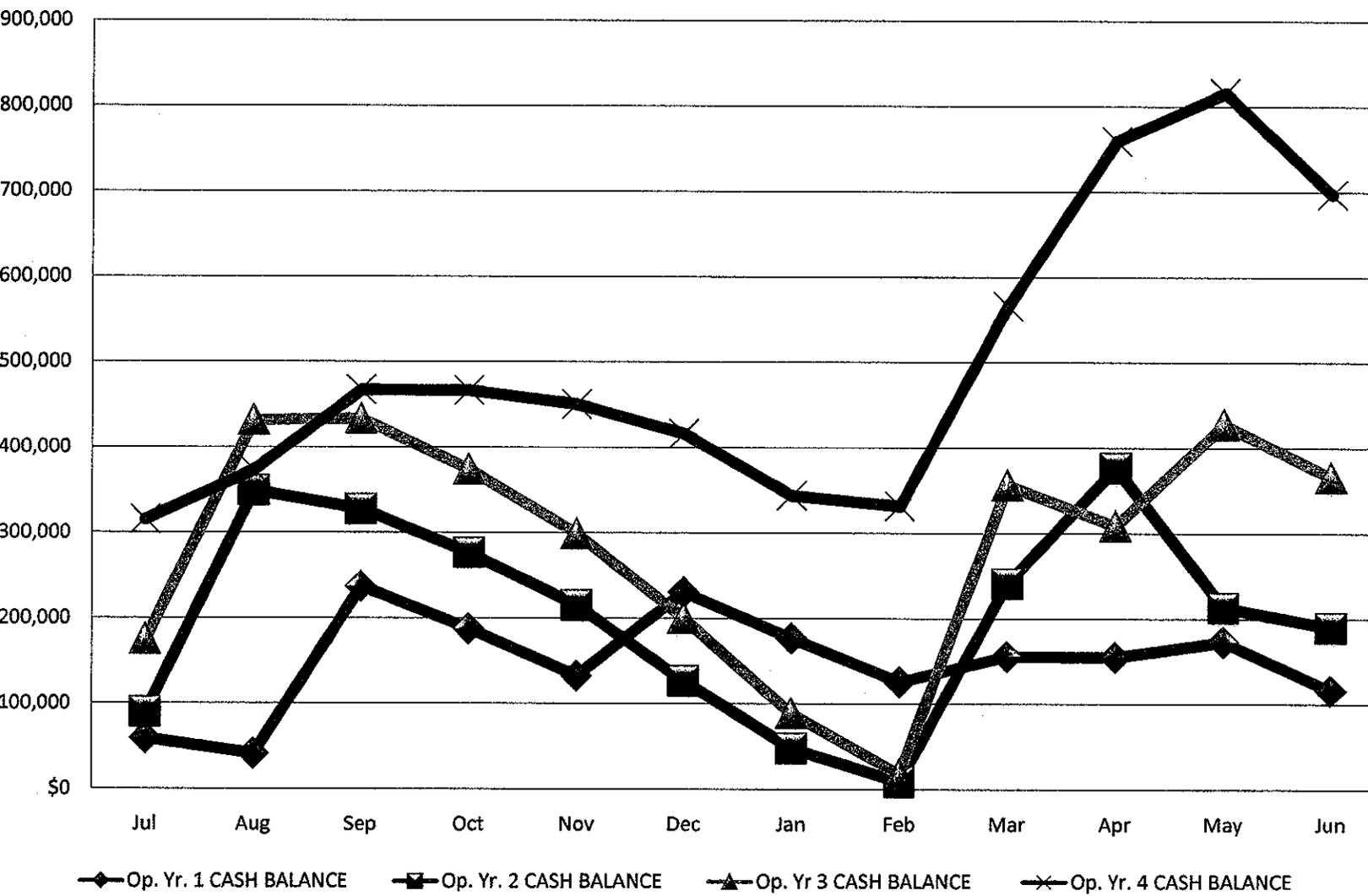
Oakland Collegiate used the OUSD Office of Charter Management and the California Department of Education recommendations for revenue disbursements.

**CHARTER SCHOOL PLANNING BUDGET**

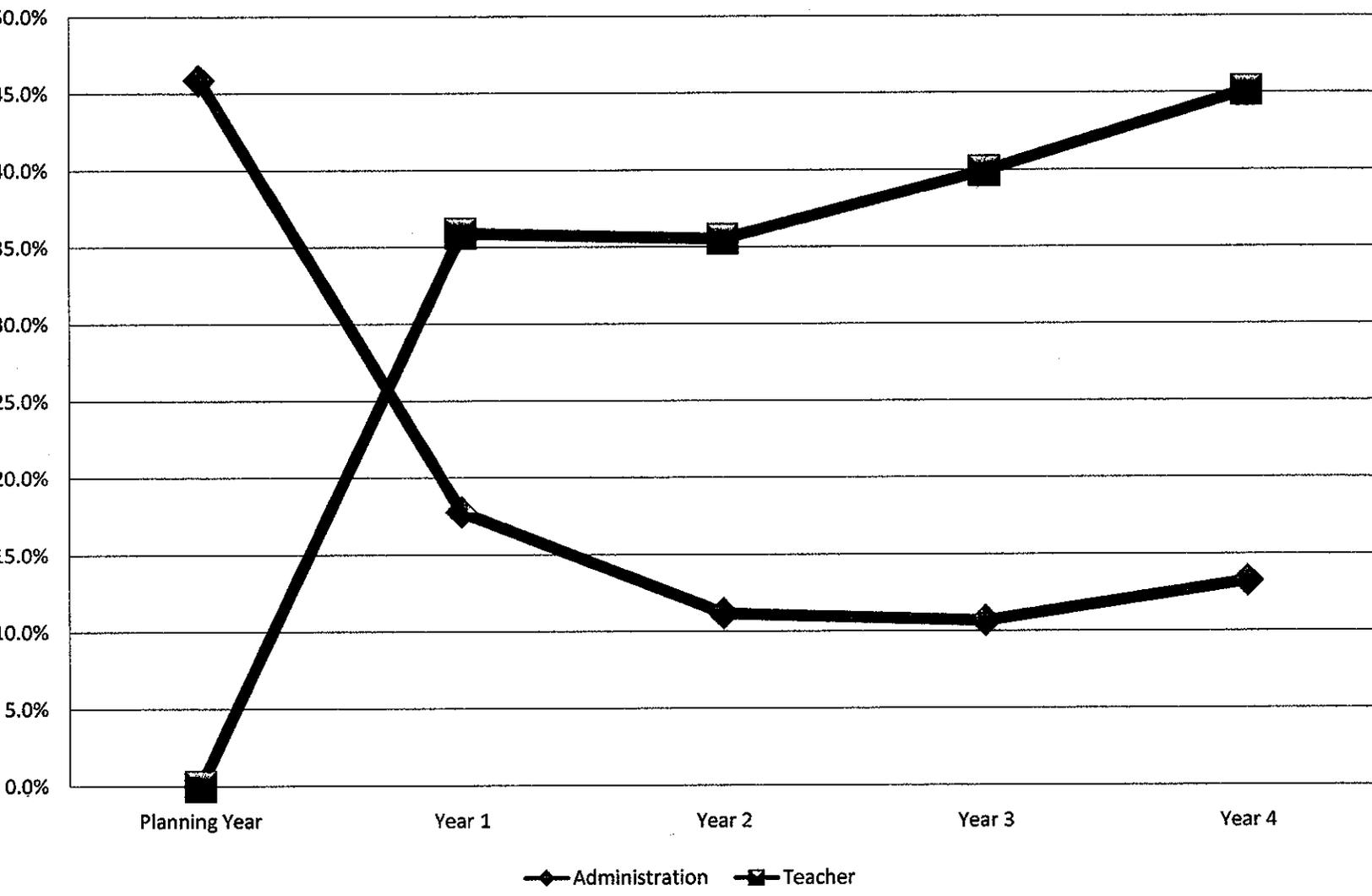
Description	Startup	Year 1	Year 2	Year 3	Year 4
<b>Revenue Limit Sources</b>					
General Purpose Entitlement Block Grant	2008-2009				
Grades 4 - 6	\$5,531	\$630,534	\$630,534	\$630,534	\$630,534
Grades 7 - 8	\$5,689		\$648,546	\$1,297,092	\$1,297,092
<b>Total, Revenue Limit Sources</b>		<b>\$630,534</b>	<b>\$1,279,080</b>	<b>\$1,927,626</b>	<b>\$1,927,626</b>
<b>Federal Revenues</b>					
No Child Left Behind (Title I)		\$47,675	\$95,350	\$143,024	\$143,024
Title II	\$30	\$3,420	\$6,840	\$10,260	\$10,260
CDE PCS Grant	\$250,000	\$200,000	\$150,000	\$0	\$0
Child Nutrition - Federal		\$93,115	\$186,230	\$279,346	\$279,346
Other Federal Revenues		\$0	\$0	\$0	\$0
<b>Total, Federal Revenues</b>	<b>\$250,000</b>	<b>\$344,210</b>	<b>\$438,420</b>	<b>\$432,630</b>	<b>\$432,630</b>
<b>Other State Revenue</b>					
Categorical Block Grant	\$400	\$45,600	\$91,200	\$136,800	\$136,800
Special Education - State	\$533				
State Lottery	\$131		\$14,934	\$29,868	\$44,802
Class Size Reduction	\$1,070				
EIA	\$318	\$48,940	\$97,880	\$146,821	\$146,821
All Other State Revenues		\$0	\$0	\$0	\$0
Charter Schools Facility Grant Program	\$750		\$64,125	\$128,250	\$192,375
Supplemental Hours		\$2,435	\$22,205	\$65,014	\$92,435
<b>Total, Other State Revenues</b>		<b>\$96,975</b>	<b>\$290,345</b>	<b>\$506,753</b>	<b>\$613,233</b>
<b>Other Local Revenue</b>					
Transfers from Sponsoring LEA		\$0	\$0	\$0	\$0
Interest		\$0	\$0	\$0	\$0
Fundraising		\$0	\$0	\$0	\$0
Other Revenue		\$20,520	\$41,040	\$61,560	\$61,560
All Other Local Revenues		\$0	\$0	\$0	\$0
Loan Financing			\$260,000	\$230,000	
<b>Total, Local Revenues</b>	<b>\$0</b>	<b>\$20,520</b>	<b>\$301,040</b>	<b>\$291,560</b>	<b>\$61,560</b>
<b>TOTAL REVENUES</b>	<b>\$250,000</b>	<b>\$1,092,239</b>	<b>\$2,308,885</b>	<b>\$3,158,569</b>	<b>\$3,035,049</b>
<b>Certificated Salaries</b>					
Teacher Salaries	\$0	\$282,000	\$580,920	\$897,521	\$924,447
Teacher Stipend	\$0	\$18,000	\$36,000	\$54,000	\$54,000
Substitute Teacher Salaries	\$0	\$2,820	\$5,809	\$8,975	\$9,244
Certificated Administrator Salaries	\$15,000	\$30,900	\$67,654	\$96,304	\$99,193
<b>Total, Certificated Salaries</b>	<b>\$15,000</b>	<b>\$333,720</b>	<b>\$690,383</b>	<b>\$1,056,800</b>	<b>\$1,086,884</b>
<b>Classified (non-certificated) Salaries</b>					
Classified Administrator Salaries	\$51,000	\$70,040	\$72,141	\$101,805	\$133,185
Clerical and Office Salaries	\$0	\$40,000	\$41,200	\$42,436	\$43,709
<b>Total, Non-certificated Salaries</b>	<b>\$51,000</b>	<b>\$110,040</b>	<b>\$113,341</b>	<b>\$144,241</b>	<b>\$176,894</b>
<b>Performance Bonus</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$91,763</b>
<b>Employee Benefits</b>					
STRS/PERS/OASDI/Medicare	\$6,287	\$58,618	\$112,718	\$170,480	\$177,761
Health and Welfare Benefits	\$4,500	\$40,545	\$75,843	\$117,911	\$127,826
Unemployment Insurance	\$198	\$1,277	\$2,303	\$3,441	\$3,629
Workers' Compensation Insurance	\$2,310	\$14,902	\$26,870	\$40,146	\$42,342
Retiree Benefits	\$1,530	\$3,301	\$3,400	\$4,327	\$5,307

Other Employee Benefits	\$0	\$0	\$0	\$0	\$0
<b>Total, Employee Benefits</b>	<b>\$14,825</b>	<b>\$118,643</b>	<b>\$221,134</b>	<b>\$336,305</b>	<b>\$356,865</b>
<b>Books and Supplies</b>					
Books and Other Reference					
Materials	\$0	\$21,600	\$47,124	\$53,907	\$25,341
Materials and Supplies	\$0	\$13,000	\$41,720	\$43,692	\$58,338
Non-capitalized Equipment	\$3,600	\$12,902	\$32,873	\$37,013	\$24,313
Food	\$0	\$123,338	\$245,175	\$365,513	\$365,513
<b>Total, Books and Supplies</b>	<b>\$3,600</b>	<b>\$170,840</b>	<b>\$366,892</b>	<b>\$500,124</b>	<b>\$473,505</b>
<b>Services and Other Operating Expenditures</b>					
Travel and Conferences	\$750	\$2,575	\$4,244	\$6,556	\$6,753
Dues and Memberships	\$500	\$1,100	\$1,700	\$2,300	\$2,300
Insurance	\$0	\$11,500	\$11,500	\$11,500	\$11,500
Utilities and Housekeeping	\$0	\$13,566	\$16,958	\$21,197	\$21,833
Rentals, Leases, Repairs	\$23,400	\$127,650	\$253,116	\$378,735	\$381,663
Professional/Consulting	\$56,900	\$73,097	\$101,807	\$104,430	\$97,560
Communications	\$6,250	\$4,781	\$5,243	\$5,837	\$6,125
<b>Total, Services/Other Operating</b>	<b>\$87,800</b>	<b>\$234,269</b>	<b>\$394,567</b>	<b>\$530,555</b>	<b>\$527,733</b>
<b>Capital Outlay</b>					
Buildings and Improvements Bldg	\$0	\$0	\$0	\$0	\$0
Equipment Outlay	\$13,000	\$0	\$6,180	\$6,365	\$0
<b>Total, Capital Outlay</b>	<b>\$13,000</b>	<b>\$0</b>	<b>\$6,180</b>	<b>\$6,365</b>	<b>\$0</b>
<b>Other Outgo</b>					
Transfers of Apportionment to Other LEAs (except SPED)	\$0	\$0	\$0	\$0	\$0
Transfers of Apportionment (Special Ed) \$ 500	\$0	\$60,000	\$120,000	\$180,000	\$180,000
All Other Transfers of Apportionments to Other LEAs	\$0	\$0	\$0	\$0	\$0
All Other Transfers	\$0	\$0	\$0	\$0	\$0
District Oversight (1%)	\$0	\$6,761	\$13,703	\$20,644	\$20,644
Loan Repayment	\$0	\$0	\$260,000	\$230,000	\$0
Debt Interest	\$0	\$0	\$11,700	\$9,200	\$0
<b>Total, Other Outgo</b>	<b>\$0</b>	<b>\$66,761</b>	<b>\$405,403</b>	<b>\$439,844</b>	<b>\$200,644</b>
<b>TOTAL EXPENDITURES</b>	<b>\$185,225</b>	<b>\$1,034,272</b>	<b>\$2,197,901</b>	<b>\$3,014,236</b>	<b>\$2,914,288</b>
Cash Reserve Requirement	\$0	\$33,807	\$34,707	\$34,707	\$0
<b>Excess of Revenues over Expenditures and Reserve</b>	<b>\$64,776</b>	<b>\$24,160</b>	<b>\$76,277</b>	<b>\$109,626</b>	<b>\$120,760</b>
Beginning Cash Balance (less reserves)	\$0	\$64,776	\$88,935	\$165,212	\$274,838
<i>Net Cash Balance</i>	\$64,776	\$88,935	\$165,212	\$274,838	\$395,598
<i>Cumulative Reserve Total</i>	\$0	\$33,807	\$68,514	\$103,221	\$103,221
<b>Total Cash Balance Including Reserves</b>	<b>\$64,776</b>	<b>\$122,742</b>	<b>\$233,726</b>	<b>\$378,059</b>	<b>\$498,819</b>

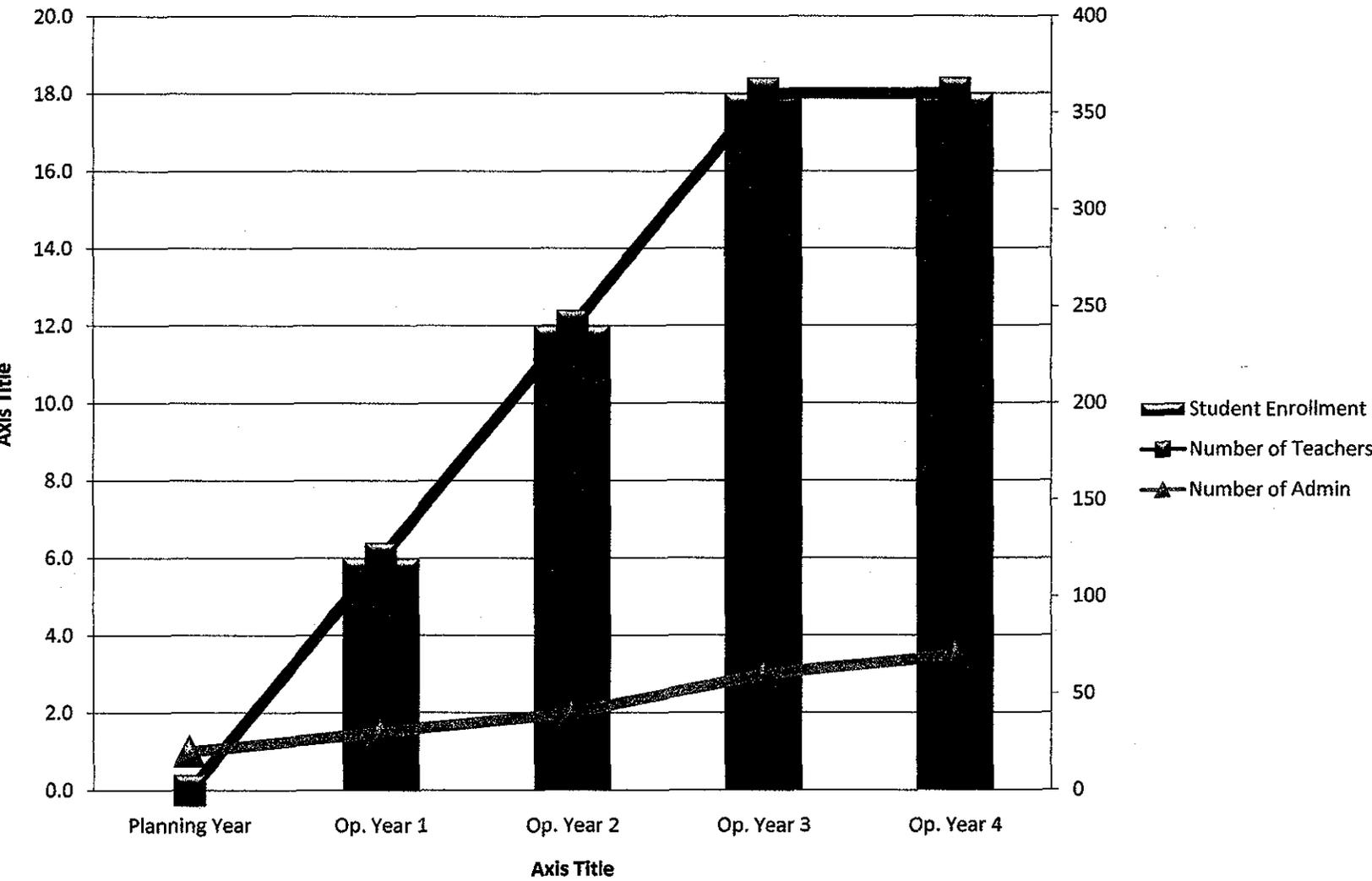
## Oakland Collegiate Cash Flow



### Change in Staff Expenditure



## Staff Growth



	Oakland Collegiate												Accrued
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 1
CASH	\$64,776	\$59,147	\$41,405	\$236,940	\$187,471	\$132,809	\$230,236	\$176,873	\$125,944	\$155,846	\$155,185	\$173,015	\$116,088
<b>Sources</b>													
Propose Entitlement													
State Aid Portion	\$0	\$0	\$214,382	\$0	\$0	\$151,328	\$0	\$0	\$88,275	\$44,137	\$44,137	\$44,137	\$44,137
Propose Entitlement -	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Revenue													
Donation	\$0	\$0	\$0	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312	\$9,312
Grant	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$0
Local Revenue (Title I)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,438	\$0	\$20,438	\$0	\$10,219
Revenue													
Block Grant	\$0	\$0	\$15,504	\$0	\$0	\$10,944	\$0	\$0	\$6,384	\$3,192	\$3,192	\$3,192	\$3,192
Education Local Plan	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lottery (quarterly)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reduction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Impact Aid	\$0	\$0	\$16,640	\$0	\$0	\$11,746	\$0	\$0	\$6,852	\$3,426	\$3,426	\$3,426	\$3,426
State Revenues	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tools Facility Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Local Hours	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,435	\$0	\$0	\$0	\$0	\$0
Revenue													
From LEAS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$2,052	\$0
Local Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$16,667	\$16,667	\$265,244	\$28,030	\$28,030	\$202,048	\$28,030	\$30,465	\$149,978	\$78,785	\$99,223	\$78,785	\$70,286
<b>EXPENSES</b>													
Allocated Salaries Total	\$0	\$0	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338	\$30,338
Unallocated Salaries Total	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$9,170	\$0
Employee Benefits Total	\$0	\$5,339	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300
Materials and Other													
Materials	\$0	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Materials and Supplies	\$0	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083
Non-capitalized	\$0	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075
Capitalized	\$0	\$0	\$0	\$7,790	\$12,983	\$12,983	\$11,685	\$11,685	\$8,439	\$9,737	\$11,685	\$14,281	\$22,071
Supplies Total	\$0	\$3,959	\$3,959	\$11,748	\$16,941	\$16,941	\$15,643	\$15,643	\$12,397	\$13,696	\$15,643	\$18,240	\$26,029

and Conferences	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,931	\$644
and Memberships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,100	\$0
nce	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$0
es and Services	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$1,131	\$0
s, Leases, Repairs	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$10,638	\$0
sional/Consulting	\$0	\$0	\$0	\$0	\$0	\$21,929	\$0	\$0	\$21,929	\$0	\$0	\$21,929	\$21,929	\$7,310
unications	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$0
nd Other Operating Total	\$13,125	\$13,125	\$13,125	\$13,125	\$13,125	\$35,054	\$13,125	\$13,125	\$35,054	\$13,125	\$13,125	\$38,085	\$7,953	
ngs and of Buildings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ment Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ntlay Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Apportionment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	
nt Oversight	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,761	\$0	
epayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
terest	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
ngo	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$26,761	\$0	
EXPENDITURES	\$22,295	\$31,592	\$66,892	\$74,582	\$79,875	\$101,804	\$78,576	\$78,576	\$107,260	\$78,579	\$78,576	\$132,895	\$74,621	
EXPENDITURES	-\$5,628	-\$14,926	\$198,352	-\$46,651	-\$51,844	\$100,244	-\$50,546	-\$48,112	\$32,719	\$2,156	\$20,647	-\$54,109	-\$4,336	
ment		\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	\$2,817	
(DECREASE)	-\$5,628	-\$17,743	\$195,535	-\$49,469	-\$54,662	\$97,427	-\$53,363	-\$50,929	\$29,902	-\$661	\$17,830	-\$56,926	-\$7,153	
BALANCE	\$59,147	\$41,405	\$236,940	\$187,471	\$132,809	\$230,236	\$176,873	\$125,944	\$155,846	\$155,185	\$173,015	\$116,088	\$108,935	
ANCE WITH	\$59,147	\$44,222	\$242,574	\$195,923	\$144,078	\$244,322	\$193,776	\$145,665	\$178,384	\$180,540	\$201,187	\$147,078	\$142,742	



l and Conferences	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,183	\$1,061
and Memberships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,700	\$0
ance	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$0
es and													
Services	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$0
als, Leases, Repairs	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$21,093	\$0
ssional/Consulting													
	\$0	\$0	\$0	\$0	\$0	\$30,542	\$0	\$0	\$30,542	\$0	\$0	\$30,542	\$10,181
munications	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$0
and Other Operating													
total	\$23,901	\$23,901	\$23,901	\$23,901	\$23,901	\$54,443	\$23,901	\$23,901	\$54,443	\$23,901	\$23,901	\$59,326	\$11,242
ngs and													
of Buildings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ment Outlay	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$0
utlay Total	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$515	\$0
Apportionment	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	\$0	\$40,000	\$0	\$0	\$40,000	\$0
ct Oversight	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$13,703	\$0
epayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$260,000	\$0	\$0
terest	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,700	\$0	\$0
tgo	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	\$0	\$40,000	\$0	\$0	\$271,700	\$53,703
EXPENDITURES	\$90,808	\$349,165	\$327,654	\$276,545	\$215,112	\$126,871	\$48,020	\$8,939	\$241,142	\$376,551	\$213,140	\$189,997	\$205,212
EXPENDITURES	-\$18,927	\$262,049	-\$18,619	-\$48,217	-\$58,540	-\$85,349	-\$75,959	-\$36,189	\$235,095	\$138,302	\$160,519	-\$20,250	\$18,107
ement		\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892
(DECREASE)	-\$18,927	\$259,157	-\$21,511	-\$51,109	-\$61,432	-\$88,241	-\$78,852	-\$39,081	\$232,203	\$135,409	\$163,411	-\$23,143	\$15,215
BALANCE	\$90,808	\$349,165	\$327,654	\$276,545	\$215,112	\$126,871	\$48,020	\$8,939	\$241,142	\$376,551	\$213,140	\$189,997	\$205,212
BALANCE WITH	\$123,815	\$385,864	\$367,245	\$319,028	\$260,488	\$175,140	\$99,180	\$62,992	\$298,087	\$436,388	\$275,869	\$255,619	\$273,726

Oakland Collegiate													Accrued
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year
CASH	\$205,212	\$175,225	\$431,882	\$433,605	\$373,985	\$298,974	\$200,102	\$88,939	\$17,776	\$356,298	\$308,698	\$427,590	\$365,776
Sources													
Propose Entitlement State Aid Portion	\$0	\$76,745	\$153,490	\$102,326	\$102,326	\$102,326	\$102,326	\$102,326	\$429,362	\$214,681	\$214,681	\$214,681	\$1,111,000
Propose Entitlement -	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Due													
Donation	\$0	\$0	\$0	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935
Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Local Revenue (Title I)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$61,314	\$0	\$61,314	\$0	\$30,000
Revenue													
Block Grant	\$0	\$5,472	\$10,944	\$7,296	\$7,296	\$7,296	\$7,296	\$7,296	\$30,400	\$15,200	\$15,200	\$15,200	\$76,000
Education Local Plan Area	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lottery (quarterly)	\$0	\$0	\$7,467	\$0	\$0	\$7,467	\$0	\$0	\$7,467	\$0	\$0	\$7,467	\$29,868
Reduction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Impact Aid	\$0	\$5,873	\$11,746	\$7,830	\$7,830	\$7,830	\$7,830	\$7,830	\$32,627	\$16,313	\$16,313	\$16,313	\$81,669
State Revenues	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tools Facility Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$128,250	\$0	\$0	\$0
Total Hours	\$17,336	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$47,678	\$0	\$0	\$0	\$0
Revenue													
From LEAS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156
Local Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Financing	\$0	\$230,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$17,336	\$318,090	\$189,802	\$151,543	\$151,543	\$159,010	\$151,543	\$151,543	\$642,939	\$408,535	\$341,599	\$287,752	\$1,877,000
EXPENSES													
Salaries Total	\$0	\$0	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073	\$96,073
Benefits Total	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020	\$12,020
Free Benefits Total	\$0	\$0	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573	\$30,573
Supplies and Other													
Materials	\$0	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492	\$4,492
Materials and Supplies	\$0	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641	\$3,641
Capitalized Equipment	\$0	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084	\$3,084
	\$0	\$0	\$0	\$23,085	\$38,475	\$38,475	\$34,628	\$34,628	\$25,009	\$28,856	\$34,628	\$42,323	\$65,000
Supplies Total	\$0	\$11,218	\$11,218	\$34,303	\$49,693	\$49,693	\$45,845	\$45,845	\$36,226	\$40,074	\$45,845	\$53,540	\$76,000
Travel and Conferences	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,917	\$4,917

and Memberships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,300	
nce	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	
s and Housekeeping	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	\$1,766	
s, Leases, Repairs	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	\$31,561	
sional/Consulting	\$0	\$0	\$0	\$0	\$0	\$31,329	\$0	\$0	\$31,329	\$0	\$0	\$31,329	\$10,000
unications	\$486	\$486	\$486	\$486	\$486	\$486	\$486	\$486	\$486	\$486	\$486	\$486	
nd Other Operating	\$34,772	\$34,772	\$34,772	\$34,772	\$34,772	\$66,101	\$34,772	\$34,772	\$66,101	\$34,772	\$34,772	\$73,319	\$12,000
gals and	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
of Buildings	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	
ment Outlay	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	
lay Total	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	
pportionment	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000	\$0	\$60,000	\$0	\$0	\$60,000	
t Oversight	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,644	
ayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$230,000	\$0	\$0	
erest	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,200	\$0	\$0	
go	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000	\$0	\$60,000	\$239,200	\$0	\$80,644	
RESERVES	\$7,325	\$8,544	\$8,187	\$203,272	\$23,662	\$254,991	\$59,317	\$219,517	\$101,527	\$138,743	\$219,517	\$346,700	\$21,000
EXPENDITURES	-\$29,987	\$259,549	\$4,616	-\$56,728	-\$72,118	-\$95,980	\$108,271	-\$68,271	\$341,414	-\$44,708	\$121,785	-\$58,948	-\$28,000
ment		\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892	\$2,892
DECREASE)	-\$29,987	\$256,657	\$1,723	-\$59,620	-\$75,010	-\$98,872	\$111,163	-\$71,163	\$338,522	-\$47,600	\$118,892	-\$61,840	-\$30,900
BALANCE	\$175,225	\$431,882	\$433,605	\$373,985	\$298,974	\$200,102	\$88,939	\$17,776	\$356,298	\$308,698	\$427,590	\$365,750	\$334,000
ANCE WITH RESERVES	\$243,739	\$503,288	\$507,904	\$451,176	\$379,057	\$283,077	\$174,807	\$106,536	\$447,950	\$403,242	\$525,027	\$466,079	\$438,000

Oakland Collegiate													Accrued Year 4
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
CASH	\$334,838	\$315,346	\$373,128	\$467,210	\$466,491	\$450,383	\$416,207	\$343,946	\$331,685	\$566,023	\$759,279	\$815,702	\$697,040
Net Sources													
Purpose Entitlement - State Aid Portion	\$0	\$115,658	\$231,315	\$154,210	\$154,210	\$154,210	\$154,210	\$154,210	\$321,271	\$160,636	\$160,636	\$160,636	\$6,420
Purpose Entitlement - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State Aid	\$0	\$0	\$0	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935	\$27,935
Other State Revenues (Title I, etc.)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$61,314	\$0	\$61,314	\$0	\$30,650
Block Grant	\$0	\$8,208	\$16,416	\$10,944	\$10,944	\$10,944	\$10,944	\$10,944	\$22,800	\$11,400	\$11,400	\$11,400	\$45,000
Lottery (quarterly)	\$0	\$0	\$11,201	\$0	\$0	\$11,201	\$0	\$0	\$11,201	\$0	\$0	\$11,201	\$0
Impact Aid	\$0	\$8,809	\$17,618	\$11,746	\$11,746	\$11,746	\$11,746	\$11,746	\$24,470	\$12,235	\$12,235	\$12,235	\$48,000
State Revenues	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Schools Facility Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$192,375	\$0	\$0	\$0
Total Hours	\$30,342	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$62,093	\$0	\$0	\$0	\$0
From LEAS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Local Revenue	\$0	\$0	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156	\$6,156
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$30,342	\$132,675	\$282,706	\$210,990	\$210,990	\$222,191	\$210,990	\$210,990	\$537,239	\$410,736	\$279,675	\$229,562	\$65,960
Salaries	\$0	\$0	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808	\$98,808
Salaries Total	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$14,741	\$0
Employee Benefits Total	\$0	\$16,059	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982	\$30,982
Materials and Other	\$0	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112	\$2,112
Materials and Supplies	\$0	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862	\$4,862
Capitalized	\$0	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026	\$2,026
Supplies	\$0	\$0	\$0	\$23,085	\$38,475	\$38,475	\$34,628	\$34,628	\$25,009	\$28,856	\$34,628	\$42,323	\$65,400
Supplies Total	\$0	\$8,999	\$8,999	\$32,084	\$47,474	\$47,474	\$43,627	\$43,627	\$34,008	\$37,856	\$43,627	\$51,322	\$74,400

and Conferences	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,065	\$1,688
and Memberships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,300	\$0
ance	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$958	\$0
es and Services	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$1,819	\$0
s, Leases, Repairs	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$31,805	\$0
sional/Consulting	\$0	\$0	\$0	\$0	\$0	\$29,268	\$0	\$0	\$29,268	\$0	\$0	\$29,268	\$9,756
unications	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$0
nd Other Operating													
total	\$35,093	\$35,093	\$35,093	\$35,093	\$35,093	\$64,361	\$35,093	\$35,093	\$64,361	\$35,093	\$35,093	\$71,726	\$11,444
gs and													
of Buildings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ment Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
utlay Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Apportionment	\$0	\$0	\$0	\$0	\$0	\$0	\$60,000	\$0	\$60,000	\$0	\$0	\$60,000	\$0
t Oversight	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,644	\$0
ayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
terest	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
go	\$0	\$0	\$0	\$0	\$0	\$0	\$60,000	\$0	\$60,000	\$0	\$0	\$80,644	\$0
ities	\$49,854	\$71,638	\$188,624	\$211,709	\$227,099	\$256,367	\$283,254	\$293,254	\$302,903	\$217,430	\$221,251	\$343,253	\$213,540
EXPENDITURES	-\$19,492	\$57,782	\$94,082	-\$719	-\$16,109	-\$34,176	-\$72,261	-\$12,261	\$234,338	\$193,256	\$56,424	\$118,662	-\$149,679
ement		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DECREASE)	-\$19,492	\$57,782	\$94,082	-\$719	-\$16,109	-\$34,176	-\$72,261	-\$12,261	\$234,338	\$193,256	\$56,424	\$118,662	-\$149,679
BALANCE	\$315,346	\$373,128	\$467,210	\$466,491	\$450,383	\$416,207	\$343,946	\$331,685	\$566,023	\$759,279	\$815,702	\$697,040	\$547,362
CE WITH	\$418,567	\$476,349	\$570,431	\$569,713	\$553,604	\$519,428	\$447,167	\$434,906	\$669,244	\$862,500	\$918,924	\$800,262	\$650,583

## ENROLLMENT CONTINGENCY PLAN

Oakland Collegiate budget projects are based on an enrollment of 120 students/year. In case of lower actual enrollment we propose a budget which allows us to retain our essential components and remain financially viable.

Our Enrollment Contingency Plan is based on an enrollment of 72 students/year. In this scenario the following items are cut or reduced;

- Reduced average teacher salary to \$44,000.
- Reduce Executive Director salary to \$65,000.
- Eliminate Director of Operations and Student Supports Coordinator.
- Director of Curriculum & Instruction begins as a .5 FTE position in Operations Year 2.
- Reduce teaching staff from 6 to 4 teachers. Teachers now teach two subjects/day.
- Push-in and pull-out tutoring, and after school tutoring eliminated.
- Money for graduation eliminated.
- Computer Lab and in Operations Year 4.
- Supplemental instructional computer based curriculum in Operations 4.
- Class size increases to 27.
- Expenditures on laptops reduced to \$1,100 per computer.

Despite these cuts, Oakland Collegiate is able to retain our core programming. Students still receive double instruction in math and literacy, an extended school day and year, and a rigorous curriculum designed by exceptional staff.

Oakland Collegiate still provides immediate communication for incomplete homework and absences, as well as weekly reports for behavior, and six week academic progress reports.

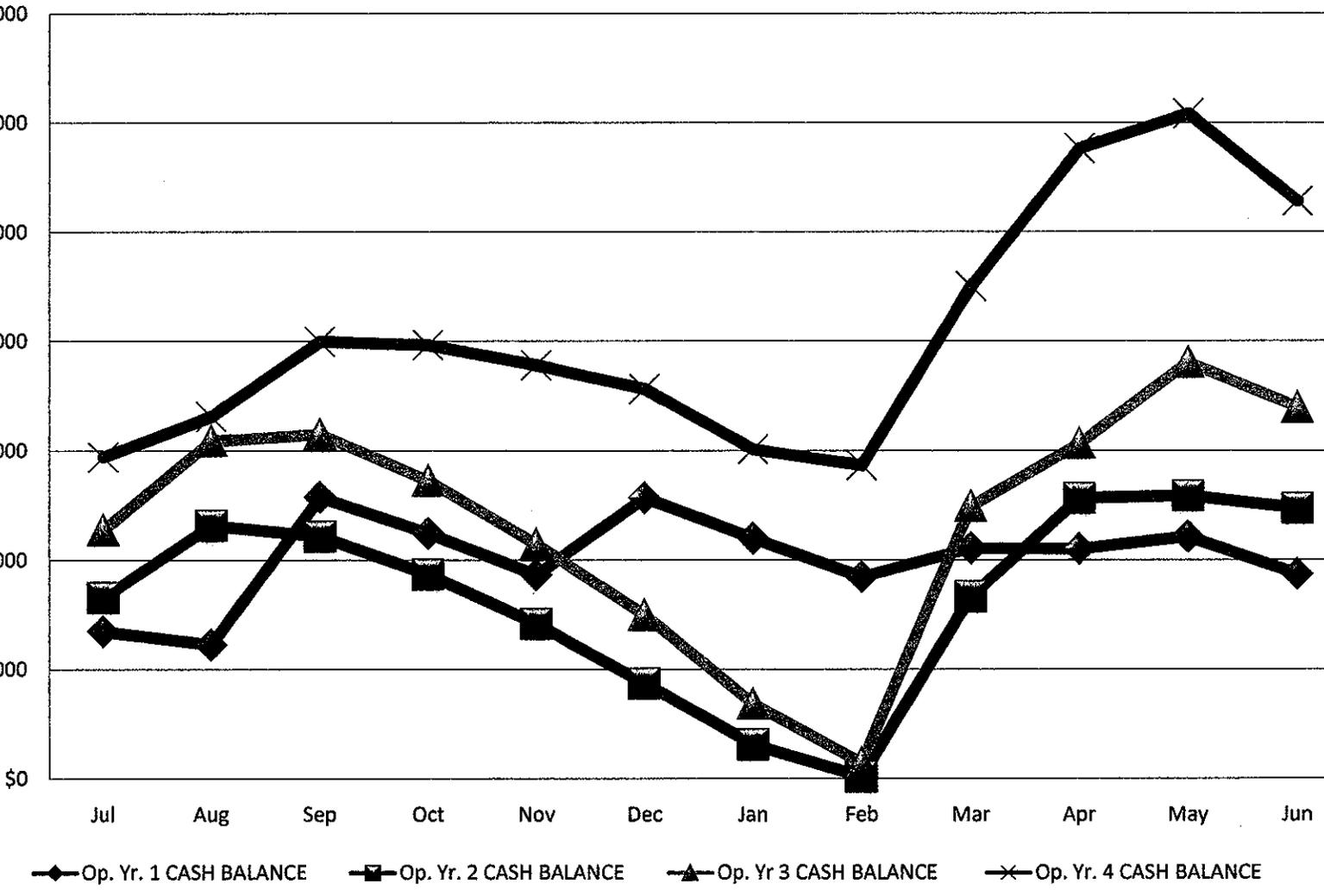
While a number of items were eliminated, expenditures on curriculum increased to \$225/student. In addition, there is \$15,000 in Operations Year 1 to buy Supplemental instructional materials. The proposed five year balanced budget and cash flow projections is attached.

Proposed Budget – Enrollment Contingency

Description	Startup	Year 1	Year 2	Year 3	Year 4
<b>Revenue Limit Sources</b>					
General Purpose Entitlement					
Block Grant	2008-2009				
Grades 4 - 6	\$5,531	\$425,610	\$425,610	\$425,610	\$425,610
Grades 7 - 8	\$5,689		\$437,769	\$875,537	\$875,537
<b>Total, Revenue Limit Sources</b>		<b>\$425,610</b>	<b>\$863,379</b>	<b>\$1,301,148</b>	<b>\$1,301,148</b>
<b>Federal Revenues</b>					
No Child Left Behind (Title I)		\$32,180	\$64,361	\$96,541	\$96,541
Title II	\$30	\$2,309	\$4,617	\$6,926	\$6,926
CDE PCS Grant	\$250,000	\$200,000	\$150,000	\$0	\$0
Child Nutrition - Federal		\$62,853	\$125,706	\$188,558	\$188,558
Other Federal Revenues		\$0	\$0	\$0	\$0
<b>Total, Federal Revenues</b>	<b>\$250,000</b>	<b>\$297,342</b>	<b>\$344,684</b>	<b>\$292,025</b>	<b>\$292,025</b>
<b>Other State Revenue</b>					
Categorical Block Grant	\$400	\$30,780	\$61,560	\$92,340	\$92,340
Special Education - State	\$533				
State Lottery	\$131		\$10,080	\$20,161	\$30,241
Class Size Reduction	\$1,070				
EIA	\$318	\$33,035	\$66,069	\$99,104	\$99,104
All Other State Revenues		\$0	\$0	\$0	\$0
Charter Schools Facility Grant Program	\$750		\$43,284	\$86,569	\$129,853
Supplemental Hours		\$1,643	\$14,989	\$43,885	\$62,394
<b>Total, Other State Revenues</b>		<b>\$65,458</b>	<b>\$195,983</b>	<b>\$342,058</b>	<b>\$413,932</b>
<b>Other Local Revenue</b>					
Transfers from Sponsoring LEA		\$0	\$0	\$0	\$0
Interest		\$0	\$0	\$0	\$0
Fundraising		\$0	\$0	\$0	\$0
Other Revenue		\$13,851	\$27,702	\$41,553	\$41,553
All Other Local Revenues		\$0	\$0	\$0	\$0
Loan Financing			\$65,000	\$65,000	
<b>Total, Local Revenues</b>	<b>\$0</b>	<b>\$13,851</b>	<b>\$92,702</b>	<b>\$106,553</b>	<b>\$41,553</b>
<b>TOTAL REVENUES</b>	<b>\$250,000</b>	<b>\$802,261</b>	<b>\$1,496,747</b>	<b>\$2,041,784</b>	<b>\$2,048,658</b>
<b>Certificated Salaries</b>					
Teacher Salaries	\$0	\$176,000	\$362,560	\$560,155	\$576,960
Teacher Stipend	\$0	\$15,000	\$30,000	\$45,000	\$45,000
Substitute Teacher Salaries	\$0	\$1,760	\$3,626	\$5,602	\$5,770
Certificated Administrator Salaries	\$0	\$0	\$35,827	\$41,022	\$42,252
<b>Total, Certificated Salaries</b>	<b>\$0</b>	<b>\$192,760</b>	<b>\$432,013</b>	<b>\$651,779</b>	<b>\$669,982</b>
<b>Classified (non-certificated) Salaries</b>					
Classified Administrator Salaries	\$48,750	\$66,950	\$68,959	\$71,027	\$73,158
Clerical and Office Salaries	\$0	\$40,000	\$41,200	\$42,436	\$43,709
<b>Total, Non-certificated Salaries</b>	<b>\$48,750</b>	<b>\$106,950</b>	<b>\$110,159</b>	<b>\$113,463</b>	<b>\$116,867</b>
<b>Performance Bonus</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Employee Benefits</b>					
STRS/PERS/OASDI/Medicare	\$3,729	\$36,446	\$72,347	\$105,158	\$108,312
Health and Welfare Benefits	\$3,375	\$28,620	\$53,090	\$77,714	\$82,377
Unemployment Insurance	\$146	\$854	\$1,537	\$2,161	\$2,226
Workers' Compensation Insurance	\$1,706	\$9,965	\$17,926	\$25,208	\$25,965
Retiree Benefits	\$1,463	\$3,209	\$3,305	\$3,404	\$3,506
Other Employee Benefits	\$0	\$0	\$0	\$0	\$0
<b>Total, Employee Benefits</b>	<b>\$10,419</b>	<b>\$79,093</b>	<b>\$148,204</b>	<b>\$213,645</b>	<b>\$222,385</b>
<b>Books and Supplies</b>					
Books and Other Reference Materials	\$0	\$36,870	\$38,280	\$42,936	\$20,800
Materials and Supplies	\$0	\$9,100	\$18,686	\$28,780	\$45,553
Non-capitalized Equipment	\$1,100	\$8,665	\$9,182	\$8,256	\$23,220

Food	\$0	\$123,338	\$245,175	\$365,513	\$365,513
<b>Total, Books and Supplies</b>	<b>\$1,100</b>	<b>\$177,973</b>	<b>\$311,324</b>	<b>\$445,484</b>	<b>\$455,086</b>
<b>Services and Other Operating Expenditures</b>					
Travel and Conferences	\$250	\$1,545	\$2,917	\$4,098	\$4,221
Dues and Memberships	\$500	\$905	\$1,310	\$1,715	\$1,715
Insurance	\$0	\$11,500	\$11,500	\$11,500	\$11,500
Utilities and Housekeeping					
Services	\$0	\$13,566	\$16,958	\$21,197	\$21,833
Rentals, Leases, Repairs	\$15,795	\$87,724	\$173,264	\$258,956	\$261,884
Professional/Consulting					
Services	\$19,125	\$29,584	\$39,318	\$39,497	\$35,532
Communications	\$6,400	\$4,833	\$5,190	\$5,345	\$5,618
<b>Total, Services/Other Operating</b>	<b>\$42,070</b>	<b>\$149,656</b>	<b>\$250,456</b>	<b>\$342,308</b>	<b>\$342,303</b>
<b>Capital Outlay</b>					
Buildings and Improvements					
of Buildings	\$0	\$0	\$0	\$0	\$0
Equipment Outlay	\$11,050	\$0	\$4,172	\$4,297	\$0
<b>Total, Capital Outlay</b>	<b>\$11,050</b>	<b>\$0</b>	<b>\$4,172</b>	<b>\$4,297</b>	<b>\$0</b>
<b>Other Outgo</b>					
Transfers of Apportionment to					
Other LEAs (except SPED)	\$0	\$0	\$0	\$0	\$0
Transfers of Apportionment					
(Special Ed) \$ 500	\$0	\$40,500	\$81,000	\$121,500	\$121,500
All Other Transfers of					
Apportionments to Other LEAs	\$0	\$0	\$0	\$0	\$0
All Other Transfers	\$0	\$0	\$0	\$0	\$0
District Oversight (1%)	\$0	\$4,564	\$9,249	\$13,935	\$13,935
Loan Repayment	\$0	\$0	\$65,000	\$65,000	\$0
Debt Interest	\$0	\$0	\$2,925	\$2,600	\$0
<b>Total, Other Outgo</b>	<b>\$0</b>	<b>\$45,064</b>	<b>\$158,174</b>	<b>\$203,035</b>	<b>\$135,435</b>
<b>TOTAL EXPENDITURES</b>	<b>\$113,389</b>	<b>\$751,495</b>	<b>\$1,414,501</b>	<b>\$1,974,010</b>	<b>\$1,942,058</b>
Cash Reserve Requirement ( 5% of Categorical					
and Block Grants)	\$0	\$22,820	\$23,427	\$23,427	\$0
<b>Excess of Revenues over Expenditures and</b>					
<b>Reserve</b>	<b>\$136,611</b>	<b>\$27,946</b>	<b>\$58,818</b>	<b>\$44,347</b>	<b>\$106,600</b>
Beginning Cash Balance (less reserves)	\$0	\$136,611	\$164,557	\$223,375	\$267,722
<i>Net Cash Balance</i>	\$136,611	\$164,557	\$223,375	\$267,722	\$374,322
<i>Cumulative Reserve Total</i>	\$0	\$22,820	\$46,247	\$69,674	\$69,674
<b>Total Cash Balance Including Reserves</b>	<b>\$136,611</b>	<b>\$187,376</b>	<b>\$269,622</b>	<b>\$337,396</b>	<b>\$443,996</b>

## Oakland Collegiate Cash Flow - Enrollment Contingency

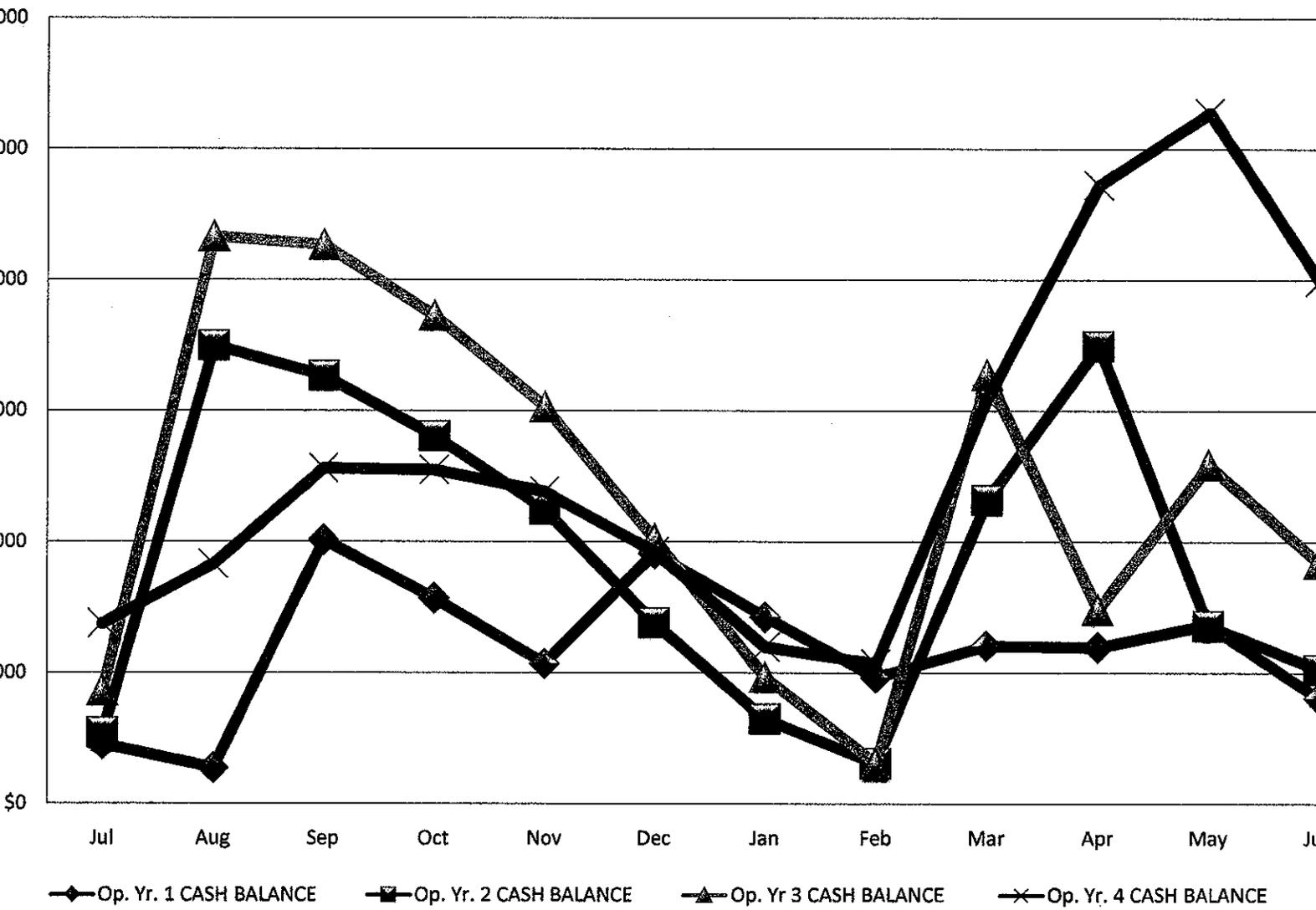


Oakland Collegiate – Additional Budget Cuts

Description	Startup	Year 1	Year 2	Year 3	Year 4
<b>Revenue Limit Sources</b>					
General Purpose Entitlement					
Block Grant	2008-2009				
Grades 4 - 6	\$4,852	\$553,128	\$553,128	\$553,128	\$553,128
Grades 7 - 8	\$4,990		\$568,860	\$1,137,720	\$1,137,720
<b>Total, Revenue Limit Sources</b>		\$553,128	\$1,121,988	\$1,690,848	\$1,690,848
<b>Federal Revenues</b>					
No Child Left Behind (Title I)		\$47,675	\$95,350	\$143,024	\$143,024
Title II	\$30	\$3,420	\$6,840	\$10,260	\$10,260
CDE PCS Grant	\$250,000	\$200,000	\$150,000	\$0	\$0
Child Nutrition - Federal		\$93,115	\$186,230	\$279,346	\$279,346
Other Federal Revenues		\$0	\$0	\$0	\$0
<b>Total, Federal Revenues</b>	\$250,000	\$344,210	\$438,420	\$432,630	\$432,630
<b>Other State Revenue</b>					
Categorical Block Grant	\$400	\$45,600	\$91,200	\$136,800	\$136,800
Special Education - State	\$533				
State Lottery	\$0		\$0	\$0	\$0
Class Size Reduction	\$1,070				
EIA	\$318	\$48,940	\$97,880	\$146,821	\$146,821
All Other State Revenues		\$0	\$0	\$0	\$0
Charter Schools Facility Grant Program	\$638		\$54,506	\$109,013	\$163,519
Supplemental Hours		\$2,435	\$22,205	\$65,014	\$92,435
<b>Total, Other State Revenues</b>		\$96,975	\$265,792	\$457,648	\$539,575
<b>Other Local Revenue</b>					
Transfers from Sponsoring LEA		\$0	\$0	\$0	\$0
Interest		\$0	\$0	\$0	\$0
Fundraising		\$0	\$0	\$0	\$0
Other Revenue		\$20,520	\$41,040	\$61,560	\$61,560
All Other Local Revenues		\$0	\$0	\$0	\$0
Loan Financing			\$300,000	\$330,000	
<b>Total, Local Revenues</b>		\$20,520	\$341,040	\$391,560	\$61,560
<b>TOTAL REVENUES</b>	\$250,000	\$1,014,833	\$2,167,240	\$2,972,686	\$2,724,613
<b>Certificated Salaries</b>					
Teacher Salaries	\$0	\$235,000	\$484,100	\$747,935	\$770,373
Teacher Stipend	\$0	\$16,500	\$33,000	\$49,500	\$49,500
Substitute Teacher Salaries	\$0	\$2,350	\$4,841	\$7,479	\$7,704
Certificated Administrator Salaries	\$15,000	\$30,900	\$67,654	\$96,304	\$99,193
<b>Total, Certificated Salaries</b>	\$15,000	\$284,750	\$589,595	\$901,217	\$926,769
<b>Classified (non-certificated) Salaries</b>					
Classified Administrator Salaries	\$51,000	\$70,040	\$72,141	\$101,805	\$133,185
Clerical and Office Salaries	\$0	\$40,000	\$41,200	\$42,436	\$43,709
<b>Total, Non-certificated Salaries</b>	\$51,000	\$110,040	\$113,341	\$144,241	\$176,894
Performance Bonus	\$0	\$0	\$0	\$0	\$79,677
<b>Employee Benefits</b>					
STRS/PERS/OASDI/Medicare	\$6,287	\$51,070	\$97,169	\$146,458	\$153,018
Health and Welfare Benefits	\$4,500	\$35,775	\$65,731	\$101,832	\$110,782
Unemployment Insurance	\$198	\$1,135	\$2,010	\$2,988	\$3,162
Workers' Compensation Insurance	\$2,310	\$13,240	\$23,448	\$34,859	\$36,896
Retiree Benefits	\$1,530	\$3,301	\$3,400	\$4,327	\$5,307
Other Employee Benefits	\$0	\$0	\$0	\$0	\$0
<b>Total, Employee Benefits</b>	\$14,825	\$104,521	\$191,758	\$290,463	\$309,165

<b>Books and Supplies</b>					
Books and Other Reference					
Materials	\$15,000	\$35,400	\$54,024	\$61,014	\$27,537
Materials and Supplies	\$0	\$13,000	\$41,720	\$43,692	\$58,338
Non-capitalized Equipment	\$3,600	\$12,402	\$32,358	\$36,482	\$24,312
Food	\$0	\$123,338	\$245,175	\$365,513	\$365,513
<b>Total, Books and Supplies</b>	<b>\$18,600</b>	<b>\$184,140</b>	<b>\$373,277</b>	<b>\$506,701</b>	<b>\$475,701</b>
<b>Services and Other Operating Expenditures</b>					
Travel and Conferences	\$750	\$2,575	\$4,244	\$6,556	\$6,753
Dues and Memberships	\$500	\$1,100	\$1,700	\$2,300	\$2,300
Insurance	\$0	\$11,500	\$11,500	\$11,500	\$11,500
Utilities and Housekeeping					
Services	\$0	\$13,566	\$16,958	\$21,197	\$21,833
Rentals, Leases, Repairs	\$23,400	\$127,650	\$253,116	\$378,735	\$381,663
Professional/Consulting					
Services	\$56,000	\$72,170	\$100,852	\$104,430	\$97,560
Communications	\$6,250	\$4,781	\$5,243	\$5,837	\$6,125
<b>Total, Services/Other Operating</b>	<b>\$86,900</b>	<b>\$233,342</b>	<b>\$393,612</b>	<b>\$530,555</b>	<b>\$527,733</b>
<b>Capital Outlay</b>					
Buildings and Improvements					
of Buildings	\$0	\$0	\$0	\$0	\$0
Equipment Outlay	\$13,000	\$0	\$6,180	\$6,365	\$0
<b>Total, Capital Outlay</b>	<b>\$13,000</b>	<b>\$0</b>	<b>\$6,180</b>	<b>\$6,365</b>	<b>\$0</b>
<b>Other Outgo</b>					
Transfers of Apportionment to					
Other LEAs (except SPED)	\$0	\$0	\$0	\$0	\$0
Transfers of Apportionment					
(Special Ed)	\$ 500	\$0	\$60,000	\$120,000	\$180,000
All Other Transfers of					
Apportionments to Other					
LEAs	\$0	\$0	\$0	\$0	\$0
All Other Transfers	\$0	\$0	\$0	\$0	\$0
District Oversight (1%)	\$0	\$5,987	\$12,132	\$18,276	\$18,276
Loan Repayment	\$0	\$0	\$300,000	\$330,000	\$0
Debt Interest	\$0	\$0	\$13,500	\$13,200	\$0
<b>Total, Other Outgo</b>	<b>\$0</b>	<b>\$65,987</b>	<b>\$445,632</b>	<b>\$541,476</b>	<b>\$198,276</b>
<b>TOTAL EXPENDITURES</b>	<b>\$199,325</b>	<b>\$982,780</b>	<b>\$2,113,395</b>	<b>\$2,921,020</b>	<b>\$2,694,215</b>
Cash Reserve Requirement ( 5% of Categorical					
and Block Grants)	\$0	\$29,936	\$30,723	\$30,723	\$0
<b>Excess of Revenues over Expenditures and</b>					
<b>Reserve</b>	<b>\$50,676</b>	<b>\$2,117</b>	<b>\$23,122</b>	<b>\$20,943</b>	<b>\$30,397</b>
Beginning Cash Balance (less reserves)	\$0	\$50,676	\$52,792	\$75,914	\$96,857
<i>Net Cash Balance</i>	\$50,676	\$52,792	\$75,914	\$96,857	\$127,254
<i>Cumulative Reserve Total</i>	\$0	\$29,936	\$60,659	\$91,382	\$91,382
<b>Total Cash Balance Including Reserves</b>	<b>\$50,676</b>	<b>\$82,729</b>	<b>\$136,573</b>	<b>\$188,239</b>	<b>\$218,637</b>

## Oakland Collegiate Cash Flow



## FINANCIAL MANAGEMENT PLAN

The Oakland Collegiate Board of Directors will be responsible for the governance and oversight of the charter school. The Board of Directors will designate members to be part of a Finance committee which will meet every other month to review the organizations financial information. Please refer to Element 5 and the Oakland Collegiate Bylaws for more detailed information.

The Oakland Collegiate Board of Directors will secure an independent auditor to audit our financial records. Please refer to Element 9 for more detailed information.

Oakland Collegiate may contract with an independent financial management company such as EdTec and Abacus.

## SCHOOL CLOSURE-DISSOLUTION OF ASSETS

Please refer to Element 16.

## REVENUES

Our primary revenue generator is our daily student attendance, (56% of our Revenue) which is funded through the state's ADA funding. Our projected average daily student attendance is 95%, although due to the conservatism built into our budget, we our average daily attendance can drop to 91% before we have to make any budgetary cuts.

We anticipate the following student demographics;

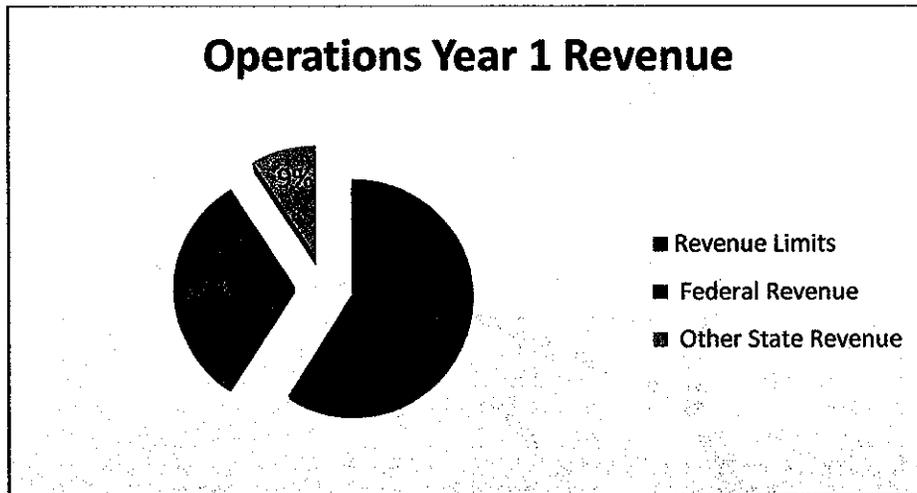
- 50% English Language Learners
- 50% Economically Disadvantaged
- 85% Free and Reduced Lunch
- 15% Special Education

These percentages are based on the demographics of Central East Oakland middle schools. This demographic information impacts our projected revenues. Oakland Collegiate anticipates fluctuations in these percentages, therefore each year we build a surplus in addition to our required reserve to protect ourselves in case of changes in student demographics.

Oakland Collegiate receives additional revenue through the following state revenue;

- Categorical Block Grant
- Special Education
- Economic Impact Aid
- Supplemental Hours Instruction

When we are eligible, Oakland Collegiate will receive additional revenue through the state lottery. We receive Economic Impact Aid based on each of our family's income level.



The final projected revenue source comes from the Federal government directly or through the CDE. We will receive revenue through the following categories;

- Title I
- Child Nutrition
- Public Charter Schools Grant

Given our target student population and anticipated enrollment, Oakland Collegiate qualifies for the maximum Public Charter Schools Grant.

#### **FUNDRAISING PLAN**

Our proposed budget does not include any unsecured funding. Our charter application includes the funding from the Federal Public Charter Schools Grant. If our application is approved we will submit that application for which we will be eligible for the full funding amount of \$600,000 due to our size and target population.

On February 6<sup>th</sup> 2009, Oakland Collegiate submitted an application for a Walton Family Foundation Planning Grant for \$10,000. If our charter application is approved Oakland Collegiate will apply for a Walton Family Foundation Implementation Grant for \$230,000.

The following is a proposed budget for the Walton Family Implementation Grant;

- Increase Director of Curriculum & Instruction position to full time  
Planning Year: \$37,500  
Op. Year 1: \$37,500
- Hire part time grant writer  
Planning Year: \$25,000  
Op. Year 1: \$25,000
- Implement tutoring program for all incoming 6<sup>th</sup> graders: (1.5 hours/week small group tutoring during 5<sup>th</sup> grade year & 2 week Summer School program)  
Planning Year: \$25,500  
Op. Year 1: \$25,500
- Purchase Educational Software, ie. Accelerated Math & Accelerated Reading  
Planning Year: \$50,000  
Total: \$226,000

Oakland Collegiate will investigate 21<sup>st</sup> Century and Afterschool Education Grant applications. They will allow us to expand our afterschool services to 6 PM and increase the number of students provided services.

Oakland Collegiate will investigate an AmeriCorps grant application. The lead founder visited MATCH High School in Boston, a school which implements one on one tutoring for every student through their MATCH AmeriCorps program. Oakland Collegiate would use AmeriCorps members to implement a similar pull-out and push-in tutoring program, as well as expand our after school programming.

## EXPENDITURES

As discussed below in the section Spending Priorities, Oakland Collegiate targets those expenditures which drive student achievement. Based on the success of schools like Roxbury Preparatory, North Star Academy, KIPP-Heartwood, and Acorn Woodland, Oakland Collegiate focuses are expenditures on teachers and improving teacher quality, creating a safe and structured school culture, and providing targeted student support services.

Highlighted below is a brief overview of the major cost centers, and their relative cost compared to the overall expenditures.

Cost Centers	Planning Yr	Yr 1	Yr 2	Yr 3	Yr 4
<b>STAFF</b>					
Number of Staff	0.0	6.0	12.0	18.0	18.0
Yearly Cost	\$ 15,000	\$315,720	\$ 654,383	\$1,002,800	\$1,032,884
Percent of Expenditures	8.10%	30.53%	29.77%	33.27%	35.44%
<b>Classified Staff</b>					
Number of Admin	1.0	2.5	3.0	4.0	4.5
Yearly Cost	\$ 51,000	\$110,040	\$ 113,341	\$ 144,241	\$ 176,894
Percent of Expenditures	27.53%	10.64%	5.16%	4.79%	6.07%
<b>Staff Benefits</b>					
Yearly Cost	\$ 8,795	\$118,643	\$ 221,134	\$ 336,305	\$ 356,865
Percent of Expenditures	4.75%	11.47%	10.06%	11.16%	12.25%
<b>Health Care Costs</b>					
Yearly Cost	\$ 4,500	\$ 40,545	\$ 75,843	\$ 117,911	\$ 127,826
Percent of Expenditures	2.43%	3.92%	3.45%	3.91%	4.39%
Total Employee	\$ 79,295	\$584,948	\$1,064,702	\$1,601,257	\$1,694,469
Total Percent of Expend	42.81%	56.56%	48.44%	53.12%	58.14%
Number of Staff	0.0	6.0	12.0	18.0	18.0
<b>Facility Subtotal</b>					
Yearly Cost	\$ 23,400	\$122,850	\$ 245,700	\$ 368,550	\$ 368,550
Percent of Expenditures	12.63%	11.88%	11.18%	12.23%	12.65%
<b>District Oversight</b>					
Yearly Costs	\$ -	\$ 6,761	\$ 13,703	\$ 20,644	\$ 20,644
Percent of Expenditures	0.00%	0.65%	0.62%	0.68%	0.71%
<b>Tutors</b>					
Yearly Cost	\$ -	\$ 12,000	\$ 28,000	\$ 28,000	\$ 28,000
Percent of Expenditures	0.00%	1.16%	1.27%	0.93%	0.96%
<b>Computers</b>					
Yearly Cost	8,600	\$8,652	43,238	34,208	\$36,855
Percent of Expenditures	4.64%	0.84%	1.97%	1.13%	1.26%
<b>Textbooks &amp; Instructional Materials Subtotal</b>					
Yearly Cost	\$ -	\$ 21,600	\$ 47,124	\$ 53,907	\$ 25,341
Percent of Expenditures	0.00%	2.09%	2.14%	1.79%	0.87%

	2009-2010 Planning Year			2010-2011 Estimated Year 1			2011-2012 Estimated Year 2			2012-2013 Estimated Year 3	
	Enrolled	ADA	# of Classes	Enrolled	ADA	# of Classes	Enrolled	ADA	# of Classes	Enrolled	ADA
	Enrollment				120	100.0%	6	240	100.0%	12.0	360
ADA				114	95.0%		228	95.0%		342	95.0%
Free&Rdc				102	85.0%		204	85.0%		306	85.0%
LEP / ELL				60	50.0%		120	50.0%		180	50.0%
ED				60	50.0%		120	50.0%		180	50.0%
SPED				18	15.0%		36	15.0%		54	15.0%
Grade 6 Enrolled				120			120			120	
Grade 7 Enrolled							120			120	
Grade 8 Enrolled										120	
	Planning Year			Operations Year 1			Operations Year 2			Operations Year 3	
	FTE'S	Avg. Salary	Total	FTE'S	Avg. Salary	Total	FTE'S	Avg. Salary	Total	FTE'S	Avg. Salary
Salaries	0.0	\$0	\$0	6.0	\$47,000	\$282,000	12.0	\$48,410	\$580,920	18.0	\$49,860
Benefits			\$0			\$18,000			\$36,000		
Fringe (1%)			\$0			\$2,820			\$5,809		
Travel Support	0.0	\$0	\$0	0.0	\$0	\$0	0.0	\$0	\$0	0.0	\$0
Supervisors	0.3	\$60,000	\$15,000	0.5	\$61,800	\$30,900	1.0	\$67,654	\$67,654	1.5	\$64,200
<b>Total Salaries</b>	<b>0.3</b>	<b>\$60,000</b>	<b>\$15,000</b>	<b>6.5</b>	<b>\$108,800</b>	<b>\$333,720</b>	<b>13.0</b>	<b>\$116,064</b>	<b>\$690,383</b>	<b>19.5</b>	<b>\$114,060</b>
Supervisors & Admin	0.8	\$68,000	\$51,000	1.0	\$70,040	\$70,040	1.0	\$72,141	\$72,141	1.5	\$67,870
Instructional, and Office	0.0	#DIV/0!	\$0	1.0	\$40,000	\$40,000	1.0	\$41,200	\$41,200	1.0	\$42,430
<b>Total Salaries</b>	<b>0.8</b>	<b>\$68,000</b>	<b>\$51,000</b>	<b>2.0</b>	<b>\$55,020</b>	<b>\$110,040</b>	<b>2.0</b>	<b>\$56,671</b>	<b>\$113,341</b>	<b>2.5</b>	<b>\$57,690</b>
<b>Bonus</b>			\$66,000			\$443,760			\$803,724		
Insurance			\$1,238			\$26,047			\$53,987		
Life Insurance			\$957			\$6,174			\$11,132		
Disability Insurance			\$4,092			\$26,397			\$47,599		
Health Insurance			\$198			\$1,277			\$2,303		
Life Insurance			\$2,310			\$14,902			\$26,870		
Life Insurance			\$1,530			\$3,301			\$3,400		
Life Insurance			\$4,500			\$40,545			\$75,843		
<b>Total Benefits</b>			<b>\$14,825</b>			<b>\$118,643</b>			<b>\$221,134</b>		

Year 4	
ADA	# of Classes
100.0%	18
95.0%	
85.0%	
50.0%	
50.0%	
15.0%	
Operations Year 4	
Avg. Salary	Total
\$51,358	\$924,447
	\$ 54,000
	\$9,244
\$0	\$0
\$66,128	\$99,193
\$117,487	\$1,086,884
\$66,592	\$133,185
\$43,709	\$43,709
\$58,965	\$176,894
	\$1,263,778
	\$ 91,763
	\$85,213
	\$17,542
	\$75,006
	\$3,629
	\$42,342
	\$5,307
	\$127,826
	<b>\$356,865</b>

	Planning Year			Estimated Year 1			Estimated Year 2			Estimated Year 3	
	Unit Price	# of Units	Total Cost	Unit Price	# of Units	Total Cost	Unit Price	# of Units	Total Cost	Unit Price	# of Units
ies											
ore Materials				\$135	120	\$16,200	\$200	120	\$24,000	\$206	120
rriculum						\$0			\$12,000		
ooks				\$20	120	\$2,400	\$21	240	\$4,944	\$21	360
aterials				\$25	120	\$3,000	\$26	240	\$6,180	\$27	360
ooks and Other											
als			\$0			\$21,600			\$47,124		
opies											
es						\$1,000			\$2,000		
are License						\$0			\$15,000		
				\$50	120	\$6,000	\$52	240	\$12,360	\$53	360
				\$10	120	\$1,200	\$10	240	\$2,472	\$11	360
s and Supplies				\$40	120	\$4,800	\$41	240	\$9,888	\$42	360
aterials and Supplies			\$0			\$13,000			\$41,720		
Equipment											
ses and Supplies	\$1,200	3	\$3,600	\$1,236	7	\$8,652	\$1,273	6.0	\$7,638	\$1,311	8.0
ses: Portable Comp.				\$20,000	0	\$0	\$20,600	1.0	\$20,600	\$21,218	1.0
ure and Equip				\$500	6	\$3,000	\$515	6.0	\$3,090	\$530	6.0
and Equipment				\$500	2.5	\$1,250	\$515	3	\$1,545	\$530	4
on-Capitalized			\$3,600			\$12,902			\$32,873		
ervices						\$121,838			\$243,675		
						\$1,500			\$1,500		
od			\$0			\$123,338			\$245,175		
Supplies			\$3,600			\$170,840			\$366,892		
ther Operating											
ferences	\$250	3	\$750	\$258	10	\$2,575	\$265	16	\$4,244	\$273	24
avel and Conf			\$750			\$2,575			\$4,244		
erships											
ociation Member				\$5	120	\$600	\$5	240	\$1,200	\$5	360
Memberships			\$500			\$500			\$500		
es			\$500			\$1,100			\$1,700		
y Insurance			\$0			\$5,000			\$5,000		
			\$0			\$6,500			\$6,500		
			\$0			\$11,500			\$11,500		

Regiate Charter Petition – Attachments

Year 4		
# of Units		Total Cost
2	36	\$7,638
2	360	\$7,868
7	360	\$9,835
		\$25,341
		\$4,000
		\$15,000
5	360	\$19,669
1	360	\$3,934
4	360	\$15,735
		\$58,338
1	0	\$0
5	1	\$21,855
5	0	\$0
5	4.5	\$2,459
		\$24,313
		\$ 365,513
		\$365,513
		\$473,505
	24	\$6,753
		\$6,753
5	360	\$1,800
		\$500
		\$2,300
		\$5,000
		\$6,500
		\$11,500

	Planning Yr.		Op. Yr. 1		Op. Yr. 2		Op. Yr. 3		Op. Yr. 4		
Services		\$0		\$5,583		\$6,979					
Supplies		\$0		\$3,375		\$4,219					
Utilities		\$0		\$3,084		\$3,854					
Printing and Reproduction		\$0		\$1,025		\$1,281					
Telephone		\$0		\$500		\$625					
Travel and Transportation		\$0		\$13,566		\$16,958					
Maintenance and Repairs			\$2,400	2	\$4,800	\$2,472	3	\$7,416	\$2,546	4	
Printing		\$23,400		\$117,000		\$234,000					
Rentals, Repairs		\$23,400		\$5,850		\$11,700					
Consulting											
Audit		\$3,000		\$10,000		\$10,000					
Back Office		\$35,000		\$25,000		\$25,000					
Printing		\$2,500		\$2,500		\$6,000					
Grant Writing				\$12,000		\$28,000					
Autos			\$0	120	\$0	\$0	240	\$0	\$0	360	
& CPR			\$25	20	\$500	\$26	32	\$824	\$27	48	
Student	\$25	120	\$3,000	\$26	120	\$3,090	\$27	120	\$3,183	\$27	0
			\$1,500		\$1,500			\$1,500			
	\$900	6	\$5,400	\$927	6	\$5,562	\$955	6.0	\$5,729	\$983	0
Management System			\$50	120	\$6,000	\$75	120	\$9,000	\$77	120	
Portation			\$5,000	\$25	120	\$3,000	\$26	240	\$6,180	\$27	360
			\$100	24	\$2,400	\$100	48	\$4,800	\$100	72	
Student		\$1,500		\$1,545		\$1,591					
Consulting		\$56,900		\$73,097		\$101,807					
Supplies	\$100	1	\$100	\$103	2	\$206	\$106	2	\$212	\$109	2
Delivery	\$50	3	\$150	\$52	10	\$515	\$53	16	\$849	\$55	24
Fax			\$4,000		\$2,000			\$2,060			
Printing and Other		\$6,250		\$4,781		\$5,243					
Expenses		\$87,800		\$234,269		\$394,567					

Legiate Charter Petition – Attachments

Op. Yr. 4	
	\$8,985
	\$5,432
	\$4,963
	\$1,649
	\$805
	\$21,833
<b>5</b>	
	\$13,113
	\$351,000
	\$17,550
	\$381,663
<b>10</b>	
	\$10,000
	\$25,000
	\$8,000
	\$28,000
360	\$0
48	\$1,311
0	\$0
	\$1,500
2	\$2,026
0	\$0
360	\$9,835
72	\$7,200
	\$1,688
	\$3,000
	\$97,560
<b>15</b>	
3	\$338
	\$2,251
24	\$1,351
	\$2,185
	\$6,125
	\$527,733

	Planning Year	Op. Yr. 1	Op. Yr. 2
Improvement of Sites			
Improve. of Bldgs			
Capital Outlay	\$0	\$0	\$0
Outlay			
Over	\$5,000		
	\$50 120 \$6,000		\$52 120 \$6,180
ment	\$2,000		\$53 120
Outlay	\$13,000	\$0	\$6,180
Outlay	\$13,000	\$0	\$6,180
achment	\$0	\$60,000	\$120,000
ight	\$0	\$6,761	\$13,703
ment	\$0	\$0	\$260,000
- Interest	\$0	\$0	\$11,700
Outgo	\$0	\$66,761	\$405,403
es	\$5,276	\$1,034,270	\$2,197,901

Op. Yr. 4
\$0
\$0
\$0
\$0
\$0
\$180,000
\$20,644
\$0
\$0
\$200,644

## **EXPLANATION OF ASSUMPTIONS**

### *Revenue*

Oakland Collegiate projects no increase in state or federal funding levels. We project short term loan financing through the charter schools revolving loan program and private lenders such as NCB Capital and LIFF. As a member of the California Charter School Association, we are eligible for low interest growth loans as we grow in Operations Years 1, 2 and 3.

Oakland Collegiate followed disbursement guidelines presented by Office of Charter Management, California Department of Education, and California Charter School Association. Please review the attached Cash Flow document for specific disbursement timeline.

### *Expenditures*

Oakland Collegiate projects a 3% annual increase in most expenditures. Those items which can be controlled for based on contracts were not increased.

Oakland Collegiate modeled our expenditures on Facilities, Insurance, and Operation and Maintenance based on Envision Charter schools. Our recommendations were also influenced by California Charter School Association recommendations.

## **SPENDING PRIORITIES**

In order to meet the needs of our students, the Oakland Collegiate Founding and Advisory Boards identified three main funding priorities;

- High Quality Teachers
- Safe School Environment
- Targeted Student Support Services

### **High Quality Teachers**

We believe students need competent teachers and structured classroom environments in order to meet our stated goals. Therefore at Oakland Collegiate we recruit teachers with content specialty and proven track records of results and managing classroom behavior. In order to recruit these teachers we must provide the compensation and professional environment to attract them.

#### *Compensation*

Our average starting teacher salary is \$47,000/year. Staff receive additional compensation for Summer Professional Development, Summer School, Saturday Academies, and After School Tutoring. In addition staff are eligible for a 8% annual bonus based on teacher evaluation and student performance beginning in Operations Year 3. Oakland Collegiate staff participate in STRS retirement program and receive a Healthcare benefits.

#### *Professional Environment*

At Oakland Collegiate we treat our staff like professionals. Each staff member is provided a laptop computer so they can work at school or from home. All staff members are provided an office space with desk, dedicated phone line, and curricula resources.

Oakland Collegiate provides approximately 25 full days of professional development/year for our staff. In addition, staff have weekly common planning time with their grade level and content areas. In addition, Oakland Collegiate employs a Director of Curriculum & Instruction. This staff member works with staff providing one on one coaching, curriculum development, lesson planning assistance to our teachers.

#### *Rigorous Curriculum*

While we need great teachers, they also must be providing rigorous standards based instruction designed to meet our student population's specific needs. During our Summer PD, staff will create standards based curriculum maps and daily objectives for their subject; the first six-week unit plans; and trimester finals. By creating the three end of the trimester exams, teachers will know exactly where there student's need to be at each benchmark. By aligning these exams with the state standards our students will be on track to meet or exceed state benchmarks.

In order to plan this curriculum based on student ability, all students will take the CAT/6 in the summer before starting school. This will provide a diagnostic assessment of the student's ability, and allow teachers to create a curriculum to meet their students needs. Teachers will implement regular six-week benchmark exams to track student progress.

### **Safe School Environment**

While we provide the financial and professional incentives in order to recruit talented staff who can manage classroom behavior, we must support classroom behavior with structured school culture. School culture is established through the norms, structure, and consistency of the school. Students quickly realize if the school does not check homework, or fails to enforce uniforms, or does not communicate with families. At Oakland Collegiate we create a structured environment and then put systems in place to ensure that it is consistently enforced.

Oakland Collegiate implements a two leader model, an Executive Director and a Director of Curriculum & Instruction. By having two leaders, we ensure that there is always a leader to support teachers with individual issues as they arise. The two leaders ensure that every student is greeted every morning, and that uniform checks are completed before students enter the school.

In order to support school culture we need a transparent relationship with families, we have an Office Manager who calls home everyday a student has incomplete homework or is absent. Teachers submit weekly syllabi to parents informing them of student homework and assignments. Each week families receive PREP reports indicating student behavior during the week. Finally families receive academic progress reports every six-weeks to keep them informed of their child's progress. Oakland Collegiate teachers are able to provide these supports because they have daily planning time, weekly team collaboration time, and we provide three weeks of summer PD to create year long curriculum maps.

### **Targeted Student Support Services**

At Oakland Collegiate we implement a very rigorous instructional model. Our classes are fast paced and students have to work hard. We recognize that not all students learn at the same speed or in the same way. This is why we provide targeted student support. Targeted support is provided through our Breakfast Brain, in class pull-out/push-in program, after school tutoring & homework club, Saturday academies, and summer school.

Oakland Collegiate plans to be considered part of the district for Special Education and participate in the OUSD SELPA. Our budget reflects a \$500/student SPED encroachment.

# Facilities Report

## FACILITIES PLAN

*Target Neighborhood* - Central East Oakland; 94605, 94601, 94619, and 94621

Oakland Collegiate will target the Central East Oakland and Fruitvale communities between 580 and 880 to the east and west, and 35<sup>th</sup> Ave and 85<sup>th</sup> Ave to the north and south. This region includes the neighborhoods of Allendale, Fruitvale Station, Jefferson, Harrington, and Saint Elizabeth in the Fruitvale district. In Central East Oakland it includes the neighborhoods of Fairfax, Fremont, Frick, Havenscourt, Lockwood Gardens, Maxwell Park, Melrose, Millsmont, and Seminary. Figure 1.1 shows the region of Fruitvale district we will target. The blue line is on 35<sup>th</sup> Ave which is our northern border.

**Figure 1.1: Map of Fruitvale District**

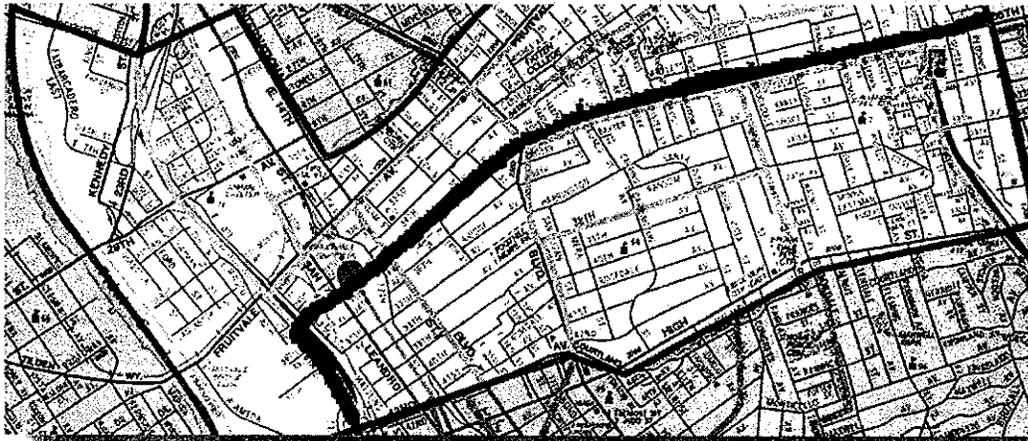


Figure 1.2 shows the Central East Oakland community. Oakland Collegiate targets all the residents in this community.

**Figure 1.2: Map of Central East Oakland**



### **Community Demographics**

The student population in Central East Oakland schools is approximately 54% Latino and 34% African-American. The majority of families (79%) attending Oakland Unified schools qualify for free and reduced lunch.<sup>2</sup> A significant proportion (40%) of these students is classified as English Language Learners. In addition to those students still designated English Language Learners, 18% of students have been redesignated Fluent English Proficient. Finally, 10% of Central East Oakland district school students have been identified as having disabilities.<sup>3</sup>

The regions in Central East Oakland and Fruitvale contain higher proportions of students eligible for free and reduced lunch, and students designated English Language Learners than the district average for Oakland Unified, the county average for Alameda County, and the State average. Figure 1.3 highlights the difference.

### **PROPOSITION 39**

Oakland Collegiate will submit a request for Proposition 39 facilities when the Office of Charter Management releases the application for the 2010-2011 school year. Currently the Oakland School Board has voted to close Peralta Creek Middle School on the Calvin Simmons campus. School Board members have indicated the possibility of closing more schools during the 2009-2010 school year to save costs. Oakland Collegiate will consider any open district facility within our target neighborhood.

### **FACILITY NEEDS**

Oakland Collegiate will enroll approximately 120 students/year until we are a sixth through eighth grade middle school with approximately 360 students. Our facility needs are outlined in the chart below.

	<b>Operations Year 1</b>	<b>Operations Year 2</b>	<b>Operations Year 3</b>
<b>Students</b>	120	240	360
<b>ADA</b>	114	228	342
<b>Teachers</b>	6	12	18
<b>Classrooms</b>	5	10	15
<b>Main Office</b>	1	1	1
<b>Administration Offices</b>	2	3	3
<b>Minimum Facility Size (square feet)</b>	7,410	14,820	22,230

The minimum facility size is based on recommendations by the California Charter Schools Association which recommends at least 65 square feet per student. Our ADA is based on 95% attendance which we multiplied by 65 sq. ft to get our minimum facility needs.

In addition to classroom space, Oakland Collegiate will need to identify space for a cafeteria/gym, teacher office, main office, administrative offices, and rooms for small group tutoring.

In order to meet our facility needs, the following chart outlines our anticipated facility expenditures.

<sup>2</sup> CA Department of Education. [www.cde.ca.gov](http://www.cde.ca.gov)

<sup>3</sup> Ed Trust-West. Student CST Data. <http://www2.edtrust.org>

	Operations Year 1	Operations Year 2	Operations Year 3
<b>Rent Expenditures</b>	\$117,000	\$234,000	\$351,000
<b>Utilities</b>	\$13,566	\$16,958	\$21,197
<b>Facilities Reserve</b>	\$5,850	\$11,700	\$17,550
<b>Total</b>	\$136,416	\$262,568	\$389,747
<b>Total/Student</b>	\$1,137	\$1,094	\$1,083

Our proposed rent expenditures are based on \$1.25/square foot or \$15.00/square foot/year. This is based on current economic trends. The utilities costs are based on Envision School. Each year, Oakland Collegiate sets aside 5% of rent expenditures to create a Facility Reserve.

Oakland Collegiate has budgeted \$23,400 to cover any renovations to our proposed facility.

#### **OVERVIEW POTENTIAL PRIVATE FACILITIES**

##### **Location – Eastmont Mall**

Eastmont Mall is located at 73<sup>rd</sup> and Seminary Ave, on the end of Central East Oakland. It is located within our target neighborhood, allowing us to recruit target students who are statistically more likely to underperform academically. Our target population is low income African American, Latino, English Language Learners, and Students with Disabilities in Central East Oakland.

Oakland Collegiate Board members and the lead founder met with a representative of the management company, Grant Jones, and toured the facility on December 15<sup>th</sup>.

##### **Facility Size**

Unit 60 is the site of the former University Preparatory charter school. The unit is 13,805 square feet. It is attached to unit 59 which is an additional 1,805 square feet. The combination of these two units is 15610 square feet which exceeds are facility requirements for our first two years of operation. In Operations year 3, Oakland Collegiate will have to consider alternative space or move to a larger facility within the mall. Located within the attachments is a floor plan for unit 60 showing eight classrooms and several other smaller rooms.

##### **Costs**

The facility does not need major renovations. It needs new paint and carpet before it is ready to open. The management company is willing to pay these costs upfront and amortize them into monthly rent expenditures, or Oakland Collegiate can pay for upgrades upfront.

The Eastmont Mall Management organization was amenable to negotiating price and lease terms for the facility. It remains vacant, as do several other locations within the mall. Oakland Collegiate will seek lease terms which allow us to only pay for facility space currently being used, but grants us the option to expand into additional space as our charter grows.

Currently Oakland Collegiate has no leverage in negotiations over pricing. Once our charter is approved, Oakland Collegiate will retain an attorney to begin negotiations on facility contract and price. Our rental costs are based on those costs paid by other charter schools in Oakland, and in line with California Charter School Association recommendations.

##### **Zoning**

One of our target locations is the former University Preparatory Charter School site at the Eastmont Mall. The facility was already used as a school, and is configured for a school. The school was zoned for a school previously, and has been unoccupied since University Preparatory Charter School closed.

### *Safe/Secure*

The managing company for Eastmont Mall maintains its own security, both inside and outside the school. In addition, the East Oakland Police station is located on the other side of the mall, meaning we have immediate access to emergency personnel.

The actual facility can be secured from the rest of the mall. Traffic can be funneled through one or two entrances to the school allowing office staff to monitor who is coming in and out of the school. In an emergency exit doors can be used to quickly move students out of the school and to safety.

The facility is located within the mall, therefore Oakland Collegiate staff would be responsible for student safety in and outside of the mall. Our school start time is at 7:45 AM, before other offices within the mall officially open, allowing a safer transition for students into our school.

All student drop-offs would only be allowed on the North side of the mall. Oakland Collegiate staff would be positioned to ensure student safety as they traveled from the curb to the school facility. The bus depot is on the Southeast side of the mall. Students would need to walk across the mall parking lot to enter the school building. Once again Oakland Collegiate staff would be positioned to ensure quick access for students from the bus stop to the building.

Student attendance would be taken at 7:45 AM during Breakfast Brain. The Office Manager will immediately call parents to inform them that their child is not in attendance.

During afternoon dismissal, Oakland Collegiate will work to ensure safe and quick departure of all students. Parents will be required to come into the school and sign out their child. Students riding a bus will be organized by bus. At the appropriate time, Oakland Collegiate staff will walk students to the bus stop and wait with them until their bus arrives.

### *Transportation*

Eastmont Mall is accessible for those students traveling by public transit. The mall is a nexus for public transit for East Oakland. Students would be able to access the proposed facility from across Oakland in a reasonable time frame.

Eastmont Mall is also easily accessible by families traveling by car. There is direct access to 580 and 880 highways along 73<sup>rd</sup> Avenue. The facility is also located along MacArthur Blvd and Seminary Ave which are major thoroughfares through East Oakland.

### *Attachments*

Attachments include a flyer outlining available units and a floor plan for Unit 60 our target unit.

## **Location – 57<sup>th</sup> & International**

Fifty-seventh and International Blvd. is in the heart of Central East Oakland. While the building is located next to industrial buildings on the left and right, it is directly across from a large neighborhood of residential homes. The population in this neighborhood is our target population. The performance of the two middle schools in the neighborhood, Coliseum College Preparatory and Roots is currently near the bottom for the district.

The facility is the site of a former homeless shelter and before that was an industrial factory. The second floor of the facility is the target for Oakland Collegiate. It is currently vacant.

The facility is directly across from the Rainbow Community Center. The center has indoor and outdoor basketball courts, and open yards for recreational activities.

Oakland Collegiate Board members and lead founder visited the facility and met with lease manager Adam Peterson on December 18<sup>th</sup>, 2008. The Board brought an architect Eric Freed to inspect the facility on February 10<sup>th</sup>, 2009.

### ***Facility Size***

The building is approximately 63,000 square feet. The second floor of the facility is approximately 25,000 square feet, large enough for the entire middle school. It is currently divided into two sections, which could be renovated over time as Oakland Collegiate grows and needs more space. Additionally half of the first floor is available, if for some reason the school wanted to expand to add additional classrooms or facilities.

### ***Costs***

The facility is in need of renovations. The real estate agent mentioned that the owners are willing to renovate the facility for tenant looking to commit to a long term lease. Mr. Freed the architect said that renovations would take between six to nine months to complete renovations to the second floor. Renovations include constructing walls, building ADA bathrooms, and installing an elevator.

### ***Zoning Planning Analysis -5701-5725 International Blvd***

General Plan: Neighborhood Center

Zoning: C-40/S-4 (Maybe parts are IG/S-19 and R-50)

Redevelopment Area: Coliseum

Historic Structure: Modern Safeway Stores, Office & Warehouse Building, 5701-5759 E. 14<sup>th</sup> Street, LM 92-121, 113. Ord. 11558 C.M.S., March 9, 1993

**Definition of Community Education Civic Activities describes the use of “Public, parochial, and private elementary, junior high, and high schools”:**

#### **17.10.180 Community Education Civic Activities.**

Community Education Civic Activities include the activities typically performed by the following institutions. They also include certain activity accessory thereto, as specified in Section 17.10.040.

- Public, parochial, and private day-care centers for fifteen (15) or more children;
- Public, parochial, and private nursery schools and kindergartens;
- **Public, parochial, and private elementary, junior high, and high schools**
- Support services provided for independent living skills development including self-improvement education, employment and job training for both on-site and off-site residents in conjunction with Service-Enriched Permanent Housing and Transitional Housing Residential Activities. (Ord. 12776 § 3, Exh. A (part), 2006; Ord. 12138 § 4 (part), 1999; prior planning code § 2316)

**In the C-40 Zone, Community Education is a permitted use:**

#### **17.54.050 Permitted activities.**

The following activities, as described in the use classifications in Chapter 17.10, are permitted:

Civic Activities:

- Essential Service
- Limited Child-Care
- Community Assembly
- **Community Education**
- Nonassembly Cultural
- Administrative
- Health Care
- Utility and Vehicular, but excluding communications equipment installations and exchanges
- Telecommunications

**Off-Street Parking Requirements:**

- Community Education, high schools: One space for each three employees plus one space for each 10 students of planned capacity.
- Community Education, elementary/junior highs: One space for each three employees.

**Required Reviews:**

- Design Review: for location in C-40 zoning area.
- Special Review: for location in S-4 zone due to “special community, historical, or visual significance”.
- Historic: Landmark Historic Structure
- Redevelopment Area: Located in “Coliseum” Redevelopment Agency Project Area

***Safe/Secure***

Currently part of the bottom floor of the facility is being occupied by a furniture company. Oakland Collegiate is interested in the second floor of the facility which contains its own private entrance.

Arrival: Students arriving on public transit are dropped off within a block of the school. Oakland Collegiate staff will supervise the two corners and stop traffic for students as they cross International or 58<sup>th</sup> street to get to the school. Students arriving from cars will be dropped off on the curb directly in front of the school.

Departure: Oakland Collegiate will work to ensure safe and quick departure of all students. Parents who pick up their children will stop directly in front of the school in the loading zone. Students riding a bus will be organized by bus. At the appropriate time, Oakland Collegiate staff will walk students to the bus stop and wait with them until their bus arrives.

***Transportation***

The location is on International Blvd, which is a main thoroughfare for AC Transit. The school is located within a mile two BART stops at Fruitvale and Coliseum.

***Attachments***

Attachments include property profile, facility sales flyer, and floor plan.

Attachments

# EASTMONT TOWN CENTER

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Grant Jones  
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Alexander Petalas  
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Sid P. Ewing  
T 510.874.1982  
sid.ewing@cbre.com

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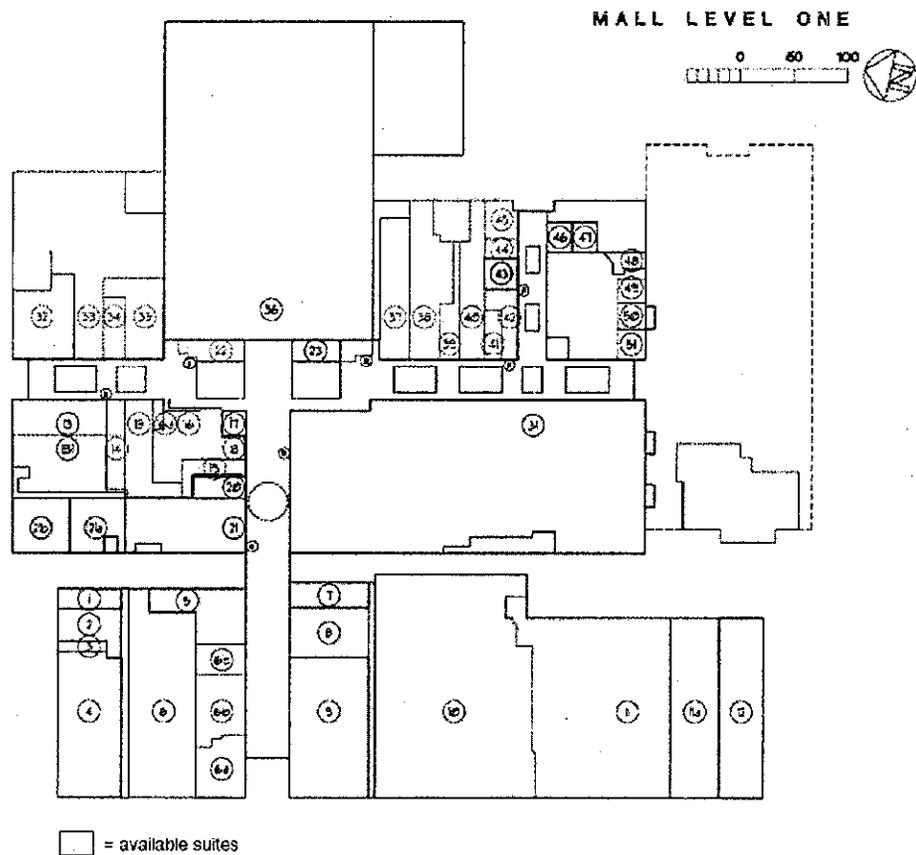
Alexander Petalas  
510.874.1937  
alex.petalas@cbre.com

David P. Ewing  
510.874.1982  
d.ewing@cbre.com

Bob Richard Ellis  
55 12th Street, Suite 900  
Oakland, CA 94607  
510.874.1900  
510.834.9158

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Mall Level One	Size (RSF)
Suite 14	±1,599
Suite 15	±2,362
Suite 16a	±818
Suite 16	±2,457
Suite 18	±1,452
Suite 19	±2,327
Suite 22	±1,167
Suite 32	±3,597
Suite 33	±17,249
Suite 34	±1,308
Suite 35	±3,125
Suite 37/38	±8,482
Suite 39	±1,526
Suite 40	±3,699
Suite 41	±720
Suite 42	±1,199
Suite 44	±748
Suite 45	±947



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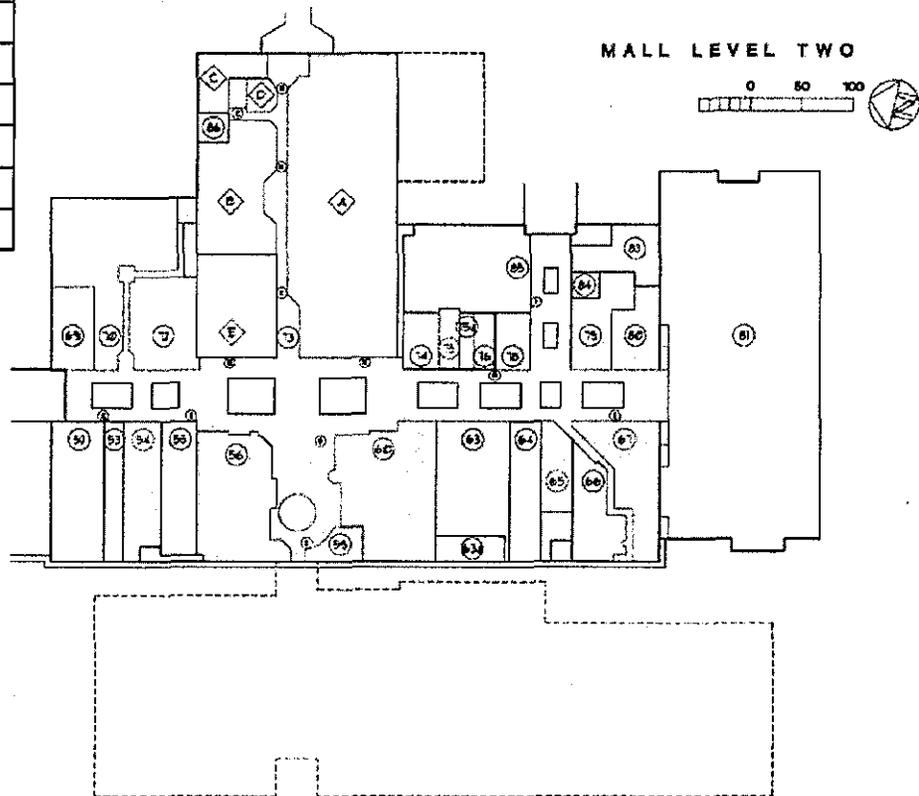
# EASTMONT TOWN CENTER

7200 BANCROFT AVENUE | OAKLAND | CA

## FOR LEASE

Perfect for Government  
and Non-Profit Tenants

Mall Level Two	Size (RSF)
Suite 54	±5,445
Suite 59	±1,805
Suite 60	±13,805
Suite 65	±3,052
Suite 67	±6,917
Suite 73	±5,909
Suite 75	±1,274



For more information, contact:

Grant Jones  
T 510.874.1907  
grant.jones@cbre.com

Alexander Petalas  
T 510.874.1937  
alex.petalas@cbre.com

Sid P. Ewing  
T 510.874.1982  
sid.ewing@cbre.com

CB Richard Ellis  
555 12th Street, Suite 900  
Oakland, CA 94607  
T 510.874.1900  
F 510.834.9158

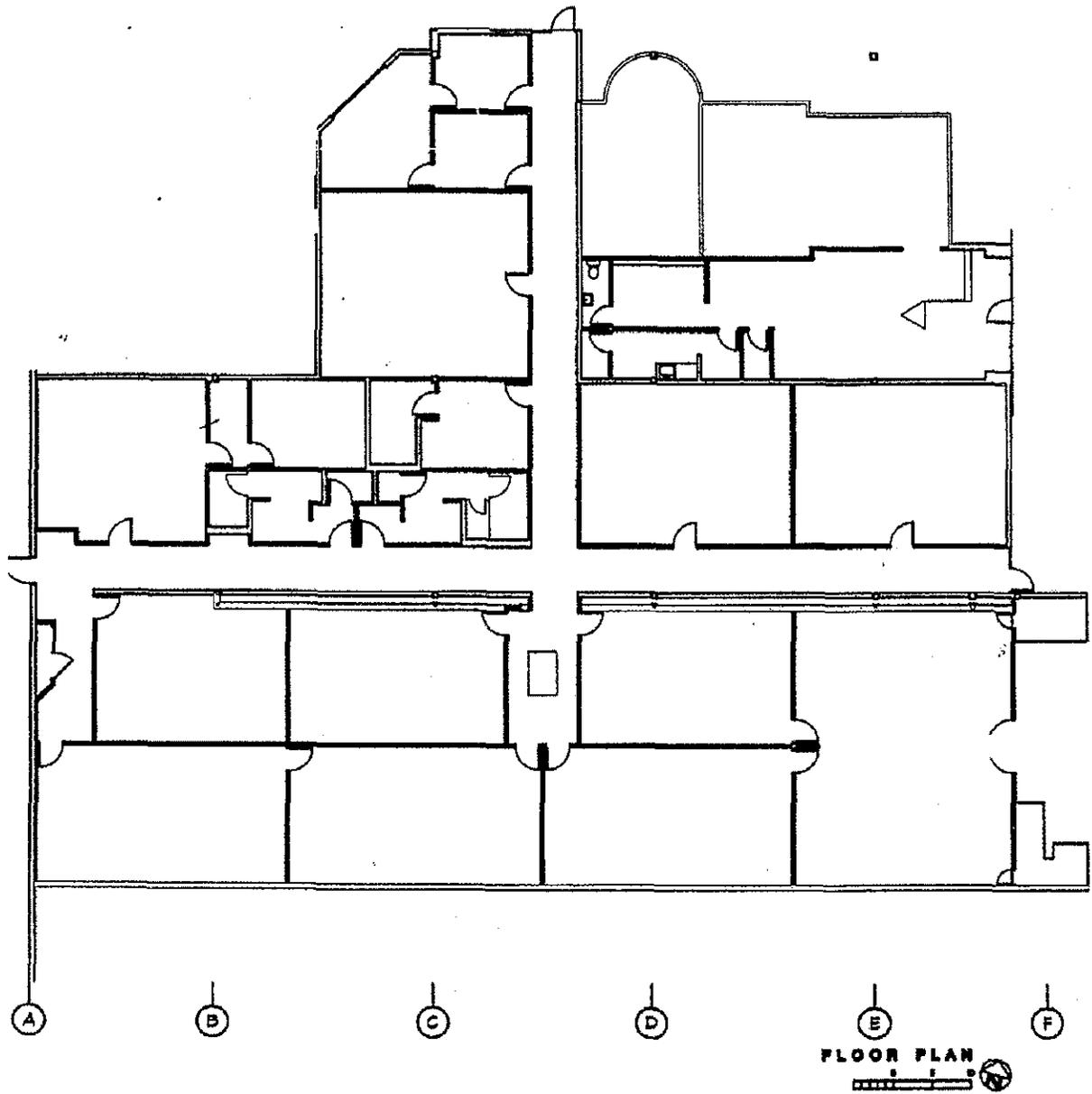
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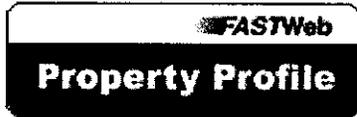
**CBRE**  
CB RICHARD ELLIS

# Eastmont Town Center Unit 60 Floor Plan

Unit 60 is the site of the former University Preparatory Charter School.



5701 International Blvd  
Oakland CA 94621



**Property Information**

<b>Owner(s)</b>	Coliseum Enterprise Llc	<b>Parcel #</b>	041-3848-004-01
<b>Property</b>	5701 International Blvd Oakland, CA 94621	<b>Map Coord</b>	15-A7; 670-E2
<b>Mailing Addr</b>	401 Roland Way #220 Oakland, CA 94621	<b>Census Tract</b>	4073.00
		<b>County</b>	Alameda
		<b>Owner Phone</b>	
<b>Legal</b>		<b>Tract Number</b>	
<b>Lot Number</b>		<b>Subdivision</b>	
<b>Block</b>			

**Characteristics**

<b>Use</b>	Light Industrial	<b>Year Built</b>		<b>Sq. Feet</b>	219275
<b>Zoning</b>	C-40	<b>Lot Size</b>	5.46 / 237837	<b># of units</b>	1
<b>Bedrooms</b>		<b>Bathrooms</b>		<b>Fireplace</b>	
<b>#Rooms</b>		<b>Quality</b>	Average	<b>Heating</b>	Partial
<b>Pool/Spa</b>	N	<b>Air</b>	N	<b>Style</b>	
<b>Stories</b>		<b>Improvements</b>		<b>Parking</b>	Paved
<b>Flood</b>	B				

**Attributes** Concrete ; Concrete ; Concrete  
**Other**

**Property Sale Information**

<b>Sale Date</b>		<b>\$/Sq. Ft.</b>		<b>2nd Mtg.</b>	
<b>Sale Price</b>		<b>1st Loan</b>		<b>Prior Sale Amt.</b>	\$1,315,000.00
<b>Doc No.</b>	6660	<b>Loan Type</b>		<b>Prior Sale Dt.</b>	05/00/1985
<b>Doc Type</b>	Quit Claim Deed	<b>Xfer Date</b>	01/10/1991	<b>Prior Doc No.</b>	115221
<b>Seller</b>	Zimmerman Myron	<b>Lender</b>		<b>Prior Doc Type</b>	Corporation Grant Deed

**Tax Information**

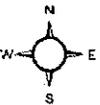
<b>Imp Value</b>	\$4,541,346.00	<b>Exemption</b>	
<b>Land Value</b>	\$2,965,140.00	<b>Tax Year/Area</b>	2008/17032
<b>Total Value</b>	\$7,506,486.00	<b>Tax Value</b>	\$7,506,486.00
<b>Tax Amount</b>	\$107,474.50	<b>Improved</b>	60%

# 5701 International Blvd



## Legend

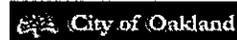
- City Limits
- Zoning
- Parcels
- Freeways
- MajorSts
- Streets
- Water
- Land



It is imperative that you obtain BOTH the Zoning and General Plan designations for the property(s) you are searching for.

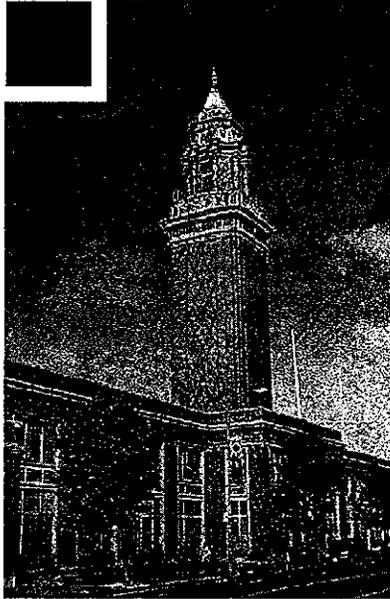
Questions? Contact a planner at (510)238-3911.

Printed: 1/24/2009 3:34:59 PM



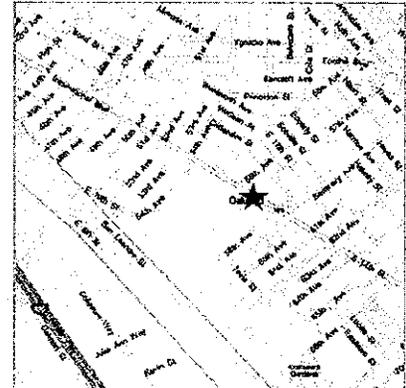
AVAILABLE NOW for SALE or LEASE

International Boulevard @ 57<sup>TH</sup> & 58<sup>TH</sup> Avenue | Oakland, CA



*Adaptive Re-Use Development*

**DIVISIBLE**



- Location: 5701-5725 International Boulevard,  
Between 57th & 58th Avenue | Oakland
- Size: ±63,800 SF Building
- Amenities:
- 2-Story Historic Concrete/Brick Structure
  - ±435' of Retail Frontage
  - Large Windows for Great Natural Light
  - Heavy Power - 2/600A Panels, 277/480V, 3-Phase 4 Wire
  - **PARKING IN REAR FOR UP TO 100 VEHICLES**
  - Offices & Restrooms
  - Zoning C-40: Neighborhood Center
- Sale Price: \$4,950,000 (\$77.58 psf)
- Lease Price: \$0.50 NNN psf
- Potential Uses: Office, Assembly, Retail, School, Community Organization, Food Service, Light Industrial or Residential Conversion

## **NAIBT Commercial**

Commercial Real Estate Services, Worldwide.

The information contained herein has been given to us by the owner of the property or other sources we deem reliable, we have no reason to doubt its accuracy, but we do not guarantee it. All information should be verified prior to purchase or lease.

For information, please contact our exclusive listing agents:

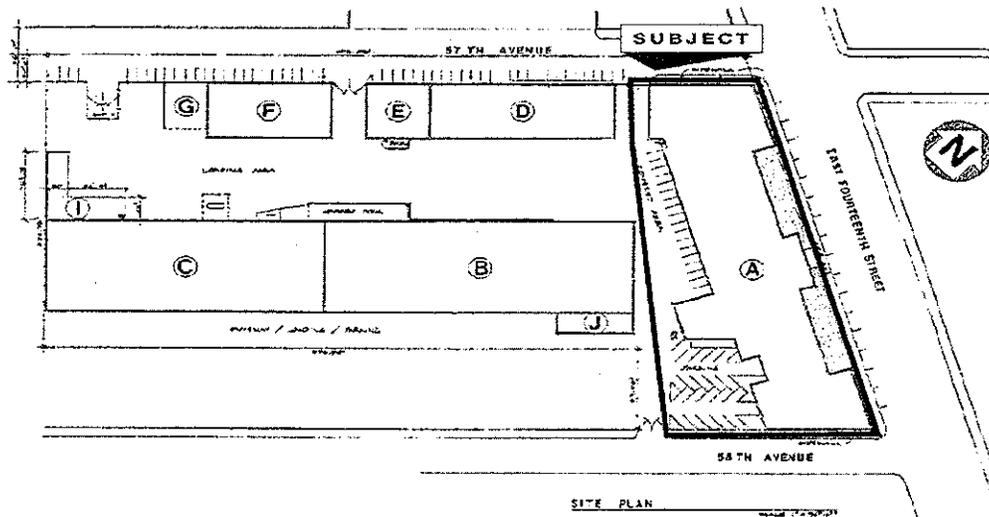
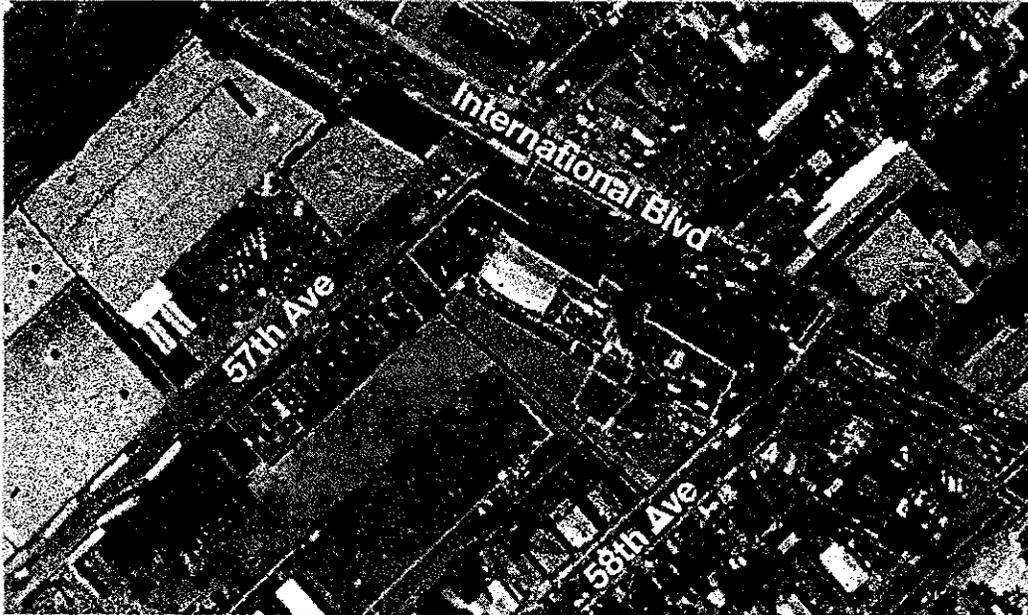
**Gary Fracchia**  
Senior Vice President  
510-267-6042  
gfracchia@naibt.com

**Brian Collins**  
Vice President  
510-267-6038  
bcollins@naibt.com

555 12th Street Suite 1400 • Oakland CA 94607  
tel 510 465 8000 • fax 510 465 1350 • www.naibtcommercial.com

**International Boulevard @ 57<sup>TH</sup> & 58<sup>TH</sup> Avenue**  
Oakland, CA

Aerial & Site Plan



For information, please contact our exclusive listing agents:

Gary Fracchia  
Senior Vice President  
510-267-6042  
gfracchia@naibt.com

Brian Collins  
Vice President  
510-267-6036  
bcollins@naibt.com

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**NAIBT Commercial**

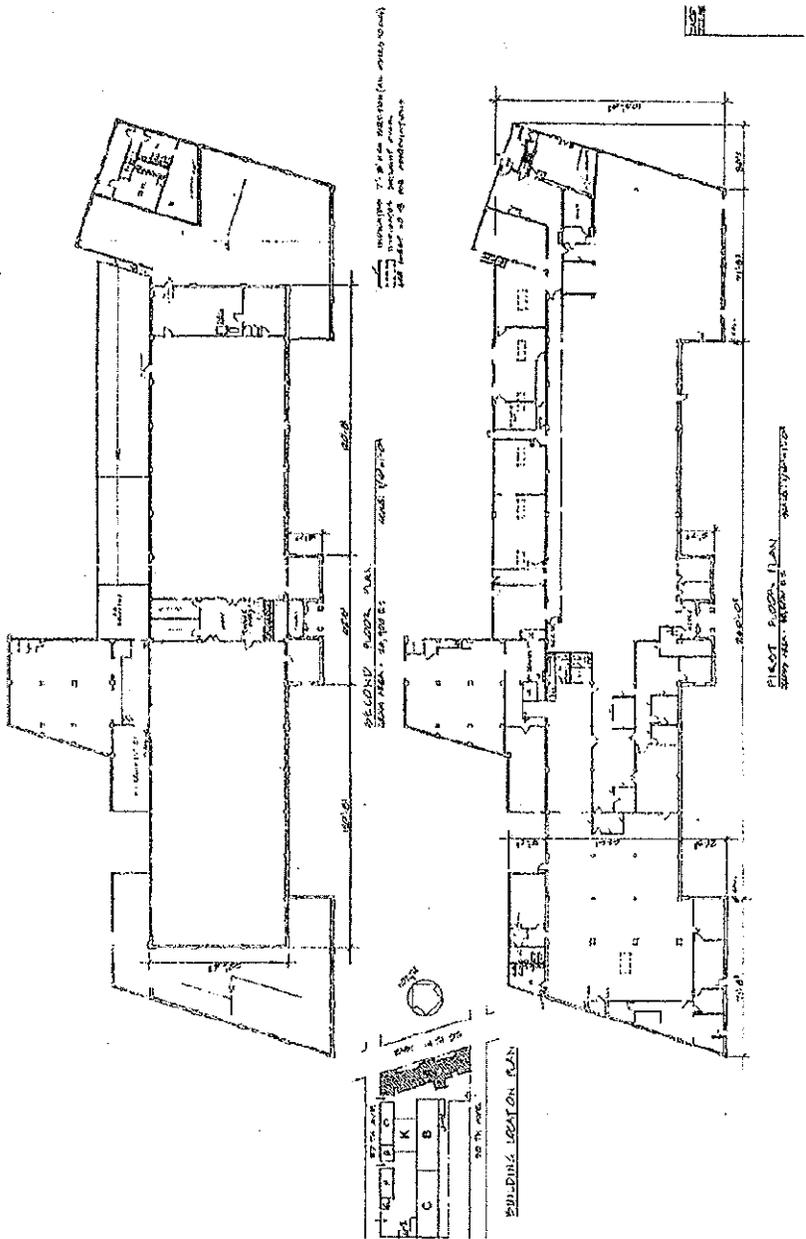
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# International Boulevard @ 57<sup>TH</sup> & 58<sup>TH</sup> Avenue Oakland, CA



## Site Plan



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Commercial Real Estate Services, Worldwide.

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# Marketing Report

- Marketing Plan
- Information Survey

# Oakland Collegiate Marketing Plan

## *Target Market*

Oakland Collegiate is a public charter school for the families of Oakland. Our target population is located between 35<sup>th</sup> Ave and 81<sup>st</sup> Ave between the 580 and 880 freeways.

## *Oakland Collegiate Elevator Pitch*

Oakland Collegiate is a middle school serving Central East Oakland, beginning in the 2010-2011 school year. Oakland Collegiate's dual focus on math and reading in a structured environment will challenge and encourage sixth through eighth graders to achieve academic success and will prepare them for continued success in high school and college. To support this ambitious mission, Oakland Collegiate has developed a rigorous curriculum, delivered by highly qualified teachers. With encouragement and support from parents and community partners, all members of the Oakland Collegiate family will support students who feel empowered to excel.

## *Marketing Materials*

Oakland Collegiate lead founder and Board members created a variety of marketing tools to outreach to the Central East Oakland Community. The tools include:

1. Newsletter – Oakland Collegiate publishes a monthly newsletter updating over 330 community members and local leaders. The newsletter teaches community members about our proposed charter application, informs them of changes, and introduces them to our Board of Directors.
2. Informational Flyer – The one page informational flyer is a tool to distribute to community members post in local businesses to inform community members about the mission and instructional philosophy of our proposed school.
3. School Overview – The school overview is a more in-depth document which provides an introduction to Oakland Collegiate. The school overview is distributed to nonprofit leaders, religious leaders, government agencies to provide them with an introduction to our philosophy and strategies.
4. Brochure – The brochure is distributed at community members at neighborhood meetings,
5. Website – Another medium to inform community members about our proposed school. Eventually the website will be redesigned to include information for online student enrollment and registration information. (The website is not attached in this document, but can be visited at [www.oaklandcollegiate.org](http://www.oaklandcollegiate.org).)

## Survey

## *Community Outreach Strategy*

During the fall of 2008 and winter of 2009 Oakland Collegiate reached out to the Oakland community to build awareness about our proposed charter school. The lead founder and founding board members made presentations to or met with representatives of the following community groups, foundations, and other organizations.

## *Community Based Organizations*

A Better Chance  
BUILD  
Citizen Schools  
Color of Change  
Education Pioneers  
Experience Corps  
Future Leaders Institute  
Girls Inc  
Girls Scouts of Oakland  
I-Go  
Healthy Oakland  
La Clinica  
McCullum Youth Court

Oakland Asian Student Education Services (OASES)  
Oakland Black Men and Boys Collective  
Partners In School Innovation  
Youth Speaks

## *Community Groups*

Bay Area Local Organizing Committee  
Committee to Sustain and Accelerate Oakland Public Schools  
Haas Business School – Education Leadership Club  
Maxwell Park Neighborhood Council  
Net Impact  
National Community Development Center

Neighborhood Crime Prevention Councils – 23X, 24X, 24Y, 25X, 26X, 26Y, 27X, 27Y, 28X, 29X, 30X, 30Y  
Oakland Community Organization  
Por La Paz

***Education Research Organizations***

Ed Trust-West  
Strategic Education Research Partnership

***Foundations***

Bay Area Blacks in Philanthropy  
Levi Strauss Foundation  
Oakland Funding for Children and Youth

***Neighborhood Outreach***

The lead founder walked door to door passing out informational flyers to community members in Central East Oakland, distributing over 200 flyers to community members in the target neighborhood. In addition, Oakland Collegiate representatives distributed brochures and flyers at the following events.

- Neighborhood Crime Prevention Councils -24Y, 25X, 26X, 26Y, 27X, 28X, 29X, 30X
- Downtown Oakland Farmer’s Market – 9<sup>th</sup> and Washington
- Fruitvale Village Farmers Market
- Grand Lake Farmers Market
- Jack London Square Farmers Market

***Student Recruitment***

Oakland Collegiate will begin student recruitment upon approval of charter petition. We will use our listserv, newsletter, and website to notify families that we are accepting applications. We will contact families, providing them with additional registration materials.

We will continue to make presentations to local community organizations. At each community meeting we will provide flyers, brochures, and application packets for prospective families.

1. Presentations to local Neighborhood Crime Prevention Councils the ones listed above and the following; 23X, 24X, 27Y, 30Y.
2. Presentations to Community Organizations including the ones listed above and the following groups; Big Brother and Big Sister of Bay Area, Boys and Girls Club, California Youth Outreach, Centro Legal de la Raza, Destiny Arts Center, East Bay Agency for Children, Eastmont College Resource Center, East Oakland Youth Development Center, The Mentoring Center, Unity Council, YMCA, and others.
3. Presentations at neighborhood Parent Association meetings and School Site Councils at the following schools; (Oakland Collegiate will build relationships with principals at schools sites before engaging parents.)

Acorn Woodland/Encompass, Allendale, Bridges, Community United, Futures Elementary, Global Family, Greenleaf, Horace Mann, Laurel, Lazear, Learning without Limits, Maxwell Park, and Think College Now.

Roger Family Foundation  
SF Foundations

***Government Organizations***

Alameda County Health Department  
County of Alameda Probation Department  
Oakland Police Department

***Teacher Recruitment***

CA Project Pipeline  
New Leaders for New Schools  
RISE  
Teach for America – Bay Area  
USF – TEAMS Program



# Oakland Collegiate Newsletter

Preparing Students to Excel in College!

FEBRUARY 2, 2009

WINTER BULLETIN

## Lead Founder

Jeremy Vidito

## Board of Directors

Andrew Barkett

Cabral Bonner

LaTisha Bourcelly

Kay Gilliland

Tania Gutierrez

Michael Lassoif

Hueling Lee

Theo Licu

Marc Lowe

Cheyenne Pronga

Antonio Tapia

## Contact

Jeremy Vidito

(510)-205-5976

[jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)

## Information

[info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

[www.oaklandcollegiate.org](http://www.oaklandcollegiate.org)

## Charter Petition

Our charter petition is complete! The journey has taken many detours, but we are nearly there. On February 25<sup>th</sup>, Oakland Collegiate will submit our charter petition to the Oakland Unified School District. By the end of April, we will know the status of our petition.

## Support Our School

Sign our Petition – Oakland Collegiate needs your support. We need community members to sign our petition. Your signature tells the Oakland Unified School District that you support opening a new high performing charter middle school in Oakland. Email Jeremy, [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org) and he will bring our petition to you.

Share our Information – Tell your friends and colleagues about Oakland Collegiate. We are looking for parents of 4<sup>th</sup> grade students who could potentially become part of our first cohort.

## Share Your Thoughts

We need your input. Many of you are parents, educators, or just dedicated community members. Oakland Collegiate will provide a unique educational experience. Please take 5 minutes and complete our survey.

[http://www.surveymonkey.com/s.aspx?sm=qDGU2tBsZERDqgTpUvITSg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=qDGU2tBsZERDqgTpUvITSg_3d_3d)

## Meet Our Board

The founding Board of Directors for Oakland Collegiate is complete. Over the next few months we will introduce all our Board members.

*Andrew Barkett* is a product of California's public schools. After growing up in Sacramento and graduating from Mira Loma High School, he attended University of California Berkeley, where he earned a BA in Political Economy and University of California Davis, where he is currently completing an MBA. As a successful technology executive, management consultant, entrepreneur, and lifelong learner, Mr. Barkett finds his time and efforts turned more toward improving California's public schools with each passing day.

*Cabral Bonner* is an Oakland native and grew up attending Oakland Public Schools. He has an undergraduate and Law degree from Stanford. Between his undergraduate and graduate degrees, Cabral worked with Partners In School Innovation and Techsperience supporting Oakland students. While in law school, Cabral worked with the Ella Baker Center's Books Not Bars campaign, working with families of incarcerated youth and mentored students with BUILD. He continues to live in Central East Oakland with his wife and daughter. He is committed to improving public education for all Oakland youth.

## News

Oakland Collegiate launched our initial website, visit us at [www.oaklandcollegiate.org](http://www.oaklandcollegiate.org)

Board Meeting – February 17<sup>th</sup>, 6-8PM, Alameda County Law Library, 125 12<sup>th</sup> Street, Oakland



Jeremy Vidito  
Lead Founder  
Oakland Collegiate  
(510) 205-5976  
jvidito@oaklandcollegiate.org  
www.oaklandcollegiate.org

### Our Mission

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from college.

### Our Beliefs

We believe all students can and will achieve academic success. Our school is based on the following three beliefs:

- Great teachers teaching rigorous curriculum can eliminate the achievement gap;
- A safe and structured school culture fosters academic excellence and character development;
- Education is a partnership between students, parents, and the school, which must hold everyone accountable for student progress.

### Our Plan

- **More Time to Learn**
  - Longer School Year – 2 weeks longer; Longer School Day – 1.5 hours longer
  - Focus on Language Arts and Math instruction- Double the instructional time
- **Safe School**
  - Every morning all students start the school day with a firm handshake and greeting
  - All students wear a professional school uniform
- **Parent Engagement**
  - Parent Orientation before the school year, then monthly Parent Workshops
  - Daily calls to families about incomplete homework or absences, weekly behavior reports, and 6-week academic progress reports
- **Support Services**
  - Before and after school tutoring, Saturday Academies, and Summer School
  - Small class sizes so teachers can build strong supportive relationships with their students

### Get Involved

1. **Give your opinion** – What type of school do you want to see in your neighborhood?
2. **Sign our petition** – Tell Oakland we need more high performing schools.
3. **Spread the word** – Share our information with friends and colleagues.

**Preparing Students to Excel in College!**

### La Misión

Oakland Collegiate ofrece una educación rigurosa a los estudiantes de los grados seis a ocho para prepararles para la Universidad, asegurándoles a nuestros eruditos que desarrollan las habilidades académicas y el carácter necesario para ganar la admisión a, sobresalir adentro, y graduarse de la Universidad.

### Las Creencias

Creemos que todos los estudiantes pueden lograr el éxito académico. Nuestra escuela se basa en los siguientes tres creencias:

- Los grandes profesores que enseñan a plan de estudios riguroso pueden eliminar el boquete del logro:
- Una cultura de la escuela segura y estructurada fomenta el desarrollo académico de la excelencia y del carácter;
- La educación es la sociedad entre los padres y la escuela, que deben sostener cada uno responsable del progreso del estudiante.

### El Plan

- **Más Tiempo para Aprender**
  - El año escolar más largo - 2 semanas más: jornada escolar – 1.5 horas más
  - Enfoque en Artes del Lenguaje y Matemáticas instrucción- doblar el tiempo de instrucción
- **Cultura de la Escuela**
  - Cada mañana todos los estudiantes empiezan y terminan el día escolar con un apretón de manos
  - Todos los estudiantes llevan un uniforme de la escuela profesional
- **Participación de Los Padres**
  - Orientación de los padres antes del año escolar, entonces cursillos mensuales
  - Las llamadas diarias acerca de las tareas incompletas o faltas, informes semanales de comportamiento, y informes del progreso académico cada 6 semanas
- **Servicios de Apoyo**
  - Un tutor disponible antes y después de la escuela, sábado academias, y la escuela del verano
  - Las clases de tamaño pequeño para que los maestros puedan construir fuertes relaciones de apoyo con sus alumnos

### Involucrarte

1. **Da tu opinión** - ¿Qué tipo de escuela que desea ver en su vecindario?
2. **Firma nuestra petición** - Dígame a Oakland que necesitamos más escuelas de alto rendimiento.
3. **Corre la voz** - Compartir información con nuestros amigos y colegas.

**Preparándoles a los estudiantes para sobresalir en la Universidad!**

# Oakland Collegiate

## A Proposed Charter School for Oakland Students

Jeremy Vidito, Lead Founder, (510) 205 – 5976, [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org),

### Mission

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from college.

### Beliefs

*“Academic excellence is not the province of any one group; rather it is a standard, a level of achievement to which students can aspire regardless of race, ethnicity or social class. It is a common ground and therein lies the power.” – Rafe Esquith*

Oakland Collegiate will provide a rigorous data driven instructional program to eliminate the academic achievement gap. We will create a small, safe, structured environment<sup>1</sup> that motivates each student to act with integrity and strive for academic excellence. We hold three fundamental beliefs essential for producing a high performing college preparatory school.<sup>2</sup>

- Great teachers teaching rigorous curriculum can eliminate the achievement gap;
- A safe and structured school culture fosters academic excellence and character development;
- Education is partnership between parents and the school, which must hold everyone accountable for student progress.

These three elements must be combined with “No Excuses” leadership which must hold the school accountable for reaching its mission.

### Instructional Model

*“You cannot ad-lib excellence; you have to over-plan excellence.” –Dr. Lorraine Monroe*

Our instructional model is rooted in research based best practices in urban education. This research supports Dr. Monroe’s assertion that we must be purposeful and prepared in order to achieve academic excellence. The three core beliefs translate into specific strategies within our school.

**Start Early, Work Longer:** By the time the average East Oakland students arrive in middle school they are already 2+ years behind their peers in Alameda and Piedmont. Oakland Collegiate starts enrolling students in sixth grade in order to close the achievement gap before students reach high school. In order to close the gap, more time is needed which is why Oakland Collegiate students receive 45% more instructional time each year than their peers in district schools.

<sup>1</sup> Nathan, Joe and Febey, Karen. *Smaller, Safer, Saner Successful Schools*. Center for School Change. 2001.

<sup>2</sup> Oakland Collegiate instruction model is based on site visits at top performing urban charter schools including KIPP-Heartwood, North Star Academy, and Roxbury Preparatory, as well as research by Samuel Carter in *No Excuses: Lessons from 21 High-Performing Poverty Schools*; William Saunders and June Rivers study *Cumulative and Residual Effects of Teachers*; E.D. Hirsh Jr. *The Schools We Need*; and Lorraine Monroe *Nothing’s Impossible*.

**Focus on Literacy and Math:** In order to remediate and quickly advance, **Oakland Collegiate** students receive two and a half hours of daily instruction in Language Arts and Math through seventh grade. Our focus on Math comes from the work Bob Moses has done on the critical importance of math fluency. Therefore, all **Oakland Collegiate** students will take and pass Algebra in eighth grade.

**Small Class Size:** Our model keeps class size small, less than 25:1, which allows teachers to provide targeted instruction to the students most in need. Our small class size also promotes community building within each cohort and among teachers and students.

**School Culture Supports Instruction:** According to James Verrelli, co-founder of North Star Academy, "school culture is an essential component that school leaders must get right immediately in order to have a strong, effective, high performing charter school." The PREP values: Perseverance, Responsibility, Engagement, and Professionalism, drive student accountability within the school and classroom.

**Targeted Support Services:** Every student is assessed using a diagnostic assessment prior to beginning school. This allows **Oakland Collegiate** to identify at risk students who can be supported through Morning or Afternoon tutoring, Guided Reading Support, Saturday Academies, Summer School and many other push-in and pull-out services.

**Parent-School Partnership:** **Oakland Collegiate** builds a strong Parent-School partnership from day one with our Parent Orientation. This relationship is maintained with consistent, immediate communication regarding student behavior and progress. Parents receive phone calls no later than mid-day if their child did not complete his/her homework. Six-week progress reports and parent conferences keep families informed of their child's progress.

## Outcomes

*"Attaining that goal, [developing the talents of all to their fullest], requires that we expect and assist all students to work to the limits of their capabilities. We should expect schools to have genuinely high standards rather than minimum ones."-A Nation at Risk*

Our instructional model will prepare students to excel in high school and graduate from college by ensuring every student:

- Reads, comprehends, and discusses grade-level texts by eighth grade.
- Writes grade level work with clarity, conviction, and critical analysis.
- Completes 25 hours of community service during their eighth grade year.

## Next Steps

The success of **Oakland Collegiate** depends upon the collective efforts of committed individuals, all of whom share our relentless focus on improving college matriculation through a rigorous academic curriculum. As **Oakland Collegiate** moves forward, we are looking for people interested in supporting our school. There are many ways to get involved; spread the word, volunteer, or sign-up to get our newsletter.

For additional information, please contact:  
**Jeremy Vidito, Lead Founder**

*Pending authorization, the proposed opening for Oakland Collegiate is August 2010.*

**Preparing Students to Excel in College!**



Involved

your support to open our proposed school. There are many ways to get involved in our proposed school.

**Signatures** – Sign our petition of support and join our email list, by emailing [info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

**Community** – Write a letter of support to Oakland Collegiate

**Volunteers** – Submit your resume to [info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

**Share Your Thoughts** – Join our Community Board and tell us what you want in our school.

**More** – Join our email list or visit our

### Lead Founder

**Jeremy Vidito** is committed to the belief that every student is entitled to a rigorous college preparatory education which expands their educational opportunities. For the past 8 years he has worked towards this goal as a grant writer, mentor, program manager, tutor, and teacher. He recently completed a Masters in Business Administration from the University of California-Davis.

### Oakland Collegiate Board of Directors

**Andrew Barkett** – Senior Management Consultant, TAOS Mountain

**Cabral Bonner** – Partner, Bonner & Bonner Law Firm

**LaTisha Bourelly** – Director of Finance & Operations, Accuents, Inc.

**Kay Gilliland** – Math Instructor, Mills College

**Tania Gutierrez** – Education Consultant

**Michael Lassoff** – Vice-President & Business Manager, Choice International Resources

**Hueling Lee** – Engagement Manager, Boston Strategic Partners Inc.

**Theo Lieu** – Lawyer, Charter Education Specialist

**Marc Lowe** – Vice-President & General Manager, Adaptec

**Cheyenne Pronga** – Teacher, KIPP Summit

**Antonio Tapia** – School Accounts Manager, Revolution Food

### **Oakland Collegiate**

[info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

Phone: (510) 205-5976

[www.oaklandcollegiate.org](http://www.oaklandcollegiate.org)

# Oakland Collegiate

*Preparing Students to Excel in College*

## A College Preparatory Middle School

*A proposed public charter school.  
Anticipated opening August 2010.*

## Charter Schools

Charter schools are public schools that are responsive to students' needs and are held accountable for improved student achievement.

Charter schools...

are open to the public

are tuition-free

participate in state tests

employ credentialed teachers

do not discriminate

Freedom from District

Unlike district schools, a charter school has freedom to make its own choices about the curriculum, teachers, and academic standards that will ensure the success of every student.

## Charter Accountability

As independent, charter schools are held to a higher level of accountability. In California, charters are approved for 5 years, and must demonstrate superior academic achievement to be renewed.

## Charter Status

There are currently 750 charter schools in California, serving 276,000 charter school students in California.

Research shows charter schools do a better job of increasing student achievement than traditional public schools.

A recent analysis found that 12 of the 15 top performing public schools in California are charter schools, and children in poverty are charter

## Our Mission

**Oakland Collegiate** provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to college, excel in, and graduate from college.

## Our Beliefs

We believe all students can and will achieve academic success. Our school is based on the following three beliefs:

- Great teachers teaching rigorous curriculum can eliminate the achievement gap;
- A safe and structured school culture fosters academic excellence and character development;
- Education is a partnership between students, parents, and the school, which must hold everyone accountable for student progress.

## Our Instructional Plan

Oakland Collegiate is modeled after some of the top performing charter schools in the country.

### More Time to Learn

At Oakland Collegiate we start early and work longer, our students receive an additional 1.5 hours of learning each day. This additional time allows Collegiate students to receive extra Literacy and Math instruction while continuing to take History, Science, PE, and Enrichment classes.

### Safe and Structured School

Every morning students start the day with a handshake and greeting from school staff, which ensures students are in uniform and are ready to start the day off strong. Oakland Collegiate students adhere to our PREP values: Perseverance, Responsibility, Engagement, and Professionalism.

### Focus on Student Achievement

Our goal is to completely prepare students for success in college and life. To do this first requires fully closing the achievement gap. We do not seek to simply narrow or improve the achievement gap; we endeavor to CLOSE the gap, bringing our students up to and beyond the state average.

### Rigorous Curriculum

Everyday students receive double the instructional time in Literacy and Math. Students receive 30 minutes of homework every night.

### Small Class Size

We keep class sizes small, 25 students to each teacher, so that teachers can provide more individualized instruction to all students.

### Student Support Services

We provide Before and After School tutoring, Homework Center, Saturday Academies, and Summer School. Students in need of additional support receive one-on-one tutoring during the school day.

### Parent/School Partnership

Parents receive daily phone calls for incomplete homework or absences, weekly PREP behavior reports, and six-week academic progress reports.



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mos su apoyo para abrir nuestra propuesta. Hay muchas maneras de arse en nuestro proyecto de la

es - Firmen nuestra petición de o y unansea nuestra lista de correo rónico [info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

unidad - Escriba una carta de apoyo Oakland Collegiate

adores - Envía tu curriculum a [info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

te tus pensamientos - Ingresa en Consejo de Comunidad.

oslo que quiere en una escuela

ormación - Suscribirse a nuestra correo electrónico o visite nuestra web.

### Fundador de Plomo

Jeremy Vidito se ha comprometido a la creencia de que cada estudiante tiene derecho a una educación rigurosa que le prepara para la Universidad y que amplía sus oportunidades de educación. Por los últimos 8 años ha trabajado para alcanzar esta meta como una subvención escritor, mentor, gerente de programa, tutor y maestro. Recientemente completó una másteria en Administración de Empresas de la Universidad de California-Davis.

### Oakland Collegiate Board of Directors

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### **Oakland Collegiate**

[info@oaklandcollegiate.org](mailto:info@oaklandcollegiate.org)

Phone: (510) 205-5976

[www.oaklandcollegiate.org](http://www.oaklandcollegiate.org)

# Oakland Collegiate

La preparación de estudiantes para sob  
en la Universidad!

## Una Escuela Preparatoria Middle School

Un proyecto de escuela pública.  
Prevé la apertura de agosto de 2010.

as Charter

charter son escuelas públicas que  
n a las necesidades de los estudiantes y  
nsables de mejorar el rendimiento de  
iantes.

el charter ...

on abiertas al público

on gratis

articipan en las pruebas del estado

emplean a maestros con credenciales

o discriminan

ad de Distrito

ncia de las escuelas del distrito, una  
"charter" tiene la libertad de hacer sus  
decisiones acerca de planes de estudios  
los profesores, y las metas académicas  
anticen el éxito de cada estudiante.

ayor Rendición de Cuentas

independientes, las escuelas se  
a un nivel más alto de la rendición de

En California se aprueba cartas por 5  
deben demostrar el rendimiento  
co superior.

ón Actual

momento hay 750 escuelas que  
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en California.

estigación nos muestra que las escuelas  
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tudiantes que las escuelas públicas  
ales.

is reciente encontró que 12 de las 15  
escuelas públicas de California que  
los niños en la pobreza son las  
"charter".

## Nuestra Misión

**Oakland Collegiate** ofrece una educación rigurosa a los estudiantes de los grados seis a  
prepararles para la Universidad, asegurando que los niños desarrollen las habilidades académicas y el  
necesario para ganar la admisión a, sobresalir adentro, y graduarse de la Universidad.

## Nuestras Creencias

Creemos que todos los estudiantes pueden lograr el éxito académico. Nuestra escuela se basa en los siguientes  
creencias:

- Profesores preparados que enseñan un plan de estudios riguroso pueden eliminar el boquete del logro;
- Una cultura de la escuela segura y estructurada fomenta el desarrollo académico de la excelencia y del
- La educación es la sociedad entre los padres y la escuela, que deben sostener cada uno responsable del estudiante.

## Nuestro Plan Educativo

Oakland Collegiate sigue el ejemplo de algunas de las escuelas que ofrecen el mejor rendimiento en el país

### Más Tiempo para Aprender

En Oakland Collegiate empezamos temprano y trabajamos más tiempo, nuestros estudiantes reciben 1.5  
adicionales de aprendizaje cada día. Este tiempo adicional les permite a los estudiantes recibir más instrucción  
lectura y las matemáticas y también tomar las clases de Historia, Ciencias, PE, y las clases de enriquecimiento

### Escuela Segura y Estructurada

Cada mañana todos los estudiantes empiezan y terminan el día escolar con un apretón de manos y  
personal de la plantilla de escuela. La plantilla asegura que los estudiantes llevan el uniforme y están  
a empezar el día. Oakland Collegiate estudiantes se adhieran a nuestro PREP valores: personal  
responsabilidad, compromiso y profesionalismo.

### Centrarse en el Logro de los Estudiantes

Nuestro objetivo es preparar a los estudiantes por completo para el éxito en la universidad y la vida. Para  
eso, tenemos que cerrar la brecha de logro. No tratamos de reducir o simplemente mejorar la brecha de logro  
empeñamos en cerrar la brecha para que nuestros estudiantes estén al nivel de y más allá de los promedios  
estatales.

### Plan de Estudios Rigurosos

Todos los días los estudiantes reciben el doble del tiempo de instrucción en lectura y matemáticas. Los alumnos  
reciben 1.5 horas de tarea cada noche.

### Clases de Tamaño Pequeño

Mantenemos el tamaño de las clases pequeñas, 25 estudiantes de cada profesor, de modo que los profesores  
proporcionarles más directa instrucción individualizada a todos los estudiantes.

### Servicios de Apoyo al Estudiante

Ofrecemos tutoría antes y después de la Escuela, el Centro de Tareas, el sábado academias, y la Escuela de  
Es disponible la ayuda de tutor de uno a uno para los estudiantes que lo necesitan durante el día escolar.

### Padre / Escuela Alianza

Los padres reciben llamadas telefónicas a diario para las tareas incompletas o ausencias, los informes  
semanales del comportamiento del PREP, e informes de progreso académico cada seis semanas.

# Information Survey

Do you live in Oakland? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do you have children? \_\_\_\_\_ Yes \_\_\_\_\_ No

What school(s) do they attend? \_\_\_\_\_

Please rate each of the following characteristics on how they would affect your choice of a middle school.

- |  | <i>Less likely to enroll</i> | <i>Neutral</i>             |                            | <i>More likely to enroll</i>                          |
|--|------------------------------|----------------------------|----------------------------|---|
| • Academic Focus – Double Instructional Time – Math & Literacy   | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Focus on college preparation, enrollment, and graduation   | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Rigorous Curriculum – Students have 1.5 – 2 hours of homework/night                                    | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Regular Parent Communication – Weekly Behavior Reports, 6-Week Progress Reports                        | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Longer School Day – Breakfast at 7:30, the school day ends at 4:20, Detention and Tutoring end at 5:15 | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Longer School Year – 190 day school year   | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Student Supports – After School Tutoring, Saturday Academies, In-School Tutoring                       | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Small Class Size – Approximately 25:1  | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Safe School Environment – Advisory, Structured School Environment, School Uniforms                     | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| • Extracurricular Programs – Art, Foreign Language, Music, & Sports                                      | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

What other factors are important for you when selecting a middle school?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Are you interested in providing more feedback? Yes/No

Contact Information: \_\_\_\_\_

# Curriculum

- Curriculum & Instruction Handbook
- Instruction
  - Sample Lesson Plan
  - Sample Weekly Syllabus
  - Weekly Curriculum Plan Template
- Scope and Sequence
  - 6<sup>th</sup> Grade Math Pacing Guide
- Data Analysis

# Curriculum, Instruction, and Assessment<sup>4</sup>

2010-2011

DRAFT

*Oakland Collegiate prepares middle school students to excel in demanding high schools and colleges. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their community.*

*We are grateful to the generosity of Excel Academy Charter School, Boston, MA, upon whose work this Draft Manual is based.*

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<sup>4</sup> This Manual has been adapted from Excel Academy's manual, 1150 Saratoga Street, Boston, MA 02128; [www.excelacademy.org](http://www.excelacademy.org)

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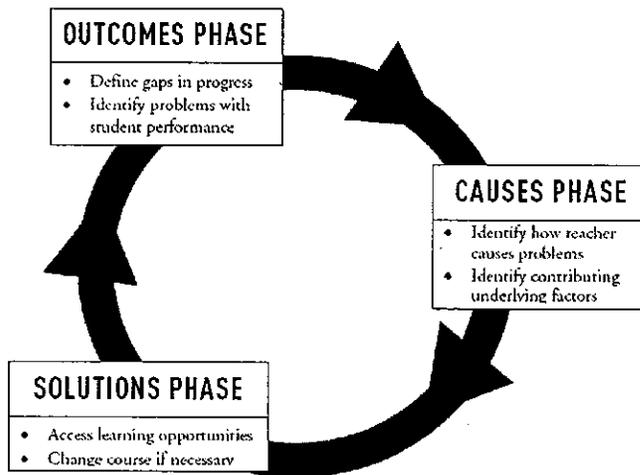
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## I. Introduction

Oakland Collegiate's procedures and rules, the central topics of the other staff manuals, are not an end in themselves. Instead, they are a means to enable (1) **teachers to focus on teaching** and (2) **students to focus on learning**. Without great teachers developing rigorous, standards-based curriculum, delivering high quality, engaging instruction, and building objective, standards-driven assessments, the procedures and rules would serve no purpose. This manual is dedicated to helping teachers develop, instruct, and assess a high quality curriculum.

This document has been created through the support and generosity of North Star Academy, Roxbury Preparatory Charter School, and Excel Academy Charter School.

*"We are committed to providing an excellent education to all students and to ensuring that our students ultimately master the material we teach. We have high academic standards for all students and will do whatever is necessary to help students meet them. We are willing to take responsibility for the success and failure of all of our students. To this end, we are strategic, deliberate, and purposeful in our instruction. We have school-wide systems, strategies, and tools that are based on proven results. School-wide consistency, the use of ongoing assessments, and efficient use of instructional time are crucial components of our positive impact on student learning. We know that we are creating and perfecting an instructional model, not a set of isolated, idiosyncratic classrooms." – North Star Academy Teacher Handbook*

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## II. Set Big Goals

Curriculum development is an important part of what every teacher does, and at Oakland Collegiate, we spend a lot of time and energy documenting this work in a consistent and useful format. Oakland Collegiate teachers must develop curriculum aligned with the California Curriculum Frameworks. While State learning standards, objectives and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum. Even if every classroom activity is not reflective of the State standards, Collegiate teachers must ensure that every unit addresses California standards and that every California standard receives sufficient attention during the school year.

All curricula should be comprised of **clear** and **measurable** standards. Clear and measurable standards are those that clearly define what students should know and are easily assessable.

Once teachers have developed a long-term plan outlining the pacing of these clear and measurable standards, they must develop a Big Goal outlining the extent to which their students will master these standards.

### A Standards-Based Curriculum: The Writing and Planning Process

Long term unit planning is highly effective in keeping classes on pace, reaching long-term goals and delivering content that is both relevant to students and engages them in learning.

In order to maintain and achieve the highest of academic expectations, fulfill our challenging but urgent mission and provide our students with rigorous, college-prep classes, teachers at Oakland Collegiate will be responsible for answering and consistently reflecting upon the following four questions:

1. **What do my students need to know?**
2. **How are students going to learn the skills and content that they need to know?**
3. **How will I know if students have masters the skills and content that I have taught?**
4. **What will I do if they do not meet these goals?**

To best answer these questions, teachers are required to use the following methodology and tools:

#### **1. What do my students need to know?**

- At the beginning of the year, teachers will intensively examine and understand the California Curriculum Frameworks (as well as CST exams from previous years) for their particular subject and grade level.
- Teachers should also examine Frameworks from prior grade levels and student diagnostic information to determine gaps in student prior knowledge. For example, not all 6<sup>th</sup> grade students will enter proficient in the curriculum for grades K-5.
- A teacher's Framework for his/her particular grade level, as well as necessary Frameworks from previous years will form the basis for the year's curriculum.
- Teachers will then break down these Frameworks into clear and measurable Oakland Collegiate learning standards. Teachers should review these standards throughout the year to ensure consistent alignment.
- Teachers will develop **Big Goals** for their class that is strategic, measurable, ambitious, results-oriented and time-bound.
- Teacher should then break their Big Goal into goals for student performance on 6-week assessments throughout the year. Teachers should establish 6-week goals such that successful

completion of these 6-week goals should ensure that students will achieve the Big Goal for the year.

- Teachers will develop comprehensive trimester exams which will cover all the material taught in the previous 13 weeks. These exams are aligned with the curriculum pacing guides and state content standards to ensure all students are competent at grade level material. The final trimester exam will be a comprehensive final which will cover all the major standards taught throughout the year. Students are required to achieve a 70% or higher on this exam to pass the course.

## 2. How are my students going to learn the skills and content that they need to know?

- At the beginning of the year, teachers will use their learning standards to create a **Scope and Sequence** that provides them with a roadmap for the year ahead. This document will be revised throughout the year to reflect sequencing adjustments. **Scope and Sequence documents are due on TBD.**
- Teachers will translate the Scope and Sequence into a **Unit Sequence Calendar**. This document will be revised throughout the year to reflect pacing adjustments. **The Unit Sequence Calendar is due on TBD.**
- Teachers should be aware of student vocabulary needs. Specifically identifying vocabulary words that will be used throughout particular units will not only help in teaching for understanding but also ensure that a lesson progresses beyond low-level vocabulary acquisition.
- Teachers will use the Scope and Sequence, and Unit Sequence Calendar, to create a **Course Description**, which publicly outlines the significant teaching and learning that will be accomplished by the end of the academic year. **Course Descriptions are due on TBD.**
- By Thursday evening, teachers will submit **Weekly Syllabi Plans as well as weekly assessments** to the Director of Curriculum & Instruction. The Director of Curriculum & Instruction will use a specified template to give feedback on these weekly submissions, making notes on the pacing, opportunities for student engagement, rigor of objectives, and frequency and appropriateness of assessments. Upon receiving feedback on their Weekly Syllabi Plans, teachers will translate their Weekly Syllabi Plans into **Daily Lesson Plans**. **The first Weekly Plan is due on TBD.**

## 3. How will I know if students understand and master the skills and content that I have taught?

- Throughout the year, teachers will develop **Diagnostic Assessments** that are taken by students before every unit begins.
- Teachers will employ a variety of other formal and informal assessments to gauge student mastery. While teachers at Oakland Collegiate are trusted to assess with the frequency they see fit, teachers should be advised that Summative Unit Assessments are useful tools to determine whether students have retained unit objectives over the length of the unit. The Director of Curriculum & Instruction is available at all time to help with assessment creation.
- Please note that the longer the interval between assessments, the longer it will take to recognize where students have difficulties with material. The longer it takes to catch struggling students, the farther these students will fall behind. **Daily exit tickets and weekly assessments** make it easy to identify students for extra help and quickly catch them up.
- All teachers are expected to **administer 6-week assessments** that align with their scope and sequence to analyze progress towards their big goal. Teachers will assess students on the standards and objectives covered during the preceding six-weeks. The Director of Curriculum & Instruction will provide New Leader and Action Learning System assessments as models. **The initial assessments will be due during Summer PD, on TBD.**

- Results from **6-week assessments and trimester exams** will provide useful information as to whether students are on track to meeting their Big Goals. Teachers will review this student achievement data with the Director of Curriculum and Instruction, as well as their team, to analyze gaps and notable progress in student achievement.
4. **What will I do if my students are not meeting my goals?**
- Teachers should structure time into their unit plans to give students appropriate feedback about their progress towards the Big Goal. Time should be built-in to re-teach material students have not mastered; students who have reached an acceptable level of mastery should be extending their knowledge during this time.
  - Spiraling is an effective technique not only to ensure that kids who have achieved mastery do not forget their skills but also provide opportunities for other students to relearn, practice or reinforce these skills.
  - Formally, if a teacher has short-term academic concerns about a student, he or she needs to notify the student's advisor and address the matter with the student and family. Requiring the child to attend tutoring may be an option.

## **Step by Step: An Approach to Writing Standards-Driven Curriculum**

### **I. Understanding a Big Goal**

A Big Goal should clearly state the extent to which your students should master the objectives set forth in your curriculum. A Big Goal should help create a sense of purpose and make tangible a trajectory of progress for a given school year. This Big Goal could be: "by the end of the year, 80% of my students will score proficient or advanced on the math CST" or, "my students will show two grade levels of growth in reading as measured by the CAT/6." This goal isn't just for a teacher; it's for the students as well. Invest students in where they can go and how you can help them get there. A Big Goal is incredibly helpful in producing a community of achievement where students take ownership over their learning and consider distractions a disservice. Students know where they are going and want to get there.

- **Specific:** The exact indicator of performance to be improved is clearly identified. "On the CST..."
- **Measurable:** Performance indicators are quantified by amounts or percentages. "Two grade levels of growth" or "80% of us" or "hit the 80<sup>th</sup> percentile"
- **Attainable & Ambitious:** The target must be attainable within the time available. Being too ambitious or not ambitious enough can make your goal lose its relevance. It is often helpful to provide a ceiling (high goal for a certain percent of a class) and a floor (minimum standard for all students), such as "all students will achieve a passing score and 80% will score advanced and proficient"
- **Relevant:** Indicators and their targets are aligned with mission and vision, as well as your state standards. **A goal of "we will all be able to write a 5-paragraph essay" is not an effective big goal because it is too limited in scope. The sole goal of writing an essay does not indicate that students have mastered the extent of the English Curriculum.**
- **Time-oriented:** Annual targets help gauge baseline progress. Your big goal should be easily translated into a set of SMART mini-goals related to student performance on regular cumulative assessments, for example the CST.

### **II. Writing a Big Goal**

These questions may guide your construction of a Big Goal.

- Look at your student achievement results from the last academic year. What percent of your students achieved scores of advanced or proficient? What is your goal for this year for this number (should obviously be an increase!)
- Look at the scores of your lowest group of students from last year. Is there a bar that you'd like to set for the minimum score every child should achieve? (or a specific amount of growth every student should make?)
- Look at your CAT-6 data from last year. What percentile average score (or minimum score for all students) would constitute significant academic gains?

Having reviewed last year's data, you are prepared to construct a Big Goal that is Strategic, Measurable, Attainable & Ambitious, and Relevant.

During staff development, we will engage in the process of setting mini-goals to ensure that your Big Goal is Time-Bound. We will structure these goals around 6-week assessments, either CST-provided or teacher-generated. Completion of these goals should set you on track to meet your big goal by the end of the year.

### III. Creating a Scope and Sequence of Oakland Collegiate Learning Standards

- Read through the subject appropriate California Curriculum Framework in entirety as it's important to know big picture, where learning standards, content skills and subject themes overlap. Review and incorporate the standards of other area schools to create a complete picture of high academic expectations. Please also take note of the Framework for prior years and student diagnostic data, as students will most likely be entering your class lacking basic skills from prior grades, which will be important prerequisites for mastering this year's state standards.
- Reread through grade-specific learning standards and required concepts and skills. Know the Frameworks and keep referring to them throughout the writing process. The breadth of knowledge and skills that must be taught throughout the year is the "Scope" of your curriculum. The order in which the content and skills are presented is the "Sequence" of your curriculum. Record all of the learning standards and performance skills you will be teaching this year on the Scope and Sequence Template for the specific course.
- Sequence the standards in the order in which they will be assessed and expected to be mastered by students.

*Templates of the Scope and Sequence are available on the shared drive in all course folders. Scope and Sequences will be maintained on the shared drive in all course folders.*

### IV. Creating a Unit Sequence Calendar

Units can be based on content, skills or themes. For example, it is perfectly appropriate to have one Social Studies unit for each of the ancient civilizations required to be taught. In Science, it's perfectly appropriate to have a small unit based on the Periodic Table that is then used throughout other units. In Math, it's perfectly appropriate to begin with a review unit of addition and subtraction.

- Based on the list of standards in your Scope and Sequence, decide the number of units for the year. Then, decide if all units will be of equal duration or if certain units will require more time. It is fine to have a short two-week unit but units should not take more than 6 – 8 weeks.
- Using a yearlong school calendar, set the beginning and ending date of each unit. Start from your end point to ensure that all standards are met and timing of units is adequate. Where do you need to be in June?

- Using the school calendar, break down units by weeks in terms of content topics and performance skills and insert on calendar. Readjust schedule of units, number of weeks if necessary. Make sure you include time for re-teaching/extensions and retesting.
- Schedule class testing days (and review days), research and other long term projects, including final and/or midterm assessments on the calendar. Readjust schedule of units, number of weeks if necessary.
- Record the unit number in which it is anticipated that students will have mastered the learning standard on the Scope and Sequence.
- Throughout the year, check in with pacing of curriculum and readjust when necessary. Pacing will be affected inevitably by unexpected missed classes or days off and topics taking more time than others.
- Set a goal for student mastery of the material in this unit. Design your goal such that timely fulfillment of this goal should keep you on pace to meeting your Big Goal.

*Templates of the Unit Sequence Calendar are available on the Shared Drive in all course folders. A template is also included in the appendix. Active Unit Sequence Calendars should be maintained in each course folder on the Shared Drive.*

#### **V. Creating a Course Description**

Each teacher will be responsible for a Course Description that describes the highlights of the course, its learning standards and sequence of units for the year, as well as other teacher- and course-related information. Course Descriptions will be shared with families and maintained on the Shared Drive. *A full list of required Course Description elements can be found in the appendix to this manual.*

If any substantive changes occur to courses during the school year, it is expected that teachers will update course descriptions on the shared drive and distribute the new version to students and families.

#### **VI. Drafting Weekly Syllabi Plans**

In order to minimize the time spent transferring information over the course of the school year and maximize the daily efficiency of long-term planning, learning standards and performance skills will be transferred from course Scope and Sequences to Weekly Syllabus Plans.

It may seem obvious but it is always important before planning class activities to clearly define and consider what are the desired outcomes and what exactly students need to learn. Clear expectations for student learning are in the best interest of the students, families, teachers and school community.

- Once the draft of Calendar of Units is set, start planning topics and goals for weeks within each unit. Again, start from your end point. Where do you need to be at the end of the unit? Plan backwards from the end of the unit to the start of the unit. As always, keep in mind learning standards, performance skills and subject themes.
- Once weekly topics and learning standards are drafted, transfer this information from your Calendar (and / or Scope and Sequence) to a Weekly Syllabus Plan.
- Check your scope and sequence. Have you covered the content you are required to cover for the unit? Have you covered all the performance skills you are required to cover? Make any required adjustments.
- As good planning is crucial to successful implementation and execution, teachers are expected to complete this process of completing the unit title, objectives and learning standards for the number of weeks of the unit in advance of the start of all subsequent units. For example, if the following unit is expected to take four weeks, teachers should complete the unit title, learning

standards, related CA standards and weekly objectives for four weekly syllabi before beginning the unit with students.

- Translate weekly objectives into daily lesson objectives. Again, plan backwards. Where do you need to be on Friday?
- Sequence the lesson objectives for the week and schedule assessments to gauge student learning (Do Now quizzes, writing assignments, short quizzes, etc.).
- Once weekly topics and skills are set, begin to create daily activities and homework assignments. Incorporate use of textbook as well as supplemental resources. With every lesson, consider an agenda that includes teacher directed instruction, guided practice and independent practice.

**Teachers should submit draft weekly syllabi (via email) for the following week to the DCI by Thursday PM (before leaving).** These syllabi will be returned via email, with brief comments, no later than 6:00pm on Saturday. It is expected that teachers will save their Weekly Syllabus Plans on the shared drive in the designated course folder. Teachers will distribute weekly syllabi to students and/or families, on Monday morning.

*All Weekly Syllabi will be maintained on the shared drive in all course folders. A Weekly Syllabus Plan template is available on the shared drive in all course folders.*

#### **VI. Writing Daily Lesson Plans**

*Section III of this manual describes the daily lesson planning process in more significant detail.*

#### **VII. Creating Standards-Driven Assessments**

*Section III of this manual prescribes a methodology for creating excellent assessments.*

**Curriculum on the Shared Drive:** On the shared drive, each course will have its own designated folder. Within each course folder it is expected that teachers maintain all curriculum-related materials.

### III. PLAN PURPOSEFULLY

#### Daily Lesson Plan Expectations<sup>5</sup>

##### Lesson Plan Format

Superior teaching begins with thoughtful planning and preparation. Careful planning also minimizes classroom behavior problems and inefficiencies. Oakland Collegiate teachers structure their lessons in such a way that all students are constantly involved, the pace is rapid, and expectations are high. Lessons should typically follow the format below:

<u>Oakland Collegiate Lesson Plan Format</u>	
DO NOW	[~5 minutes]
LESSON OPENING	[~3 minutes]
• AGENDA: AIM, HOMEWORK ASSIGNMENT	
INTRODUCTION OF NEW MATERIAL	[~14 minutes]
• I DO	
CHECKING FOR UNDERSTANDING	[~14 minutes]
• WE DO	
INDEPENDENT PRACTICE	[~14 minutes]
• YOU DO	
LESSON CLOSING	[~5 minutes]
• EXIT TICKET	

##### Objective

A great lesson relies upon a specific, student-centered measurable goal that is not only linked to the BIG GOAL but also well-designed, frequently communicated, and always assessed. The Objective allows students to know exactly what is expected of them. At its core, the Objective helps answer the question, “What do I want my students to be able to do (not just know) by the end of class?”

The Objective is posted at the beginning of each class (along with the class Agenda). Objectives begin with consistent language: “Students will be able to...,” usually written as “SWBAT.” The Objective should be introduced at the beginning of class, referenced throughout the class, and assessed near the end of class.

Great teachers make effective use of Bloom’s Taxonomy when creating Objectives and when designing questions to assess whether objectives have been met. Choosing the right verb to express what students need to be able to do is very difficult, but very important. The verb a teacher chooses will dictate the questions he or she needs to ask to assess mastery. Spending 3-5 minutes to choose the correct verb is a very good investment of time.

Teachers are strongly encouraged to include objectives that require higher-order thinking skills (see bottom of Bloom’s Taxonomy chart below). At a minimum, every teacher should have the goal of moving students along from low-level thinking to higher level thinking. It is often a helpful practice to have students write the Objective at the top of their notes for the day. Some teachers give small rewards

<sup>5</sup> Adapted from the 2005-2006 North Star Academy Teacher Manual and modified.

to students who are able to restate the objective without looking at their notes during the middle of the lesson.

## **Bloom's Taxonomy and How to Write and Assess Strong Objectives**

<b><u>Cognitive Level</u></b>	<b><u>Useful Objective Verbs</u></b>	<b><u>Sample Question Stems</u></b>
<b>Knowledge</b> Recognizing and recalling information (e.g., when shown an exclamation point, a student will identify it by name.)	Tell List Describe Relate Locate State Name	"What is?" "Where is?" "When did... happen?" "How did... happen?" "Which one?" "Who were the main...?"
<b>Comprehension</b> Understanding the meaning of information (e.g., the student can describe the use of an exclamation point.)	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare	"How would you classify the type of...?" "How would you compare...?" "Will you state in your own words...?" "How would you rephrase the meaning...?" "What facts or ideas show...?" "What is the main idea of...?" "Which statements support...?" "Can you explain what is happening...?" "How would you summarize...?"
<b>Application</b> Using information (e.g., the student can use an exclamation point in a sentence.)	Solve Show Use Illustrate Calculate Construct Complete	"How would you solve... using what you have learned?" "How would you organize... to show...?" "How would you apply what you've learned to develop a...?" "What would result if...?" "What facts would you select to show...?"
<b>Analysis</b> Dissecting information into its component parts to see their relationship (e.g., the student can identify an exclamation point's misuse in a paragraph)	Analyze Distinguish Compare/Contrast Investigate Categorize Advertise Separate	"How is... related to...?" "Why do you think...?" "What is the theme...?" "What inference can you make...?" "What is the relationship between...?" "How would you classify...?"

### **Do Now**

Upon being seated, students are expected to begin working immediately on a Do Now activity. This is normally a quick review of a previously covered topic or skill. This procedure provides a way for students to get to work immediately without explicit instruction. The Do Now must be handed to students on paper or make use of the overhead projector. The Do Now should take 5 minutes to complete. Teachers should circulate and monitor the Do Now in order to ensure student compliance. A brief review

of the Do Now is a typical way to begin the day's lesson. While not required every day, teachers should occasionally correct and grade Do Now assignments.

**Examples of Effective Do Now Activities or Questions:**

- *What are the definitions of a simile and a metaphor? Create your own example of each.*
- *Rewrite the following sentences using correct spelling and grammar.*
- *Rewrite each of the following ten fractions as a decimal.*
- *Name the capitals of the following ten nations.*
- *Read this short passage and answer the following comprehension questions in complete sentences.*

**Lesson Opening**

Separate from the Do Now, the lesson opening should clearly communicate to students the AIM or daily objective, course agenda, and the homework for that evening. Great teachers also ensure that the opening engages students. Finally, a great lesson opening assesses students' understanding of the lesson purpose and procedure by allowing them time to ask clarifying questions about the purpose of the lesson or the final product, and/or by asking them to summarize the lesson "takeaway" objective.

**Communicate to students WHAT they are going to learn:**

- "Today we are going to solve word problems that require you to add and subtract fractions."
- "Our objective today is to learn how to translate word problems into a mathematical equation for you to solve."

**Communicate to students WHY IT IS IMPORTANT to learn this material:**

- "These word problems let you solve problems that you might face in everyday situations that require fractions, like when you are cooking or divvying things up between friends..."

**Communicate to students HOW IT RELATES to what has been done previously (and how it relates to your big goal):**

- "For the last week we have been adding and subtracting fractions with like and unlike denominators. You have become pros with that! Today you are going to solve word problems that will allow you to practice that skill in real world situations."

**Communicate to students HOW the learning will occur:**

- "I'm going to show you some tricks to translate word problems into equations. Then, we are going to use stations set up around the room. At each station, you will have two word problems to read and solve...."

**Engage students and CAPTURE THEIR INTEREST:**

- You might start a lesson by mentioning a curiosity that the lesson will attempt to address. "We know how to subtract when the number on top is bigger, but what if it's smaller?" Or "is it possible that a man could go from weighing 180 pounds to zero pounds back to 180 pounds, all in the same day?" By the end of the lesson on mass, you will be able to explain why that is absolutely possible."

**Introduction to New Material**

This section of the lesson plan provides the teacher with an opportunity to structure the classroom and sequence subject matter to reflect a clear academic focus. Outstanding teachers establish the lesson objectives and present new material through the breakdown of information into manageable process steps.

- **Using the Do Now.** Successful teachers make productive use of the Do Now by spending time reviewing the questions or referencing the procedure at some point during direct instruction. Because the Do Now should be connected to the lesson objective, the teacher should be able to refer to it throughout the lesson.
- **Chunking:** Students are more likely to master material if you break it down into a series of manageable parts, each of which you introduce, analyze and practice. This strategy is most effective when you devote time on the tail-end to lead students in synthesizing the parts.
- **Spiraling:** Effective teachers make sure that concepts are neither introduced in a vacuum, nor forgotten once introduced. A spiraled lesson begins with a review of previously covered content, to provide **practice** and also **context** for new material. The term spiraling refers to the cyclical nature of the instruction – constantly circling from previously covered content to new material.
- **Making connections.** Direct instruction is the optimal time for teachers to help students make connections between what is being taught and what students already know. Effective teachers employ a variety of techniques to both formally and informally assess prior knowledge. Such assessment make take the form of an initial question (i.e.: “raise your hand if you have seen any of these vocabulary words before”), a KWL chart, a journal entry, or a pre-unit quiz. Teachers who are able to effectively gauge student prior knowledge are effective in tailoring their lessons to the individual needs and interests of their students.
- **Follow-up questions.** Effective questioning is essential to maintaining student interest, encouraging relevancy, and informally assessing the class. Great teachers continuously bombard students with both factual and higher-order questions throughout the lesson. Follow-up questions are essential to increasing the quality of student participation. By not merely accepting a simple response and instead challenging students to elaborate on the how and why of their answer, outstanding teachers can establish an effective teacher/student talk ratio through the course of a lesson.

**Sample Follow-up Questions:** [to one student]

**English**

What is a characteristic that could describe Cinque in Amistad? *He is brave.*  
 Define that term. *Brave means that he is willing to risk himself for his goals or for other people.*  
 What is some evidence from the text that demonstrates this characteristic? *He is brave because he is willing to start a mutiny in order to free his people.*  
 Are you saying that he starts a mutiny because he is brave? Maybe he is just angry. Where does the bravery part come in? *He is brave because he is not afraid of the consequences.*  
 Okay, so bravery is ‘not being afraid’. How is that different from ‘foolhardy’ or ‘rash’? *Cinque does not have any other options.*  
 Yes, he does. He could just not resist his captivity. *Exactly, that is why he is brave. He has an opportunity and he takes it.*  
 What is the part of speech for ‘brave’? *It is an adjective.*  
 Give a synonym for ‘brave’. *A synonym for brave is courageous.*  
 Get a thesaurus. Let’s see if there are any other synonyms that seem to fit him better.

**Sample Follow-up Questions:** [to one student]

**Math**

What is the surface area of this cube? *The surface area is 24.*  
 Twenty four what? *The surface area is 24 centimeters.*  
 Twenty four centimeters is a measurement of length. Try to self-correct. *The surface area is 24 square centimeters.*  
 What do you mean by “square centimeters”? *It means 24 squares that are one centimeter on a side.*  
 On this cube, what do these 24 square centimeters measure? *They measure the surface area.*  
 When you say, ‘surface area’, what are you talking about? *I’m talking about the sum of all of the areas of the surfaces areas of the surfaces of that cube.*  
 Okay, so how many areas are on this cube? *There are 6 areas on this cube.*  
 Good. Now, tell me the first few steps of calculating the surface area of a cube...

- **Wait time.** How a question is asked is extremely important. Outstanding teachers employ a number of tactics to ensure that they use proper wait time to allow all students to think before calling for an answer. Wait time is especially helpful for second language learners who take time to translate, students with learning disabilities, and students who are shy or reluctant to

participate. Outstanding teachers deliberately determine the proper length of time to wait for each question and generally extend the amount of time provided for students to construct answers to higher-order questions.

**Practices Used by Teachers to Ensure Wait Time:**

- Count the number of hands in the air
- Wait until the entire class has their hands raised
- Silently count to five before calling on a student
- Give positive reinforcement to students who have been actively participating
- Have students stand if not enough hands are raised
- For questions which require higher-order thinking, repeat the question several times before calling for an answer
- Students must wait for a verbal cue to raise hands
- Teacher asks students to wait for \_\_\_\_\_ seconds before raising hands
- Students must write down the answer before raising hands
- Wait for hands to go up and ask for a student who has yet to contribute

Effective teachers also convey the lesson objectives in a way that effectively captures student interest through a variety of learning modalities. As explained in The Tipping Point, “ideas must be memorable and move us to action” for them to be retained in one’s memory. Large chunks of teacher lecture followed by worksheet completion are rarely effective methods for conveying information. The following methods, however, have been proven effective in capturing the attention and interest of middle school students.

- **Analogies that hook.** Often teachers find it easy to explain sophisticated concepts by drawing an analogy to an experience that is relevant and understandable to students. For example, a chemistry teacher might explain the difference between ionic and covalent bonding, by pointing to the relationship between two famous celebrity couples. An English teacher might explain usage by referring to the positions on a soccer team – just as Juan can play forward or defenseman depending on the needs of the team, a particular noun could be used as the subject of a sentence, or the object of a preposition.
- **Manipulatives:** It is often effective to provide students with props that provide conceptual hooks (such as pulling apart a Kit-Kat bar to model the splitting of chromosomes during anaphase of mitosis). Use of manipulatives, followed up with appropriate reflection on how well the manipulative situation relates to the actual concept, can make high-level content easily accessible for students.
- **Appeal to Multiple Learning Styles.** Increasing the number of senses the student can use to learn information increases the chance that the teacher’s lesson will be retained. Outstanding direct instruction should contain verbal, visual, and tactile components.

### Verbal Cues:

- Strategically vary voice volume using both LOUD projection and quiet whispering for emphasis.
- Constantly model effective use of vocabulary
- Infuse a range of emotion into voice (model excitement!)
- Use rhymes and chants

### Visual Cues:

- Use pictures and written examples
- Have students write answers in addition to sharing verbally
- Reinforce with graphs, charts, and diagrams whenever possible

### Tactile Cues:

- Use hand signals, thumbs up/down
- Claps and snaps
- Call and response
- Select students to stand and deliver answers
- Ask students to briefly dramatize, re-enact, or pantomime scenes or ideas
- Introduce new ideas or concepts with reinforcing hand-motions or gestures

### Check for Understanding and Guided Practice

Following direct instruction, guided practice allows the entire class to practice new skills under the direct supervision of the teacher. Outstanding teachers informally assess student responses to make sure that new material has been adequately presented during direct instruction. Teachers should provide corrective feedback to reinforce key concepts and ensure the accuracy of new skills and information. Guided practice should continue until student answers are more than 70% accurate.

- **Modeling.** While the effective teacher models character expectations and work ethic at all times, guided practice provides an opportunity to explicitly model for the class the problem solving *process*. Outstanding teachers patiently and comprehensively model the techniques that students will be expected to master by breaking down problems into a number of carefully sequenced process steps.

One effective method of modeling is the “**I Do, We Do, You Do**” instructional method. In this case, teachers demonstrate how they solved a problem or wrote a paragraph by working through an example on the board or overhead. The next step is to work with students in a cooperative manner to solve a similar problem or write a similar paragraph together. Finally, students are released to replicate the example on their own with the teacher acting as a learning coach.

A second effective method of modeling is “**thinking aloud**” in which the teacher narrates the thinking process for a particular problem. Students will then follow the same thinking process in solving a problem on their own. For example, a teacher who wants students to calculate the surface of an object area might say, “If I were trying to find the surface area of an object, I would first want to know how many sides it has. Then I would want to know if they were regular. Finally, I would want to know the length and width dimensions of all the sides.” Students then use the same method for solving a problem on their own.

A third effective method of modeling is “**feigned ignorance.**” For procedures or skills which have already been taught, a teacher will pretend not to remember how to solve a problem. The teacher will solicit the procedure from students. For example, the teacher might say, “I have forgotten how to calculate the volume of a sphere. Does anyone remember the first step?”

- **Checking for Understanding (during Guided Practice).** Because guided practice is based on a cumulative approach to breaking down answers into successive steps, it is essential that the teacher is constantly checking for understanding. In addition to the techniques outlined in the

“Checking for Understanding” section (see below), effective teachers employ a number of practices to ensure that students are mastering every step in the problem-solving process.

***Checking for Understanding during Guided Practice:***

- Call on multiple students to explain “how” they arrived at the answer
- Have students find “errors” on the board and explain corrections
- Model a wide range of sample problems
- Have students create problems of their own and share
- Have students do their work on white boards and hold up answers so you can gauge which students have correctly mastered the material
- Ask students whether they agree or disagree with a classmate’s answer before revealing the solution

- **Differentiated instruction (during Guided Practice).** Students learn at different rates but all deserve to be challenged at appropriate levels. During guided practice, excellent teachers use a number of techniques to ensure that all student needs are met, including the following:

***Differentiated Instruction during Guided Practice:***

- **General Strategies:**
  - Learning contracts: an agreement between each student and teacher that indicates which of a set of centers or objective-driven learning activities a student will undertake and in what order. Contract specifies when teacher will hold student accountable for material.
  - Learning from Text Circles: leveled groups of students who engage in different studies of a piece of written material OR the same study of different texts
- **Differentiation by Interest**
  - Choice boards – work assignments are written on cards that are placed in hanging pockets. Students are asked to select a card from a particular row of pockets
  - Students can choose to master an objective selecting from questions based on their individual interest
- **Differentiating for those who have mastered the material:**
  - Have a bonus or challenge problem on the board for students who finish early
  - Select outstanding students to serve as peer tutors or editors. They can circulate the room to help other students with the problem-solving process
  - Provide board space for outstanding students to model their problem steps
  - Tiered assignments that begin with basic skills and then allow those who have mastered these to progress to more high-level case studies or real-life applications of material
  - Independent study or expert journal
- **Differentiating for those who have not mastered the material:**
  - Provide notes or graphic organizers to students who need additional support
  - Create a center for one-on-one help with a teacher or peer tutoring opportunities
- **Differentiation by Learning Style:**
  - Tiered assignments – students select activities from a list in which all are designed for mastering a particular objective through a particular intelligence

**Independent Practice**

After direct and guided instruction, it is important for students to be given opportunities to practice new skills on their own. Before having students begin independent work, excellent teachers typically give instructions in several different formats: recite aloud, read together, have instructions written on board or on a hand out, call on students to repeat instructions, etc. Teachers should thoroughly review behavior expectations before independent work begins.

During independent work, teachers should circulate throughout the room to ensure that students are on-task, quiet, and are producing high-quality work. Students should be periodically reminded of expected

progress. Oakland Collegiate teachers require that 100 percent of students are on-task 100 percent of the time. **Normally, independent work should not exceed 15 minutes during one class period.** Students should know what to do if they finish ahead of others. In many cases, this would involve independent reading (DEAR).

### Checking for Understanding

Oakland Collegiate teachers are constantly assessing whether individual students are faltering or are working toward mastery of skills and content. There are many methods of checking for understanding that can be incorporated into instruction. Effective teachers may employ one of these methods **every few minutes**. It is also important to check for understanding at the **conclusion of the period**.

When teachers check for understanding in a way that requires independent verbal response, it is essential that students answer the questions in a professional manner. **At Oakland Collegiate, this means that when a teacher sets this expectation, the answer is given in a complete sentence. Because the skill of answering professionally is so important, teachers should set the expectations of complete sentences frequently within a class period.**

Another way of incorporating professionalism into this practice is to have students take on the teacher's role of checking for understanding. After several weeks of teachers modeling their most common methods, it is quite likely that student leaders—at least in the seventh and eighth grades—will be capable of mimicking the questioning process. In the early stages, student leaders will have to be coached—and possible scripted—in the questioning process. Introducing this responsibility on a voluntary basis will give students opportunities to practice leadership, content expertise, and authority.

#### Checking for Understanding Methods:

- Unless a choral response is expected, answers from students who call out should never be accepted. Hands should always be raised in response to questions. Otherwise, quiet or shy students will be ignored.
- Repeat the question several times until more hands have been raised. Don't call on a student until a specific number of hands have been raised. Occasionally, ask students not to raise their hands until a certain amount of time has elapsed.
- Use white boards to have students write answers, then display.
- Cold call students.
- Ask the same quick question of many students.
- Use thumbs up, thumbs down to gauge confidence of answers.
- Require all students to raise their hands for a series of questions; have them indicate the confidence of their answers with a fist-to-five.
- Choral responses.
- Short quizzes.
- Check student work over the shoulder, while they are working independently.
- Think—Pair—Share. Teacher asks a review question, gives a pause for time to think, pairs then discuss question and write answers; share with class.
- 3-2-1. Students write three things that interested them, two things to learn more about, one idea they will write about tonight.
- Students with special needs or others who have trouble answering questions on the spot can be given a quiet or nonverbal signal that they are about to be questioned. It may also be helpful to tell these students which question they should prepare to answer.

#### Assessment:

Effective instructors are the ones who continually seek to improve their effectiveness, in particular through finding ways to assess the efficacy of their instruction. In short, teachers should constantly ask themselves the question: **How do I know if my kids are learning?** Teachers should, on a daily basis, assess whether all students have mastered the presented material; this information is crucial for developing the subsequent day's lesson.

Whether this assessment comes from a daily 10-question quiz that a teacher scores and grades, or a daily 2 question survey on a note card that a teacher sorts into two piles: correct and incorrect, Oakland Collegiate teachers must find a way of determining WHICH students have mastered the day's objective and which have not at the conclusion of each lesson. Many teachers have found it effective to give an exit quiz and go over answers on the spot, allowing students to check, reflect on and correct their work in a red pen. Teachers then correct the assignment and use it purely for data purposes, to gauge where and how frequently difficulties with the stated objective arose.

### Lesson Closing

An outstanding lesson contains a substantial amount of information that, without proper closure, can feel overwhelming to students. The lesson conclusion is an opportunity for the teacher to highlight with the class the main ideas from the lesson and reinforce the key skills and processes that were introduced.

#### *Effective ways of Concluding a Lesson:*

- Have students re-read the objectives in order to share new knowledge with the class
- Ask students to summarize what was covered
- Have students review/edit lesson notes
- Encourage students to predict what will be covered the following day
- Ask students to explain why it is important to know what was covered in class
- Have students provide real-world examples applying what was learned
- Ask students a series of questions as a final check for understanding
- Have students complete a learning log (What did I learn today? What puzzled me? What did I enjoy, hate, accomplish in class today? How did I learn from the discussion or lesson? How was my performance in class today?)
- Think-Pair-Share. Ask a question, give time to think, pairs discuss question, write answers, share with class
- Have students make up a quick quiz on the topics learned today
- 3-2-1. Three things that interested you, two things to learn more about, one that I will write about tonight
- Students write a letter to their teacher or parent summarizing what they have learned
- "Wordsplash." Put words from a lesson all over the board; students organize them; create sentences to show what they have learned

### Homework

The key question here is: are we providing enough independent work so our scholars are able to master the material?

Even though Oakland Collegiate students have a longer school day and longer school year than other public school students, the amount of instructional time available is not sufficient for students to master our content and skill objectives. It is essential that students continue their learning at home.

Homework assignments are valuable opportunities to teach students the skill of completing assignments nightly. However, it is crucial that teachers assign **meaningful work**. If an assignment is not worth spending class-time to review, it is not worth assigning. Lengthy work that is not intrinsically meaningful is never a productive use of our students' time.

All Oakland Collegiate teachers are expected to supplement each lesson with a homework assignment. Homework assignments should take approximately 20 minutes to complete. They should be clearly linked to objectives covered by the classroom teacher and should be designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to **review prior material, assess understanding, and challenge high-performing students**. Effective homework is a high-quality assignment (rather than busy work) that is **accompanied by clear written and/or oral directions capable of being understood by every student**.

After assigning homework, it is often appropriate to preview it with students. Effective teachers select several students to echo the assignment and assess to make sure the class has a clear understanding of all expectations and directions necessary to successfully complete the homework.

**Effective Homework Preview Strategies:**

- Practice a problem together
- Skim the reading assignment
- Identify challenging vocabulary
- Identify potentially challenging sections
- Explain opportunities for enrichment/extra-credit
- Provide resources for assistance or additional information
- Allow students to skim assignment and ask questions

In order for homework to be taken seriously, students must see that it is purposeful and assessed regularly. Homework is collected every morning in Advisory and checked for completion. While all homework is checked for completion, a **majority of assignments must be assessed for a grade and returned promptly to ensure that feedback is relevant to student learning.**

## **Incorporating Scholarly Habits**

### **Scholarly Habits:**

Oakland Collegiate has identified six additional non-content skills that will be crucial for students to master if they are to be successful in high school, college and the competitive world beyond. These Scholarly Habits are: **Organization, Study Skills, Note-taking, Research, Writing and Learning from Printed Resources.**

For students to be successful in high school, college and the competitive world beyond, students should be exposed to every one of these skills in every single class, every day at Oakland Collegiate. However, for students to be successful in life, they must be able to execute these skills completely independently by the time they enter 10th grade.

Therefore, the extent to which students are expected to complete these skills independently is scaffolded over the grade levels. At Oakland Collegiate:

- In 6<sup>th</sup> grade, students are expected to perform these expectations with no independence. Teachers provide explicit, step-by-step instruction to build student understanding of the steps required to perform these Habits.
- In 7<sup>th</sup> grade, students receive explicit instructions on how to perform the skill independently. They are assigned an increased number of assignments to be completed with fewer in-class checks along the way. Behavioral infractions increasingly affect the student's grade.
- In the first semester of 8<sup>th</sup> grade, students receive little to no explicit instruction about how to perform these Scholarly Habits. The first semester prepares students for second semester, which mirrors the independence (with regard to these habits) of a high-school situation.

While we remain consistent in our expectations for these Scholarly Habits, the extent to which our students are expected to independently act in accordance with these values, and the level of decision-making they employ, should increase as students age. Our slow release of structures reflects our understanding of who we want our students to be at each age; as students advance, they will be empowered by the increasing level of academic and social responsibility.

*Please note that a complete list of the Habits, as well as the corresponding procedures, scaffolded by grade-level, is available in the Appendix to this document.*

## **Building Standards-Driven Assessments**

Oakland Collegiate teachers believe that it is not enough to simply teach a rich curriculum in innovative and strategic ways. The students must actually learn the curriculum (content and skills) to a point of mastery. In order to achieve this, teachers employ a variety of assessment strategies and instruments to obtain timely, fair, accurate and constructive feedback on student knowledge and performance. Information from these assessments is used to inform curriculum and instruction as well as to inform students and parents of individual progress.

Part of a student's grade (see next section) measures mastery of a course's content and skills. The part of the grade, the result of student performance on formal assessments, needs to isolate mastery of skills and content from effort and other important measures of student performance. For example, a student grade of 80% on a given unit exam should indicate that the student has mastered approximately 80% of the unit's content and performance skills.

Furthermore, assessments should be designed in such a way that they provide information on what concepts are being retained and by whom. It is critical that we are always aware of what students know and what they are able to do. Analyze assessments to evaluate student understanding of specific frameworks, and plan subsequent units with this information in mind. Successful teachers often create summative (end of unit) assessments as soon as they decide the learning standards and objectives for the unit. With this method, it is more likely that this assessment is aligned with initial learning expectations.

A useful way of organizing a test is by objective. Imagine a test with three objectives: SWBAT list the phases of mitosis, SWBAT identify the motion of chromosomes during each phase of mitosis, SWBAT draw the motion of chromosomes during each phase of mitosis. A convenient way of organizing this test would be to group all of the questions relating to each specific objective under each objective itself, as follows:

## Structuring your test for maximum effectiveness:

SWBAT list the phases of mitosis:

1. knowledge/comprehension question
2. knowledge/comprehension question
3. application/analysis question
4. synthesis/evaluation question

SWBAT identify the motion of chromosomes during each phase of mitosis

1. knowledge/comprehension question
2. knowledge/comprehension question
3. application/analysis question
4. synthesis/evaluation question

SWBAT draw the motion of chromosomes during each phase of mitosis

1. knowledge/comprehension question
2. knowledge/comprehension question
3. application/analysis question
4. synthesis/evaluation question

This format allows you to disaggregate data; in the event that a student presents difficulty with a particular unit test, one could easily identify the specific objectives with which a student struggled. **Also, one could easily create a coversheet or tracking document for each test that identified the specific objectives a student had mastered or not mastered.** This kind of specific feedback makes it easy for students to reflect on their specific skill-set, and provides an opportunity for them to track their progress towards the Big Goal.

In order for students to demonstrate mastery of material in a limited space and time, it is important that assessments are **objective, fair and efficient**. Teachers should

- Be clear about the test structure so that students can study properly.
- Articulate clear expectations and directions on the assessment.
- Develop a standard grading system.
- Consider any special needs.
- Prioritize test items that reflect content of great value.
- Consider how long students will take with assessment and how long it will take to grade.
- Give timely feedback (within a week) on student performance.

### Quizzes and Tests

The following guidelines apply to periodic quizzes and tests administered in core academic subjects:

- Begin each unit with a pre-diagnostic assessment that gauges students knowledge of topics.
- Quizzes should never take an entire period.
- Structured in-class preparation, in accordance with scaffolded grade-level expectations, is an appropriate way to get ready for major exams.
- Students should never grade each other's tests or quizzes.

- Use a variety of question formats (multiple choice, short answer, fill in the blank, essays, etc.) to capitalize on students' varying strengths and ability to convey mastery of material.
- Students need to know how to study; do not assume that they already know how.

Additionally, please review the following suggested practices:

- If appropriate for the grade level, review briefly with students immediately before tests and quizzes.
- If appropriate for the grade level, please send home "Alerts" that inform families of the date of specific test and the material that will be covered. Require that students study with families and get the "Alert" signed.
- Call specific students the night before a test to remind students to study.

### **Final Exams**

The purpose of a final exam is twofold: to provide opportunities to teach the scholarly habits related to study skills; and to provide additional opportunities to show mastery for students who did not master learning objectives when they were presented. **Final Exams are scored and count towards a students' grade, unlike 6-week interim assessments, which neither require explicit in-class preparation nor count towards a students' grade.**

Final exams are administered during the last week of the school year and count as a percentage of the students' fourth quarter grades.

Oakland Collegiate final exams must meet the following requirements:

- All written exams are expected to be cumulative.
- Questions should balance demonstrating mastery of content and skill.
- Questions should include multiple choice and open-ended questions.
- Questions should correlate directly to standards. (It is a useful practice to write the standard next to the questions when drafting exams to insure all standards are assessed.)
- Questions should be formulated to expect answers that push higher thinking skills and synthesis of content and skills.
- A separate answer sheet should be distributed with the exam to facilitate grading and ensure storage of exams for one school year.
- Rubrics should be developed for written responses and distributed to students in advance of the exam.
- Study guides should be developed and reviewed with students. These guides should assist students in preparing for the exam and work the connections between units to help them see "big picture" of content and skills from the year.
- It is completely acceptable to pull questions from previous tests.

### **Using the Theory of Multiple Intelligences to Design Other Formal Assessments**

The basic idea of multiple intelligences is the notion that each student has a unique combination of strengths and weaknesses, and that teachers can capitalize on those diverse strengths to enhance learning. If a teacher understands the most appropriate methods for communicating a given objective, the teacher can be sure to maximize the impact of a lesson by introducing new knowledge in those formats.

Moreover, the teacher can design assessments as to engage all students and allow students to express their various intelligences in an academic setting.

While traditional measures of intelligence focus primarily on linguistic and logical modes of thought and processing, many students may also possess high levels of spatial, musical, bodily-kinesthetic, intrapersonal, and interpersonal intelligences. Alternative assessments can allow students to capitalize on such various strengths. For example:

- An assessment that involves creating a diorama can allow a student with high spatial intelligence to demonstrate skill and content mastery while also showcasing intelligence.
- An assessment that involves participation in a play can allow a student with high bodily-kinesthetic intelligence demonstrate skill and content mastery while showcasing intelligence.
- An assessment that involves participating in a debate can allow a student with high interpersonal intelligence to demonstrate skill and content mastery while showcasing intelligence.

When considering various ways to assess students, always **utilize rubrics with clear expectations**. This makes the final grade clearer and students can connect input with final project and grade. Rubrics should be given to students in advance to help them succeed.

### **The Oakland Collegiate Grading System**

Oakland Collegiate students take six core academic classes (English, Writing, Math Procedures, Math Problem, Social Studies/History, and Science) during a given school year. Core classes meet for 55-minutes blocks four days a week, and 40-minutes on Friday.

At the mid-point of each academic quarter, students will receive Progress Reports with information about their performance in each core subject area. At the end of each quarter, students will receive formal report cards with detailed information about their performance in each core subject area.

### **Breakdown of Student Grades**

#### **Grading Policy**

Students at Oakland Collegiate will earn grades based on their demonstration of mastery of the California Content Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

Table 3.3 indicates the ways in which letter, percentage, and rubric grades will be used at Oakland Collegiate and what these grades mean in terms of a student's level of mastery of the State Content Standards.

**Table 3.3 – Grading Policy**

Letter Grade	Percentage	Rubric Score	Meaning
A+	98-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NY <sup>6</sup>	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

There will be school-wide standards for grading. Teachers will be trained on the school’s policy and will work with the Executive Director and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

**Basis for Promotion and Advancement**

At Oakland Collegiate we understand that a solid academic foundation at the middle school level is critical for success in challenging college-preparatory programs and ultimately college. Our curriculum is designed to ensure that students master benchmarks necessary on the road to success. Therefore, we believe that we would do our students a grave disservice to promote them to the next grade or level without out their having demonstrated a sufficient level and depth of mastery.

**ACHIEVEMENT LEVEL/GROUPING LEVEL PROMOTION**

Because we believe that all students can achieve at high levels and that the mastery of standards is crucial to their future success, we will differentiate instruction using flexible ability grouping. All students regardless of the group into which they are placed will be given the same assessments. Groupings primarily will differ in instructional pacing and differentiating amounts of time spent on the different portions of the “I do, We do, You do” model. This will ensure that all students master the same material within a course, but that all students remain engaged and are pushed to achieve at their highest level. All assessments will reflect problems or questions that are at three different levels: basic, proficient, and advanced. Assessments will be designed to test students for both mastery of standards and depth of mastery. This will allow the teacher to know which students are ready to be moved to another section that addresses the material in a greater degree of depth. Since students will be frequently assessed, teachers will be able to determine if a student is in the appropriate grouping. A student who is able to do well on the basic math problems but who requires consistent reinforcement through tutoring will remain or be placed in the lowest grouping for math. A student who consistently does well on the basic problems and who is also able to demonstrate mastery of at least 50% of the mid-level problems is a student who would be placed in the middle section. A student who consistently gets the basic, mid-level, and a significant portion of the advanced problems correct will be placed in the highest section of math. All students will receive the same problem sets with a series of basic problems, mid-level, and advanced problems in class.

<sup>6</sup> The Not Yet grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.

In the higher cohorts, however, material will be covered in a greater degree of depth and homework may be supplemented with additional advanced problems.

### **Grade Level Promotion**

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. All grades will be calculated based upon a student's achievement in three areas: homework, tests and quizzes, and individual teacher assessments. While teachers will have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within the guidelines seen in the chart below.

**Table 3.4 – Grading Percentages**

Class work, Projects, Homework	40 %
Tests & Quizzes	30%
Comprehensive Exams	30%
Section 11.11. <i>Total</i>	<b>100%</b>

For first and second trimesters, work done in the course through unit assessments, quizzes, and homework, will account for 70% of the student's overall grade for that trimester and the comprehensive exam will account for 30% of the overall grade for that trimester. However, the final grade for the year will be an average of the preceding trimester grades. Any student who receives below a 70% for their final grade for the year will have to partake in the two weeks of mandatory remediation at the end of the year and retake the end-of-the-year exam at the conclusion of the program. Any student receiving less than 70% in two or more classes will be retained.

While retention due to lack of effort is not something to be celebrated, we believe that when students recognize their mistakes and make a conscious decision to do better - that is something worth celebrating. Therefore, we will cultivate a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Oakland Collegiate's values.

### **Standardized Assessments**

Well-designed standardized assessments are critical tools for informing teachers about students' strengths and weaknesses. Furthermore, many standardized assessments have, or will someday have, implications for our students' futures: acceptances into high school (e.g., SSAT, ISEE) or even high school graduation (10<sup>th</sup> grade CAHSEE). Therefore, it is critical that we develop a school culture in which all standardized exams are treated very seriously by students and faculty alike.

The following standardized exams are administered at Oakland Collegiate:

#### **California Public School Project (CST) Assessments**

During the upcoming school year, our involvement in the assessment project will expand such that all of our students (including 6<sup>th</sup> grade students) will be assessed in all core subjects throughout the year at six-week intervals. Assessments follow a "scope and sequence" in line with the California Curriculum Frameworks. The sequence of assessed standards in each grade level, along with numerous practice problems, is distributed to the faculty of all participating schools at the beginning of the year.

As specified in the late July and early August training, Oakland Collegiate teachers will work with the CST organization to set goals for each of these 6 week assessments that are in line with individual teachers' Big Goals. The results of these exams, which we will have access to within 72 hours of test, are

detailed and robust. After each series of exams, Friday faculty meetings will be dedicated to analyzing the results to determine overall grade level performance on various standards (which can help determine if particular skills need to be re-taught) and individual performance on various standards (which can help determine which students need targeted tutoring support). High-scoring students are recognized at Community Circle meetings.

Examples of the types of data provided to the school after each exam is included in the appendix.

### **CAT/6**

All incoming students will take the CAT/6 – or another norm-referenced exam – during the first two weeks at Oakland Collegiate. This will provide a baseline score for student performance, and allow us to track student growth. Results are used to assess initial aptitude and demonstrate annual progress in English and Math, and to identify and subsequently meet the needs of students.

In the spring, the CAT/6 is administered to all students, 7<sup>th</sup> grade students take the CAT/6 as part of the STAR, and 6<sup>th</sup> and 8<sup>th</sup> grade students take it in addition to CST exams. Results are used to measure student's yearly growth, and inform curricular decisions for the following year.

### **CST**

The California Comprehensive Assessment System, or CST, a criterion-referenced exam, is administered annually. CST results are used to measure student, school, and district progress and are an important basis of accountability for charter schools.

In the weeks before each exam period, the school will intensify preparation for – and anticipation of – the CST exams. For example, the school will administer practice tests, post “countdowns” until test day, discuss the importance of the exams at Community Circle, etc. CST materials, schedules, and reminders can be found at the California Department of Education Website.

### **Independent School Entrance Exam (ISEE)**

The Independent School Entrance Exam, or ISEE, is a three hour admissions test administered annually to all 8<sup>th</sup> grade students. This exam is taken by Oakland Collegiate students for the purpose of gaining admission to an Independent School.

The ISEE consists of four different timed sections: 20 minutes for standardized verbal reasoning, 35 minutes for quantitative reasoning, 40 minutes for reading comprehension and 40 minutes for mathematics achievement. The ISEE may only be taken once within a six month period.

### **Secondary School Admission Test (SSAT)**

The Secondary School Admission Test, or SSAT, is a three hour admissions test administered several times throughout the school year at Oakland Collegiate to 8<sup>th</sup> grade students who are seeking admission to independent schools.

The SSAT consists of five different timed sections: 25 minutes for a writing sample, 30 minutes each for verbal and two quantitative sections, and 40 minutes for reading comprehension. The writing sample, while not scored, offers admission officers a chance to see unedited student writing. The SSAT may be taken on all 8 national test dates.

## **IV. INVEST STUDENTS AND THOSE WHO INFLUENCE THEM IN WORKING HARD TO ACHIEVE THE BIG GOALS**

Effective teachers make sure they invest students in working hard to achieve the Big Goals. Traditionally, major obstacles to student success are student perceptions: that regardless of how hard they work, they will not achieve; and that they do not want to achieve. Consequently, it is important to reinforce on a daily basis that you (and your students) value achievement. Emphasizing the relevance of mastering your daily objective in the outside world will make achievement meaningful for students.

Transparency around student achievement is also a powerful motivating tool. Big Goals should be visibly posted and referenced on a daily basis. Moreover, you need to provide your students with the tools to track and analyze their progress towards your Big Goals. Effective teachers find ways to visibly track the progress of the class and individual students to the big goal with sticker charts, punch-cards or other similar tools.

Effective execution and investment of students will be the focus of the Dean of Student Affairs Observations throughout the year (more detail provided in Section VI).

## **V. CONTINUALLY INCREASE YOUR EFFECTIVENESS:**

### **Summer Planning**

The summer staff development will provide the foundation for teachers to continually increase their effectiveness. Products of these 3 weeks will include:

#### **Vertically Aligned Curriculum**

- Scaffolding Skills: Content-level teams should collaborate on identifying the key content-related skills that are necessary for students to be successful in high-school, college and the competitive world beyond. Teams will be responsible for creating a plan that requires students to perform these skills every year with instructions that begin, in 6<sup>th</sup> grade, as highly structured and gradually empower student with increasing levels of academic responsibility so that by 8<sup>th</sup> grade they complete these tasks with little guidance.
- Development of Oakland Collegiate Methodologies: Some content-area teams will be charged with developing a particular methodology for the scholarly skills required for success in High School, college and the competitive world beyond. When assigning written material, notes or a research report, all teachers are required to instruct students in the Oakland Collegiate Methodology and assess students in accordance with this methodology.
  - ❖ English Department – Writing Methodology
  - ❖ ELL/SPED – Note-taking methodology
  - ❖ SS/Sci – Research Report Methodology
- Grade-level expectations: Content-teams should also make sure that each year's curriculum not only covers the California Content-Framework but also logically builds on the previous and subsequent year's curriculum.

#### **Long-term plan:**

In accordance with the vertically aligned curriculum, teachers are expected to produce a long-term plan for the year.

#### **Big Goal and 6-week Goals.**

Teachers should also turn in a Big Goal and a series of mini-goals, projecting goals for performance on each 6-week exam.

### **Student Support Services**

One of the goals of collecting and analyzing student achievement data is to ensure that students are not left behind in the pursuit of a Big Goal. For that reason, when a teacher analyzes test results, he or she needs to pay specific attention to the subgroup of students who have not mastered the assessed objectives. Depending on the number of students left behind, and the underlying academic concern, teachers should use the flow-chart below to prescribe an intervention for **every student of concern**.

#### **Referring Students for Extra Support:**

When less than 20% of a class has failed an assessment, those who did fail should be referred to a grade level team meeting for a group discussion of student challenges and action-planning for student success. Teachers should identify students by submitting their name to the Executive Director and Director of Curriculum & Instruction. During the grade level team meeting, the referring teacher will document the discussion and action plan on the **Grade Level Team Referral**.

#### **Tutoring**

All students – regular education students, Limited English Proficient students, and Special Education students – need academic support to meet the extraordinary expectations held by Oakland Collegiate teachers. Many school policies and programs already serve as academic support for our students (e.g., binders, planners, Focus periods, Homework center, Saturday Academy). One way in which this support can be supplemented is through academic tutoring.

Each Friday, during grade level meetings, grade level teams will determine the Math/English tutoring lists for the following week, as well as recommendations for students to receive tutoring in one or more of the Scholarly Habits. This list needs to be submitted to the Executive Director before departure on Friday.

### Special Education<sup>7</sup>

*History and Overview of Special Education.* In 1975, the federal government passed legislation which remains the basis for Special Education programs in the United States. This legislation contained four provisions that continue to provide important parameters for programs that serve students with disabilities:

- Schools must follow due process when referring a student for special education services to ensure that the student’s parents have an important role. Essentially, this requirement means that the timing, confidentiality, and special services requirements under the law are taken very seriously.
- Teachers and schools must involve students’ families in the decision process.
- Students are to be educated in the “least restrictive environment (LRE).” That is, a student has a right to be taught in whatever setting can provide for his or her needs that is closest to a general education setting.
- Each student must have an Individual Education Plan, also known as an IEP.

Several broader education laws (e.g., IDEA, NCLB) have passed since the 1975 reform laws were enacted, and have impacted ways in which services are delivered. The 1997 version of the Individuals with Disabilities Education Act, for example, established an emphasis on the participation of students with special needs in the general education curriculum. The **inclusion movement**, which places students with special needs in general classrooms with support, has gained significant momentum in recent years and serves as a basis for Oakland Collegiate’s programs (see below).

While the grand history of special education is driven by federal legislation, from a student’s (and many teachers’) perspective, the special education system is actually all about individualized instruction to meet a student’s individual needs. In simplest terms, a student who qualifies for special education receives an individualized education plan (an IEP) that is developed by a team of adults including the student’s parent or guardian. The team is ultimately accountable for the student’s mastery of the goals set in the IEP, and the students’ teachers are responsible for modifying and/or accommodating instruction for the student pursuant to the IEP.

*Special Education at Oakland Collegiate.* Special Education at Oakland Collegiate is based upon an inclusion model. That is, all regular education and special education students take the same core academic classes. Within these classes, all students are held to the same expectations. Students with Individualized Education Plans (IEPs) are given additional support in-class support, out-of-class support, accommodations, and/or modifications to enable them to better meet these expectations. This model is considered by many educators to be the ultimate manifestation of a commitment to education each child, to the maximum extent appropriate, in the school and classroom that he or she would otherwise attend.

Special Education students at Oakland Collegiate are supported in the following three ways:

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<sup>7</sup> Adopted from Teach For America resources.

*Accommodations and Modifications.* A student's IEP will list accommodations that need to be made in the general education classroom that **all teachers must, by law, implement on a daily basis.** In the most literal sense, the accommodations that are made to adjust for a student's special needs are simply an extension of differentiating instruction techniques that good teachers implement on a regular basis.

- Generally speaking, **accommodations** do not alter the substance of the curriculum but instead include adjustments to structures and delivery methods (such as seating arrangements, using graphic organizers, etc.) that assist the student to engage in the curriculum. Simply put, accommodations provide an alternative way of accessing the same curriculum.
- **Modifications** are changes made to the curriculum itself (such as when a student is assigned a different book or exercise, for example). Modifications should be used only sparingly, and only if accommodations do not meet the needs of the students.

The accommodations or modifications that you make for particular students will ultimately be purposeful responses to a particular learning difference experienced by a child. As a result, it is difficult to create general protocols for adjusting instruction that will apply to every situation. Nonetheless, a teacher's objectives, lesson plans, instructional methods, and assignments can be differentiated on each of the following axes:

- **Size.** A common method of differentiating instruction is to adapt the number of items that the learner is expected to learn or complete, or to adapt the amount of information that a student is provided at one time.
- **Time.** Another common approach is to extend the time that a student has to complete some task or learn some material. You may find it helpful to individualize the timeline upon which a project is expected to be completed, for example.
- **Input.** A teacher can adapt the way instruction is delivered to students, by using a variety of visual aides, concrete examples, or hands-on activities, for example.
- **Output.** Similarly, one can adjust the types of output that the students are producing. Perhaps projects, tasks, or presentations might be an appropriate adjustment for a student whose disability makes written expression very difficult.
- **Level of support.** Consider increasing the amount of personal assistance the learner is receiving during a given task.
- **Participation.** Students' disabilities can sometimes be inextricably intertwined with self-esteem issues. In some case, too public a form of participation can inhibit a student's learning. You may want to consider adapting the extent to which, or ways that, a certain learner is expected to participate.

### **English Language Services**<sup>8</sup>

Given our school's demographics, most Oakland Collegiate teachers will have English Language learners (ELL) students within their classroom. Students who are English Language learners require instructional modifications and support systems in order to further develop language skills and best access Oakland Collegiate's curriculum. In the most literal sense, modifying instruction for ELL students is simply an extension of differentiating instruction techniques that good teachers implement on a regular basis. Teachers must modify teaching strategies to accommodate students' language development (i.e. help them build English speaking, writing, and reading skills, as well as to ensure they can access the school's curriculum).

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<sup>8</sup> Adopted from Teach For America resources.

In September, the Director of Curriculum & Instruction will oversee a comprehensive process by which English Language learners are identified. The process includes a family survey, teacher input, and state tests specifically designed to measure English language competency. Once identified, eligible students receive the following services:

Out of class support – To be Determined

Students classified at a Beginner or Early Intermediate proficiency level will take an ESL course twice daily in place of the mainstream English course at their grade level. This course will be taught by the ELL Program Manager. Students from each grade level at these proficiency levels will be combined into one, multi-grade course. The course is designed to rapidly increase their English Language proficiency. These students will take mainstream math, science and social studies classes, as well as all elective (fitness and art) classes that other students at their grade level take.

Students classified as Intermediate proficiency level will have an ESL course twice per week within the school day. This course will be in addition to – not in place of – the student’s mainstream classes. Students classified as Transitioning or FLEP will be included in these ESL courses when the ELL Program Manager, in conjunction with the Language Acquisition Team, deem that direct instruction in English as a Second Language would be appropriate and beneficial.

Tutoring/Support

All LEP students (from Beginner to Transitioning) will receive support in their Math, Science and Social Studies classes, as necessary. This support will be provided both during the regular school as well as during the after-school hours.

*In-class modifications.* All teachers of ELL students need to be familiar with instructional strategies aimed at assisting ELL students. Throughout the school year, Oakland Collegiate teachers will be trained on specific techniques to “shelter” content (i.e. teach content in a way that is most accessible to English Language learners). Until formally trained, the following strategies can serve a good starting point for doing so:

**1. Maximize the Accessibility of Lessons**

- **Constantly build context for new terms and ideas.** Good teachers can hear their lesson the way their students hear it. These teachers are constantly modifying their instruction so that someone learning English can understand the concepts being discussed. Simplifying concepts, expanding on new ideas, and providing students with clear definitions and comparisons may make it easier for students with limited English proficiency to understand what you are teaching.
- **Use strategies to maximize students’ comprehension.** Specific strategies include:
  - **Clarification checks** – Checking for understanding is important for all students, including ELL students. Some of your students may be shy or wary of letting you know when they are lost. If you continuously check for comprehension, you are less likely to leave students behind.
  - **Pacing** – Vary both the speed and speech of your voice. Recognize that for ELL students, comprehension can increase if you speak more slowly.
  - **Modify your speech** – Speak slowly, enunciate clearly, and be sure to allow wait time before soliciting answers to questions. Break complex sentences down into more simple sentences, and avoid the use of idioms
  - **Use visual aides to clarify key concepts** – Graphic organizers, pictures, graphs, objects, and maps may be a better way to introduce new knowledge or skills to ELL students, as these tools are less language-dependent.

- **Record your lessons and take and make these tapes available to your ELL students**
- **Use demonstrations or role-plays to show and act out new ideas.**

## **2. Respectfully and Strategically Encourage English Language Learners**

- **Encourage students to speak, but do not force them.** Students with limited English proficiency are often self-conscious about their English speaking skills. Moreover, some research indicates that language learners learn more quickly if they have a period of quiet listening time to become familiar with the sounds of the language.
- **Correct speaking errors indirectly or by modeling appropriate language.** Although you want students to feel comfortable making mistakes, it is also important that you correct students' errors so that they can continue to improve. How you correct those errors, however, is critical to students' success. Model the appropriate language in your response, rather than directly correct them, and you will help the student identify mistakes without embarrassment.
- **Use appropriate assessments.** It is important that you create assessments that reflect your students' mastery of the material being covered and not only their English skills. On traditional assessments such as tests and quizzes, it may be appropriate to read the questions to the student and allow them to respond verbally. (This can be done with support of the student's tutor.) You also, for example, might want to have a higher percentage of diagrams to label rather than multiple choice, fill-in-the-blank, or essay questions.

## **3. Proactively Value and Embrace Your Students' Language and Culture in Your Classroom**

- **Show ELL students that you value their native language.** Your students' native languages are an important component of their identities and cultures, and it is important to show that you respect and value those languages, cultures, and identities. You can demonstrate your respect for your students' language by making an effort to learn phrases of their languages if you do not already know them.
- **Use rich and varied resources from your students' cultures.** You may want to seek out culturally relevant books or literature, or bring in a series of speakers who share a cultural background with your students. Moreover, on a day-to-day basis, you should be aware of and sensitive to the cultural backgrounds of the students you are teaching.

### **Tutoring and Extra Support**

All students – regular education students, Limited English Proficient students, and Special Education students – need academic support to meet the extraordinary expectations held by Oakland Collegiate teachers. Many school policies and programs already serve as academic support for our students (e.g., binders, planners, Homework center). One way in which this support can be supplemented is through academic tutoring.

Requested tutoring lists must be emailed to the school's Director of Instruction with a rationale for selection and a brief description of the tutoring plan, by 12:00pm on the tutoring day. While some tutoring sessions are best spent working on a nightly homework assignment, tutoring yields the best results when quantitative data is used to determine specific student weaknesses, with the tutoring lesson aimed at helping students overcome these skill deficiencies.

### **Academic Support Centers**

As a way of supporting struggling students, Oakland Collegiate is introducing a new initiative to ensure students are well-positioned to pass their core academic classes. After distribution of each mid-quarter Progress Report or end-of-trimester Report Card, students with a year-to-date grade of 72.0% or lower in one of their three core academic classes will be required to spend the next ~five weeks (until distribution

of a subsequent grade report) in one of our Academic Support Centers Mondays-Thursdays. Each Academic Support Center will have a specific focus (e.g., silent homework completion, peer tutoring, scholarly habit reinforcement). The school Executive Director will determine the necessary and adequate support for each student, and assign him/her to a respective Academic Support Center.

Separately, a voluntary academic support center – a quiet (i.e. “library level”) room where students may complete homework with access to an Oakland Collegiate staff member will be open Mondays-Thursdays, from 4:20-5:15pm, throughout the year (beginning in early September).

## **Ongoing structures for observation and feedback:**

### **Director of Curriculum & Instruction Observations and Feedback**

Throughout the school year, teachers will be observed at minimum once every two weeks by the Director of Curriculum & Instruction. The Director of Curriculum & Instruction will use record data related to student and teacher actions in the classroom, as well as note specific observations related to instructional strategies. **In their weekly schedule, teachers will have a specific 30-minute meeting time assigned to debrief on observations;** this meeting time will be used for co-investigation conferences with the Director every two weeks, and as needed if more frequent observations occur. While the time may not necessarily be used every week, attendance and active participation in these meetings when scheduled is an important part of an Oakland Collegiate Teacher’s job description. Teachers will be responsible for bringing data related to individual student achievement on the lesson observed. **The product of these meetings will be tangible action-items to increase student achievement and meet or exceed a teacher’s Big Goal.** The Director of Curriculum & Instruction will present an anticipated observation and debriefing schedule at the beginning of each month and notify teachers weekly if adjustments must be made.

### **Staff Meetings and Professional Development**

It is in all of our interest to have ongoing conversations surrounding teaching and learning at Collegiate. We are a community of teachers but also a community of learners. Sharing struggles, successes and best practices with each other will contribute to building a positive and supportive professional working environment.

On Friday afternoons, Oakland Collegiate students are dismissed 1:15 to enable Oakland Collegiate faculty members to meet to discuss issues critical to the growth of our school, our students, and ourselves as professionals.

During the 2010-2011 school year, meetings will begin promptly at 2:00 and end promptly at 5:00pm. These 180 minutes of meeting time will be divided into three blocks. Staff will meet with grade level teams, content teams, and as a whole school community.

### **Professional Development Days**

The administrators of Oakland Collegiate are committed to helping members of the faculty access good professional development opportunities.

Throughout the school year, Oakland Collegiate has several Professional Development (i.e. no school) days and several Professional Development days scheduled.

Faculty members are required to be at school from 8:00am-4:00pm on full Professional Development days, and participate actively and professionally, unless attending an off-site Professional Development day.

### **Executive Director Observations and Evaluations**

Throughout the school year, the school Executive Director will complete ongoing informal observations and one formal observation of all Oakland Collegiate teachers.

The formal observation, which generally takes place in December or January, will typically span more than one class period on a given school day. Before the formal observation, the Executive Director will meet with the teacher to better understand the context of the upcoming lesson(s).

The purposes of the formal and informal Executive Director observations are as follows:

- To help teachers become better teachers
- To provide helpful feedback on specific areas including: instruction, management, assessment, discipline, classroom procedures
- To provide on-going recommendations and commendations on specific areas both inside and outside of the classroom
- To ensure data is driving instruction and teachers are effectively meeting the California curriculum standards
- To help teachers meet their professional goals
- To provide tangible data for writing annual reviews

In February, all teachers will receive a comprehensive evaluation. The evaluation assesses the following areas of performance:

- Curriculum Development
- Assessments
- Lesson Planning
- Lesson Delivery
- Classroom Management
- Other (non-classroom) Expectations
- Being a Team Player

# Instruction

## Sample LESSON PLAN

	OBJECTIVE. What will your students will be able to do by the end of class?	
	OBJECTIVE. How will your lesson align with standards?	
Defining Success	ASSESSMENT. How will you know concretely that all of your students have mastered the objective?	KEY POINTS. What three to five main ideas or steps will you emphasize in your lesson?
Lesson Cycle	OPENING. How will you focus, prepare and engage students for the lesson's objective?	
	INTRODUCTION OF NEW MATERIAL. How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information?	
	GUIDED PRACTICE. In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance?	
INDEPENDENT PRACTICE. In what ways will your different learners attempt the objective on their own? How will you gauge mastery?		
CLOSING. How will you have students summarize what they've learned? How will reinforce the objective's		

**Collegiate SAMPLE WEEKLY SYLLABUS**

<b>Title:</b>	<b>Unit Title:</b>	<b>Teacher:</b>
---------------	--------------------	-----------------

<b>Standards and Performance Skills:</b> <i>By the end of the week, students will be able to:</i>	<b>Related Standards:</b>
---	---------------------------

<b>How do you incorporate this month's Character Value?</b>	<b>On which days (and how) will you assess for Organization? (ie – binder quizzes, etc)</b>
---	---

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Activities will be</b>					
<b>Activities for</b>					
<b>Objectives</b>					
<b>Materials</b>					
<b>Assessments</b>					

# Year Curriculum Plan Template

Date	Week #	# of Days	Notes	Topics To Cover/Activities		
				Standards Introduced	Standards Reviewed	Topics/Activities
8/16-8/20	1	Full				
8/23-8/27	2	Full				
8/30-9/3	3	Full				
9/8-9/10	4	3-Day				
9/13-9/17	5	Full				
9/20-9/24	6	Full				
9/27-10/1	7	Full				
10/4-10/7	8	4-Day	6-week exams			
10/11-10/15	9	Full	Progress Reports Due to Office 10/11			
10/18-10/22	10	Full				
10/25-10/29	11	Full				
11/1-11/5	12	Full				
11/8-11/12	13	Full				
11/15-11/19	14	Full				
11/22-11/23	15	2-Day	Trimester 1 Exams			
11/30-12/3	16	4-Day	1st Trimester Report Cards Due to Office 12/3			

12/6-12/10	17	Full				
12/13-12/17	18	Full Minimum	Parent Conferences			
12/20-12/24	19	No School	Winter Recess			
12/27-12/31	20	No School	Winter Recess			
1/3-1/7	21	No School	Winter Recess			
1/10-1/14	22	Full				
1/18-1/21	23	4-Day				
1/24-1/28	24	Full				
1/31-2/3	25	4-Day	6-week exams			
2/7-2/11	26	Full	Progress Reports Due to Office 2/7			
2/14-2/18	27	Full				
2/22-2/25	28	4-Day				
2/28-3/4	29	Full				
3/7-3/11	30	Full				
3/14-3/18	31	Full	Trimester 2 Exams			
3/21-3/25	32	Full	2nd Trimester Report Cards Due to Office 3/23			
3/29-4/1	33	4-Day	Parent Conferences			
4/4-4/8	34	No School	Spring Recess			

er 2

4/11-4/15	35	Full				
4/18-4/21	36	4-Day				
4/25-4/29	37	Full				
5/2-5/6	38	Full	6-week exams			
5/9-5/13	39	Full	State Exams; Progress Reports to Office 5/9			
5/16-5/20	40	Full				
5/23-5/27	41	Full				
5/31-6/3	42	4-Day				
6/6-6/10	43	Full				
6/13-6/17	44	Full				
6/20-6/24	45	Full	Final Comprehensive; End of the Year Field Trip			

# 6<sup>th</sup> Grade Math Pacing Guide

CST Questions	Concept /Skill	Description	Text Ref.	Start Date	End Date	Trimester 1				Trimester 2			
						A	S	O	N	D	J	F	M
<b>1 –Problem Solving Course</b>		<b>Students make decisions about how to approach problems:</b>							X				
N/A		Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing							X				
N/A		Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem							X				
N/A		Determine when and how to break a problem into simpler parts.							X				
<b>2 –Problem Solving Course</b>		<b>Students use strategies, skills, and concepts in finding solutions:</b>											X
N/A		Use estimation to verify the reasonableness of calculated results.											X
N/A		Apply strategies and results from simpler problems to more complex problems.											X
N/A		Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.											X
N/A		Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain											X
N/A		Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support											X
N/A		Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of											X
N/A		Make precise calculations and check the validity of the results from the context of the problem.											X
<b>3 –Problem Solving Course</b>		<b>Students move beyond a particular problem by generalizing to other situations:</b>											
N/A		Evaluate the reasonableness of the solution in the context of the original situation.											
N/A		Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar											
N/A		Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.											

CST Questions	Concept/Skill	Description	Text Ref.	Start Date	End Date	Trimester 1			Trimester 2					
						A	S	O	N	D	J	F	M	
<b>pt 4 – Procedures Course</b>		Understands that some angles have special relationships based on their position or measures (e.g. vertical angles, complementary angles). Identify various geometric shapes.					X							
1	Skill	Identify angle relationships (i.e., complementary, supplementary, vertical, adjacent)					X							
4	Skill	Use properties of vertical, complementary, and supplementary angles to solve problems					X							
	Skill	Use the sum of the interior angles of a triangle theorem to solve problems					X							
1	Skill	Identify quadrilaterals and triangles.					X							
<b>5 – Problem Solving Course</b>		Understands that decimals and fractions (including positive, negative, and mixed numbers) can be named and represented in an infinite number of different but equivalent forms.						X						
3	Skill	Uses the fractions $\frac{1}{2}$ and 1 as benchmarks for determining the relative size of other fractions.						X						
	Skill	Can determine the fractional part that is needed to make one whole (missing parts) to compare two fractions.						X						
	Skill	Compare and orders fractions, decimals, and mixed numbers and places them on a number line.						X						
	Skill	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.								X				

CST Questions	Concept /Skill	Description	Text Ref	Start Date	End Date	Trimester 1				Trimester 2				T
						A	S	O	N	D	J	F	M	
	<b>Procedures and Solving Courses</b>	Understands that the basic arithmetic operations for whole numbers, including the relationships between inverse operations, also apply to fractions and decimals							X					
1/2	Skill	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.							X					
1/2	Skill	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$ )							X					
6	Skill	Add and subtract integers							X					
	Skill	Apply the concept of inverse when subtracting integers ( $3 - (-4) = 3 + 4$ )							X					
	Skill	Multiple and divide integers							X					
	Skill	Solve addition, subtraction, multiplication and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.							X					
3	Skill	Determine the greatest common divisor (greatest common factor) to find the reduced form of a fraction.							X					
	Skill	Determine and use the least common multiple to add and subtract positive fractions.							X					
1	Skill	Simplifies numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and the order of operations							X					
1	Skill	Solve problems using order of operations						X						

CST Questions	Concept /Skill	Description	Text Ref	Start Date	End Date	Trimester 1				Trimester 2			
						A	S	O	N	D	J	F	M
pt 7 – Procedures Course		Understands that mathematical situations can be represented as expressions and equations								X			
		Understands that a solution to an equation is the value of the unknown that makes the equation true								X			
6	Skill	Use inverse operations to solve one-step linear equations in one variable.								X			
	Skill	Write and solve equations for real world situation.								X			
1	Skill	Use variables and appropriate operations to write expressions or equations that represent a phrase or description of a problem.								X			
	Skill	Write an algebraic expression for a given situation,								X			
	Skill	Write an algebraic equation for a given situation								X			

CST Questions	Concept /Skill	Description	Text Ref.	Start Date	End Date	Trimester 1				Trimester 2			
						A	S	O	N	D	J	F	M
<b>- Procedures and Solving Courses</b>		Understands that a ratio is a proportional comparison of two quantities (measured by or counted in the same units) by division. Understands that a rate is a ratio that compares quantities measured by or counted in different units. Understands that a proportion is a mathematical statement that expresses a multiplicative relationship between two ratios.								X			
1	Skill	Use ratios and appropriate notation (a/b, a to b, a:b) to represent quantitative relationships in everyday contexts								X			
	Skill	Use unit rates to compare different situations.								X			
6	Skill	Solve proportion using cross products								X			
	Skill	Use proportions to solve real-life problems								X			
1	Skill	Convert units of measurement								X			
1	Skill	Solve problems involving speed, distance, time, and rate.								X			
<b>-Problem Solving Course</b>		Understands that a percent is a ratio in which the second term is 100. Understands that a percent is another representation for a fraction or decimal where the whole unit is 100.										X	
5	Skill	Convert commonly used fractions and decimals as percentages and vice-versa										X	
	Skill	Solve percent problems.										X	
	Skill	Calculate percentages that involve real-world applications (e.g., discounts, interest, and profit)										X	

CST Questions	Concept / Skill	Description	Text Ref	Start Date	End Date	Trimester 1					Trimester 2			
						A	S	O	N	D	J	F	M	
<b>pt 10 – Procedures Course</b>		Understands that in any circle, the ratio of the circumference to the diameter is constant and is represented by the number pi ( $\pi$ ). Use formulas to solve perimeter, area, and volume.											X	X
3	Skill	Use the formula for the area of a circle to determine the area of the circle ( $A = \pi r^2$ )												X
1/2	Skill	Identify pi ( $\pi$ ) as a constant											X	X
	Skill	Use the formula for the circumference of a circle to determine the circumference of the circle ( $C = \pi d$ )												X
1	Skill	Use formulas to solve for perimeter of rectangle, area of triangle												
<b>11 – Problem Solving Course</b>		Understands that probability is expressed as a value ranging from 0 (will never happen) to 1 (will always happen) and can be recorded using a fraction, decimal, or percent.												X
3	Skill	List/represent all possible outcomes for (simple and) compound events in an organized (e.g. grids, systematic list, tree diagrams) and express the theoretical probability of each outcome.											X	
N/A	Skill	Use data to estimate the probability of future events												X
3	Skill	Given the probability of an event, find the probability of an event not occurring.												X
	Skill	Represent probabilities as ratios, decimals, and percents											X	
1/3	Skill	Find the probability of an event												X
1/3	Skill	Understand the difference between independent and dependent events												X

CST Questions	Concept /Skill	Description	Text Ref	Start Date	End Date	Trimester 1				Trimester 2				Tri	
						A	S	O	N	D	J	F	M		
<b>2 – Problem Solving Course</b>		Understands that various techniques can be used to analyze the distribution of data to describe trends and determine its validity.													
1/3	Skill	Compute the range, mean, median, and mode of data sets													
3	Skill	Select a representative sample of a population													
NA	Skill	Identify factors that influence the validity of claims and interpretations of data													
1/3	Skill	Evaluate the validity of claims based on statistical data													
<b>13 – Procedures Course</b>		Understands that parallel solids are 3-dimensional objects that have congruent cross-sections. The volume of any parallel solid (i.e. prism) can be calculated by multiplying the area of the base by the perpendicular height.													
1/2	Skill	Use the formulas for the volume of triangular (and rectangular) prisms and cylinders to calculate their respective volumes													
	Skill	Explain the similarity between the volume formulas for triangular prisms and cylinders and that of rectangular solids.													

# Data Analysis WS

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

### Cumulative Review of Proficient Standards

TW	Spiral in Do Now	Do Now Mini-Lesson	Do Now with Mini-Lesson	Spiral in Quizzes or T

Group Instruction:  
Standards warrant more time for small-group instruction and review?

Instructional Plan:  
How or when will you structure small group instruction?

Course: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

### Oakland Collegiate Assessment Analysis Sheet

Course	Test Question Analysis (Correct/Total)	Analysis of Incorrect Responses
	<i>(Question 1: 15/30)</i>	

Analysis	Analysis of why students did not learn material	Instructional Plan: What techniques will you use to address these standards?
of Major Concern	What they need most help with?	Instructional Plan: When or how will they get tutored, supported, addressed?



Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

### 6 Week Instructional Plan

	Week 2	Week 3
Standards for Review	Standards for Review	Standards for Review
Standards	New Standards	New Standards
	Week 5	Week 6
Standards for Review	Standards for Review	Standards for Review
Standards	New Standards	New Standards

# School and Classroom Management

- Classroom Management and Discipline Handbook
  - Class Management HB
  - Instructional Check Form
- PREP Documents
  - Class Weekly PREP Tracker
  - Oakland Collegiate PREP Rubric
  - Weekly PREP Report
  - School and Classroom Procedures

**Classroom Management & Discipline**  
**2010-2011**  
**DRAFT**

*Oakland Collegiate prepares middle school students to excel in demanding high schools and colleges. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their community.*

*We are grateful to the generosity of Excel Academy Charter School, a Fellow-founded school in Boston, MA, upon whose work this Draft Manual is based.*

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## INTRODUCTION

### I. The Goal

Walking through the halls of Oakland Collegiate during class time is a remarkable experience. In every classroom, teachers are presenting **rigorous lessons** and students are rising to the challenge. Oakland Collegiate teachers hold students to high academic expectations, and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers deliver great lessons; students are engaged and on-task throughout the entire class period—There is a “buzz” of learning in class. Classes run fluidly with clear communication between students and teacher. Teachers **proactively plan** to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. Positive incentives encourage students to succeed. Academic success and opportunity are our greatest motivators. Teachers use school-wide systems, individual techniques, strong student-teacher relationships, and strong teacher-family relationships to promote and reinforce behavioral excellence. Parents feel welcome at the school. Teachers know and feel that they are **well supported** by administration. Staff, teachers, students, and families work together to achieve a college-preparatory environment.

### II. The Philosophy

Students are capable of making **choices**. Students can choose to follow the rules or they can choose to break the rules. At Oakland Collegiate, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Thereby, students who choose not to meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

Straightforward rules coupled with **consistently applied consequences** make clear to students what is expected of them and what is unacceptable. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but the consistent application of consequences.

In order to succeed, our discipline system has more **positive motivators** than negative consequences. These positive motivators can be intrinsic or extrinsic. Students who choose to follow the rules choose academic success, opportunity, positive recognition, and individual Merits. Classes who choose to support each other in achieving excellent preparedness, respect, engagement, and posture earn recognition, privileges, and rewards.

We believe that **intrinsic motivators work**. They are central to our mission. We start with the idea that students want to learn and want to be successful: they do. We create a culture in which students are serious about making academic gains. We set ambitious goals. We make it clear to our students what they can achieve academically, and have faith in ourselves that we will help them to achieve it. Our strongest motivator is a student’s own desire to succeed.

The school is **proactive** in discipline, building a strong sense of community, getting students excited about achievement, and giving teachers and staff the support they need. The school plans proactively to avoid misbehavior. Teachers plan engaging lessons. Clear procedures for all activities reduce confusion, rule breaking, and maximize efficiency. A positive school culture benefits students and teachers in the classroom. Good classroom management is a means to an end, not an end itself. The goal is to create a culture of achievement in the school. Together, we place the highest value on student achievement and show students the path to success. We will create a community where students would rather learn than distract or disrupt.

**Parents** are our partners. Students know we communicate frequently with families, reporting their successes and missteps. The school staff enlists parent help in modifying student behavior. Parents and students are accountable for continued poor behavior.

We believe in a **community** where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community will come from showing and earning

respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

### **III. Acknowledgments**

This document and the systems and practices contained herein owe greatly to Teach For America and the Teachers and Staff of Excel Academy Charter School.

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## EXPECTATIONS AND INVESTMENT

### I. High Academic Expectations

As educators working with students who have traditionally been underserved, it is imperative that we hold high expectations for achievement on an **absolute scale**. We must work as a team to make significant gains in student achievement regardless of the obstacles or potential excuses. We must have a sense of urgency, a belief that this inequity can end and we are part of the solution. Working towards that solution there is no time to waste. This starts with the motivation and high energy of the teacher. One tangible way to do this is to create a “Big Goal” for the class. Big Goals create a sense of purpose and make tangible a trajectory of progress. For more on Big Goals, please see the Curriculum, Instruction, and Assessment Manual.

### II. High Behavioral Expectations

In addition to high expectations for achievement, we must have high expectations for behavior. These expectations start with the belief that all students can behave well in an academic environment. We must not start with the idea that a student does not want to learn or cannot behave.

### III. High Expectations for Class and School Culture

For students to thrive, they need to feel safe. The school must hold the expectation that no student should ever be disrespected by his or her fellow students. We hold students accountable for disrespect and have firm consequences for students who choose to disrespect themselves, their peers, the staff, and the school. No disrespect can go unchecked. Even one incident of disrespect impacts the environment we are trying to create and we all deserve. Teachers should strive to create classrooms in which all students feel **valued**. For more on this and how to build class culture, see the later section Proactively Planning to Avoid Misbehavior: Building Class Culture.

### IV. The Highest Expectations for Ourselves

It is critical that we all hold the highest expectations for **ourselves**. In holding high expectations for ourselves, we need to first realize that the school is our charge, that school is what we make it. We need to accept responsibility for what happens in our school. We need to accept also that there are more and less effective ways to assert authority and to strive for effectiveness as a school. We must be **firm and positive** in our approach to asserting authority. A firm and positive teacher uses the school’s discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures. We must all agree to avoid ignoring misbehavior in our classes, in the halls, in the bathrooms, on our lunch breaks, and in the parking lot.

### V. Student Investment

We must teach students to work hard toward academic goals. We must explicitly and implicitly teach our students that hard work will lead to success. In order to convince our students, we must:

1. Vigilantly hold onto high expectations. This means we must **truly believe** in the ability of each child to succeed and forget about excuses concerning why a student is performing poorly. If we expect students not to be able to do the work or to succeed for any reason, they will not. If we expect, truly expect, that students will be able to do the work and succeed in our mission they can. We can neither accept nor make excuses. This will require patience.
2. **Teach** our students our high expectations.
3. Get to know our students and use our knowledge of their culture and individual characteristics to inform our teaching practices.
4. Make students feel **empowered** and valued, give students **choice** and options.
5. Let students know we **listen** to them. Solicit their feedback and curricular interests.
6. **Be real** with the kids. Middle school students respect when adults shoot straight with them.
7. Seek to understand **student motivation**.
8. Ensure that we are constantly reinforcing the theory of “**malleable**” intelligence through our own words and actions.

9. Convey the value, intrigue, and importance of **our curricula** and of our school.

## **VI. Family Investment**

We must also work with families, our greatest resource. To invest families, consider the following:

1. **Call all families** in the first week of school with an introduction and positive report.
2. Send home an **introduction letter**.
3. **Make clear to families the progress** you expect and achieve in class in all communication.
4. Ask families to fill out a **family survey**.
5. Make **regular** contact.
6. Make a family **contract**.
7. Make **home visits**.
8. Make individual ways to **share student progress**.

## PROACTIVELY PLANNING TO AVOID MISBEHAVIOR

Managing behavior is, in large part, proactively planning to avoid misbehavior. The more we can prevent incidents from happening in the first place, the less we have to worry about addressing misbehavior and administering consequences later on.

### I. A Ten-Point Plan for Successful Classroom Management

Teachers should strive each day to:

1. **Be prepared!** Everything should be planned for. “You cannot ad-lib excellence; you have to over-plan excellence.” –Dr. Lorraine Monroe
2. Keep it short and sweet. If you talk too long, students will stop listening, if your systems are too complex, students will not understand.
3. Plan engaging, **student-centered lessons**. Bored students tend to act out.
4. Visualize each part of your lesson. If you know what it looks like, you can clearly communicate specific expectations so that students can meet and exceed them.
5. Create clear, consistent, and explicit expectations about proper classroom behavior.
6. Develop, communicate, practice, and reinforce procedures, systems, and signals. If students know what to do, they break fewer rules. **Don’t let your expectations slip.**
7. Give clear directions and ask students to **repeat them back** to you. Asking, “Any questions?” is not as good as, “Barry, will you please explain to the class what you are supposed to do after you have finished designing your roller coaster?”
8. Have **faith and confidence** in your behavior modification system and use it.
9. You are the authority in the classroom: **“Be the teacher.”**
  - a. Mean what you say and say what you mean. Avoid making promises or threats you cannot keep.
  - b. Do not take things personally.
  - c. Show confidence and give students a sense of stability by not letting things bother you (this is easier said than done, but still incredibly important!)
  - d. When you feel yourself getting angry, try to stop.
  - e. It is your classroom, you are in charge, and will stay in charge if you stay calm.
  - f. Make sure that students are listening when you are talking—have a start/stop signal. Never talk over students, it sends the wrong message.
10. Start with respect, **stay with respect**. Never disrespect students so that you can reasonably expect them to not disrespect you.

## II. Great Lessons: Great Classroom Management Starts with Great Lessons

### A. Be Engaging and Work to Invest Students

Strive for maximum **student buy-in** and participation by considering the following:

1. Always have a great opening, especially a “**hook**” or “**focus**”. Invested students are interested students.
2. Plan **activities**, keep lecture instruction short and focused, and pepper lectures with short demonstrations or examples.
3. Address **multiple learning styles** and needs of students who receive language or other special service.
4. Execute **great transitions**.
5. Have students **DO** things.
6. Explain to students why each lesson is **relevant** to their lives and their future.

### B. Be Proactive

1. Always know the answer to the question: “**What will the students be doing?**”
2. Engaged students are learning. Students who think they have nothing to do, find things to do.
3. This is especially important during teacher-centered parts of the lesson. What will your students be expected to do while you are giving a long lecture? Give your students things to do to help them stay engaged. One strategy is to give them a custom made, guided worksheet (which can be a version of your notes from the overhead) where, at certain points, they will be asked to draw a diagram, write a definition, respond to a question etc.
4. Generally, lectures over five minutes require demonstrations, short activities, or discussions to keep students attention.

### C. Be Aware of Where You Are and Where Students Are in the Room

1. Use overheads or chart paper **prepared ahead of time** to limit the amount of time spent with your back to the class.
2. Position yourself to be aware of what is happening in every part of the room.
3. **Move around** as you teach.
4. Make sure all students can see you and what you are doing.
5. If students are expected to move around the room, set up a way for them to do this well, in line with your expectations. Pay attention to **potential bottlenecks** and crowded areas. Find ways to mitigate them.

### D. Plan to Be Flexible

1. If student behavior is not up to the great activity you planned for the day, have a **back up**.
2. Build an arsenal of activities to use in the event that you have extra time.

### E. Clearly Explain your Clear Expectations

1. Use **straightforward** language (think ahead of the most effective way to communicate idea).
2. Have students **repeat** back directions to insure they understand.
3. Use the Noise Level Meter to **set expectations** as to what level of talking is appropriate.

## III. Maximizing Efficiency: In-Class Procedures, Routines, and Signals

### A. Why Procedures?

Procedures, routines, and signals maximize the efficiency and structure of the class. Careful forethought about how managerial, logistical, and small tasks should be done in the class save time, increase opportunities for creative lessons, and decrease frustration and the need for negative consequences. Thoughtful procedures limit the amount of work a teacher needs to do and time they need to spend managing the class. They **set students up for success** by

giving them access to materials. Thoughtful procedures drastically limit the times in which a student is trying to follow directions, but going about it the “wrong way” and thereby receiving a consequence. They make the “**right way**” clear to all.

There is no one right way to do things. There is value, however, in having **one way** to do things. At Oakland Collegiate grade-level teams will determine and use consistent in-class procedures.

Using common procedures with other teachers will help support and reinforce those systems. Classes will not need to spend lots of academic time learning and relearning four different ways to do a simple logistical operation. Confusion as to how things are done in class will be reduced; there will be basically one way to do things. This **limits unnecessary teacher and student frustration**. Students and teachers will be set up for success, especially since students are not moving classrooms.

Again, **consistency is the key**. Procedures are only as good as we make them. Having a procedure and not using it is worse than not having one at all (you said you were going to do something and now you are not). The school should strive for clarity around what a procedure should look like, feel that they are useful, and agree to use the procedures in their classes or else the consistency of school wide procedures loses its value.

### B. School Wide In Class Procedures

Certain procedures should be consistent school wide so that students do not need to learn 5 different ways to sharpen their pencil in a given classroom. This will help set them up for success and limit frustration for everybody.

The following procedures should be used **consistently** school wide for every classroom

#### *Pencils*

Students who do not have a pencil should raise their **first (pointer) finger** in the air. The teacher knows to give them a pencil and a Demerit. This should be silent, quick, and not interrupt flow.

When a pencil lead breaks or a pen runs out, students **raise the pencil** or pen in the air, teachers exchange for proper utensil. Students who are attached to specific pens or pencils can retrieve the original after class or at another time.

#### *Getting Student Attention*

During class, teachers will undoubtedly transition between holding the class’ attention, and facilitating independent or group work. A signal refocus student attention is needed. Teachers raise their hand and count down, slowly and clearly, “**5-4-3-2-1**”. By “1”, all students should have their hands raised, be seated, be silent, and be looking at the teacher. Students who do not meet these expectations will receive a Demerit.

#### *Asking and Answering Questions*

Students are expected to raise their hand and **wait to be called on** to answer or ask questions. All responses must be in complete sentences. Any noise or yelling out before being called on warrants a Demerit.

### *Finishing Early*

Students who finish an assignment early are expected to read silently from their **DEAR books**. Students are not expected to do work from other classes. This behavior would result in a Demerit.

### *Visitors*

Students should not acknowledge visitors during class time. This will **interrupt** the flow of the lesson unnecessarily. Students are encouraged to introduce themselves to visitors outside of class or class time. If a student acknowledges a visitor, the teacher should give that student a Demerit for "Disengagement." Of course, if the visitor initiates communication, the teacher should redirect the student without Demerit and (possibly later) explain our policy to the visitor.

### *Using the Bathroom*

Students should only use the bathroom during class time in case of **emergency**. Students raise hand, forming a B in sign language. This signals to the teacher they need to use the restroom. Students are strongly encouraged not to ask during direct instruction. Students have multiple opportunities to use the restroom during the day. Students have two passes each week for which they can use the bathroom during class time without a demerit. Any additional uses will result in demerits.

### *Going to the Office Manager for Medical Needs*

Students raise hand to ask for special permission to go to the office manager and take the dedicated OM Pass. Teachers should use their own discretion regarding granting permission to see the office manager. Please be mindful about sending students to the office manager. The office manager has a hectic schedule, so students sent during "off-hours" will be seen by staff personnel instead.

### *Other Services*

Teachers should design systems to limit interruptions of the class and confusion for students who receive special services. This will be worked out between individual teachers and students. Students should take the dedicated Special Services Pass.

### C. Common Needs in the Classroom

Some procedures inside the classroom are consistent school wide (e.g.,: pencils, bathroom, lining up, getting student attention, asking questions, etc.) Others are up to the individual teacher and his/her style. Regardless of the procedure itself, teachers need to know the answer to certain questions before beginning the year.

Teachers should know how they want things done so that students can know how to complete every task well. Below is a list of questions that teachers need to know the answer to for their classrooms. Teachers should consider the question: How will we address these needs when they arise?

**Section 11.12.** Please consider the following questions. Consider using signals as appropriate. It may make sense to find consistent answers to these questions across the grade level team. Please reference the list of suggested procedures (answers to these questions).

### *Materials*

- How will the teacher (or student) distribute handouts?
- How will a student access class resources: general resources (i.e. paper) and/or subject specific resources (i.e. microscopes)?

### *Student Teacher Interactions*

- How will the students answer questions?
- What will the teacher do in the event of managerial or logistical questions before class?
- When can students talk to each other quietly? When can students not talk at all? How will you communicate this?
- Can students come up to the teacher desk during independent work without asking?

### *Moving Around*

- How will you ensure that students line up properly? What if they do not? Will you have line leaders/monitors?
- In what situations will students be allowed out of their seats? How will they ask and how will you respond? During what, if any, times can students walk around without permission?
- How and when will students dispose trash?
- How will students get a tissue? How will they ask and how will you respond?

### *Group Work*

- How will students move in and out of the groups?
- What is the expected behavior of students while grouped?
- If you do cooperative learning, will you give roles and responsibilities?
  - How long will each student have his or her role?
  - How will you ensure each student is fulfilling his or her role?
- Will you use peer assessment and rubrics to encourage proper behavior?
- If you do a lot of paired work, can you find a good way for students to pair off quickly?
- Will you use “Stations” and how will this look?

### *Other*

- If you have a textbook, will it need to be covered? When will this be done? How should it be done?
- How will students store and retrieve projects/continuing work that is too big for the binder?

### D. Teaching Rules and Procedures

Procedures and signals need to be explained, modeled, and enforced clearly. Below is one way to do this. We will be using the following techniques and best practices during Student Orientation to teach school wide and teacher specific procedures.

#### 1. Investing Students

In order to get students to embrace class procedures, we must explain how procedures will allow the class to **eliminate wasted time and increase opportunities for creative lessons and projects**. Students generally buy into the idea that great procedures and behavior will allow them to do more project based learning and activities. Also, investing students in the idea that “**this is how we do things**” and “in my class this is how we have done things and it works” can be helpful. Teachers have also been successful with the approach, “Because so much learning has to happen this year, I don’t want us to waste time on classroom activities that don’t help you to read on a higher level or allow you to solve more challenging math problems. Imagine how terrible it would be if we wasted 15 minutes every morning just trying to...”

#### 2. The Accountability Board

Picture two columns, one on the left titled “**Procedures We Need to Learn**” and the other “**Procedures We Know**.” The process begins with the names of all the procedures, such as “Entering Class,” in the left column. After a class successfully demonstrates knowledge of a procedure, the procedure is ceremoniously moved to the “Procedures We Know” section. At that point, every member of the class is accountable for following that procedure. Should an individual student not follow the procedure, he or she gets a Demerit, is reminded of the correct procedure (by the teacher or the teacher asks another student to explain or show the procedure) and is asked to do it again. The student should repeat the procedure correctly and the class moves on. Strive for great execution here, be positive, ask the student to do it perfectly so that he or she can show others how it is done. If at any point many students do not follow the procedure, the teacher should move the procedures back to the left column and re-teach the procedure. Explain how the class will use this to the students’ advantage: **this makes it clear to all** what procedures the class knows so that they will not receive consequences for any procedure they have not yet learned.

### 3. Suggested Methods for Teaching Procedures

Procedures should be mini-objectives: Students will be able to (SWBAT) enter class using the correct procedure. The goal for the class is for everyone to know what to do, to **demonstrate that knowledge**, and to move that procedure to the "Procedures We Know" section of the Accountability Board.

For the first procedures:

- a. Invest the students in the need for procedures (see above).
- b. Introduce the Accountability Board (see above).

For all procedures, try some or all of the following:

- c. Verbally explain one procedure in clear, step-wise instructions and have these steps clearly spelled out and displayed for all to see.
    1. For an example, see below.
    2. If there are specific reasons why this procedure will help the students, try and invest them in these.
  - d. Model the procedure, highlighting how you are following each of the steps.
    1. It helps here to use common language and say what are you are doing in the same way you explained the step.
    2. While modeling, you can point out what it is you are NOT doing (for example, other ways a student might generally enter class) and how that would NOT be following the procedures.
  - e. Ask a student to explain to you what you (as the person modeling) should do next.
  - f. Ask a student to repeat back the steps from memory.
  - g. Quiz students, what do you do after X?
  - h. Ask a student to model the procedure.
    1. Make sure they do it perfectly, having them repeat it with your corrections.
    2. Tell the student you are looking for perfection, set the tone right from the beginning.
    3. If the student doesn't quite get it, start again from step 3, using the "Sorry class, looks like I didn't explain the procedure correctly. We can do this, let's take a step back" approach.
  - i. Consider asking the student volunteer, who has done a great job, to model the wrong way to do the procedure.
    1. Remind the student that this can be fun but he or she should not be inappropriate or egregious; if that were to happen, explain that you would need to call his or her family that night.
  - j. Have students try to follow the procedure and instead of correcting them yourself, other students can point out what they did well or did wrong.
  - k. Give students notes with specific directions before they model a procedure such as "Do everything perfectly except do not bring your homework folder to your desk," etc. and have students try and figure out what he or she left out.
    1. Continue to invest students in WHY there are all of these procedures.
- ### 4. An Example of a Clear, Step-Wise Procedure
- "Entering the Classroom Procedure"
- a. Silently line up in the Hall along X wall
  - b. Greet/be greeted by the teacher
  - c. Silently enter the class
  - d. Silently put their things away

- e. Silently take binders, homework folder, (text books) and writing utensils to desk
- f. Silently begin work on the Do Now

#### 5. Ensuring Compliance and Re-Teaching

Regardless of how well you and the class do the above, the procedure will quickly become whatever you (and your fellow teachers) enforce it to be. Students will quickly realize that Mr. Given allows talking in the morning or will let students go back and get their binders if they forget. Students will do generally what is expected of them, so we need to expect the best. Again, anytime a single student does not follow a procedure they are accountable for, you should issue a Demerit, re-explain the procedure, and give them an opportunity to do it the right way. If many students do not follow the procedure (at the same time or over the course of a class or week) you should move the procedure to the left column of the Accountability Board and re-teach the procedure.

#### E. Managing Classroom Space and Resources

This will require coordination between all teachers on the grade level. As a group, please consider the following:

- How can we set our students up for success by providing them a great space to learn?
- How can we plan to avoid overcrowding in certain areas?
  - Consider the layout of the class.
  - Consider finding ways to control access/not have all students trying to do the same thing at the same time.
- How can we find equitable and efficient ways to distribute and share resources?
  - Consider using either Materials Managers and/or supply caddies.

#### **IV. The Invaluable Intangibles**

##### **A. Build Strong Teacher-Student Relationships**

Teachers who take initiative to learn about students' personal lives, interests, and goals, show students that they value, respect, and care about them. This information can inform your instruction as well.

Suggestions for Relationship Building:

- Consider having the students complete a Student Survey on the first day.
- Consider asking parents to complete a survey about their children early in the year.
- Attend student activities outside of school to
  - see another side of your students,
  - allow students and parents to see another side of you,
  - show care and interest, and
  - take this opportunity to build relationships with parents.
- Lead student activities.
- Use lunch time to
  - eat with students in class or
  - invite them to have a special lunch with you.
- Use Homework center or tutoring time to build relationships and show concern.
- Send personal notes to students related to improvement, effort, exceeding expectations, etc.
- Allow students to contact you outside of school with school related questions.
- Use a suggestion box in class.
- Celebrate birthdays.
- Join in school and community events.
- Take students on short, school-related field trips on the weekends.
- Reach out, even when it's difficult.
- Build strong relationships with families through communication.

##### **B. Help Students Become the People They Can Be**

- Make sure students focus on their progress and performance, not on anyone else in the classroom.
- Always project a caring attitude and actively show your deep concern for students. Model what you expect of students: patience, listening, hard work, and professionalism.
- Get mad at the behavior, not the student. Show disappointment in the distraction from learning; take this opportunity to remind students all the wonderful things you expect from them.

##### **C. Respect**

- Never disrespect a student if you expect him or her to respect you.
- The sentence, "Carlos, I never disrespect you, why would you choose to disrespect me?" works.
- Always demonstrate control over your own temper as we expect students to control theirs.

##### **D. Consider Student Motivation for Misbehavior**

- Please consider, is the behavior...

- Attention seeking?
- Power seeking?
- Revenge seeking?
- Motivated by a need to avoid failure?
- Due to specific special needs?

#### E. Projecting Professionalism

Displaying a sense of professionalism in the classroom helps project urgency, purpose, and authority.

- It conveys a sense of urgency, that there is no time to waste, that there is a job to be done. We all have a job to do and no matter what, you are going to get yours done.
- It makes issuing of consequences less personal.
  - The rationale for a consequence is not that you don't like a student or that you are angry, but rather that you are focused on a goal.
- Professional dress sets this business-like tone. This doesn't mean you need to be stiff, but it carries weight with students when a teacher looks like they mean business.

#### **V. Preventing Poor Decisions**

Try using the following techniques to steer students away from making poor choices.

##### A. Proximity

Try using proximity control; walk towards students who are or are about to break rules. No need to make it obvious what you are doing, just stroll over.

##### B. "The Look"

Use the inherent power of a look or glare (or even silence) as a non-verbal way of disciplining a student or class. This look says "are you sure you want to do that?" more than "I'm going to kill you." Practice the look.

##### C. Regulate Your Volume

Sometimes you getting quieter is exactly what is needed to quiet the class. Punctuate sentences with loud words to pull students back from day dreams. Sudden silence from you causes students to re-evaluate behavior.

Also, practice your three levels of "Excuse Me." By simple changing your tone, you should be able to effectively communicate the following three sentiments:

- "Pardon me."
- "I beg your pardon?"
- "This will not be tolerated in my class."

##### D. Wait Time

Never try to talk over students, it shows you are willing to be disrespected. Simply letting them know that you will wait for them to be quiet can work. Use this in conjunction with giving Merits or recognition to those who are doing it right and/or Demerits for those who do not. Insure that you have used your "Getting Attention" procedure.

#### **VI. Communication within the Grade Level Team and School Team**

Working with fellow teachers can help identify patterns in student behavior. Although it can be difficult, avoid being negative or categorizing students as problems or beyond help. Speaking with a student's advisor can be especially helpful. If you are having difficulty with a student, chances are someone in the building has a good rapport with that student.

#### **VII. Building a Positive Class Culture**

Making a place where students feel safe is paramount. Imagine a space where students interact with each other in a way that is supportive and encouraging; where achievement is cool students and no one worries about being made fun of. Teachers create these spaces, but it requires work and planning. Advisors should take special note of this responsibility and opportunity.

For great activities to create a positive class culture, please see “Steps to Implementing Community Meetings” (even if you choose not to use the Community Meeting Model, there are great activities here). Consider doing team building activities throughout the year and having students assess their own class culture.

### **VIII. Consistency Throughout the Year**

Teachers set boundaries. Students test boundaries. When students know where those boundaries are and that these boundaries are not going anywhere, they are less likely to test them.

Consistency is crucial throughout the year. There are certain times in the year when it’s tempting to relent on the rules, but they end up being the most crucial times to enforce the Code of Conduct. When are these times?

- The beginning of the year. This is when we set the tone for the rest of the year.
  - Students will be looking to see if we mean what we say or if we are just making empty promises and threats.
- Half days, standardized testing, field trips, days before vacations or occasions when the schedule is changed. All the same rules and expectations apply.
- The month of June. The end of the year is what we make it; June is only “June” if we treat it as such.

## **RULES AND CHOICE**

### **I. Why We Have Rules**

Having thoughtful rules, consequences, and motivators, and taking time to teach them and invest students and families in the benefit of working within them is vital to the success of every class and the school at large. They promote appropriate behavior, create order and predictability in the classroom, and reduce student misbehavior. Rules are positive expectations of how students should behave and help the teacher to create the environment they want. Consequences outline what will happen if a student chooses to break a rule. Systems to reinforce good behavior reward the students who are doing it right. This combined approach paves the way for academic excellence.

### **II. Oakland Collegiate Rules**

- 1. Be Prepared to Learn: Come to School and Class Prepared to Succeed.**
- 2. Be Respectful of Your Self, Classmates, Teachers, and Your School.**
- 3. Be Engaged in Learning: Listen, Participate, Volunteer, Look at the Speaker, and Ask Insightful Questions.**
- 4. Be Professional: Stay Organized, Demonstrate Good Posture, and Follow All Directions and Procedures.**

These rules are stated positively to make explicit to students what they should do. These rules, like procedures, need to be taught: explained, modeled, and enforced. We have clearly spelled out specific ways students can exceed these expectations and earn Merits, just as we have been clear regarding specific violations of these rules and their consequences. Of course, the teacher has full discretion to assign a Merit or Demerit for additional behaviors as they deem necessary.

The PREP acronym has multiple meanings at Oakland Collegiate. With regards to rules it stands for Prepared, Respectful, Engagement, and Professional, while on our PREP Rubric we switch to Perseverance, Responsibility, Engagement, and Professionalism.

### **III. Choice**

Middle school students are not in control of as many things as they would like. However, they are able to choose how they behave. Although there are many factors that influence any decision, our students make choices with regard to their behavior. Having a system based on choice empowers students and treats them like the young adults they are. Students should feel control over their actions and over their destiny. This balanced approach provides this.

## REINFORCING GOOD BEHAVIOR:

### I. Positive Motivators

Students who choose to follow the rules choose:

#### A. Intrinsic Motivators

- to be a young adult of exemplary character,
- to be successful in school and life,
- to receive positive recognition: notes and phone calls home, awards, certificates, and stickers, etc.,
- to earn respect from teachers, peer, and self,
- to be a part of an exciting, achievement oriented class and school community, and
- teacher specific intrinsic rewards (i.e. English Expert status, important class jobs).

#### B. Extrinsic Motivators

- to win the “Building Block Challenge” and receive special awards,
- to be the first class dismissed,
- to earn Merits for use at the school store and Merit Auctions,
- to earn special invitations to school reward events, and
- teacher specific extrinsic rewards.

While some of these might not seem like they will interest students, we have to believe that each of our students really wants to learn and be successful; some just haven’t been shown how to yet. We should also agree that everyone wants positive reinforcement and to feel like they are doing good. Try to project that these intrinsic rewards are even more valuable than the extrinsic rewards. This attitude is essential in conveying their importance, and the importance of achievement to our students.

At Oakland Collegiate, we have two school wide systems for reinforcing good behavior; they are the Building Block Challenge and the Merit System.

### II. Building Block Challenge

#### A. Description

The Building Block Challenge is a whole class, school-wide, positive incentive system. The system uses peer-motivation and inter-class competition to encourage students to meet high expectations for perseverance, responsibility, engagement, and professionalism.

#### B. In-Class Scoring

- For each class, teachers should determine whether each expectation is met. For each expectation the class meets (e.g., “Engaged in the Lesson”), the class earns that Building Block. A Block is earned only if there is **100% compliance**. If there is any confusion over whether or not the class should get the Building Block, chances are, they should not.
- Teachers score the class using the Building Block board. When a class earns a Block for Perseverance, the teacher places the magnetic Block P (letter P of PREP) on the board, in the top left corner. Students who fail to meet our high expectations (e.g., refuse to begin starter immediately and quietly, place foot on another chair, etc.) and therefore negatively affect the class score should be issued a Demerit.
- When giving the score to the class, use this opportunity to explain why you assigned the score, with compliments and/or concrete ways they can do better next time. Generally this can be done at the end of class, but teachers may find their own, creative ways to use this system as well.
- Let students know that when you are giving the scores, there is no time or room for the debate. If they have specific concerns, they can and should talk to you outside of class.

### C. Keeping Track

- The Building Block Board is designed to track each classes score for the week.
- Staff track the overall score for each class, a score from 0-4, and then the score for each Block (ie. Perseverance), a score from 1-5.
- On Friday afternoon, teachers or student leaders compile the results. Then on Monday morning results will be posted.

### D. Grade Level Competition

- The highest weekly scoring class will be dismissed first for the following week.
- Classes will “race” to four benchmarks.
- The first class in each grade to reach benchmark receives a reward.
- After the “race” is complete, the competition ends and begins again.
- Specific incentives might include:
  - 250 First Lunch
  - 500 School Supplies
  - 750 Teacher/Administrator Challenge
  - 1000 Private Pizza Party

### E. Using Building Blocks During Class to Modify or Encourage Behavior

- Refer to the Building Block rubric (posted in every class) when dealing with specific whole-class issues.
- Be positive and proactive in using the system.
  - “Now be reminded of our expectations for your voices during cooperative learning so you can earn your Building Block,” can help get the desired behavior.
  - “Voices were loud during group work, so you don’t get your Block,” may be effective over time, but won’t help that day.
  - Although this system can be proactive, teachers shouldn’t feel that they need to constantly remind students to do what is expected of them and cheerlead to perfect scores.
- The teacher may choose to temporarily assign a Block at some point during class to reward students for meeting expectations and encourage its continuance. This Block can later be removed (or threatened to be removed) if students lose focus. If it is removed, concrete reasons for how the Block can be restored can be given. Alternately, a silent addition or removal of a Block can send a message to the class. Awarding and removing Blocks during class can help re-energize students and encourage peer motivation.

#### F. Reminders

- Our ideal day would have all classes receive 4 Building Blocks every class, but this will take time. If we start out inflating scores to sell the program, students will value it less and lose motivation.
- More than anything maintain high expectations—this will drive our students towards excellence and keep us consistent.

#### **III. Merits**

Oakland Collegiate’s Merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members can use this system to acknowledge positives by identifying specific students **exceeding expectations**. Students can earn Merits from any staff member for a variety of reasons including:

- volunteering to help a student, teacher, or school
- taking initiative,
- showing courtesy,
- performing an act of kindness,
- outstanding effort or improvement, and
- doing what is expected when others are not.

Students receiving the most Merits will be recognized in Community Circle. Students accumulate Merits over time and are able to spend them at the Merit Store for school supplies, free lunches, gift certificates, Merit Auctions, and a variety of other prizes.

- A good rule of thumb is to try to award about as many Merits as Demerits.
- Do not reward Merits to students who specifically ask for them (e.g., “If I help you out, will you give me a Merit?”)

For information on Tracking Merits, please see below: Tracking Merits and Demerits

#### **IV. Please and Thank You**

Perhaps the most effective way to reinforce good behavior is to say please and thank you.

“Thank you, Jason, for your excellent posture.”

“I like the way Donald is sitting up straight.”

“Great posture, Kendra, please continue.”

Doing this models politeness, reinforces good behavior and helps modify other student’s behavior. Generally when students hear that someone else is receiving praise (which is also a reminder of what exactly they should be doing), they modify their behavior. This can be especially effective if it seems that many students are not doing the right thing. Instead of issuing ten Demerits at a time, try the opposite approach, give ten genuine thank you’s (and maybe some Merits) and watch your students rise to the occasion.

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## RESPONDING TO MISBEHAVIOR

### I. Negative Consequences

Students who choose to break the rules receive consequences. It is important that we communicate to our students that lack of academic progress is the most severe consequence. This can be conveyed with our words and our actions. When a student chooses not to learn, that student should know that we are disappointed, for his or her sake and the sake of the class.

#### A. Intrinsic Consequences

- to lose respect of self, peer, and teachers
- to be less successful in school and life
- to receive negative recognition: notes and phone calls home
- to detract from an exciting, achievement oriented class and school community
- teacher specific consequences

#### B. Extrinsic Consequences

- to not win the “Building Block Challenge”
- to not earn Merits for use at the school store and Merit Auctions
- to not earn special invitations to school reward events
- to not earn teacher specific extrinsic rewards
- to earn school wide disciplinary consequences: detention, in-school or out of school suspension, etc.

### II. The Importance of Consistency

- If misbehavior goes unchecked at any time for any reason it becomes acceptable and undermines the system; this leads to confusion and future misbehavior.
- This system is only as good as its consistency.
  - Studies show that it is not the **severity** of the punishment that deters people from breaking rules, but the **consistent** application of consequences. It can't be, “If I do this, I might get caught.” It must be, “If I do this, I know I will get consequence X.”
- **All staff members** should issue Demerits when students choose to break the rules regardless of when, where or how. It is our collective responsibility.

### III. Delivering Consequences

It's all in the delivery. A Demerit can be a punitive, insulting consequence. It can also be a **pause**, an **acknowledgment** of digression, a **redirection** and a **starting point** for positive choices.

Consider the following: “Delonte, guess what? Another Demerit, how many times do I need to tell you not to get out of your seat?”

As opposed to: “Delonte, as you know in our class before you get out of your seat, you need to get permission from the teacher. You have not followed the procedure so you have earned a Demerit. Please try and make sure that doesn't happen in the future. Now let's get back to work.”

In the most ideal scenario, the teacher makes eye contact with Delonte, signals a Demerit and points to Delonte's seat indicating he must sit down. Delonte acknowledges the Demerit by sitting down. This situation only works when students are trained on class expectations. By eliminating communication, the teacher can deescalates the situation, and also prevent other students from getting involved.

### IV. Some Best Practices for Delivering Consequences

- Always **avoid attacks on dignity**, no matter how small.

- Deliver consequences so that **no one** “loses face.”
- **Give students control** over the outcome.
  - Make it clear that you feel every behavior is a choice.
  - Allow students to **choose to do it right** if they would prefer not to get additional consequences.
- Students who feel **powerless** or trapped are not happy students.
- Deliver consequences **consistently** and **respectfully**.
- Clearly identify to the student the inappropriate behavior; don’t assume the student knows what he or she did wrong.
- If you see a violation outside the classroom, act on it, don’t ignore anything, even if you don’t teach the student(s).
  - It is important that every teacher know the name of every student
- Try to **give out as many or more Merits** than Demerits.
- There are never exceptions to student disrespect.
- When in doubt, ask a fellow staff member or the Dean of Student Affairs
- In some behavioral situations, check to see if a student is on an IEP or 504 plan. If you have any questions, check with the Student Supports coordinator.

#### V. Promoting Respectful Disagreement

- A lot of times a student will disagree with a consequence. It is important to give students an avenue through which they can disagree, but do so with respect for themselves and the adult. The acceptable response to a consequence is: **“Mr. Vidito, I respectfully disagree with you and would like to talk to you about it later.”**
  - This is a **school-wide expectation**.
- If a student chooses this response, they have chosen respect. The staff member should welcome a conversation at a later time. It is the responsibility of the student to take initiative in arranging the meeting.
- If the student chooses another, disrespectful responses (be it verbal or physical display) to the issuing of a consequence (either a Demerit or an Automatic Detention), he or she will receive an Automatic Detention for that disrespect.
- In order to prevent escalation, before the Automatic Detention is issued, it is suggested that the staff member give the student an “out,” and **suggest the later conversation**. For example, “John, you know the policy for disagreeing. The way you chose to respond to the Demerit was not respectful. This, as you know, warrants an Automatic Detention. If would like to talk about why I issued either the Demerit or the Automatic Detention, we can do this after class. Now, however, it’s time to get back to work.”
- Students who continue to argue **should not** receive yet another Automatic Detention. The staff member should remind the student that a staff member will be contacting the family that night and that they can choose to show respect at this point to give the staff member something positive to report in the call tonight.
- Students whose response becomes egregious should be referred to Administration.
- **It is very important that the consequence be delivered with respect if we are to expect a respectful response.**

#### VI. Things to Try to Avoid

- Warnings instead of Demerits can undermine the system and your authority. If the offense warrants a Demerit, give the Demerit.
- Making individual “deals” with students has an adverse effect on the entire school culture.

- Do your best not to entertain arguments about Demerits. Discussion and explanations should happen outside of class. Students who disagree can do so by following the Respectful Disagreement procedure.
- Try not to make idle threats or argue with a student. Avoid escalating a minor problem into a major one. Don't back a student or yourself into a corner. Neither party needs to "lose face." Consequences should be given and received with respect.
- It's tempting to say more when angry or facing a difficult behavioral situation, but it's often better to make your points calmly and succinctly and get on with class. Students respond better to terse directions that correct their behavior than longer explanations that put them in the spotlight.
- Collective punishments of a class for the transgression of one student are not fair; they don't work and families strongly object to them. However, having a class repeat a procedure if it is done incorrectly or questioning whether or not a class is ready to do a project because of a few students' poor behavior choices can be effective.

**VII. How an Adult's Actions Might Inadvertently Contribute to Student Misbehavior**

- Issues that could be resolved with a look, a Demerit, a redirection, or a smile can be escalated by the teacher who responds rashly rather than in a way aligned with his/her own behavior plan.
- Confusion is created when the adult is unable to/does not communicate expectations clearly.
- Adult-centered lessons leave kids sitting and inactive. Kids like to be active; they make their own action if not given the opportunity to be constructively active.
- If an adult has not set and reinforced procedures, students will not necessarily do things the way the adult wants. After this happens multiple times, the adult can become frustrated and express frustration with a student who was really trying to do follow directions. The teacher may also engage the consequence ladder, moving students quickly to higher consequences and running out of headroom, when the entire interaction should have been avoided with a good procedure.

**VIII. Tracking Merits and Demerits**

In order to carry out this system successfully, we cannot lose track of any Merit or Demerit. We implement a clipboard system which follows each cohort throughout the day. Merits and Demerits are tracked on the Weekly PREP Tracker.

Teachers track demerits or merits within one of our PREP categories. Each of the categories below indicates potential behaviors that would fit within each category.

- **Perseverance:** Top quality work; Never Give Up; Positive Attitude
- **Responsibility:** No Excuses; Jump to it; Keep It Clean; Prepared
- **Engagement:** Focused; Engaged; Academics First
- **Professionalism:** I treat my teachers like PLATINUM; Honesty; Respectful; Uniform

On the Weekly Demerit Merit tracker teachers write the date, their name, the student's name and indicate a D or M as well as the appropriate PREP category.

*For example,*

1.22	Mr. Vidito	Delonte Jones	D - Responsibility
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Oakland Collegiate submits weekly PREP reports to parents every Friday. The reports indicate the students overall PREP score, as well as the specific Demerits and Merits they have received for the past week.

**PREP Points**

In addition to the Building Block Challenge, Oakland Collegiate implements PREP Points, which is similar to KIPP's paycheck system. Each week students start off with 100 points. Most of all the increase and decrease around PREP Points involves our Merit and Demerit system. Each Merit results in 5 additional points and each Demerit results in a deduction of 5 points.

- Automatic detention subtracts 10 points
- Lying about incomplete homework subtracts 20 points

Students must maintain a PREP Points average of 70 to be eligible for field trips and additional extracurricular activities.

### **Detention**

Students earn an automatic detention if they receive four demerits in a day or seven demerits in a week. If the automatic detention is received before 1:00pm the student serves the detention the same day. The teacher issuing the demerit which results in the automatic detention sends a note to the office, where the Office Manager calls home to inform families. Students earning an automatic detention after 1:00pm serve the detention the very next school day.

### **Weekly PREP Reports**

Every Friday parents receive a weekly PREP reports which indicates their child's behavior during the preceding week. (Please refer to attachment Weekly PREP Report.) On Thursday afternoons, teachers complete their PREP reports for each student and then share the information with the advisory teacher. Advisory teachers compile the information for their students and write any personal notes to the family.

## THE DAILY LADDER OF CONSEQUENCES

Although we have a school wide system for students who choose to not follow the rules, it is also necessary to have a way for staff members to deliver these consequences in a given class such that the student is redirected and, if the student continues to misbehave, the teacher can address this problem with the family directly. The family and student will know that the teacher or staff member is taking the problem seriously and that it needs to be resolved. Usually, a situation between student and staff member is best remedied by the teacher communicating with the student and the family. This is generally the single most effective way to get students to do the right thing. Even in cases where it is not entirely effective, it is the first step.

### I. The Daily Ladder

- **First Infraction:** Demerit issued.<sup>9</sup> Staff member redirects: positive, concrete steps for improvement are offered.
- **Second Infraction:** Demerit issued. Student's name is written on the Advisor Information Sheet. Student is reminded that the next infraction will result in a phone call home. Staff member redirects: positive, concrete steps for improvement are offered.
- **Third Infraction:** Demerit issued. Staff member calls family later that day. Staff member redirects: positive, concrete steps for redirection are offered.
- **Fourth Infraction:** Student is told to leave class and report to the Office.<sup>10</sup> Staff member calls family that day.

In case of severe behavior such as fighting students, students forfeit the right to move through the hierarchy of consequences. This behavior warrants immediate removal from class. In all other cases, teachers should make every effort to handle all discipline in class. This reinforces the teacher as ultimate in-class authority. This also allows the teacher to build a relationship with the student and work on improving the dynamic with the offending student.

### II. Family Contact

As noted in the Daily Ladder of Consequences, teachers should call families directly when student behavior warrants it. Communication with the families is our responsibility and usually the single most effective way to modify negative behavior and reinforce good behavior.

At Oakland Collegiate, teachers and **staff members are expected to call the family if:**

- They assign a student four or more Demerits in one day.
- They assign an automatic detention.
- They send a student out of class or the student "walks out" of class for any reason.
- The student violates the school culture (disrespect to fellow student, threats and bullying).
- The student continuously doesn't complete homework (Advisor).
- Other concerns as necessary.

Teachers and staff should also call home as often as possible to send good news and to support a student who has begun to make better choices. These really can be helpful in getting parents on board and showing students that you are fair and that you care.

For many reasons, it is vital that we keep records of our conversations with parents. We will keep a log in our database. These entries need not be lengthy transcriptions, but should include the time and date of the call, with whom you spoke, generally what was discussed, and any additional information that you would like to put on record. **It is the expectation that every staff member keep and accurate and complete log of their parent phone calls.**

### III. Before Sending Disruptive Students to the Office

Try to find time to do the following:

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<sup>9</sup> If at any point a behavior warrants an Automatic Detention, issue it in lieu of a Demerit.

<sup>10</sup> A student who is asked to leave class three times during a given week (three Office Referrals) will be automatically suspended.

- Use hallways or another part of the classroom as a space for a discussion reinvest the student, show concern, and remind them how they can do better.
- Ask students to change seat to an extra desk or part of the room.
- Privately remind the student that while you will be calling home tonight, he or she can still greatly influence the content of that call, a big change now on their part, will mean a big change in the tone and specifics of the call.

These strategies are best used **in-between infractions**, not at the time of the next infraction. This gives you additional strategies to use that do not undermine your consistency.

#### IV. Support

Oakland Collegiate will not tolerate disruption of academic time. To this end, we have developed policies that nearly eliminate procedural interruptions of class time (announcements, tardies, early dismissals, etc). We have increased consistency and clarity of expectations. We have clearly defined positive and negative consequences. We have developed consistent structures across classrooms and within the school. We designed ways to increase student investment and family involvement. However, in the case that a student is sufficiently disruptive and the teacher has tried appropriate strategies, the teacher should send the student out of class.

#### V. When Students Are Asked to Leave Class

- Sending students out of your class should be the last resort, in that it can be seen to undermine your authority or ability to control the class. To that end it should be reserved for cases of gross disrespect, continual disruptions, refusal to follow teacher's directions, and safety issues.
- The student should immediately be sent to Office.
- When sending a student to the Office **you must send a Referral Form**. If possible, send the referral with the offending student. Later in class, send the referral with another student as soon as possible. Please send the referral as soon as possible so that the Office may adequately support you by being more aware of the situation before you conference with the student and setting that student up for success in that conversation.

#### VI. After the Student is Sent Out

1. The student will go to the office.
2. The student will **reflect** on their behavior. The student will write (and or draw) about why he or she was asked to leave class, using a prompt or writing about the incident from scratch.
3. The Executive Director or Director of Curriculum & Instruction and the student will try to get to the **root causes** of the behavior.
4. A student from the class or the staff member will bring a completed **referral** to the Office
5. The ED or DCI will try to **prepare the student** for a positive conversation with the appropriate staff member.
6. It is imperative that you **check in with the ED or DCI after that class**, or if you teach back to back, immediately after that class to follow up on any students sent out of class. The reason for the urgency is that **students will not return to the school community until they are able to conference** with you regarding the incident. It is the goal of the Office to prepare each student for that conversation so that it is productive and positive. Please try and come to the conversation with a positive, results-focused attitude. Take a second for yourself so that you do not show up to the meeting angry. The goal of meeting is resolution and should be forward looking.
7. The student will return to class if he or she is ready to, or they will stay with the DCI or ED, receive additional support and/or face additional consequences
8. **The teacher will phone the student's parents that day**. If the offense is more serious and requires further action (i.e., out-of-school suspension), is part of a larger trend or the teacher requests additional support, the Office will also make a call to the family.

#### VII. What To Do If...

Many behavior situations require on-the-spot analysis and decision-making. It is useful to develop a general plan for dealing with these situations. Below are some suggested responses to various difficult situations. During staff orientation, we will be role playing these and various other situations to ensure consistency. The following is a list of best practices and suggestions. They are by no means prescriptive. Staff members will find their own ways to respond to different challenges.

#### A. Student Will Not Leave the Classroom When Asked

- The student is doing this to get a reaction, don't give it to him or her.
- Give minimal attention to the student and student's action.
- Try to avoid the "you are going to leaving class because I said so" escalation.
- Calmly let the student know that he or she is receiving a referral and you will call home to discuss the matter. That is set. What the student can do now is not make things worse.
  - The student is adding on poor behaviors that you will discuss with the Office and the parents.
  - You aren't angry, but things obviously aren't working right now.
    - "Why not just go? We clearly aren't seeing eye to eye."
    - "You are negatively impacting your classmates' instructional time."
    - "We can talk about this later."
- Call the Office as backup.
- If ever you feel like you don't know what to do or a student flat out won't listen to you, respond calmly, don't allow the student to think he or she has pushed your buttons, otherwise this is a loss of authority. Respond with an air of "there will be consequences for your actions but now is not the time."

#### B. Student Continues to Argue After You Have Ended the Conversation

- Before you make your final point, calmly let the student know that once you are done with this statement, you are done with conversation for the moment.
- Do not engage the student. Be positive here, be the adult. Remind the student that the conversation is over and that it can and should be continued, but now is not the time. Let him or her know what he or she should do instead of arguing (please go to the wait in the hall/go to the Contemplation Corner/Go to the Office) and return to teaching the class.

#### Section 11.13. C. Student Walks Out of the Classroom

- Don't give the student the reaction he or she might expect. Give the situation and the student minimal attention.
- Write a referral, contact the office, or other staff member to track student and continue on with class. The ED or DCI will follow up and give consequences.
- Call the parent that night.

#### D. Student Chooses Not to Work

- Inquire why, perhaps there is a good reason.
- Issue a Demerit and try to reinvest the student with a private conference if possible.
  - Show concern that they are missing the opportunity to learn.
- Continue on with lesson and require student to complete missed work during lunch or after school.

#### E. Parents Side with the Student Even When the Student Is Clearly at Fault

- Extend a genuine invitation for them to observe class.
- Suggest a meeting with an administrator.

## F. Student Safety is in Question

- If you suspect a student's personal safety is in question, or if there has been a behavioral incident that has taken place late in the day, please make sure the student has not left school before we have been able to address the situation.

### MISCELLANEOUS

- Please familiarize yourself with the Student Family Handbook so that you can speak with confidence with students and families around procedures and expectations.
- Be confident, consistent, fair, positive, and firm. Have a sense of humor, be able to laugh at yourself, and admit when you are wrong. Students will appreciate you being genuine and being yourself.
- There are no concrete answers to discipline; it is a continual response to different situations. Keep trying various strategies until you find the one that works best for you.
- While consequences for students who are always in trouble may seem to have little effect, it's important for the rest of the school to see the code of conduct being consistently enforced.

### CONCLUSION

- Take care of yourself so that you can care for others.
- All of our students want to and deserve to learn.
- We should neither make nor accept excuses.
- High expectations start with us.
- Modifying student behavior takes time, patience, cooperation, and teamwork.
- Keep a cool head to keep your respect; if something goes wrong, we can figure it out.
- This school is what we choose to make it.

### APPENDIX:

#### Classroom Procedures

The following is a list of suggested procedures. Teachers should decide on consistent procedures before the school year begins. Grade level teams may choose to strive for consistency around some or all of these. All of these procedures should be taught and practiced, even if it is a "simple" as 'take one and pass it back.'

#### *Materials*

- **How will the teacher (or student) distribute handouts?**

Suggestion: Have a consistent way to give out all handouts for a row or column to the first student in that row, students take one and pass it back.

Suggestion: Have the student in at the head of a row or column distribute handouts.

- **How will a student access class resources: general resources (i.e. paper) and/or subject specific resources (i.e. microscopes)?**

Suggestion: If they are resources to be used by a group, assign one Materials Manager to each group and train them to get materials in an orderly fashion.

Suggestion: If they are commonly accessed resources, set up the expectation that only one student at a time is allowed to get up and get that resource.

Suggestion: Perhaps in conjunction with the above suggestion, have a signal which makes it clear which resource the student needs so that they can raise their hand, give a signal, and you can simply nod or shake your head. Students would be taught not to ask (or use signal) if another student is up getting that same resource.

### *Student Teacher Interactions*

- **How will the students answer questions? Will you insist on complete sentences?**

Suggestion: Consider teaching complete sentences and insisting upon them.

Suggestion: If a student does not know the answer, call on another student. Let the student who did not know the answer know that you will ask him or her the same question later in class.

- **What will the teacher do in the event of managerial or logistical questions before class?**

Suggestion: Make a Parking Lot poster: a place for students to post questions on post it notes and teachers to respond).

Suggestion: Students should wait for class to begin before asking the teacher questions; teacher can take questions between Do Now and Focus.

- **When can students talk to each other quietly? When can students not talk at all? How will you communicate this?**

Suggestion: Use a system which clearly acknowledges what is the appropriate level of talking expected during an activity. Consider starting the noise level meter at that level to start the activity so that everyone knows what level is expected.

- **Can students come up to the teacher desk during independent work without asking?**

Suggestion: If yes, students should know not to form a line, that students should only go to the desk when no one is there or no one else is on their way.

### *Moving Around*

- **How will you ensure that students line up properly? What if they do not; will you have line leaders/monitors?**

Suggestion: A strong student who will not abuse this power can be very effective in the role of line leader or monitor.

Suggestion: Consider leaving lots of flex time when first trying to get students lined up. If they do not meet expectations, have the class return to their seats and repeat as necessary.

Suggestion: Ask specific students to go to the back of the line and assign Demerits and Merits.

- **In what situations will students be allowed out of their seats? How will they ask and how will you respond? During what, if any, times can students walk around without permission?**

Suggestion: Whatever the expectation is, make sure that it is clear. See other procedures on getting up for resources, asking questions, etc. Unless the class is doing a special activity or they are following another procedure, students must request permission to get out of their seat for any reason. Students should raise their hand and wait to be called on.

- **How and when will students dispose of trash?**

Suggestion: Students will not get up during class to dispose of trash. Students will keep trash with them at their desks until the break. At the beginning of each break, before students are dismissed from their desks, a designated student will carry around the trash bin to each desk.

Suggestion: Students only throw trash away during break. If you choose to do this, it is important to teach how students how you want them to use the trash can (not throwing, no lines, etc.).

- **How will students get a tissue? How will they ask, how will you respond?**

When students need tissues, they should raise their hand and make the sign for the letter T (crossed 1<sup>st</sup> and 2<sup>nd</sup> fingers). Teacher will nod or shake head. Students will get all the tissues they think they will need until the break.

### *Group Work*

- **How will students move in and out of the groups?**

Suggestion: Have a common “group work” desk configuration and practice getting in and out of it.

- **What is the expected behavior of students while grouped? If you do cooperative learning, will you give roles and responsibilities?**
  - **How long will each student have his or her role?**
  - **How will you ensure each student is doing his or her role?**

Suggestion: Again, whatever the expectation, it must be taught and enforced. Try using Cooperative Learning Roles in conjunction with peer rubrics as discussed below and in the Curriculum, Assessment and Instruction Manual.

- **Will you use peer assessment and rubrics to encourage proper behavior?**

Suggestion: These can be very helpful in getting students to do what they need to do and motivate each other. Teachers can teach what a rubric is and how to use it by doing a short activity in which the class comes up with a rubric for a party.

- **Will you use “Stations,” how should this look?**

Suggestions: Stations should “run themselves.” Student should be taught how to approach the station and immediately start work. They should know the level of talking that is allowed. They should know how to clean each station and how to rotate between stations. The teacher might choose to use a bell and or the 5-4-3-2-1 signal to indicate time to rotate. Teachers should teach this and practice it before planning a lesson using Stations.

*Other*

- **If you have a textbook, will it need to be covered? When will this be done? How should it be done?**

Suggestion: Assigning this for homework can lead to inconsistent results. Take 10 minutes of class time, make sure it is done correctly and that students know how to redo the cover when it becomes necessary. Insist on books always being covered. Demerits should be issued if this is not maintained, as it is an expectation you have set for you class

- **How will students store and retrieve projects/continuing work that is too big for the binder?**

Suggestion: Limit the amount of students who are trying to access the storage space by going alphabetically, using Materials Managers or another system.

# Administrator Instructional Check Form

## Oakland Collegiate

### Instructional Check

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Subject: \_\_\_\_\_

Black Board Configuration: Copy what is on the Board	
AIM:	Standards Driven? Yes- Which Standard(s) _____ No Missing
Do Now:	4-5 minute pen to paper activity? Connected to lesson? Yes No Missing
Agenda:	Logical, clear, and supports AIM? Yes No Missing
HW:	Demanding and Aligned with AIM? Yes No Missing
Teacher Prepared	
Instruction <ul style="list-style-type: none"> <li>• Materials Prepared and Organized               <ul style="list-style-type: none"> <li>○ Students have I-We-You Do packet</li> </ul> </li> <li>• Pacing               <ul style="list-style-type: none"> <li>○ Direct, Guided, and Practice</li> </ul> </li> <li>• Rigor – Grade level appropriate</li> <li>• Checking for student comprehension               <ul style="list-style-type: none"> <li>○ Direct, Guided, and Practice</li> </ul> </li> </ul>	Notes
Students on Task	# of Students Present # of Students on task: % on Task:     /     =     %

# PREP Rubric

## Oakland Collegiate PREP Rubric:

**Am I demonstrating the PREP values that lead to success in school and in life?**

Name: _____ Date: ____/____/____	Student Evaluation	Teacher Evaluation
<b>Perseverance</b> <ul style="list-style-type: none"> <li>• <b>Top quality:</b> I do my absolute best on all assignments. I never rush through my work. My homework and class work are always neat and complete.</li> <li>• <b>Never Give Up:</b> I never quit on my team, my family, or myself. I always complete all my work.</li> <li>• <b>Bring an A+ Attitude:</b> I always bring a positive attitude. I never whine, pout or act out when things don't go my way.</li> </ul>	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
<b>Responsibility</b> <ul style="list-style-type: none"> <li>• <b>No Excuses:</b> I take responsibility for my actions. I admit when I am wrong, and I apologize to the people I let down.</li> <li>• <b>Jump to it:</b> I follow all directions the first time.</li> <li>• <b>Keep It Clean:</b> I keep my desk, my classroom, our bathrooms and the rest of the school spotless. I pick up trash any time I see it.</li> <li>• <b>Bring My Tools:</b> I come to class with all necessary materials. I come to school everyday and I am never late. I wear my uniform properly at all times.</li> </ul>	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
<b>Engagement</b> <ul style="list-style-type: none"> <li>• <b>Focus:</b> I commit two eyes, two ears, and one big brain to learning.</li> <li>• <b>STAR:</b> I Sit up straight. Track and actively listen to the speaker. Ask and answer questions. Respect others. I actively participate in class.</li> <li>• <b>Academics First:</b> I am constantly mastering new standards. My grades and test scores show dramatic gains.</li> </ul>	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
<b>Professionalism</b> <ul style="list-style-type: none"> <li>• <b>I treat my teachers like PLATINUM:</b> I never talk back, roll my eyes, or suck my teeth. I always treat my teachers with total respect.</li> <li>• <b>Patience Pays:</b> I raise my hand to speak during class. Calling out is disruptive.</li> <li>• <b>Be Honest:</b> I tell the truth at all times. I never lie.</li> <li>• <b>Be Nice:</b> I treat my teammates as I wish to be treated. I never tease, laugh at, or put down others.</li> <li>• <b>Help Others:</b> I am part of Oakland Collegiate's team and family. I celebrate the achievements of others and always look for ways to support my teammates.</li> </ul>	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
<b>1 = Never / Very Poor                      3 = Half the time or more / Good                      5 = Always / Excellent</b> <b>2 = Once in a while / Mediocre                      4 = Almost Always / Very Good</b>		
<b>To qualify for PREP awards you must receive 4's or 5's in every category.</b>		

# Goal Setting

My goal for the progress report period is: \_\_\_\_\_

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The steps I will take to achieve this goal are: \_\_\_\_\_

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This PREP rubric must be signed by your parent  
and returned in your homework folder the next day.  
Failure to do this will result in a demerit.



# Weekly PREP Report

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

Course	PREP Points	Comments
Literature		
Writing		
Math Problem Solving		
Math Procedures		
History		
Science		
PE		
Enrichment		

*\*Must be returned to your Advisory teacher on the next school day.*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Oakland Collegiate School and Classroom Procedures Sample and Template

Oakland Collegiate

ROUTINE 1 STUDENT ARRIVAL			
The Collegiate Way		Collegiate Need to Identify	
<ul style="list-style-type: none"> <li>Collegiate Administration member opens the school door at 7:30 A.M.</li> <li>Students enter the school quietly and respectfully</li> <li>All students are greeted with a handshake and welcome</li> <li>Student uniforms are checked before students move to enter cafeteria</li> </ul>		<ul style="list-style-type: none"> <li>Are the students in appropriate uniform?</li> <li>Are students prepared to learn? Do they need more time before entering the cafeteria?</li> </ul>	
Why is the routine important?	How should the routine look and sound like?	What are some things you should not see?	Some ideas for how to teach this routine.
We want to identify challenges and concerns before they occur. This is why we check in with students to make sure they are ready to engage with their peers and teachers.	<p>Students should form a single file quiet line to enter the school building.</p> <p>Students will remove all non-uniform clothing prior to entering the building.</p> <p>Students will walk quietly from the school entrance directly to the cafeteria.</p>	Running, yelling, students or staff disrespecting each other	Practice the routine from day one of the student orientation.
We want to build a professional culture of greeting			
What are the steps of the routine?			
<ol style="list-style-type: none"> <li>7:30 A.M. Administration team member unlocks school doors.</li> <li>One staff member takes a position at the school entrance to supervise student arrival.</li> <li>Students receive handshake greeting and uniform check as they enter the school. Students out of uniform move to the side until their uniform is fixed. Students missing uniform pieces are sent to the Office Manager to phone home.</li> <li>Students appearing to be emotional unprepared to begin the school day are held to the side. The staff member continues to greet arriving students as they check-in with other child. If the problem can be identified and the student behavior changes then they are sent on to the cafeteria.</li> </ol>			

# Student and Parent Documents

- Student and Family Handbook
- Parent Survey

# **Oakland Collegiate**

## **Student and Family Handbook 2010-2011**

**Preparing Students to Excel in College!**

## ***THE SCHOOL***

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### An Overview

**O**akland Collegiate's goal is to have students gain acceptance to four-year universities, excel at those institutions, and graduate with a degree. As a middle school program, however, we do not graduate students into college, but into high performing high schools. It is critical, then, that we hold students to the highest academic and behavioral standards of excellence to assure their access to and success in rigorous college preparatory high schools. Students must be ready with the transcript, test scores, and character traits that will open doors at the ninth grade level, all on their way to college doors four years beyond.

By holding students to the highest bar of excellence Oakland Collegiate confers the unwavering belief that college is for each of our students regardless of their incoming academic performance, their socio-economic level, or home language. Our educational program develops the skills and knowledge each of our students needs in order to succeed in high school, college, and beyond. Our educational philosophy at Oakland Collegiate is hinged upon our four foundational core values:

**1) Great teachers teaching rigorous curriculum can eliminate the achievement gap**

- Excellence through High Expectations
- Excellence through Rigorous Academics Focused on Literacy and Numeracy
- Excellence through Exemplary Instruction
- Support through Individualized and Targeted Interventions
- Support through More Time on Task and Effective Use of Time School wide

**2) A safe and structured school culture fosters academic excellence and character development**

- Support through School Culture of Respect and Achievement Orientation
- Exposure to Ethics and Character Development
- Exposure to Habits for Success
- Exposure to Outside Learning Opportunities

**3) Education is partnership between parents and the school, which must hold everyone accountable for student progress**

- Accountability through Frequent Assessment and Evaluation
- Accountability through Family Involvement
- Accountability through Public/Community Involvement

## ***OUR MISSION AND VISION***

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### *Oakland Collegiate*

#### **OUR MISSION**

Oakland Collegiate provides a rigorous sixth through eighth grade college preparatory education, ensuring our scholars develop the academic skills and character necessary to gain admission to, excel in, and graduate from high school and college.

#### **OUR VISION**

We believe that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to pursue college and a professional career. Oakland Collegiate will employ rigorous academics marked with frequent assessment and evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, Oakland Collegiate will provide a school culture that engenders strong character, self-advocacy, and a responsibility to become life long learners. Through transparency in all policies and structures, devoted school leaders and faculty will ensure that the families and the communities in which they reside are invested in the success of their scholars. Preparedness, respect, engagement, and professionalism will emanate from all Oakland Collegiate staff, to their defined practices, to the students who will emerge with the skills and character to realize their educational and professional aspirations.

## **RESPONSIBILITY AND ACCOUNTABILITY**

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*Students, Parents, and Teachers*

### **PHILOSOPHY**

The choice to send your student to Oakland Collegiate was a precious one, and one that demonstrates your high hopes and expectations of your student, yourselves, and us. We share those dreams with you, and are committed to making them a reality as we prepare your student for college. But we cannot do it without you.

Oakland Collegiate is based on shared responsibility and accountability. As students, families, and teachers, we each must fulfill our responsibilities and we each must be held accountable for doing so. What does this mean?

For students, it means we are going to expect a lot from you. Just like your responsibilities at home—cleaning your room or doing the dishes—and just like the responsibilities you'll have when you get older—voting in an election or serving on a jury—you'll be expected to do certain things and behave in certain ways as a Oakland Collegiate student. You are expected to act respectfully towards all fellow students and all staff. You are expected to attend school daily and punctually, ready to actively participate in all classes. You are expected to complete all homework assignments fully and well, to stay for tutoring when needed, and to work productively in Homework Center when required. Finally, you are expected to accept all consequences of your behavior.

For families, it means we are going to expect a lot from you as well. Along with those countless and seemingly endless responsibilities you carry as parents, we also expect you to do certain things as a Oakland Collegiate family. Like your student, you are expected to act respectfully to all members of our school community. You are expected to ensure that your student arrives daily and punctually, ready to actively participate in all classes. You are expected to oversee your student's completion of all homework assignments, support mandatory after school tutoring, and honor the requirement of Homework Center. Finally, you are expected to require your student to fully accept all consequences of his or her behavior.

For teachers, it means we continue to expect a lot from ourselves. Along with the daily responsibilities we carry as educators, we also expect ourselves to do certain things and behave in certain ways as Oakland Collegiate teachers. We, too, are expected to act respectfully to all members of our school community. We are expected to prepare engaging, demanding lessons in all of our classes every day, to assign and evaluate appropriate homework assignments each night, to provide tutoring regularly after school, and to assign students to Homework Center when needed. Finally, we expect to be held accountable for our behavior as teachers dedicated to the mission of preparing each Oakland Collegiate student for college.

For all of us, the Commitment to Excellence Contract, represents some of the most important responsibilities for being a member of the Oakland Collegiate community. For students, the Contract makes you aware of what being a Oakland Collegiate student is all about. For families, the Contract identifies your important role in the life of your child and that of the school. We all have responsibilities to meet. In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning and we promise to prepare each student for college. It's not a complete list of what needs to be done. We're sure we'll all have more to do. But it gives a clear idea of your vital role as families...and what it will take to make this year a successful one for your student.

**Oakland Collegiate  
Family Accountability Contract**

**ATTENDANCE**

- I will ensure that my child comes to school every day on time to begin school by 7:45 AM.
- I understand that if my child is absent more than 10 days of the school year, he or she will have to repeat his or her current grade.
- I will make sure that my child promptly makes up missed work following absences.
- I understand that an absence is excused if I have contacted the school and written a detailed note regarding student illness, family emergency, or religious observance.
- I understand that my child will not earn credit for work missed after unexcused absences, including but not limited to: family vacations, participation at sports tournaments, and attendance at entertainment events.
- I understand that first dismissal is at 4:20 PM ( or 1:15 PM on Fridays), but my child may be required to stay until 5:15 PM (or 1:55 PM on Fridays) a) if his or her homework is incomplete and, b) he or she requires tutoring, and/or c) he or she has earned a Detention.
- I agree to make alternative transportation plans if my child is not dismissed until 5:30 PM (or 2:30 PM on Friday).
- I understand that my child will not be permitted to enter the building before 7:30 AM.

**HOMEWORK**

- I agree to check my child's homework daily to ensure that it is complete.
- I understand that my child will receive a demerit for any missing homework assignment or complete homework that does not meet classroom standards.
- I understand that my child will be required to stay for at least one hour (or as required) in Homework Center after school if his or her homework does not consistently meet school standards.
- I understand that my child cannot be excused from after school Homework Center or Detention unless there is a family emergency or a student illness.
- I understand that if my child skips after school Homework Center, he or she may be suspended.

**CODE OF CONDUCT**

- I agree to promote and support the rules of behavior as outlined in the school's Student and Family Handbook, and accept responsibility as a partner in my child's learning.
- I understand that my child will be required to serve detention if he or she commits a detention-level infraction.
- I understand that my child may be suspended if he or she misses Detention.
- I understand that while my child is in school, he/she is not permitted to use, or have out in plain sight, cell phones, iPods and MP3 players, or any other electronic device.

**PROMOTION POLICY**

- I understand that my child needs to pass all 6 core academic classes in order to be promoted to the next grade.
- I understand that my child will automatically be retained if he or she fails more than 1 core academic class and does not make-up the course in summer school.
- I understand that my child must pass each course comprehensive final with a 70% or better and achieve a 70% or higher final grade in order to pass a class.
- I understand that my child may be required to stay after school extra help to tutoring, and that he or she is urged to take advantage of extra help opportunities provided by teachers even when not required.

**STUDENT DRESS POLICY**

- I will ensure that my child comes to school in the school uniform, according to the guidelines in the Student and Family Handbook.
- I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for the appropriate dress to be brought in from home, and/or may receive an automatic detention.

**FAMILY SUPPORT**

- I agree to support my child's academic work by communicating regularly with my child's teachers and advisor, by scheduling appointment to talk with them as needed, and by attending all Family-Teacher Conferences.

- I agree to pick up my child's report card at Family-Teacher Conferences.
- I agree to attend family meetings and other school-sponsored events on a regular basis.
- I agree not to send soda or candy to school with my child since students are not allowed to eat or drink those items at school.
- I agree to respond to phone calls from any school staff member promptly.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning and we promise to prepare each student for college.

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Director's Signature

\_\_\_\_\_  
Date

## **WHO WE ARE**

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### *Faculty and Staff*

TBD

## **WHO WE ARE**

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### *Board of Directors*

The Founding Board for Oakland Collegiate is a highly qualified group of culturally diverse individuals who are able to address the interests of the diverse constituencies of the Oakland community through their broad range of professional expertise. The expertise represented on the board includes budget modeling, budget forecasting, curriculum development, teacher and administrator training, strategic development, fundraising, marketing, legal counseling, and financial counseling. The Lead Founder is a resident of Oakland who has taught in the OUSD Public Schools at the middle school level. Additional members of the Founding Board have served as teachers and/or administrators, and have lived and/or worked in Oakland for several years.

### **JEREMY VIDITO, LEAD FOUNDER**

#### **Board of Directors**

Hueling Lee, Board Chair  
Andrew Barkett, Board Vice Chair  
LaTisha Bourelley, Board Treasurer  
Cabral Bonner  
Kay Gilliland  
Tania Gutierrez  
Michael Lassoff  
Theo Lieu  
Marc Lowe  
Cheyenne Pronga  
Antonio Tapia

### **ADDITIONAL RECRUITMENT OF BOARD MEMBERS**

Oakland Collegiate will continue its recruitment efforts both for members to serve on the governing board of the school and the advisory board. As the Board of Directors expands and new members take the position of old member we will continue to recruit candidates who represent the communities we serve and possess the skills necessary to ensure our success. The board will continue to recruit additional members for one or more of the following areas of expertise: (1) a strong history of engagement in the East Oakland community, (2) expertise in budget operation, (3) expertise in facilities acquisition and development, and (4) human resources. Candidates recruited for the advisory board will reflect the same broad range of expertise of the Board of Directors and will be residents of Oakland. In this way, the school will be able to cultivate a pool of future candidates for the Board of Directors who will already be familiar with the policies of the school and the Board. This will decrease the amount of disruption during transitioning of Trustees and will provide continuity for the vision of the school.

## **CODE OF CONDUCT**

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*High Standards for Academics, High Standards for Behavior*

### **Discipline Philosophy**

The student discipline system has been established in order to promote learning and protect the safety and well being of all students at the school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Oakland Collegiate's policy and procedures for student suspensions and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Safety, order, and student discipline are fundamental to learning at Oakland Collegiate. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment where they feel safe. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

### **Code of Conduct**

Oakland Collegiate will have a Code of Conduct in order to:

- fulfill our mission and vision, upholding the virtues of the school culture,
- clearly communicate our expectations to students and their families,
- ensure that our school is a respectful and safe space for learning,
- create an environment in which the prime focus of teachers is to effectively communicate and implement lessons that allow students to reach mastery of skills and content matter,
- allow students to focus on their learning, and
- prepare students to become engaged citizens who follow rules set by our community.

The Code of Conduct describes behaviors that Oakland Collegiate considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

### **Behavioral Infractions**

At Oakland Collegiate we believe in the structure and consistency of our practice and our expectations. Our staff must internalize the procedures and consequences and consistently and appropriately enforce infractions each and every time. Staff will be provided with intense preparation during the summer orientation where they will be provided with modeling, rubrics, and training to determine the consequence of each behavioral infraction and to respond in a fair and consistent manner.

We believe that all students should know precisely what is expected of them, and the positive effects and negative consequences that will result based on their actions. This is why all new students participate in a one week student orientation. During the orientation students' will be given an opportunity to practice how to be an Oakland Collegiate student. Staff introduce specific procedures one at a time, and provide models of how students are expected to behave. Once they are shown the model, students are asked to perform the tasks themselves. Once they have mastered the procedure, then staff hold them accountable for meeting the expectation each and every time.

A school-related behavioral infraction refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation (if made available),
- during school-sponsored activities and trips, and
- during all other school-related events.

Students are expected to always respond respectfully to the authority and direction of school staff as well as their peers and community.

At Oakland Collegiate our utmost concern is to fulfill our mission through providing a strong school culture and community by helping students grow into mature young adults. To that end, we will not tolerate disrespect, but will teach children how to express disagreement in a respectful manner. The school will implement this training into our Advisory curriculum, as well as through community circle. Students will have modeling, routines, and procedures that will enable them to express disagreement with respect for all involved parties.

The Code of Conduct provides a clear and progressive approach to student discipline, with increasing levels of consequence based upon the seriousness of the infraction.

All disciplinary actions taken by Oakland Collegiate will strictly comply with the Federal Law, California Education Code, and our own Policies and Procedures manual. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school;
- Phone calls to parents/guardians;
- Detention after school;
- Loss of incentives and school trips;
- In-school suspension.

### **School-Related Disciplinary System**

At Oakland Collegiate we take an “all hands on deck” approach to school culture and structure. Therefore all staff and administrators will be responsible for monitoring student behavior and consistently giving student consequences and incentives to all students. Our discipline system is based on escalating system of consequences.

- Staff Behavior Modification
- Demerit
- After School Detention
- Withholding Student Enrichment
- In-School Suspension

### **Staff Behavior Modification**

At Oakland Collegiate we believe that most behavior issues can be avoided through clear directions/expectations and clear consequences. Our incentive system serves to motivate students to make positive choices. Teachers will be responsible for creating classroom policy and procedures in addition to the school wide systems. By implementing the following guidelines, teachers can eliminate many of the disruptions, and therefore limit the number of consequences being assigned.

- Lessons are clear and materials are prepared in advance.
- Instruction incorporates a variety of learning modalities.
- Lesson incorporates the I-We-You Do instructional design with built in transitions.
- Consistently check student comprehension, re-adjust lessons in which students seem unable to complete work independently.
- Purposefully create seating assignment to limit disruptions.
- Acknowledge concerns and re-direct to the task at hand.
- Give non-verbal warning (i.e., body language, eye contact, physical proximity).

### **Demerits**

Demerits are the first level of consequence. They are used to remind the student that their current behavior is inappropriate. Once a student accumulates 4 demerits in a day, they receive an automatic detention. If a student commits any of the following infractions, he/she will receive a demerit. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges. Infractions that warrant a demerit include, but are not limited to:

- Chewing gum
- Being out of uniform (e.g., shirt is untucked)
- Arriving late to school or class
- Poor posture
- Talking during silent transition
- Making inappropriate noises during class
- Not paying attention during class
- Not following directions or procedures of the class or school
- Talking out of turn
- Littering
- Not completing in-class assignments
- Being unprepared for class
- Improperly using student planner
- Other behaviors deemed inappropriate by school staff

### **After School Detention**

If a student commits any of the following infractions, the student may receive an after school detention wherein they will serve a fifty minute extra period under the direct supervision of a teacher and will not be allowed to communicate with peers. During this time a staff member will conduct constructive activities and conversations to allow for student rehabilitation and re-admittance into the Oakland Collegiate community. Infractions which warrant a detention include, but are not limited to:

- Receiving four demerits in a day
- Receiving seven demerits in a week
- Disrespecting a fellow student
- Disrespecting faculty, staff, or other member of the school community
- Disrespecting school property
- Deliberately disrupting class
- Horseplay or engagement in physical contact that causes a disruption, or makes other students feel uncomfortable/excluded
- Using parts of the facility that are deemed off-limits without permission
- Failing to return a signed progress report or report card the day after distribution
- Chronic tardiness

### **Detention Procedure**

The following section explains the logistics and procedures for consequences students may face for behavioral infractions.

- **Requirements:** Detention is served after school from 4:20 to 5:15, except for Fridays when it is served from 1:15 to 1:55. If a detention is earned before 1:00pm, then a student serves it on the same day. The office will call families, and families will be required to make accommodations. Detentions earned after 1:00 pm will be served the next day. In the case where three or more detentions are earned in a week, a parent conference will be scheduled for the following week to discuss student behavior.
- **Student Notification:** If a student receives his/her fourth demerit of the day, seventh of the week, or an automatic detention, then the teacher will give the student a completed Detention Form. The Detention Form must be signed by the Detention Coordinator and the child's parent, and returned the next day.
- **Family Notification:** If a student is required to partake in detention, the school will call his/her family. In the case that the school cannot directly reach the family, a message will be left. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

### **Withholding Student Enrichment Opportunities**

At Oakland Collegiate, enrichment activities are a privilege. They are a way of bolstering our community as well as offering students the chance to partake in extracurricular activities which broaden their understanding of the world. Yet we believe students must earn the right to participate in these monthly class trips, as well as school awards, and end of the year class trips. Students must conduct themselves in a manner that shows their commitment to their education. Teachers and staff monitor student behavior through the weekly PREP reports. Those weekly reports are averaged together, and students must maintain a minimum PREP average to participate in enrichment opportunities.

Any infraction is an infraction against the entire Collegiate Community, and hence, students might be withheld from attending enrichments or any extracurricular school field trips based on their behavior. During this time a staff member will conduct constructive activities and conversations to allow for student rehabilitation and re-admittance into the Oakland Collegiate community.

### **In-School Suspension**

An in-school suspension is used for serious offenses in lieu of an out of school suspension or expulsion. Only the Executive Director can issue an in-school suspension. In-school suspensions can be earned for a maximum of five consecutive days. The following infractions, depending on their severity can earn a student an in-school suspension:

- Cheating, Lying, or Stealing
- Consistent disregard for school rules
- Plagiarism
- Severe disrespect (cursing, yelling, disobedience, etc.)
- Vandalism

#### *In-School Suspension Procedure*

1. When a student receives an in-school suspension, the assigning administrator calls the parents/guardian immediately to inform them of the incident, and how long the student will serve an in-school suspension.
2. On the next school day, students must come to school on time with their parent/guardian.
3. The family, student, and school administrator meet to discuss the incident, and the resulting consequences. The student receives an In-School Suspension Form. At the end of each class, the teacher signs the form acknowledging the student diligently worked to complete the class work, and did so silently and without disruptions.
4. The student receives an in-school suspension shirt, which they must wear over their school uniform.
5. The student returns to his cohort, but is not allowed to interact with his peers. Their desk is situated away from their classmates. The student may ask clarifying questions, but is expected to work silently. Any disruptions will result in the student being sent to the office and receiving an out of school suspension.
6. During Break, Enrichment, and after Detention the student is required to check-in with the ED or Dean of Students. After school the student returns the in-school suspension shirt.

### **Grounds for Suspension and Expulsion**

Our discipline policy will allow for suspension or expulsion as the final step when other behavior interventions have repeatedly failed or are otherwise impractical. Suspensions and expulsions will strictly adhere to California Education Code § 48900-48927.

A student may be suspended or expelled as a consequence of behavior when the student is engaged in a school activity. Per the law, school activities can occur any time including, but not limited to:

- while on school grounds,
- while going to or coming from school,
- during the lunch period, whether on or off campus,
- during, or while going to or coming from, a school-sponsored activity.

Per the Education Code § 48900, a student may be expelled if the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  1. Willfully used force or violence upon the person of another, except in self-defense.

- b) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the Executive Director.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, and chew packets. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drugs.
- q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

Per § 48900.7, a student may be suspended or expelled if the student makes a terrorist threat against school officials or property.

Further, students may be recommended for suspension or expulsion for committing sexual harassment, hate violence, or harassment or threats against school district personnel.

A pupil may be suspended for aiding or abetting, as defined in Section 31 of the Penal Code, infliction or attempted infliction of physical injury to another person, and in the case that the victim suffered great bodily injury expulsion may be recommended.

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The Executive Director shall have the authority to override the two considerations above in the following cases:

- Brandishing a knife or another type of weapon at another person
- Unlawfully selling, a controlled substance listed in Chapter 2 of Division 10 of the health and Safety Code.

- Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive

### **Suspension Due Process**

As determined by State Law, students shall never be suspended from school for any more than five consecutive school days and no more than twenty school days throughout the annual school year. During all suspensions the school will ensure that the student and his/her family are aware of the educational content the student is missing and will require completion of activities that will ensure, upon return the student will be able to effectively understand content and participate in class work.

All students are entitled to due process for suspension as is described below:

For suspension between one and five days, the following procedures will apply. When an infraction occurs, the student will be removed from class and will be sent to the Main Office, Dean of Student Affairs office, or another designated school location, following which the student's parent or guardian will be notified of the incident by the Executive Director, Dean of Student Affairs, or another representative of the school.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following, prior to a suspension of one to five days:

- Oral or written notice of the charges,
- If the student denies the charges, an oral or written explanation of the evidence against him/her,
- An opportunity to present her/his version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after, rather than before, the suspension. The length of suspension is at the discretion of the Executive Director.

The student's parent/guardian must immediately come to the school to meet with the Dean of Students and/or Executive Director and to remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in the designated area until the parent/guardian arrives.

In order for the student to re-enter the Oakland Collegiate community and return to class following the suspension:

- The student must write a letter of apology before returning to the school building and present a formal apology during the Wednesday afternoon Oakland Collegiate Community Circle.
- The student must complete missed academic work. The student is made aware that work missed during the suspension will be available in a folder for pick-up by the student and/or family at the school between 4:30 and 6:00 pm. If the student does not foresee being able to pick up this school work, he/she may request that a fellow student bring him/her the work, a process that will be facilitated via communication between the Dean (or Executive Director) and the student's advisor. This completed work will receive ½ credit. If the student chooses not to complete this work, and at the discretion of the Dean of Student Affairs or Executive Director, he/she may instead complete a lengthy skills packet (given to the student by the Dean), though the student will receive no academic credit for this work. Either the missed work or the work packet must be completed as a condition for re-entry into the school community.
- The student must meet any additional conditions as required by Oakland Collegiate.

If the above conditions are not met upon the student's return, the student and his/her family will be asked to meet with the Executive Director, the Dean of Student Affairs, and the school teacher issuing the suspension in order to set forth a structured behavior and academic plan which will include completion of the required work.

The parent/guardian is required to return with the student on his/her day of potential re-entry to the school community. If the parent/guardian chooses not to return with the student on the day of potential re-entry into the school community, and the student does not meet the conditions for re-entry into the school community, the parent/guardian must have a conversation with the Executive Director or Dean of Student Affairs to discuss the outcome of the students reentrance into the School Community.

## **Expulsion Due Process**

The Expulsion Due Process takes place after the student commits an expellable offense listed above. Expulsion proceedings shall follow a due process that shall include:

1. Parent Conference
2. Formal Notice to Parents/Guardians and OUSD Office of Charter Management, Student Assignment Office, and DHP Office
3. Expulsion Hearing
4. Notice of Decision
5. Appeal (optional)

### **Parent Conference**

As with suspensions, expulsion shall be preceded by an informal conference conducted by the administrative staff, with the student and his/her parent or guardian. The pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

### **Formal Notice to Parents/Guardians**

If, following the conference, the Executive Director concludes that the case should proceed to an expulsion hearing, the parents/guardians will be given a written notice of the hearing at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time, and location of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Oakland Collegiate's disciplinary rules and state law which relate to the alleged violation.
- The opportunity for the student and the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.
- Notice as to whether or not the student will be suspended pending the expulsion hearing.

### **Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing before the Oakland Collegiate Board of Directors to determine whether the student should be expelled. The hearing will be held within 40 school days of the expellable offense. The hearing will be presided over by the Executive Director.

### **Notice of Decision**

Formal written notice of the decision to expel a student will be sent by the Executive Director to the parent/guardian of any student who is expelled. The notice will be made within three school days after the hearing. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and/or Expulsion",
- Terms of the rehabilitation,
- The student's right to appeal and the steps of the appeals process,
- Notice of the obligation of the parent/guardian to disclose the student's status with Oakland Collegiate to any new school or district in which the student seeks to enroll.

In the event the decision is to expel a student from Oakland Collegiate, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school

to which the student matriculates. If requested by the parent/guardian, assignments will be sent home so the student can continue his/her work until a new placement is found.

### **Appeals Process**

If a student is expelled from school, the student or the student's parent/guardian may, within 10 days following the decision of the Executive Director to expel, file a written appeal to the school's governing Board of Directors which shall hold a hearing within 10 business days and render its decisions. If for some reason the Oakland Collegiate Board of Directors believes a member of the committee to be biased, that person will not participate in that particular appeal hearing. Oakland Collegiate will collect suspension and expulsion data, which will be available for District review.

### **Rehabilitation and Readmission**

Pupils who are expelled from Oakland Collegiate shall be given a rehabilitation plan upon expulsion as developed by Oakland Collegiate's governing 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 Oakland Collegiate for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Oakland Collegiate's governing board and the pupil and guardian or representative. Collectively they will determine whether the pupil has successfully completed the rehabilitation plan and will determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

### **Special Education Discipline**

In the case of a special education student, or a student who receives 504 accommodations, Oakland Collegiate 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 Executive Director will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavioral intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavioral intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

### **Student Exit**

Oakland Collegiate will comply with Education Code, 47605(d)(3), and provide OUSD a copy student's cumulative record including transcript of grades and health information for any student who leaves Oakland Collegiate without graduating or completing the school year.

Oakland Collegiate will submit the Exit Form, for every student who leaves our school before graduation.

## **IN THE CLASSROOM**

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### *Student Expectations and Classroom Procedures*

#### **ATTENDANCE POLICY**

It should go without saying that students can only be successful if they are present and prepared in school every day. Parents and guardians are expected to call the school as early as possible but no later than 7:30 am if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail if necessary. If a student is not in advisory and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave or list your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

A student is considered absent with excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Work will not be provided in advance of unexcused absences or during out-of-school suspensions. Any class work, homework, projects, quizzes, or exams – including midterms and finals – missed during those absences will be counted as a zero and cannot be made up.

Students with unexcused absences may be eligible to make up major assessments at the discretion of the Director of Curriculum & Instruction.

During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed at the discretion of the individual teacher. All class work missed during in-school suspensions, however, will earn a zero and cannot be made up.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his or her doctor is required in lieu of the parent note.

Since repeated absences means missing class, and missing class affects academic achievement, excessive absences will result in lower class grades since part of a student's grade is based on his or her performance in class. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for five consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that student will lose his or her seat at Oakland Collegiate and will be considered un-enrolled from the school.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Oakland Collegiate operates in compliance with Department of Transitional Assistance requests and requirements.

#### **LATENESS**

Students late to school – excused or unexcused – who arrive after 7:45 am must go to the Main Office to sign in, before proceeding to their classroom.

Excessive lateness will not be tolerated. Students who are late will be issued a demerit upon arrival for the first six (6) incidents. After the sixth incident of lateness, students will automatically receive a detention (instead of a demerit) each subsequent time they are late. In addition, the DCI or Dean of Students will schedule a mandatory family meeting to discuss and try to resolve the problem. After the tenth incident, a student will be counted as absent for one day for every fifth subsequent lateness. Additional mandatory family meetings with the Director of Instruction will also be scheduled.

## **EARLY DISMISSAL POLICY**

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out with the Main Office before removing the student from school grounds. Students will not be dismissed unless the parent or guardian has physically come to the Main Office.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 8:00 am of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

The school will record students who are dismissed from school for more than two full class periods as absent. The school will record students who are dismissed from school for up to two full class periods as present but dismissed early.

Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

## **HOMEWORK AND EXAMS**

### *Homework Center*

Each student is expected to complete all of his or her assigned homework on time every day.

All homework is collected during Advisory by 8:10 am each day. If a student does not satisfactorily complete his or her assigned homework, he or she will attend Homework Center that day making up the missed work, beginning the next night's work, or completing any other work assigned by the Homework Center supervisor. Please note that students stay for Homework Center either because the assignment was not completed or because the homework was completed poorly and not up to classroom standards.

Students will be expected to stay automatically after school for Homework Center if they did not satisfactorily complete their assignment(s). In these situations, whenever possible, the school will leave a message for families of students either at work or at home indicating that their child will be staying to complete his or her work.

The school will make its best effort to contact families at home or at work to notify them of their children's participation and obligation to stay after school. Late transportation may not be available every day, so that on those days when it is not available, families will need to make alternative transportation arrangements. Other than family or medical emergencies, there are no exceptions since Homework Center is a crucial part of the school, and all students are expected to attend.

If a student is absent with excuse, the student will need to complete the homework no later than one day after his or her return (unless the teacher has given approval for an extension). If the student is absent without excuse, the homework assignment will be considered missing and will not be able to be made up.

Students in grades six may receive reduced credit for completing late homework assignments when in Homework Center while students in grades seven and above will receive no credit for late homework assignments but must still make up the missed work in Homework Center.

Parents cannot exempt students from the Homework Center requirement. Failing to attend or leaving school before completion of Homework Center for any reason is cause for suspension. If a student has notified the school in advance with a legitimate reason for not being able to stay for Homework Center that day, he or she must serve Homework Center the next day. If the student does not serve on that subsequent day, he or she may face suspension.

#### *Homework Hotline*

If for some reason a student does not know their homework, or if a parent would like to check on their child's homework, they can call the school's Homework Hotline after 5:30 PM, to listen to the current day's homework assignments.

#### *Exams and Quizzes*

If a student is absent with excuse for a test, he or she should be prepared to make it up on the day he or she returns, unless the teacher has made alternative arrangements. If a student is absent without excuse, he or she cannot make up the test, including midterm and final exams, and zeroes will be factored in to the student's grade.

### **STUDENT SUPPLIES**

While this is certainly not a complete list of everything students need to be successful at Oakland Collegiate, the following is a list of supplies all students are expected to have by the first day of school:

- Professional backpack/book bag
- Independent reading book (chapter book)
- 2 ballpoint pens, blue or black ink
- 2 pencils, yellow or mechanical
- 1 one-inch, 3-ring binder, plain cover
- Any additional subject specific supplies request by teachers

Please note that there may be additional items students will need to bring to school after the start of the year and as the year progresses, but please make sure that at the very minimum, the above items are purchased by the first day of class. Students should also feel free to bring their favorite school supplies if they do not find them on the list above, though good judgment should determine the appropriateness of such items.

We encourage all students not to bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Students who bring inappropriate items to school, including, but not limited to, toys, hats, walkman, CD players, laser pointers, beepers, pagers, and cell phones, will have such items confiscated. A parent or guardian must come to the school to retrieve the confiscated items though the school will hold onto any such items for at least one week or longer after it has been taken away.

### **STUDENT DRESS POLICY**

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to school days and school-sponsored events.

All shirts, sweaters, and sweatshirts must contain the school's imprinted logo. No exceptions will be permitted.

We urge students and families not to buy khaki pants that are low-rise, flare, bell-bottom, cargo, wide-legged, overly tight, or made of denim or corduroy since they are not part of the school's dress policy. If you have any questions about any item, we ask you bring it in to school first to determine whether it is appropriate.

Students who do not follow the guidelines appropriately will not be permitted to attend class, will need to wait for the appropriate dress to be brought in by their families, and will receive an immediate automatic detention as a result.

#### **Oakland Collegiate School Uniform**

- Pants: only 2-4 pocket khaki pants, correct fit, not baggy or tight fit, must be worn with a black belt
- Polo Shirt with the Oakland Collegiate logo
- Girls-Skirts: Khaki skirt that touches knees and is not tight fit
- Solid black shoes with no logo
- No headgear is allowed unless it is religious in nature
- Students can wear 1 plain necklace underneath their Oakland Collegiate shirt. No other jewelry: this includes bracelets, grills, necklaces, rings, and watches
- Students may only wear plain gold or silver stud earrings. Students may not have more than one earring per ear
- No brand names can be showing on any clothing items
- Distracting hairstyles will not be permitted
- Winter- During winter students may wear Oakland Collegiate sweaters over their long sleeve button-up shirt

#### **Physical Education Uniform**

- Solid color sneakers, no logos
- Oakland Collegiate t-shirt and/or sweatshirt
- Athletic gym shorts that reach to the students knee

\*Students may wear a plain, long-sleeved navy or white shirt under a short-sleeved polo shirt. However, no patterned or other colored shirt will be permitted.

\*\*No low-rise, flare, bell-bottom, cargo, wide-legged, or overly tight pants are permitted. Khaki-colored dress pants should be straight leg or regular fit, and not made of denim or jean material. They should not be ripped or frayed at the bottom.

\*\*\*Only traditional loafer or lace-up style shoes are permitted. Work boots and platform shoes are not permitted; heels should be no higher than one inch. Open-toe shoes and sandals are not permitted at any point during the year, nor are shoes that look like sneakers.

When students enter the school building, they must be in the proper uniform. They cannot change into the school uniform upon arrival or tuck their shirts in only after getting to class. Students also may not change out of their uniform before dismissal. Doing so may result in a demerit or detention. Students who attend school events at night – on school grounds or otherwise – are expected to be properly dressed, either in the school uniform or as young professionals. This includes never wearing hats inside.

At all times during the school day – including afterschool – shirts must be tucked in. Students who do not have their shirts tucked in will be given a demerit.

Students whose uniform does not adhere to any of the above guidelines will not be permitted to attend class and may need to wait for appropriate dress to be brought in by their families. Repeated disregard of the dress policy will involve the Dean of Students and the family.

*Hair, Hats, and Jewelry*

Once students enter the school building, the wearing of hats, headwraps, bandanas, or kerchiefs is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. Hair colors or shades of hair other than black, brown, blond, or red are also not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted.

Students may wear a single necklace which hangs underneath their shirt. They may wear a single pair of gold or silver stud earrings. **Students who do not adhere to these guidelines will not be permitted to attend class.**

ACADEMIC CALENDAR

Oakland Collegiate  
2010-2011 Calendar

**July 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**August 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**September 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**October 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**November 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**December 2010**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**January 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**February 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**March 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**April 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**May 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June 2011**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**2010-2011 Important Dates**

	School Days	180	July 19	Teachers Report for PD	January 17	MLK Jr. Holiday- No Students
	Student Orientation	5	July 12 and 26	Parent Academy	February 2-3	Six-week Exams
	Supplemental Instruction	5	August 9	Parent Academy	February 4	Staff PD- No Students
	Staff PD Days	25	August 16-20	Student Orientation	February 7	Progress Report
	Parent Orientation	3	August 19	Returning Students Orientation	February 21	No School
	Exam Days	13	September 6	No School	March 17-18	Trimester 2 Exams
	Saturday Academics	15	September 7	Staff PD Day, No Students	March 28	No School
	Parent Conferences	10	October 6-7	Six-week Exams	March 29-April 1	Parent Conferences/ Minimum Days
	State Testing Days	5	October 8	Staff PD Day, No Students		
	Minimum Days	10	October 11	Progress Report	April 4-8	No School
	Holiday		November 22-23	Trimester 1 Exams	April 22	No School
	Field Trips	2	November 24-28	No School	May 5-6	Six-week Exams
			November 29	Staff PD Day, No Students	May 8-9	State Testing
			December 6	Trimester 1 Report Cards	May 30	No School
			December 13-17	Parent Conferences/ Minimum Days	June 20-22	Comprehensive Finals
			January 3-7	Holiday Break-No Students	June 23-24	End of the Year Field Trip
			January 5-7	Staff PD- No Students	June 24	Last Day of School
					June 27-29	Staff PD- No Students

The first day of student orientation is August 16<sup>th</sup>, 2010. All new students must participate in the full week of orientation activities. Returning students arrive on August 19<sup>th</sup> to begin their orientation into their new grade. On August 23<sup>rd</sup> instruction begins in all classes at every grade level.

Throughout the school year there are Saturday Academies which are designed for student's struggling with basic math skills. Students selected for this program will attend all 15 Saturday Academies throughout the school year.

Parent Nights are held the second Wednesday of the month. Food will be provided in coordination with the Parent Advisory Committee. Childcare will be available.

Parent Conferences are in December and March. During these two weeks, students are dismissed at 1:15 PM and follow our minimum day schedule.

State testing is the week of May 9<sup>th</sup>. Due to the importance of state testing there will be no excuses absences during this week. All students must attend class everyday.

### **SAMPLE STUDENT SCHEDULE**

*Note: This is a sample schedule only. For each student times, schedules and course offerings may vary.*

If we want students to learn more, we need to expect them to spend more time learning. Our longer school day and longer school year afford students this very opportunity. The typical Collegiate student follows this sample schedule.

As shown on the schedule, a student's regular day begins at 7:30 AM with breakfast, and is followed by Breakfast Brain at 7:45 AM. At 8:10 AM students transition to Advisory, where all homework is collected and students provide explicit lessons around character development.

Students then take four 55-minute core courses, with a 10-minute snack and break in between. Then student have a 40-minute lunch and structured recess, followed by 30-minute guided reading or DEAR time. Students transition back to their home cohorts for two additional core courses. The last class of the day is Enrichment, two day a week it is a Visual and Performing Arts Enrichment the other two days it is a PE Enrichment.

All students not participating in Detention, Homework Center, or After school Tutoring are dismissed at 4:20 PM. All other students are dismissed at 5:15 PM.

## Oakland Collegiate Master Schedule

	<u>Monday</u>					<u>Tuesday</u>					<u>Wednesday</u>				
	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard
7:30-8:10	Breakfast					Breakfast					Breakfast				
7:45-8:10	Dismissal - Transition					Dismissal - Transition					Dismissal - Transition				
8:10-8:30	Advisory					Advisory					Advisory				
8:30-9:25	Writing	Procedures	Literature	Problem Solving	History	Writing	Procedures	Literature	Problem Solving	History	Writing	Procedures	Literature	Problem Solving	History
9:25-10:20	Literature	Science	Writing	History	Problem Solving	Literature	Science	Writing	History	Problem Solving	Literature	Science	Writing	History	Problem Solving
10:20-10:30	Snack & Break					Snack & Break					Snack & Break				
10:30-11:25	History	Problem Solving	Science	Procedures	Literature	History	Problem Solving	Science	Procedures	Literature	History	Problem Solving	Science	Procedures	Literature
11:25-12:20	Problem Solving	Writing	History	Science	Procedures	Problem Solving	Writing	History	Science	Procedures	Problem Solving	Writing	History	Science	Procedures
12:20-1:00	Lunch/Recess					Lunch/Recess					Lunch/Recess				
1:00-1:30	Reading Club					Reading Club					Reading Club				
1:30-2:25	Procedures	Literature	Problem Solving	Writing	Science	Procedures	Literature	Problem Solving	Writing	Science	Procedures	Literature	Problem Solving	Writing	Science
2:25-3:20	Science	History	Procedures	Literature	Writing	Science	History	Procedures	Literature	Writing	Science	History	Procedures	Literature	Writing
3:20-4:20	Enrichment					Enrichment					Enrichment				
4:20-4:30	Dismissal - Transition					Dismissal - Transition					Dismissal - Transition				
4:20-5:15	HW Club - Detention - Tutoring					HW Club - Detention - Tutoring					HW Club - Detention - Tutoring				

	<u>Thursday</u>					<u>Friday</u>					
	Emory	Berkeley	SF State	Wash. U	Howard	Emory	Berkeley	SF State	Wash. U	Howard	
7:30-8:10	Breakfast					Breakfast					7:30-8:10
7:45-8:10	Dismissal - Transition					Dismissal - Transition					7:45-8:10
8:10-8:30	Advisory					Writing	Procedures	Literature	Problem Solving	History	8:10-8:30
8:30-9:25	Writing	Procedures	Literature	Problem Solving	History	Literature	Science	Writing	History	Problem Solving	8:50-9:30
9:25-10:20	Literature	Science	Writing	History	Problem Solving	History	Problem Solving	Science	Procedures	Literature	9:30-10:10
10:20-10:30	Snack & Break					Snack & Break					10:10-10:20
10:30-11:25	History	Problem Solving	Science	Procedures	Literature	Problem Solving	Writing	History	Science	Procedures	10:20-11:00
11:25-12:20	Problem Solving	Writing	History	Science	Procedures	Procedures	Literature	Problem Solving	Writing	Science	11:00-11:40
12:20-1:00	Lunch/Recess					Science	History	Procedures	Literature	Writing	11:40-12:20
1:00-1:30	Reading Club					Lunch/Recess					12:20-12:40
1:30-2:25	Procedures	Literature	Problem Solving	Writing	Science	Community MTG					12:40-1:10
2:25-3:20	Science	History	Procedures	Literature	Writing	Dismissal - Transition					1:15-1:25
3:20-4:20	Enrichment					HW Club - Detention					1:15-1:55
4:20-4:30	Dismissal - Transition					Staff PD					2:00-5:00
4:20-5:15	HW Club - Detention - Tutoring					Staff PD					

### ESSENTIAL SCHOOL/STUDENT PROCEDURES

#### Arrival

- Students need to arrive between 7:30 AM and 7:45 AM in order to have breakfast and begin Breakfast Brain at 7:45 AM.
- To enter the school building, students must a) have an independent reading book and their homework folder in their hand and b) firmly shake the staff members hand, look them directly in the eye, and offer a morning greeting.
- Students should proceed directly to the cafeteria where they should a) drop their belongings in the designated space and b) line up to get breakfast.

#### Breakfast

- Students line up on the breakfast line to pick up their tray of food.
- Students return to an assigned seat with their advisory. Until 7:45 AM students are allowed to talk in a Business Professional voice.
- Bathroom passes are hanging on the wall. Students may silently walk to pick up the pass and then walk to the restroom. If all the bathroom passes are taken, then students may form a silent line and wait for the next available pass.
- If not using the restroom, students must stay in their seats unless given explicit permission otherwise.
- At 7:43 AM staff signal to students to begin clean-up. Student leaders move trash cans into place.

#### Breakfast Brain

- Students who arrive late, may still eat breakfast until 7:55 AM, after which the breakfast line is closed. During Breakfast Brain students must eat in silence until they are finished and can begin the activity.
- At 7:45 AM staff members signal students to be silent. Any pertinent announcements are made, and then students begin to work silently on their Breakfast Brain.
- Students may signal for a new pencil by raising their pencil in the air.
- Students may signal for help by raising two fingers in the air. Staff members circulate throughout the room supporting students.
- At 8:05 AM staff members signal to wrap-up.

#### Advisory

- By 8:05 AM all Advisory teachers are in the cafeteria. As tables finish cleaning up they are dismissed to silently walk to Advisory.
- Students are greeted with a firm handshake from their Advisory teacher as they enter the room.
- Students immediately place their jackets in the appropriate location and walk silently to their desk. The pull out their homework folder and independent reading book.
- All students are reading silently as they wait for class to begin.
- Advisory teachers collect homework, and then send it to the Office Manager to distribute to the appropriate teacher.
- At 8:27 AM students are dismissed from Advisory, and have three minutes to get to their homeroom.

#### Core Classes

- Students do not transition from their homeroom. Teachers rotate classrooms.
- Students begin every class

#### Lunch/Recess

- Students arrive to lunch with their 4<sup>th</sup> period class, but after receiving their food they sit with their Advisory groups.
- The same policies as breakfast apply during lunch.
- After 20 minutes student leaders are signaled to organize the clean-up. After all trash is disposed of, students transition outside to the yard.
- Students have twenty minutes of structured recess. Staff organize sporting games, including kickball, volleyball, flag football.
- At 12:55 students receive a 5 minute warning to start ending the games, then at 12:57 all games come to a stop and students transition back to their Advisory classes for Reading Groups.

#### Enrichment

- Students select their enrichment activities every trimester. Each student selects a PE and Visual & Performing Arts Enrichment class. Each trimester ends with a public presentation of what students have mastered and learned.
- Several days before selection, students are given a course list of activities.
- Students rank the options and they are assigned to the Enrichment activity highest on their list. In cases where there are not enough seats available, students with the highest PREP average are given first choice.
- Students go directly from 6<sup>th</sup> period class to the enrichment's assigned meeting location.

- Students are dismissed from their enrichment class, therefore they must bring all pertinent materials from their homeroom.

#### Bathroom Policy

- Students may independently sign-up for and use the bathroom during Breakfast, Snack, and Lunch. Students are provided three additional bathroom passes/week which can be used for emergencies during class. Additional bathroom passes will result in a demerit.
- Students must walk quickly and quietly to the restroom. If students are caught talking, or wandering around the school they will be given a detention and immediately sent back to class. Consistent abuse of the bathroom policy will result in Parent Conferences.

#### Hallway Transitions

- When students transition in the hallways they must walk quickly and quietly. They do not have to travel in lines since students will be traveling to different locations.
- Students are never given more than 3 minutes to transition. Restrooms are open during transitions, but students must reach their class by the bell in order to not be tardy.

#### Tardy/Late Policy

- Any student is tardy if they are not in their seat by the time the bell rings. A tardy results in a demerit.
- Teachers close their door as soon as the bell rings. Once the door is closed students must proceed to the office for a Late Pass. Students will not be allowed into class without a Late Pass from the office. Students who receive more than 1 Late Pass/week receive an automatic detention.

### **CLASSROOM BEHAVIOR AND EXPECTATIONS**

Prior to entering a classroom, students are expected to line up in an orderly single line along the wall outside their room. Their teacher will greet each one of them with a firm handshake and a salutation. Since students only rotate between Advisory, Lunch, and Enrichment most of the time students will be in their seats as their teachers rotate classrooms.

Upon entrance into the classroom, students in all grades should take their seats quietly and without interference and take out the books and supplies they will need for the class. Students should place all book bags neatly on the floor when not in use, as these items are not allowed to remain on the student's lap or back during class.

Students are expected to be in their seats when the bell rings, not just in their classroom. Students should remain in their seats at all times unless given permission to move by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil). Every student is expected to actively participate in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed the work assigned by the teacher. Students failing to follow these expectations, including being late to class or not in their seats when the bell rings, may receive a demerit or detention as a result.

Students are not allowed to have any food or drink in class. In addition, students should never walk around the school with food or drink – including before school begins or after school ends – or walk around the hallways with a straw or anything else hanging out of their mouths.

No student is ever allowed to have his or her head on his or her desk at any point during class. Students should never lean back in their chairs or put their feet up on school furniture.

Once students are settled into class, four items will always be on the board:

1. **Do Now.** In each class, the teacher will place on the board a brief “Do Now” problem or activity that students should begin completing as soon as they take their seats.

2. **AIM/Objective.** The purpose of every class is the AIM. This should be aligned with state standards and begin with SWBAT...
3. **Agenda.** After completing the "Do Now" activity, students should be prepared to write down the day's agenda, and/or lesson objectives.
4. **Homework.** After copying the lesson objectives, students should be sure to write down the next day's homework. Students should expect between 1½-2 hours of homework per night, including weekends.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. These include:

1. **SLANT.** Students should always be mindful of SLANT while in class. SLANT is an acronym for expected classroom behavior, Sitting up straight, Listening, Asking and answering questions, Nodding for understanding, and Tracking the speaker.
2. **Raising Hands.** Students should know that if they would like to participate in class discussions, they should raise their hands to offer a question or comment. Students are never expected to call out of turn in any of their classes and are never expected to leave their seats without the teacher's express permission to do so (including to throw trash away, to get a tissue, or to sharpen a pencil).
3. **Eating.** Students should know that there is no eating during classes. In an effort to promote nutritional awareness, soda is not permitted, including before and after school. Confiscated soda or other food items will not be returned. We encourage all students to practice healthy eating habits for breakfast, lunch, and snacks.
4. **Gum Chewing.** Students should know that there is no gum chewing in the building at any time. Students chewing gum will be issued detention. Students who repeatedly disregard this rule face more serious consequences or loss of privileges.
5. **Bathroom Procedures.** Students should know that the bathroom may not be used during class periods, or during post-lunch or afternoon advisory clean-up. Students will have sufficient time during the morning and afternoon in-between class breaks to use the bathroom. Students will be provided limited emergency passes which they can use during the week.
6. **Silent Reading Book.** Students are required to have with them, at all times during the day, a silent reading book.

Students are to address all staff members – teachers or otherwise, inside and outside of class – as Mr. or Ms. at all times.

Students are dismissed at the discretion of their teacher, which may not necessarily be when the bell rings. No student should leave his or her seat or class until instructed by their teacher. Finally, since teachers' classes are sometimes videotaped for internal instructional development, students may be occasionally and incidentally videotaped during the normal course of a lesson.

## ASSESSMENT

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter middle school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content, and standards. To do this, we will establish a baseline measure of student achievement and then continuously monitor and assess progress from that point. This will allow teachers to gauge content mastery levels and adjust instruction as needed. Students will take the end-of-year exams as well as a nationally normed test such as the CAT/6 during student orientation and then again each June thereafter. The initial data collected from these results will serve as the baseline data against which we will compare all future growth. Such data will inform our placement decisions for flexible ability groupings and

will also allow us to measure academic growth longitudinally from year to year per cohort and per individual student. In addition, this comparative data will provide information on the strengths and weaknesses of our academic program and will be used to modify and improve content delivery and instructional decisions from year to year.

#### Internal Assessments

Oakland Collegiate will have several “in-house” assessments designed to monitor student mastery of content and performance standards:

- **Do Nows** will be very brief assignments given for the first 4-5 minutes of each class. These will also give teachers quick snapshots of whether or not a student understands a particular concept or have mastered a particular skill. Do Nows may be counted as classwork.
- **Homework** will be given nightly in each subject and will integrate review material (material that was taught a week or more prior to the current material) with material that has been taught in the class during the week. Homework will be graded according to clear rubrics that are teacher developed and are communicated clearly to students.
- **Weekly quizzes** will be given at the end of the week and will focus on the skills and content that have been taught in class during that week. This will provide data to help teachers assess how students are progressing with the mastery of multiple concepts and allow them to make accurate and informed decisions about the additional supports that the student might need. Quizzes may be teacher developed, developed by the publisher of the text being used, or a combination of the two.
- **Unit Assessments** will be given at the end of a particular unit. These will provide data on how well a student is able to master and integrate concepts within a particular class. Unit assessments may be teacher developed, developed by the publisher of the textbook being used in the class, or a combination of the two.
- **Trimester Comprehensive Exams** are cumulative exams (every 12 weeks) that primarily evaluate students’ mastery of material taught since the start of the school year. Trimester comprehensive exams will be given at the end of the first and second trimesters. They will account for 30% of a student’s overall grade for each respective trimester. These exams will be teacher developed and must be approved by the Director of Curriculum & Instruction before they are administered to students.
- **Projects, Essays, and Lab Reports** may be used as additional assessments to evaluate students’ academic progress. These may be counted as homework, unit assessments, or quizzes at the teacher’s discretion. Projects may also be incorporated as part of the Trimester Comps.
- **End-of-the-Year, Trimester Comprehensive Exams** are cumulative exams that evaluate students’ mastery of content and performance standards for the entire course. These exams will be given at the end of the third trimester and account for 30% of a student’s 3<sup>rd</sup> trimester grade and 30% of a student’s overall grade for the year.

#### Grading Policy

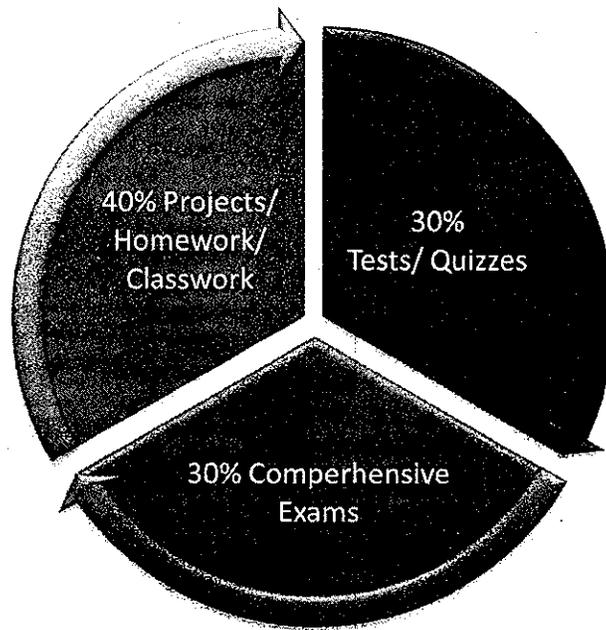
Students at Oakland Collegiate will earn grades based on their demonstration of mastery of the California Content Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

**Table 3.3 – Grading Policy**

Letter Grade	Percentage	Rubric Score	Meaning
A+	98-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NY	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

There will be school-wide standards for grading. Teachers will be trained on the school’s policy and will work with the Oakland Collegiate and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

**Grading**



All grades will be calculated based upon a student’s achievement in three areas: projects, homework, and class work; tests and quizzes; and comprehensive exams. Teachers will have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within the school guidelines.

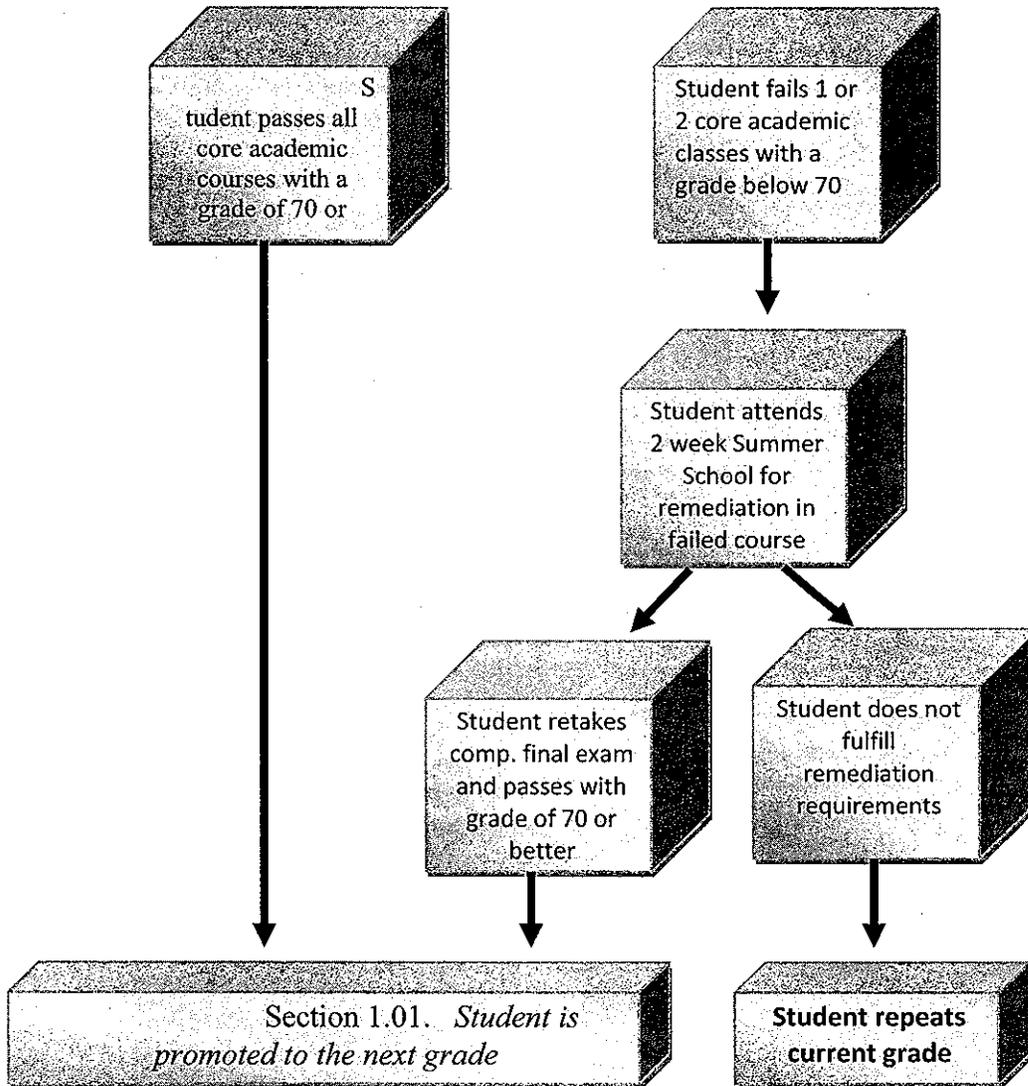
**GRADE LEVEL PROMOTION**

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. In addition, students must receive a 70% or higher on their cumulative end of the year exam.

Any student who receives below a 70% for their final grade for the year will have to partake in the two weeks of mandatory remediation at the end of the year and retake the end-of-the-year exam at the conclusion of the program. Any student receiving less than 70% in two or more classes will be retained.

While retention due to lack of effort is not something to be celebrated, we believe that when students recognize their mistakes and make a conscious decision to do better - that is something worth celebrating. Therefore, we will cultivate a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Oakland Collegiate's values.

### Promotion Policy



## COMMUNICATION WITH PARENTS

Because we consider ourselves a community and family partner, we will keep parents advised of their child's academic progress toward promotion on a consistent basis. Parents will receive both verbal and written communication concerning the progress of their child. Parents of all students will receive PREP reports weekly that will alert them of their student's progress. Parents will receive phone calls from the student's advisor at least bi-monthly. During these calls, advisors will be able to update parents on the academic progress of their student.

**PREP Reports and Report Cards.** Teachers and staff use PREP reports on a weekly basis to keep families informed of the academic and behavioral progress of students. Three annual Report Cards are distributed at the end of each trimester to communicate students' academic and behavioral performance on a larger scale and plan for future remediation. Grades reflect both tangible effort and achievement. Grades are comprised of 40% Projects, Homework and Class work; 30% Tests and Quizzes; 30% Comprehensive Exams. PREP reports and report cards are sent home with students to be signed by their parents and brought back to school the next school day.

- **Family-Teacher Conferences:** Parents are expected to meet with their children's teachers during the three Family-Teacher Conferences held after each trimester. We ask all families to reserve the afternoon or evening after each trimester to attend family conferences. All families will need to attend the first Family-Teacher Conference in order to receive their child's first report card. All families of students in grades six to eight who are failing one or more classes for the year or the trimester will receive notice prior to the Family-Teacher Conferences.

If a student owes any school materials at the end of the school year, the final report card will be withheld until those materials are returned or paid for, and all accounts are clear.

## **GENERAL SCHOOL INFORMATION**

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### **TO CONTACT US**

Oakland Collegiate [Insert Phone Number]

We are committed to establishing and maintaining an open and respectful line of communication between families and Oakland Collegiate staff, each of whom has their own phone extension and e-mail address. Families should contact staff by telephone or e-mail and understand that we will try and return calls within 24-48 hours in the event that a message is left. Families will also have an opportunity to meet with staff during the three scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the appropriate Main Office, which will facilitate the soonest possible contact.

While we certainly welcome, encourage, and appreciate contact between families and teachers, we also ask that families be respectful of the enormous and constant demands made on all of our staff. For example, consistently contacting a faculty member several times per week, can impact his or her ability to provide the best learning experience for all students. We encourage families to use the school's advisory system by treating a student's Advisor as the point person in order to coherently address or answer any questions.

### **SCHOOL DAY**

All students need to be at school by 7:45 AM. On Monday's through Thursday's students are dismissed at 4:20 PM, unless they are attending Detention, Homework Club or Tutoring and are then dismissed at 5:15 PM. On Fridays students are dismissed at 1:15 PM unless they have to stay for Detention, Homework Club, or Tutoring and are dismissed at 1:55 pm.

### **STUDENT PHONE USE**

Students may only use the Main Office phone during the school day for emergencies. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. Any phone other than the Main Offices' phone is prohibited for student use.

### **SCHOOL WEB SITE**

Families should regularly check the school's Web site at [www.oaklandcollegiate.org](http://www.oaklandcollegiate.org) for recent news, updates, and upcoming events. If you have any suggestions for the Web site, please contact the school. In addition, we also urge families to regularly check with their children (and their book bags) to see if any notices have recently been distributed to bring home (including the weekly newsletters).

### **SCHOOL BREAKFAST AND LUNCH**

Oakland Collegiate provides a healthy food option for students. While enrolling their child Parents will complete a Free/Reduced Lunch Application form. All students eligible for Free/Reduced lunch will receive free breakfast, snack, and lunch. Students not eligible for the program may purchase these meals for their child at the main office. School food is provided by Revolution Foods, please refer to their menu for each daily option.

Students may bring their own healthy food to school. Students are prohibited from bringing unhealthy food options such as candy, soda, or chips. Oakland Collegiate staff reserves the right to inspect student food.

### **MEDICAL RECORDS AND HEALTH SERVICES**

California state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **California School Health Record.** This form contains records showing that the student has: 1) had a physical exam in the six months prior to the start of the school year; 2) up-to-date immunizations; and 3) had screening for vision, hearing, and scoliosis.
- **Authorization for Dispensing Medication in School Form.** If a child must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian.
- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency.
- **Office/Health Emergency Card.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No student will be allowed to enter school without having this form on file.

### *Health Services*

The office manager or an appropriate designee will be at the school to administer medication to students who require it during the school day, and to provide counseling as-needed on health-related issues, first aid to injured students, and care to ill students. Selected staff members are certified in Red Cross Standard First Aid and/or CPR. In addition, the school has access to a consultant with the East Oakland Public Health Commission who serves as an advisor to the school on selected medical matters.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a parent or guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin; and 2) informing the nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. If a student needs to have an asthma inhaler with him or her at school, the student must provide the school nurse with the order from his or her physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the nurse's office.

### *First Aid Provision and Medical Emergencies*

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring more extensive treatment will be taken care of at a California Medical Center. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

### *Health and Illness*

The school requests that children do not come to school if they are ill. If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff

attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home. Parents will be contacted if a child has a moderate to high fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the child from participating in activities.

## STUDENT RECORDS

### (1) Standardized Testing

All students who are new to Oakland Collegiate take the CAT/6 Achievement Test upon entrance into the school. All students in grades six to eight at Oakland Collegiate take a different version of the CAT/6 exam in June of each academic year, in order to measure their progress from the fall administration.

In addition, as is required by the state, all students participate in the California Curriculum Assessment System exams administered in March, April, and May of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

### (2) Student Records

#### a) *General*

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the California Student Records Regulations ("Regulations"), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the building director of instruction.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff members employed or under contract to the school have access to records as needed to perform their duties. Oakland Collegiate also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

In addition, Oakland Collegiate has a practice of releasing directory information, consisting of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school's Oakland Collegiate. Absent receipt of a written objection, the directory information will be released without further notice or consent.

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. Two notable exceptions are:

1. Directory Information – a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

2. Recruiting Information for the Armed Forces and Post-Secondary Educational Institutions – Upon request from military recruiters and/or representatives of post-secondary educational institutions, Oakland Collegiate will provide the name, address and telephone listing for all secondary students.

If an eligible student and/or parent do not want Directory or Recruiting Information released, they must so notify the Director of instruction at Oakland Collegiate [Insert Address] in writing. Otherwise, said information will be released.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

- b) *Access by non-custodial parents*

**TBD**

## **NONDISCRIMINATION**

Oakland Collegiate admits students of any race, color, gender, religion, disability and national and ethnic origin. Oakland Collegiate does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

## **HARASSMENT**

Oakland Collegiate is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Oakland Collegiate requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

### **Definition Of Harassment**

#### *In General*

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

#### *Sexual Harassment.*

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.

2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

#### *Harassment and Retaliation Prohibited*

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Oakland Collegiate.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

### **GRIEVANCE PROCEDURE**

#### *I. Where to File a Complaint.*

Any student or employee who believes that Oakland Collegiate has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Oakland Collegiate. If the Oakland Collegiate is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Director of Instruction. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

*Complaints of harassment by peers:* In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the complaint manager (hereinafter referred to as "Building Complaint Manager"), Dean of Students.

#### *Complaints of discrimination based upon disability*

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the California Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

#### *II. Contents of Complaints and Timelines for Filing.*

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.

2. The name (and address and telephone number if not a student or employee) of the grievant representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

### *III. Investigation and Resolution of the Complaint.*

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Oakland Collegiate involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with Oakland Collegiate's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

### *IV. Appeals*

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Directors  
Oakland Collegiate

The Board of Directors will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of Oakland Collegiate's final disposition on a complaint filed through Oakland Collegiate, or
3. within 60 calendar days of receiving a final decision by the California Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Oakland Collegiate.

## **HAZING**

California Anti-Hazing Law

*Hazing; organizing or participating; hazing defined.*

**TBD**

## **NCLB, SCHOOL REPORT CARDS, AND HIGHLY QUALIFIED TEACHERS**

*No Child Left Behind* (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency by 2014 and all students being taught by a Highly Qualified teacher by 2006. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams such as MCAS, and specifies the percentage of Highly Qualified teachers as defined by NCLB. Parents can request in writing to the Oakland Collegiate the educational credentials and licensure of any of their students' teachers. A list of our teachers with their educational credentials and professional backgrounds is included annually within this Handbook.

## **INTERNET ACCEPTABLE USE POLICY**

### Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Oakland Collegiate offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of Oakland Collegiate. Oakland Collegiate expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Oakland Collegiate makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of Oakland Collegiate's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Oakland Collegiate has installed special filtering software in an effort to block access to material that is not appropriate for children.

The Internet also allows for easy communication between individuals and groups, and therefore allows for quick and efficient communication between school and home. Families are encouraged to contact teachers via e-mail to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use e-mail for extended conversations. Students should not contact teachers or other school staff directly through e-mail, but rather should speak to the teacher in school or, if necessary, ask for their parent's assistance with e-mail if such contact is appropriate. All components of the Code of Conduct and any resulting disciplinary procedures are applicable to e-mail communication from a student to a teacher or any other school staff.

The school maintains a computer lab to which students have access under adult supervision during designated times after school. Students are not allowed to bring discs from home into school to print materials, and should not assume access to the computer lab outside of the lab's supervised hours.

### Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Oakland Collegiate's Internet Service:

- accessing personal e-mail correspondence;
- accessing websites during class other than those identified by the teacher as appropriate for class;
- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Director of instructions;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

### Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the California Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available in the Main Office.

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell the Computer Teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Computer Teacher.

### Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Oakland Collegiate reserves the right to examine all data stored on diskettes involved in the user's use of Oakland Collegiate's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

### Violations

Access to Oakland Collegiate's Internet service is a privilege not a right. Oakland Collegiate reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Oakland Collegiate's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

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**STATEMENT OF UNDERSTANDING**

Oakland Collegiate

have received and read a copy of Oakland Collegiate's Student and Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or other member of the school community for a further explanation.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*We thank you for your cooperation and wish you the best for the new school year.*

# Parent/Guardian Survey

Dear Parent/Guardian:

In order to be able to provide the best education to your child, we need your thoughts and opinions about the different parts of the school program. We would greatly appreciate you completing and returning this survey to your child's Advisor no later than \_\_\_\_\_.

## I. General Information

What grade level is your student?      6                              7                              8  
 How many years has your student attended Oakland Collegiate?    1    2    3  
 What is your student's gender?              Male                      Female

		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Does Not Apply (i.e. no answer)
<i>II. How satisfied have you been with the following aspects of Oakland Collegiate?</i>							
a	Academic standards and expectations for students	<input type="checkbox"/>					
b	Classroom management and student behavior	<input type="checkbox"/>					
c	Quality of the school's administration	<input type="checkbox"/>					
d	Quality of the teachers	<input type="checkbox"/>					
e	Quality of the instruction	<input type="checkbox"/>					
f	Level of individualized support for students	<input type="checkbox"/>					
g	Expectations of parents/guardians	<input type="checkbox"/>					
h	Level of communication with parents/guardians	<input type="checkbox"/>					
i	Level of parental/guardian involvement	<input type="checkbox"/>					
j	School safety	<input type="checkbox"/>					
k	School hours	<input type="checkbox"/>					
l	School calendar	<input type="checkbox"/>					
m	Transportation	<input type="checkbox"/>					
n	School building	<input type="checkbox"/>					
o	Level of your child's engagement in school	<input type="checkbox"/>					
p	Your child's overall progress at Oakland Collegiate	<input type="checkbox"/>					
q	Overall program at Oakland Collegiate	<input type="checkbox"/>					

<b>III. Please compare Oakland Collegiate with your student's previous school.</b>		Better	Same	Worse
a	Academic standards and expectations for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Classroom management and student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Quality of the school's administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Quality of the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Quality of the instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Level of individualized support for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Expectations of parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Level of communication with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Level of parental/guardian involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	School safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	School hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	School calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	School building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	Level of your student's engagement in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Your student's overall progress at Oakland Collegiate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Overall program at Oakland Collegiate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. Why did you choose to send your student to Oakland Collegiate? (please check all that apply)**

- |                                     |                          |  |                          |
|-------------------------------------|--------------------------|--|--------------------------|
| Higher academic standards           | <input type="checkbox"/> | Collegiate has stricter discipline     | <input type="checkbox"/> |
| Small size of school and/or classes | <input type="checkbox"/> | Student was doing poorly at old school | <input type="checkbox"/> |
| Better teachers                     | <input type="checkbox"/> | More attention to special needs        | <input type="checkbox"/> |
| Collegiate is a safer school        | <input type="checkbox"/> | Location of the school                 | <input type="checkbox"/> |

**V. Short Answer**

**Please describe one thing you'd like to see Oakland Collegiate start doing.**

**Please describe one thing you'd like to see Oakland Collegiate stop doing.**

**Please describe one thing you'd like to see Oakland Collegiate to continue doing.**

**VI. Please provide any other comments, feedback or information you'd like us to know.**

*Thank you for your feedback!*

# School Documents

- Student Exit
- Expulsion Documents
- School Lottery

# OUSD Student Exit Form

Mail to: OUSD Office of Charter Schools, 1025 Second Avenue, Room 206, Oakland, CA 94606

Pursuant to Education Code § 47605(d)(3)\*, Oakland Unified School District requests that each notice regarding Exiting Students who were last known to reside in Oakland use this form and provide all of the following information.

## STUDENT EXIT FORM

Charter School: \_\_\_\_\_

Date: \_\_\_\_\_

### A. Student Information

Name Last \_\_\_\_\_

Gender  Male  Female

First \_\_\_\_\_

English Language Learner  Yes  No

Date of birth \_\_\_\_\_

Grade \_\_\_\_\_

Special Education/IEP  Yes  No

CSIS Number \_\_\_\_\_

First Day of Attendance \_\_\_/\_\_\_/\_\_\_

Last Day of Attendance \_\_\_/\_\_\_/\_\_\_

Ethnicity  Native American  
 Hispanic/Latino

Asian  
 African-American

Filipino  
 White

Pacific Islander  
 More than one ethnicity

### B. Parent /Guardian Information

Name \_\_\_\_\_

Relationship \_\_\_\_\_

Phone Number \_\_\_\_\_

### C. Reason For Exit

Voluntary Transfer

**REPORT REASON GIVEN:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Dissatisfied       | <input type="checkbox"/> Avoid Expulsion | <input type="checkbox"/> Irreconcilable Differences |
| <input type="checkbox"/> To avoid retention | <input type="checkbox"/> Too Far         | <input type="checkbox"/> Social Conflicts           |
| <input type="checkbox"/> Too rigorous       | <input type="checkbox"/> Moved           | <input type="checkbox"/> _____                      |

Disenrolled by School

**REPORT REASON:**

- Excessive Absences  Behavior Violations  \_\_\_\_\_

Expelled

Cause for Expulsion \_\_\_\_\_

Charter School Preparer's Name \_\_\_\_\_

\*Effective January 1, 2006: 47605(d)(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## Expulsion Documents

### STUDENT DISENROLLMENT/EXPULSION EMAIL TEMPLATE

*School Leader: Whenever a student has been disenrolled/involuntary transferred or you have referred a student for expulsion, please cut and paste this text into an email within 24 hours; fill in the requested information, and email to: David Montes, Paige Abramson Hirsch, Michael Bonino (Director of Student Assignment Office), and David Kumamoto (Director of Student Discipline Hearing Panel).*

To: [David.Montes@ousd.k12.ca.us](mailto:David.Montes@ousd.k12.ca.us); [Paige.Hirsch@ousd.k12.ca.us](mailto:Paige.Hirsch@ousd.k12.ca.us); [Michael.Bonino@ousd.k12.ca.us](mailto:Michael.Bonino@ousd.k12.ca.us);  
[David.Kumamoto@ousd.k12.ca.us](mailto:David.Kumamoto@ousd.k12.ca.us)

Subject: CHARTER STUDENT EXIT

School name:

Student name:

Grade:

Date of incident or withdrawal:

Action taken (please specify: expulsion referral, disenrolled/involuntary transferred):

For following reason(s) (must include reference to applicable school policy):

If known, expulsion hearing date (if applicable):

School contact (name and phone):

SAMPLE EXPULSION LETTER

[School Letterhead]

Date

[Parent Name(s)]

[Address]

[City, State Zip]

RE: Student Name, Grade, School Name

Dear [Parent Name(s)]:

The Governing Board of [School] convened on [date] in closed session, to consider the [Administrative Hearing Panel/other body's] recommendation for the expulsion of [student]. The Board accepted the Panel's findings and recommendation and voted for Expulsion.

The Board found that [student] is guilty of violating Education Codes § [section] which authorizes [explanation of the violated code section and any related details]. Legally we must inform you that this action may be appealed within 30 calendar days to the Alameda County Office of Education.

[Student] will be eligible to apply for readmission to [school] in [month] of [year]. At the time of application, evidence must be presented substantiating satisfaction of the following conditions:

*(Sample Conditions)*

1. [Student] must demonstrate satisfactory attendance (85% or higher) at [his/her] next school of attendance.
2. [Student] must demonstrate satisfactory academic progress (no academic grade lower than a C- or its equivalent) in each of [his/her] registered courses at [his/her] next school of attendance.
3. [Student] must not violate any of the conditions found in the Education Code §48900 while at [his/her] next school of attendance.

[Student] will be placed in an alternative school program operated by Oakland Unified School District (510-879-8349) or the County of Alameda (510-887-0152) for the [2007/2008] school year while [s/he] completes the duration of [his/her] expulsion and the conditions of [his/her] rehabilitation plan. Please contact Oakland Unified School District or the Alameda County Office of Education, Department of Student Programs and Services for enrollment information.

As [student's] parent, you are obligated under Education Code section 48915.1 (b) to, upon enrollment, inform a receiving school district of [his/her] current expulsion status with [school] in Oakland Unified School District. If this information is not provided to the receiving school, this lack of compliance shall be recorded and discussed in a hearing required pursuant to the Education Code rules and regulations.

At the time of [student's] eligibility of readmission, placement shall be determined by [person making readmission determination]. [Student's] compliance with the rehabilitation plan must be documented at the time that [student] applies for readmission to the District.

Please contact my office at [phone] if you have any questions.

Sincerely,

[name]

[title]

Cc: [any appropriate person]  
Paige Hirsch, OUSD Office of Charter Schools

# School Lottery Procedures

## A Guide to Lotteries for Experimental Studies

This document is intended to provide schools with guidance on conducting lotteries, with a particular focus on practices that support participation in randomized experiments. In general, the guiding principle is to make the process of selecting students fair and random. A second consideration of importance to researchers is the ability to calculate, for each student, the chance (or probability) that he or she will be offered admission to the school.

Please note that this is simply a set of guidelines; many different procedures can be valid, as long as they comply with mandates from each school's charter, as well as state (and federal) laws and regulations.

### **Preparing for the Lottery**

- Maintain a spreadsheet of applicants that includes information such as student and parent names, contact information, date application received, grade to which student is applying, and any lottery exemption status (e.g., siblings of current students).
- Allow sufficient time between the end of the application period (the last date applications are accepted) and the date of the lottery to process all the applications.
- Although the lottery may be conducted either in public or private (so long as it is consistent with state policies), consider making the resulting lottery results public. This helps ensure the integrity and transparency of the lottery process.
- Make sure that each applicant subject to the lottery is entered one time and one time only — double- and triple-check that the list is de-duplicated and that all participants are included.

### **Mechanisms for Conducting the Lottery**

- The lottery draw can be as simple as pulling applicants' names on slips of paper at random out of a hat, or as technical as a random-number generator in a spreadsheet program, but it should be transparent and easily replicable.
- When conducting the lottery (especially in public lotteries), consider using numbers assigned to applicants rather than the actual names. This will protect families' privacy and reinforce the notion that the lottery is fair and impartial.
- If numbers are used in a public draw, be sure to indicate which is the bottom and which is the top of the number (otherwise, numbers like 96/69, or 18/81, may be indistinguishable).
- In public lotteries, consider having a neutral third party (someone not associated with the school or with any applicants) making the draws. When the lottery is held in private, consider

having an outside observer who would be able to certify that the lottery was conducted in a fair and impartial manner.

- When someone is picking names or numbers from a container, make sure that person is unable to see the names or numbers inside the container.
- In lotteries using slips of paper with students' names or assigned numbers, make sure that no slips of paper are stuck together.

### Lottery Policies

- Randomize the entire pool of lottery participants, including the waitlist. In other words, if there are 150 applicants for 80 slots, do not stop after 80 names or numbers; continue to draw so that each participant has a position on the waitlist. This will ensure that each student was entered in the lottery one and only one time.
- Consider offering admission to more students than there are available slots, to allow for attrition. A good estimate for selecting the number of additional “winners” can be gleaned from prior years’ experiences. For example, if 15 to 20 students either decline the admissions offer or drop out after the summer school session each year, consider making 15 additional offers at the time of the lottery. It is easier to fill those slots at the time of the lottery than at the end of the summer, or once the academic year has begun.
- As long as state policy allows, lotteries can be “stratified” to target certain subsets of students – those living in particular zip codes or attending certain “feeder” schools – or to balance on students’ demographic characteristics. This may make it easier for schools to serve their intended population of students.
- Determine ahead of time which students are exempt from (or given priority in) the lottery. If the lottery is public, consider conducting a separate draw to determine those students’ places on the ordered list, or have their names placed on the list of results in advance.
- Develop an explicit strategy for handling siblings, such as:
  1. Siblings applying at the same time to the same lottery grade. It is recommended that siblings do not have a greater chance of winning the lottery than non-siblings. To accomplish this (while keeping siblings together), the school can group siblings applying to the same grade together in a single lottery entry.
  2. Students applying to a lottery grade with siblings applying at the same time to a non-lottery grade. If a student is applying to a grade where he or she will be automatically admitted, has a sibling applying to a lottery grade, and school policy exempts siblings from lotteries, identify those siblings prior to the lottery so that they are not unnecessarily included in the lottery (which can complicate the lottery results).
  3. Siblings applying at the same time to two separate lottery grades. Be able to identify these cases after the first lottery takes place, so that (if school policy exempts siblings from lotteries) any siblings of lottery winners can be exempted from subsequent lotteries.

# Enrollment

- Commitment to Excellence
- Oakland Collegiate Intent to Enroll
- Student Registration Application

# Oakland Collegiate Commitment to Excellence

**Oakland Collegiate:**

- Utilizes rigorous curriculum, extended academic time, and a range of supports for children and families to prepare 6<sup>th</sup>-8<sup>th</sup> grade students to *succeed in college*.
- Oakland Collegiate prepares middle school students to excel in demanding high schools and colleges. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their world.

Recognizing that this mission is only attainable when families, students, and the school work together, we assume the following responsibilities:

**School's Commitment to Excellence**

The members of the Oakland Collegiate Staff agree

- **Instruction:** Provide rigorous, engaging, college preparatory instruction, aligned with the California State Curriculum Frameworks.
- **Professional Development:** Continuously improve the Oakland Collegiate educational program through ongoing professional development.
- **Professionalism:** Interact professionally with students and families at all times, responding promptly to parent questions and concerns.
- **Communication:** Inform students & families of student progress every six weeks and more frequently as needed. questions or potential obstacles to learning, as they arise.
- **Materials:** Oakland Collegiate will provide instructional textbooks and supplementary material.
- **Code of Conduct:** Consistently enforce the Oakland Collegiate Code of Conduct, maintaining an environment which is physically and emotionally safe.
- **Values:** Model the virtues of courage, compassion, integrity, perseverance, and respect in all of our actions.

**Student's Commitment to Excellence**

I agree to:

- **Instruction:** Pursue academic success to the best of my ability. I will participate in class and complete at least one and a half hours of homework nightly.
- **Attendance:** Arrive at school before 7:45 AM, in uniform, every day of the school year that I am healthy.
- **Support:** Attend Homework Center, Tutoring, or Detention, if required to do so.
- **Communication:** Ask teachers and family for help when I need it and inform teachers and family members about questions and obstacles to learning, as they come up.
- **Materials:** I will arrive at school every morning with my homework complete and the materials necessary to participate in class.
- **Code of Conduct:** Always follow the Oakland Collegiate Code of Conduct, to the best of my ability.
- **Values:** Demonstrate the PREP Values.

**Parent's Commitment to Excellence**

I agree to:

- **Homework:** Provide my child with several hours of time every night to complete homework and check that his/her homework is completed.
- **Attendance:** Ensure that my child arrives at school before 7:45 AM, in uniform, every day of the school year that he or she is healthy.
- **Homework Center:** Make arrangements so that my child can remain at Oakland Collegiate for Homework Center, Focus, or Detention on weeknights, if required to do so.
- **Academic Progress:** Monitor my child's academic progress by reviewing and returning progress reports, weekly syllabi, and PREP reports sent from the school.
- **Communication:** Interact professionally with school staff, responding promptly to school questions and concerns.
- **Materials:** Provide my child with instructional materials including pens, pencils, and paper.
- **Code of Conduct:** Support the Oakland Collegiate Code of Conduct, including making arrangements if my child receives an out-of-school suspension.

Signature

Date

Signature

Date

Signature

Date



Student Enrollment Application  
2010-1011

Office Use Only

Date Received: \_\_\_\_\_

Received by: \_\_\_\_\_ Waitlist #: \_\_\_\_\_

Sibling: \_\_\_\_\_ In District: \_\_\_\_\_

*Please complete one entire application per child. Incomplete applications will not be accepted.*

Oakland Collegiate is a tuition-free, public college-preparatory middle school in Oakland. Collegiate is now accepting applications for students who will be sixth graders during the 2010-2011 school year. Please return this completed application to Oakland Collegiate by fax (TBD) or mail (TBD). The registration deadline for the lottery is March 26<sup>th</sup>, 2010. You will be contacted after April 8<sup>th</sup>, 2010 to notify you of their enrollment status.

Student Information

Name					
Last		First		Middle	
Birth date (MM/DD/YYYY)			Gender (Circle)		
____/____/____			Male		Female
Address: Number and Street		Apt#	City	State	Zip Code
Current School		Current Grade (2009-2010)		No. of years attended	
Child's Ethnicity (African American, Asian, Latino, Pacific Islander etc.)			What was the date your child first started school in the U.S.?		
			Month _____ Year _____		
Child's first language			What language does your child speak most frequently?		
Language used most frequently in the home			Language spoken by adults in the home		
Parent and Guardian Information					
Primary Parent/Guardian Name (Primary Contact)					
Last		First		Middle	
Relationship to student			Lives with child? (Circle)		
			Yes                  No		
Work phone			Home phone		
Cell phone			E-mail address		
Other Parent/Guardian Name					
Last		First		Middle	
Relationship to student			Lives with child? (Circle)		
			Yes                  No		
Work phone			Home phone		
Cell phone			E-mail address		
Other Children					

Name	Current Grade	Current School
Name	Current Grade	Current School
Name	Current Grade	Current School
School History: To help us best meet the needs of your child, please complete the following section.		
Has your child ever received testing for special education at school? (Circle)	Yes	No
Does your child currently have an Individualized Education Plan (IEP)? (Circle)	Yes	No
Is your child currently receiving any special services at school? (Circle) If yes, what services?	Yes	No
Does your child receive Free or Reduced Lunch? (Circle)	Yes	No
Parent/Guardian Questions		
How do you think your child will benefit from the Oakland Collegiate experience?		
How did you first hear about Oakland Collegiate? (Please check all that apply)		
_____ Friend/Family member (Name: _____)		
_____ Informational Meeting (Where _____)		
_____ Other: _____		
Do you know any other 5 <sup>th</sup> grade students who might be interested in attending Oakland Collegiate?		
Name of parent:	Phone Number	Name of Child
Release Statements: Thank you for taking the time to fill out this application. Please read the following and sign below.		
I certify that all the answers given in this enrollment application are true, accurate, and complete. I understand that if my child is enrolled, my having given false information may result in my child being dismissed from the school.		
In the event that my child has the opportunity to enroll in Oakland Collegiate, I hereby authorize Collegiate to share and/or request any and all records, data or information determined to be relevant to the education of my child with the Oakland Unified School District, any other school systems in which my child has previously attended, or any other offices whose activities bear directly on the services my child is provided at Oakland Collegiate.		
Name of parent: _____ Parent Signature: _____		

OAKLAND COLLEGIATE

FIRE AND SAFETY PLAN DRAFT<sup>11</sup>

2010-2011

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<sup>11</sup> Policies and procedures adapted from KIPP: Academy of Opportunity

## I. PURPOSE OF THE PLAN

This plan is intended to ensure the safety of all individuals at Oakland Collegiate in the case of a fire or other emergency. This plan will outline descriptions of responsibilities during fires and emergency situations, procedures for dealing with fires and emergency situations (such as evacuations and shelter in-place scenarios), procedures for aiding persons with disabilities during fires or in emergency situations, and maps and routes for fires and other emergency situations.

## II. BUILDING DESCRIPTION

Oakland Collegiate location is yet undetermined. [To be inserted]

## III. DEFINITIONS

Codes for Emergency Situations:

- Code Red: Any situation that places students or staff in imminent danger and requires an immediate specific response to the danger or threat. Evacuation would place the students and teachers in danger.
- Code Blue: Any situation that involves a bomb threat or the discovery of explosive or incendiary devices (or what is thought to be this type of device), and evacuation of the building is the primary responsibility.
  - Level 1: Low Risk Profile
  - Level 2: Medium Risk Profile
  - Level 3: High Risk Profile
- Code Green: Applied to a situation that is returned to a level of normalcy and the danger or threat that existed has been abated.
- Code Orange: Any situation that involves technological hazards and severe weather conditions that pose a potential risk to life, health, or property..
- Shelter In Place: Any situation that would potentially be more dangerous to evacuate than it would be to stay where you are. Students are under the leadership/supervision of the school staff and parents should not come to the school and they cannot pick up their children.

## IV. APPLICABILITY

This plan is applicable for all occupants of Oakland Collegiate.

## V. FIRE AND EMERGENCY TEAM ROSTER

The following is a list of our fire team roster:

- Floor Warden: TBD
- Assembly Area Monitor: TBD

## VI. OCCUPANT RESPONSIBILITIES

Prior to evacuation all occupants shall:

1. Familiarize themselves with the location of fire extinguishers and fire alarm manual pull stations,
2. Know the location of the exits.
3. Recognize the sound of the fire alarm.
4. Proceed directly to the designated exit whenever the fire alarm is heard.

What to do if you discover a fire:

1. Stay calm, crawl low in smoke, since the air is easier to breathe near the floor.

2. If trapped in a room:

- Close all doors between you and the smoke.
- Seal the cracks around the doors and vents.
- Signal at the window to rescue personnel.
- If there is a phone in the room, give the Fire Department your exact location, even if they are on the scene.

## VII. FIRE DRILL PROCEDURES

Oakland Collegiate has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please follow our fire Emergency Procedure detailed below.

## VIII. FIRE EMERGENCY PROCEDURES<sup>12</sup>

### 1. Fire Reporting Procedures

In the event of a fire emergency, faculty and all other personnel are expected to activate the building fire alarm system if they discover fire and/or smoke. The fire alarms in the hallway and rooms continuously ring to indicate an alarm. Evacuation should continue even if the bells cease. **ALL OCCUPANTS MUST EVACUATE UPON INITIATION OF THE FIRE ALARM BELLS.** Re-entry in to the building will only be allowed after the evacuation is complete.

Evacuation of the school should begin immediately when an alarm sounds. In addition, designated persons may initiate evacuation in response to other emergency situations.

If the fire alarm is not operable, such as in the event of an explosion or gas leak, the office staff will be deployed to all areas of the building to evacuate students, faculty, and staff.

### 2. Evacuation Procedures

- Follow the Exit plan posted at the door of each classroom.
- Students need to LISTEN to the teacher and/or the adults that are giving directions.
- Exit your room quietly and orderly and exit the building through your designated exits.
- Once outside, proceed either to the gym parking lot or the front paved parking lot at the front of the building.
- Line up with your class (with whom you exited) and stand quietly while all individuals are accounted for.
- Remain in the designated assembly area until ALL CLEAR signal is issued.
- If necessary, students will be escorted to [to be inserted]

Teachers are responsible for making sure all students in their class evacuate the building in an orderly and quiet fashion. Administrators are responsible for ensuring that all offices and restrooms are cleared. Once the fire department arrives, the fire official in charge will assume command.

### 3. Re-entry Procedure

Once the emergency situation has been mitigated, an "ALL CLEAR" will be issued by the Executive Director and students and staff may return to the building. Students need to return to the building in a silent single file line under the supervision of their teacher and should return to the classroom they were in prior to the fire emergency.

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<sup>12</sup> We intend to develop detailed earthquake and disaster plans in addition to fire safety.

## IX. OTHER EMERGENCY PROCEDURES

### 1. Supplementary Emergency Team Roster

Position	Responsibilities	Designated Staff Member	Back-up Staff Member
School Security Officer	Coordinate emergency response efforts. Notify police, fire, and medical personnel as needed, remain in Command Center, has cell phone at all times	TBD	TBD
Site Coordinator	Respond to emergency and control access to the area involving the emergency.	TBD	TBD
Police/Fire/Medical Coordinator	Meet emergency personnel and direct them to the scene of the emergency.	TBD	TBD
Command Center Contact	Place call to 911 under the direction of the School Security Officer, updates 911 on the status of the emergency situation, track all incoming/outgoing phone calls/information.	TBD	TBD
Sweep Team Coordinator	Turn off all ventilation units, check restrooms, hallways, non-classrooms for students/visitors and direct them to the nearest classroom.	TBD	TBD
Media Coordinator	Meet the media, assist in the preparation of news statements.	TBD	TBD
Parent Coordinator	Responsible for parents who may come to the school, communicates to parents the status of their child, will coordinate emergency dismissal of students when appropriate.	TBD	TBD

If evacuation is called for, due to a bomb threat or suspicious package, the method and extent of evacuation will be determined on a case-by-case basis. However, use of fire alarms, radio and telephones for evacuation notification should be avoided.

### 2. Other Emergency Situations Procedures

#### Responding to a Code Red Situation (Siren and PA Announcement)

##### Active Shooter

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
- "An ACTIVE SHOOTER is (give location)"

- Name, location, telephone number of school
- Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

#### **Barricade/Hostage Situation**

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
- “A hostage situation is in progress involving school children. The hostages are (give as much information as possible about the age, gender, name, and number of hostages.)”
- Name, location, telephone number of school
- Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- School Security Officer will evacuate classrooms as they are determined to be safe.
- The School Security Officer will not initiate contact with the hostage taker. If the hostage taker does make contact, listen, do not attempt to solicit additional information, and advise the hostage taker that you will communicate any information/demands to whomever they wish. Remain calm and convincing.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

#### **Acts of Terrorism**

- In the event there is a warning of the possibility of a terrorist act occurring in our area, the Executive Director will heighten security policies throughout the campus, to include (but not limited to):
  - Report suspicious personnel, vehicles, or packages
  - Secure unused buildings or portions thereof
  - Ensure positive identification and accountability for visitors
  - Increase communication with police and advise/update staff and students

- Control and limit access to the building
- Cancel or suspend extra-curricular/outside activities
- Inspect all buses used to transport students
- In the event an act of terrorism occurs in the school, on school grounds, or in close proximity to the school, the following actions should be taken.
  - School Security Officer signals staff of the threat.
  - ERT immediately reports to Command Center.
  - Command Center Contact calls 911 and gives the following information to the dispatcher:
    - Explain the situation with as much detail as possible.
    - Name, location, telephone number of school
    - Cell phone number of School Security Officer.
  - Teachers will report attendance to the Site Coordinator.
  - Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
  - Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
  - All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
  - School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
  - Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
  - Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

#### **Gang/Cult Related Violence**

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
  - “Gang violence is occurring at Oakland Collegiate at (give specific location)”
  - Name, location, telephone number of school
  - Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

#### **Responding to a Code Blue Situation (Siren and PA Announcement)**

- School Security Officer signals ERT of the threat.
- ERT assembles in command center.
- Command Center Contact calls 911
  - Give as much specific information about the situation as possible
  - Name, location, telephone number of school
  - Cell phone number of School Security Officer
- The local police will identify the level of the risk.
  - School Security Officer will signal the staff of the risk.
    - Level 1: 1 short horn
    - Level 2: 2 short horns
    - Level 3: 3 short horns
  - Level 1 Response
    - All members of ERT except School Security Officer and Command Center Contact monitor the building for any suspicious activity. Students and staff remain in classrooms.
  - Level 2 Response
    - Staff will evacuate the building in accordance with the fire evacuation procedure. The School Security Officer and Site Coordinator shall visually inspect the building for suspicious packages/items.
  - Level 3 Response
    - Staff will evacuate the building in accordance with the fire evacuation procedure. Local police will respond and take control of the situation

#### **Response to Code Orange Situations**

##### **Technological Hazards/Hazardous Materials**

- School Security Officer will signal the staff of the threat
- ERT will assemble in the Command Center
- School Security Officer and Site Coordinator assess the location and severity of the situation.
- School Security Officer and Site Coordinator will determine if it is more appropriate to go to Gaston College Preparatory or another location.

#### **X. EMERGENCY EVACUATION OF DISABLED PERSONS**

In the event of a fire emergency or other emergency, [Insert Name] will be in charge of assisting all persons with disabilities through our exiting procedures. A log is kept in the office of all persons requiring assistance during emergency situations. In the event that [Insert Name] is unable to act in this capacity, [Insert Name] will be the alternate.

#### **XI. TRAINING**

The faculty and staff of Oakland Collegiate will be trained in these emergency procedures during professional development sessions. The students will be trained in these emergency procedures at the beginning of the year and will be re-taught each month with our monthly fire drills and during our "other emergency" procedures drills.

# Jeremy Elias Vidito

421 Staten Ave #102 □ Oakland, CA 94610 □ 510.205.5970 [jvidito@oaklandcollegiate.org](mailto:jvidito@oaklandcollegiate.org)

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## OBJECTIVE

Highly motivated, goals oriented leader. Innovative problem solver with experience developing and maintaining programs. Education entrepreneur with executive management experience in the formation and management of charter school.

## EMPLOYMENT HISTORY

Lead Founder, Oakland Collegiate Oakland, CA 07/2008 – Present

- Led formation of the nonprofit organization, recruited and trained Board of Directors, and developed the charter petition with the purpose of operating a college preparatory charter middle school in Oakland CA.
- Developed financial models – including 5 year budget projections and cash flow statements – to implement instructional philosophy of Oakland Collegiate.
- Created marketing plan to build community support, lead more than 300+ meetings with local community members, developed Oakland Collegiate website, brochure, and additional marketing materials.

Teacher 2<sup>nd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> Grade, Multiple Schools Bay Area, CA, 2004 – 2007

- Managed classroom behaviors, created standards based lessons, and communicated expectations with parents.
- Employed data driven program improvement by tracking achievement via baseline assessments. Developed Access database to collect, filter, and analyze and track student progress.
- School Site Council President, lead council meetings, oversight of \$1.4 million dollar school operating budget.

Interim Academic Manager, Kaplan Inc. Oakland, CA, 10/04 – 06/05

- Instituted programs and initiatives that improved course quality and enhanced overall student experience.
- Managed teacher recruiting, auditioning, training, observing, and evaluated 30 staff for 6 program sites.
- Instituted competency standards and quarterly performance-based staff evaluations.

Program Coordinator, SF Unified School District San Francisco, CA, 06/02 – 09/03

- Created and implemented year long professional development program for 65 staff members.
- Managed \$1.25 million budget for 15 after-school programs complying with state and federal regulations.
- Procured \$2.5 million in San Francisco Children, Youth, and Services, CA 21st Century, and Federal AmeriCorps grant funding for school based enrichment programs.

## ADDITIONAL EXPERIENCE

- Marketing Consultant, Project Prosperity Sacramento CA, 12/07 – 03/08
- Home School Teacher, California Virtual Academies Bay Area, CA, 02/05 – 09/05
- Education Consultant, SF Unified School District San Francisco, CA, 09/03 – 06/04
- AmeriCorps Volunteer, Partners in School Innovation San Francisco, CA, 08/01 – 06/02

## EDUCATION / CREDENTIAL

- Master of Business Administration, University of California-Davis June 2008
- Bachelor of Arts, Sociology, Minor: Chemistry, University of Missouri-Columbia June 2001
- California Teaching Credential, New College of California-San Francisco July 2004

## COMMUNITY SERVICE

Nonprofit Grant Writer, After School Tutor, Youth Basketball Coach, Mentor

## ANDREW J. BARKETT

710 Madison Ave. Redwood City, CA 94608

Email: [abarkett@gmail.com](mailto:abarkett@gmail.com) Cell: 510.517.1581

### Technology Executive and General Manager

**PROFILE** Technically sophisticated and business-savvy professional with a distinguished career as a technology leader. Detailed understanding of IT systems and high-tech industries. Successful management of projects from concept to profit-center in startups and established companies. Extensive experience with Silicon Valley networks, capital raising activities, business development and management of high-tech professionals.

#### SUMMARY OF QUALIFICATIONS

- True technologist and nerd-herder. Led an operations team at Google deploying one of the world's largest IT infrastructures and a technical team developing new search technologies.
- Proven winner at multiple startups. Pivotal leader in software department at OnWafer from initial funding to completion of sale to KLA-Tencor. Co-Founder of Greenlight Organic, profitable in its first year of operations. Experienced in all aspects of M&A activity.
- Successful and in-demand business consultant experienced in general management, IT strategy, program management and stochastic modeling for high-risk, high-tech ventures.

#### PROFESSIONAL EXPERIENCE

2008-Present **TAOS Mountain, Inc., Santa Clara, CA**

##### Senior Management Consultant

- ◆ Working full time at client site, leading a \$100M program to redesign and rebuild a large IT infrastructure for a Fortune 500 semiconductor company.
- ◆ Additional goals: 1) Develop leadership talent amongst middle-managers and directors; 2) Develop governance processes to ensure compliance with international laws; 3) Build an enterprise-class IT "people management" and decision-making infrastructure.
- ◆ Program includes construction of 4 datacenters, hiring 30-60 people, and purchase of \$40M-\$60M of IT equipment.
- ◆ Responsibilities include: general management, technical architecture, facilities, budgeting, datacenter operations, contracts and other legal issues, and hiring.

2006-2008 **Google, Inc., Mountain View, CA**

##### Technical Program Manager – R&D (Search Quality)

- ◆ Served as a manager-at-large for new search products and features. Worked with teams including web-spam prevention, multi-language search, custom search engines, word-stem recognition, mobile search, and page-ranking algorithms.
- ◆ Managed all resources in 2 datacenters used for R&D activities.
- ◆ Part of a high-level committee that addresses competitive search quality issues on a country-by-country basis for all of Google's customer-facing products and operations.

##### Technical Program Manager – Infrastructure and Site Reliability

- ◆ Managed infrastructure teams and programs which included: \$10M-\$30M deployments several times per quarter, custom monitoring and maintenance tool development, and custom network infrastructure design.

- ◆ Challenged and ultimately changed several established Google practices after developing financial models showing some types of deployments were not cost effective. Estimated savings to Google: \$30-45M.
- ◆ Built a high-quality team of 20 project managers, programmers and system administrators responsible for all new datacenter turn-ups, datacenter turn-downs, datacenter upgrades, and network reconfigurations.

2007-Present **Greenlight Organic, Fremont, CA**

**EVP, Strategy. Co-founder.**

- ◆ Founded organic cotton company. End-to-end solution provider that manages everything from production and manufacturing in India to green co-branding campaigns in the US. Profitable in first year of operations.
- ◆ Created business plan. 2<sup>nd</sup> and 7<sup>th</sup> place in business plan competitions at UC Berkeley.
- ◆ Developed relationships with first customers: Google, Cisco, PG&E, and UC Davis.
- ◆ Created strategy for super-hot, high-growth industry to leverage financial and operational relationships with suppliers and manufactures in India. Expected value of business after three years of operation: \$60M.
- ◆ Managed relationships with banking partners and investors.

2002-2006 **OnWafer Technologies, Dublin, CA, acquired by KLA-Tencor, San Jose, CA**

**Software Engineering Manager**

- ◆ Created capital equipment product roadmap and sales strategy to deepen penetration at major customers such as Intel, Micron, Samsung, and Taiwan Semiconductor. 10X growth in new software and hardware-software products during my tenure.
- ◆ Software products were so successful that we discussed spinoff of profitable software department as an alternative to acquisition by KLA-Tencor. Software profit margins exceeded 60%, including cost of all developers.
- ◆ Acquired competing company and integrated the two software departments.

**Lead Software Engineer**

- ◆ Led transition from LabView based source-code and poorly performing proprietary support systems to Visual Studio .NET, SQL-Server, and open source tools.
- ◆ Established metrics for software quality review. Achieved 75% reduction in defects in projects totaling over 100,000 lines of code.
- ◆ Removed under-performing team members, upgraded staff skill-set through hiring and training. Changed a high-turnover software group into a stable group with no turnover.
- ◆ Led development of a massive, \$100,000-per-license software product. Administered worldwide Beta-testing program.
- ◆ Took over software lead in troubled, late hardware/software project for semiconductor manufacturing application. Shipped working products to customers 6 months later.

**EDUCATION**      M.B.A. UC Davis, Finance and General Management, 2008 (est.)  
                          B.A. Political Economy of Industrial Societies, UC Berkeley, 2002.

**REFERENCES**    Dean of UC Davis Business School, Dean of UC Berkeley Electrical Engineering Department, Silicon Valley VCs, Google VPs, Startup business partners, CEO of Bay Area Business Group, Investment bankers. Available upon request.

## A. Cabral Bonner

2612 Kingsland Ave  
Oakland, CA 94619

510.213.9777  
email: cabral@bonnerlaw.com

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### EDUCATION

**Stanford University, School of Law, J.D. 2006**

**University of California Davis, School of Law, Candidate for J.D. 2003-04**

**Stanford University, BA in Human Biology: concentration: Children in Society, Honors, 1997**  
Honors thesis received Dornbusch Award for Research on Children and Families

### WORK EXPERIENCE

**Attorney, Law Offices of Bonner and Bonner, Sausalito CA** **Nov '06— present**  
General plaintiff's litigation – drafting legal documents, negotiating settlements, screening clients, supervising junior attorney, delegating tasks to office staff, communicating with clients, opposing counsel, experts, other witnesses, managing discovery.

**Associate, Law Office of Charles A. Bonner, Sausalito CA** **June '05—Aug '05**  
Researched case law, drafted letters, pleadings, memos, court filings, attended settlement conference and mediations

**Books Not Bars Summer Intern, Ella Baker Center, San Francisco CA** **June '04 – Aug '05**  
Support Books Not Bars organizing efforts and support parents of current California Youth Authority wards

- Organize families in effort to close the California Youth Authority.
- Conduct research on alternative youth rehabilitation programs.

**Computer and Information Systems Consultant, Techsperience, Oakland CA** **June '99—Aug '03**  
Provided computer and information systems support to schools, non-profits, and small businesses.

- Designed, developed and implemented single and multi-school databases for tracking academics and discipline
- Supported schools and non-profit agencies in developing protocols around tracking and using information
- Assisted schools in developing technology plans and acquiring computer resources

**Assessment Team Member, Community Crime Prevention Associates, Oakland CA** **Nov '00—June '01**  
Advised and managed teams of students evaluating programs funded by the Oakland Fund for Children and Youth.

**Curriculum and Content Developer, WebLearning, Morgan Hill CA** **April '99—April '00**  
Worked with team contracted by San Jose's The Tech Museum of Innovation to develop web-based science units for grades 4-8. Worked with summer teacher institute to generate content feedback for the development team.

**Computer Teacher, Techsperience, Aurora School, Oakland CA** **Oct '99—Nov '00**  
Developed and implemented lessons on general computing skills, web-page design, Microsoft Word, and Microsoft PowerPoint to 2nd-5th grade students.

**Americorps Partner, Partners in School Innovation, San Francisco CA** **Aug '97—June '99**  
Educational reform support provider at Hawthorne Elementary School in Oakland, CA

- First year focus: Supported teachers in planning and implementing parent workshops. Developed structures and resources so ensure project sustainability.
- Second year focus: Supported implementation of school-wide database to track student achievement. Facilitated teacher discussion about use of achievement data to support school reform goals.

**Summerbridge Teacher, Making Waves Summerbridge, Ross CA** **June '97—Aug '97**  
**Summerbridge Teacher, Lehigh Valley Summerbridge, Bethlehem PA** **June '96—Aug '96**  
Taught chemistry, computer skills and cooking to middle school students in summer enrichment program. Developed lessons, tests, labs, activities, and six-week and daily lesson plans.

**Human Biology Student Advisor, Stanford University, Stanford CA** **Sep '96—June '97**  
Assisted and advised Human Biology students in developing their major course of study, liaison to faculty advisors,

**LITES Assessment Team, Stanford School of Education, Stanford CA** **Jan '97—June '97**  
Member of research team providing observation data for LITES assessment project in Oakland Public schools

## Community Service

- Mentor, BUILD: Lionel Wilson School, Oakland CA** Oct '04—June '05  
Helped ninth-grade students plan and develop a business concept.
- Street Law Teacher, Stanford Law School *Street Law*, Stanford CA** Sep '04—Nov '04  
Teach legal concepts to students at Hillcrest Juvenile detention facility.
- Board Member, King Hal Legal Foundation, Davis CA** Oct '03—June '04  
Coordinated activities to raise funds for King Hall Legal Foundation public interest grant fund, managed group of students in soliciting auction items.
- President, King Hall Running Club, Davis CA** Nov '03—May '04  
Planned weekly activities, manage club paperwork, participate in weekly runs, and liaison with faculty advisor and school administration.
- Volunteer, Esperanza Youth Center, Alameda CA** Feb '00—Aug '03  
Researched funding sources, provided general technology support, computer trainings for students and staff.
- After School Computer Club Teacher/Coordinator, Oakland CA** Oct '99—June '01  
Organized, planned, and taught after school computer club to 4<sup>th</sup>-6<sup>th</sup> grade students at Oakland public elementary and middle schools
- Volunteer, Capoeira Mandinga, Oakland CA** Feb '98—March '99  
Created and maintained a website selling Capoeira related products in an effort to raise funds for the Capoeira Institute. Capoeira is an Afro-Brazilian martial art I have been training for five years.
- Co-Junior Class President, Stanford University, Stanford, CA** Sep '95—June '96  
Coordinated community building activities for class of 1600 students.
- Assistant to Coordinator, RISE Menlo Atherton High, Menlo Park, CA** Sep '95—Feb '96  
Organized events, maintained communications with parents and tutored students for RISE, a program designed to support African American students at Menlo Atherton High School.

**P. LaTisha Bourelly**

7620 Hansom Dr  
Oakland, CA 94605

Cell: (301) 996-5075  
Email: Calif.Hoya@yahoo.com

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**Leadership Competencies:** Ability to design and implement strategies which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

**Results Oriented:** Great judgment in structuring and organizing tasks, setting priorities, which balance the interests of clients, and readily readjusting priorities to respond to customer demands.

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PROFESSIONAL EXPERIENCE

**Park Day School**

**Oakland, CA**

Director of Finance (06/07-06/08)

As Director of Finance and CFO to the board of directors, I oversee all the financial aid and business office functions of two campuses. Also guide the Director in keeping business processes in order, implementation of effective management structure, and over site of accounts payable and collection procedures.

- Oversee all student application and payment processes
- Monitor past due funds, cash flow, revenue, billing, month end, collections, accounts receivables, withdrawal process, and credit balances
- Develop and monitor accountability goals
- Review write-offs, aging reports, earnings/extract reports, receivables and monthly bad debt for accuracy
- Finalize month end closing
- Human Resource & Benefit Administration
- Review P&L statements for variances from budgeted amounts
- Ensure institutional compliance with financial and state aid laws, regulations and policies
- Board member & Regular Board Presentations

**Cogent Integrations, LLC.**

**Bowie, MD**

Director of Finance & Administration (10/04-12/06)

An information services company specializing in software integrations and the production of leading edge electronic solutions to address corporate business processes.

- Human Resources & Benefit Administration
- Ensures financial integrity of the company in all aspects of reporting
- Responsible for the creation of budgets, forecasting and quarterly updates
- Oversees the accuracy of the accounting and internal financial reporting
- Adherence to Generally Accepted Accounting Principles (GAAP)
- Oversees purchasing contracts administration
- Ensures the accurate preparation of financial reports
- Has direct reports within the operating division

BOURELLY PROFESSIONAL EXPERIENCE (continued)

**P.A. Companies**

**Baltimore, MD**

Director of Finance & Administration (11/00-10/04)

P.A. Companies is an expanding real estate, home building and commercial development company with a successful history.

- Developed financial forecasts, estimates, and operating budgets
- Assured that internal corporate financial reporting requirements were met
- Complete special projects for both functional and finance management
- Keep track of P&L reporting and operating expense variance

**Georgetown University**

**Washington, DC**

Financial Analyst (1999-2000)

As financial analyst I developed and managed the human resources departmental budget using PeopleSoft. Responsible for the support of five cost centers in excess of \$ 7 million dollars, and assisted in the generation of financial and analytical reports directly to the vice president of human resources.

- Responsibilities included research, analysis, monthly comparisons, forecast and preparation of departmental budgets
- Input of monthly actual expenses for cost centers into spread sheets
- Tracked contractor expense reports
- Maintained contractual relationships
- Maintained General Ledger accounts

**Lockheed Martin IMS**

**Washington, DC**

Fund Accountant (1997-1999)

Lockheed Martin provided services as a sub contractor to in technology services to state and local government agencies. It specialized in child support enforcement, welfare and work force services, child care management, electronic toll collection and other intelligent transportation services involving the trucking industry, photo enforcement of red-light and speeding violations.

- Focused on revenue recognition, estimations to complete scope changes and forecasts
- Responsible for tracking, analyzing and reporting project expenditures against budget and forecast
- Prepared monthly reports by project
- Gathered historical cost data on project expenditures and labor
- Prepared ad-hoc information requests, and assisted with development of management reporting and corporate budgeting systems
- Established and maintained accounting policies and procedures and internal controls

BOURELLY VOLUNTEER POSITIONS

**People of Color in Independent Schools**    **Oakland, CA**  
CFO (09.07-Current)

**City Neighbors Charter School**                      **Baltimore, MD**  
VP of Finance (2005)

Worked with the bookkeeper and Board of Directors serving as the facilitator over the expenditures relating to the capital project fund, the special program fund and the operations fund.

EDUCATION

MBA 05/04- Johns Hopkins University, Washington D.C.  
Concentration: Management Information Systems/Finance

B.A. – Georgetown University, Washington D.C.

**PROFESSIONAL EXPERIENCE**

**Mills College, Oakland, California**

*Student Teaching Supervisor* 1998-present  
*Lecturer, Technology in Education* 1996-1998

**San Francisco Education Fund**

*Lesson Study Consultant* 2002-2004  
*Focused Content Coach in Mathematics* 2002-2004

**University of Alaska**

*Project Consultant* 1997-2002

**Screen Play**

*Director of Education* 1995-1999

**Lawrence Hall of Science**

1977-1995  
*Director, EQUALS National Sites* 1991-1995  
*Director, EQUALS in Mathematics and Technology* 1987-1991  
*Director, EQUALS in Computer Technology* 1983-1987  
*Co-Director, EQUALS Mathematics Teacher Education* 1980-1982  
*Mathematics Specialist/ Curriculum Developer, EQUALS* 1977-1979

**Emery Unified School District**

1965-1982  
*Director, Basic Skills Through Microcomputers* 1980-1982  
*Director, Educational Equity in Emeryville Project* 1978-1982  
*Coordinator, Math/Science for Academically Talented* 1972-1979  
*Mathematics Teacher, Emery High School* 1977-1980  
*Mathematics Lab Instructor, Hawley Elementary School* 1975-1977  
*Principal, Elementary Summer Schools* 1967-1969  
*Teacher, Hawley Elementary School* 1965-1975

**Graduate Level Instructor**

University of California Extension, Berkeley, California 1980-1995  
 Notre Dame de Namur University, Belmont, California Spring 1995  
 University of Alaska, Fairbanks, Alaska October 1991  
 California State University at Hayward Summer 1984  
 Sonoma State University Summer 1984-1985  
 San Francisco State University Mathematics Department 1979-1980

**San Lorenzo Unified School District**

*Teacher, Martin and Village Elem. Schools* 1954-1956, 1963-1965

**Gilliland Instrument Company**

1956-1963

**Washington, D.C. Public Schools**

*Teacher, Kimball Elem. School* 1951-1954

**Oakland Unified School District**  
*Teacher, Stonehurst Elem. School*

1950-1951

### **MATHEMATICS ORGANIZATION WORK**

#### **National Council of Supervisors of Mathematics**

Newsletter Managing Editor	2005-present
Presentation Staff Member, NCSM Leadership Academy	2004-2007
President	2002-2005
Member, NCSM/NSELA/ENC Task Force on Leadership	2000-2004
First Vice President and Program Chair	2000-2001
Second Vice President and Registration Chair	1999-2000
Western Region Representative	1996-1999
Chair, NCSM Equity Resource Development Task Force	1995-1998

#### **National Council of Teachers of Mathematics**

Member, Large-Scale Assessment Task Force	2006-2008
Editor, <i>Feature on Families</i> in the NCTM Middle School Math Teacher	2001-2002
Member, NCTM Task Force for Curriculum Evaluation	1997-1998
Outside consultant for NCTM History Companion to Yearbook	1996-1997
Member, Advisory Panel, 1997 Yearbook on Equity	1995-1997

#### **International Congress on Mathematical Education**

EQUALS Project Committee Member, ICME VI, Budapest, Hungary,	1988
Member, Local Organizing Committee, ICME IV, Berkeley, CA,	1978-1980

### **RECENT TALKS AND PROFESSIONAL LEARNING PRESENTATIONS**

Asilomar Fall Conference, California Math Council, Pacific Grove, CA	Dec. 5-7, 2008
NCTM Regional Meeting, Cleveland, Ohio	October 16-17, 2008
Fundación CIENTEC, Palmares, Alejuela, Costa Rica	May 1-3, 2008
National Council of Supervisors of Math Ann. Mtg. Salt Lake City, UT	April 7-9, 2008
National Council of Teachers of Math Ann. Mtg., Salt Lake City, UT	April 9-12, 2008
Orange County Mathematics Council, Garden Grove, CA	March 14-15, 2008
Asilomar Fall Conference, California Math Council, Pacific Grove, CA	Dec. 1-2, 2007
Fundación CIENTEC, Colegio Universitario, Puntarenas, Costa Rica	May 5-11, 2006
Asilomar Fall Conference, California Math Council, Pacific Grove, CA	Dec. 1-3, 2006
National Council of Supervisors of Math Annual Mtg., St. Louis, MO	April 10-13, 2005
National Council of Teachers of Math Annual Mtg. Philadelphia, PA	April 21-24, 2004
University of California Berkeley Graduate Sch. of Educ., Berkeley, CA	Mar. 2002
National Council of Supervisors of Math An. Mtg., Chicago, IL	April 10-13, 2000
Canadian Regional Conf., NCTM, St. Johns, Newfoundland	October 11-14, 1995
European Council of International Schools, Hamburg, Germany	November 17-20, 1995

## AWARDS

Notre Dame de Namur University Belmont, California	
St. Catharine Julie Cunningham Visiting Scholar	1995
Fulbright Senior Scholar Award and Visiting Lectureship,	June-September 1990
German Marshall Fund Award for Foreign Travel	1986

## EDUCATION

Bachelor of Arts Degree, Mills College	1950
Administrative Services Program, Univ. of California, Berkeley, CA	
General Administrative Services Credential, CA	1978-1979
Life Diploma, CA State Board of Education	1965
Life Diploma for Administrative Services	1985

**TANIA L. GUTIERREZ**

1623 20<sup>th</sup> Avenue \* San Francisco, CA 94122 \* 415-519-2532

**EDUCATION**

Stanford University, *M.A. in Education*, 1997

California State University, *Elementary Education Teaching Certificate*, 1993

Trinity University, *B.A. in History*, 1990

Palo Alto, CA  
Dominguez Hills, CA  
San Antonio, TX

**PROFESSIONAL EXPERIENCE**

2004 - current **Education Consultant**

Oakland, CA

Coach principals and teachers in using data systematically to improve school programs and classroom instruction. (Oakland Unified School District, Oakland Small School Foundation, Alameda County Office of Education)

2001 - 2004 **San Francisco Education Fund**

San Francisco, CA

*Program Manager, Math and Science Collaborative*

Designed an intensive teacher professional development program to address issues of educational equity for Latino and African American students in SFUSD middle schools.

- Collaborated with 15 community organizations.
- Facilitated 20 teacher workshops and two week long summer institutes.
- Coached 15 individual teachers to implement culturally responsive pedagogy.
- Supervised program assistant and two outside consultants.
- Assisted development department in raising over \$50,000 for the program in two consecutive years.
- Created surveys and interview protocols for program evaluation.

1998 - 2000 **Consortium on Chicago School Research, University of Chicago**

Chicago, IL

*Research Associate*

Collected and analyzed qualitative data on two separate studies: evaluating the effects of a policy that ended social promotion in Chicago public schools and assessing the effects of Annenberg-supported school-reforms.

- Conducted 48 interviews with 30 teachers, principals, and community members.
- Completed 24 classroom observations and 48 student interviews.
- Designed protocol for teacher interviews.
- Wrote two individual case studies and synthesized the findings from twelve other case studies into final published report, "Development of Chicago Annenberg Schools: 1996-1999."
- Co-wrote and presented paper at AERA documenting teacher response to the social promotion policy.

1997 - 1998 **Partners in School Innovation**

San Francisco, CA

2000 - 2001 *School Partnership Director*

Advised school administrators and teachers in five low-income schools in the Bay area on the development and implementation of whole-school reform plans.

- Planned agendas and facilitated meetings for grade-level teams, teacher professional development days, and school leadership meetings.
- Supervised and delivered professional development for 17 Americorps members.
- Assisted in general organizational development such as recruitment of Americorps volunteers, delivering fund-raising presentations, and contributing to the program's evaluation design.

1995 - 1996 **Fort Worth Independent School District**

Fort Worth, TX

*Fourth Grade Spanish Bilingual Teacher, Clarke Elementary School*

- Developed and implemented project-based math curriculum.

1993 - 1995 Phoenix Elementary School District

Phoenix, AZ

*Fourth Grade Spanish Bilingual Teacher, Bethune Elementary*

- Developed thematic units aligned with Accelerate Schools principles.
- Used manipulative-based math program to raise the achievement of students at risk.
- Planned curriculum to support enriched learning in a school-wide micro-society.

1990 - 1993 Compton Unified School District

Compton, CA

*Sixth Grade Spanish Bilingual Teacher, Bunche Middle School*

## MICHAEL LASSOFF

1702 Washington St., #202  
San Francisco, CA 94109

(415) 608-5704  
[lassoffm@gmail.com](mailto:lassoffm@gmail.com)

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### SENIOR BUSINESS MANAGEMENT EXECUTIVE

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**General Management • Sales Management • Marketing • Operations Management • Finance  
Strategy & Planning • Outsourcing Expertise • Organization Building**

- Executive with over twenty years of experience in running sales and operations at both the Fortune 100 and entrepreneurial level with a focus on managing day-to-day operations and delivering results to the bottom line, twelve of which as CEO of a wholesale distribution company.
- Proven track record in performance improvement, including assessing the root cause of underperforming operations and developing/implementing turnaround solutions
- Known for sound business judgment, deal making and negotiation savvy, sales growth, C-level relationship management skills, developing strategic plans that are operationally feasible and financially prudent, and achieving both short-term and long-term operational goals.

### PROFESSIONAL EXPERIENCE

**CHOICE INTERNATIONAL RESOURCES CO., LTD.**, Shanghai, China 2007-present  
*Global Sourcing of Industrial Components and Construction Materials*

**Vice President of North American Sales & Business Development**

Responsible for start-up business development of new accounts and material sources in North America model.

- Developed sales relationships with North American OEMs for offshore manufacturing of components or complete assemblies in China.
- Sourced "Made in USA" specified parts needed for assemblies in China.

**HEWLETT-PACKARD COMPANY**, Cupertino, CA 2001-2006  
Multiple responsibilities included the strategic alignment and co-management of an outsourced Channel Sales model responsible for \$1B in quota, managing multi-year/cross-functional strategic Channel Sales and Marketing initiatives, and business decision support to the VP of North American PC Sales.

**Outsourced Channel Sales**

Aligned and co-managed HP's outsourced Channel Sales model.

- Co-led two-year initiative to renegotiate and align 16 outsourced Channel Sales engagements delivering \$1B in annual quota with a focus on realizing the targeted sales coverage model, cost per order dollar, and rational compensation plans for the 250 headcount. Negotiations at the CEO level realized \$5M in recurring annual savings against \$25M in contracts. Built trusted relationship with HP's outsourcing partner and co-managed the re-aligned sales motion.
- Standardized operational and financial guidelines for all future HP outsourced sales engagements per knowledge gain from above renegotiation and alignment of existing contracts. Implemented new reporting and account management processes.

**Financial Strategy / Sales Operations**

Responsible for business decision support to VP of North American PC Sales and for managing the operational and financial feasibility of Channel Sales Demand Generation Programs and pricing spanning HP's entire product and services portfolio (PCs, Servers, Storage, Printing and Imaging, Services, and Software), ensuring policies and programs effectively drove growth and profitability of both HP and its distribution partners. Core team member in developing new partner benefit initiatives with a particular focus on driving attach rates and the buy-in of HP's distribution partners so as to drive high levels of proactive adoption.

- Led cross-functional team across Sales, Finance, Marketing, Legal, and IT to identify and remedy pricing and marketing program root causes of extensive losses in the PC and Server divisions. Developed and implemented new demand generation marketing promotion and pricing policy yielding margin increases of 12% on \$3B of revenue. Analysis and plan of action including introduction of new business controls and standard processes contributed to the organization's return to profitability within six months

**HEWLETT-PACKARD COMPANY (cont.)**

- Lead on re-designing operational efficiency and controls of Sales Demo Program to yield a more robust, simpler, and cost-effective program supporting the Sales motion. Partnered with IT for systems improvements.
- Assumed authority over PC and Server rebate promotional pricing policy driving P&L with a budget of \$400M/yr. Supervised claims department of 5 with authority to approve or deny claims.
- Core team member affordably sizing the post-Compaq merger commercial and enterprise sales organizations with a headcount of 500 (\$120M budget). Ensured superior promotional programs, forecasting, and reporting systems were in place to drive and measure the business reporting to VP of Americas PC Sales and the Americas Controller. Drove Sales service level agreements between product organizations.
- Responsible for developing, implementing and managing new operational guidelines, forecasting, and reporting processes to manage the two year growth of the US Channel Sales Demand Generation budget from \$160M/yr to \$400M/yr. Introduction of new demand generation program offerings contributed to over \$1B in revenue growth and a return to profitability across all product segments. Ensured clear cross-organizational communication between Channel Sales, Marketing, Product Divisions, and IT Operations at the Director and VP level.

**MAIN LINE ELECTRIC SUPPLY CO., Paoli, PA**

1982-1997

*Wholesale distributor of lighting and electrical equipment to the construction, manufacturing, and property maintenance sectors.*

**President / Head of Sales / Principal (1986-1997)**

Managed the business end-to-end. Led sales, operations, finance, and the development and implementation of strategies and business plans to maximize revenue growth, profitability, and return on investment. Managed corporate P&L and Balance Sheet. Built and managed a staff of 25 employees across a three state region with three regional managers as direct reports.

- Drove growth of the design specifier and distributor of lighting and electrical equipment end-to-end over a twelve year period, realizing revenue growth to \$3M from \$800K and gross margin growth of 20% (to 48%), culminating in the successful sale of the business in 1997.
- Restructured the business in response to significant changes in industry dynamics, including deflationary pricing and contracting margins. Shed a division so as to reallocate assets to other market categories (with a focus on lighting) that had greater growth potential and a significantly greater ROI. Yielded net profit growth of 15%.
- Managed sales organization of 12 with a focus on coaching, developing, mentoring, and motivating. Developed and executed coverage models, compensation structures, pricing strategies/parameters, and demand generation promotional strategies. Maintained customer relationships at the executive level and oversaw overall customer service. Drove adoption of new products into the marketplace and growth of market share on a profitable basis.
- Established central strategic sourcing department supporting 4000 items across three warehouses realizing a best-in-class Supply Chain. Selected appropriate vendors and product portfolio, developed business relationships, negotiated terms and conditions of distribution agreements, managed inventory and order fulfillment/logistics across multiple warehouses, and oversaw vendor relationships to constantly maintain a competitive and differentiated product portfolio.
- Led the selection and implementation of computer hardware and customized distribution software solutions. Ensured adequate business reporting capabilities and linkages to sales and financial management. Systems provided the ability to initially expand to multiple locations and subsequently to manage long-term growth.
- Oversaw preparation and issuance of financial statements as signatory. Developed and managed financial reporting processes for use in understanding and driving business results.

Sales (1982-1985)

**EDUCATION**

MBA, Georgetown University, Washington, DC

B.S. (summa cum laude), Finance, Ithaca College, Ithaca, NY

## HUELING M. LEE

280 Park View Terrace #203 • Oakland • CA 94610  
Phone (617)233-5762 • hueling.lee@gmail.com

### SELECTED EXPERIENCE

**BOSTON STRATEGIC PARTNERS, INC.** Oakland CA 2004-present  
*Engagement Manager (2005-present), Consultant (2004-2005)*

*Plan and manage strategy consulting projects for pharmaceutical and diagnostic clientele. Act as key liaison between consultant teams and clients. Develop work plan and guide team through plan execution. Spearheaded 20+ strategy assignments. Mentored 14 colleagues in 4 years.*

- Created a mid to long-term technology migration plan for a \$3 billion in-vitro diagnostics manufacturer. Presented strategy to top executives who shared it with all their global subsidiaries and customers.
- Conducted due diligence for a generic injectable pharma manufacturer to double its international presence and become the worldwide industry leader through a successful \$2.6 billion acquisition.
- Facilitated 8 cross-functional client teams, involving 20+ members, to develop a comprehensive franchise strategy. Provided goals and devised detailed tasks for each team
- Developed an epidemiology and technology gap analysis to identify critical strategic issues and growth opportunities for a top molecular diagnostics manufacturer to double its revenue in 5 years.
- Designed a company reorganization plan for a Fortune 100 pharmaceutical manufacturer to address changing policy, access, and reimbursement environment. Developed reorganization guide and spearheaded the kick-off session to launch the new organization.

**ANALYSIS GROUP (formerly INTEGRAL, INC.)** Menlo Park CA & Boston MA 2000-2004  
*Senior Analyst (2001-2004), Analyst (2000-2001, fast-track promotion)*

*Developed market growth and value capture strategies for pharmaceuticals, diagnostics, subprime mortgage, semiconductor, automotive, alternative energy, and venture capital companies. Performed a wide range of consulting responsibilities. Attained highest utilization rate in the company.*

- Co-managed an indication expansion strategy for a \$1+ billion drug. Created work-plan and managed team members for collective execution on epidemiology and market assessments of 30+ immune diseases. Proposed expansion indications generated an additional \$1 billion in sales.
- Interviewed 25+ physicians and medical opinion leaders to create market entry and positioning strategies across immunology, cardiovascular, anti-infective, oncology and metabolic therapeutic franchises. Synthesized market trends, disease epidemiology, and pharmaceutical pipeline options to determine entry potential for a Fortune 100 company.
- Evaluated 88 R&D projects to improve product portfolio and resource allocation to a top drug delivery company. Created and presented portfolio views to head of research. Coordinated between client and other departmental heads to organize the inaugural R&D summit to implement suggested resource allocation changes.
- Mentored team members on conducting pharmaceutical research, building financial models, and effectively communicating recommendations to a client.

### EDUCATION

**BOWDOIN COLLEGE**, Brunswick ME 1995-1999  
*Bachelor of Arts, Double major in Asian Studies and Government, cum laude*

**INSTITUTE OF INTERNATIONAL PUBLIC POLICY** 1996-1999  
*Fellow*

- Training: Clark Atlanta University (international relations), UC Berkeley Goldman School (qualitative and quantitative analysis), Chinese Language and Culture University in Beijing (Mandarin)
- Study Abroad: SIT Granada (Spain) and Chinese University of Hong Kong.

### ADDITIONAL

*Languages:* Knowledge of Cantonese, Toisanese, Spanish, Mandarin, and French

*Selected travel:* Tibet, Cambodia, Laos, Thailand, Vietnam, China, Argentina, Belize, Hungary, Austria

*Other:* Provided idea for and co-published with NIH members on common cancer biomarkers

# THEODORE (THEO) LIEU

3829 Park Boulevard • Oakland, CA 94602 • Phone: (510) 919-5556 • Email: lieuth@uchastings.edu

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## EDUCATION

- University of California Hastings College of the Law, J.D., May 2008 • San Francisco, CA
- Member, Hastings Civil Justice Clinic – Community Economic Development Clinic, Fall 2007 to Spring 2008
  - Member, Asian Pacific American Law Student Association
  - Member, Legal Education Opportunity Program Admissions Committee

- University of California, Los Angeles, B.A. Sociology, Education Minor, 2004 Cum Laude • Los Angeles, CA
- Golden Key Honor Society
  - Alpha Kappa Delta Honor Society
  - Deans List

- ACBEU (Associacao de Cultura Brasil – Estados Unidos), Summer 2004 • Salvador, Brazil
- Portuguese Language and Culture Program

## PROFESSIONAL EXPERIENCE

Hastings Civil Justice Clinic • San Francisco, CA

*Community Economic Development, Asian Law Caucus* • Fall 2007 to Spring 2008

- Performed extensive research on the valuation and taxation of (limited equity) housing cooperatives
- Drafted valuation and taxation opinion memoranda to San Francisco County Assessor-Recorder advocating reduced taxation of limited equity cooperative
- Worked with San Francisco Community Land Trust, Asian Law Caucus and low-income residents of the “Fong Building” on the rehabilitation of the premises and the creation of a limited equity housing cooperative

Education Pioneers • Los Angeles, CA

*Summer Fellow, Green Day Public Schools* • Summer 2007

- Researched and drafted memoranda analyzing charter school laws/statutes, including Proposition 39, Proposition 55, Measure R and SB 1133
- Created and successfully presented strategic financial plan for executive management using legal and district guidelines on teacher health and retirement benefits package
- Selected for highly competitive education leadership program with graduate students from top law, business, education, policy and urban planning institutions
- Co-led and participated in leadership seminars with leading executives on social entrepreneurship, public education reform and new venture funding

Superior Court of California, Contra Costa County • Pittsburg, CA

*Judicial Extern* • Summer 2006

- Researched and drafted statutory interpretation opinion on newly enacted California domestic violence legislation (§1203.097) that aided judges in domestic violence matters
- Researched and drafted bench memoranda for law and motion and evidentiary matters before Honorable Charles Burch and Presiding Judge, Honorable Cheryl Mills

Law Office of Ryutaro Hirota • San Francisco, CA

*Law Clerk* • Summer 2006

- Reviewed and drafted performance, employment and business contracts under the supervision of attorney, Ryutaro Hirota
- Performed extensive research on contract issues

Platform Learning, Inc. – *A national for-profit provider of Supplemental Education Services (SES)* • New York, NY

*Operations Manager* • May 2005 to August 2005

- Facilitated and implemented operational processes at the regional and national levels, ensuring efficiency and effectiveness
- Played lead role in recruitment initiative that led to the hiring of over 200 full-time employees for 15 regions across the country
- Created and distributed progress reports to over 10,000 students attending after-school and weekend literacy and math tutoring programs at New York City Public Schools identified as “in need of improvement” per the No Child Left Behind Act

*Program Manager* • January 2005 to May 2005

- Managed the planning, implementation and quality of comprehensive tutoring programs at New York City Public School sites
- Recruited and managed a team of over 40 instructors and 10 program staff members to achieve target student-to-teacher and student-to-staff ratios and to ensure program quality
- Managed one of the company’s top 3 programs as measured by operating margin, generating over \$1MM in revenue

## OTHER

- Conversational Cantonese and Vietnamese
- Asian Law Caucus – Employment Clinic • San Francisco, CA
- UC Hastings Legal Education Opportunity Program – Teaching Assistant (Contracts) • San Francisco, CA
- UC Hastings Legal Education Opportunity Program – Admissions Committee • San Francisco, CA
- General Assistance Advocacy Project (GAAP) Advisory Board Member • San Francisco, CA

## Marc Lowe

80 Hillbrook Drive  
Portola Valley, CA 94028-7934  
+1.650.283.8100 mobile  
+1.650.851.8338 home  
[mdl.praxis@gmail.com](mailto:mdl.praxis@gmail.com)

### EXPERIENCE

ADAPTEC, INC., Milpitas, CA. 8/1992 to 3/1998 & 7/2005 to Present.

Senior Vice President, Corporate Development + General Manager, Emerging Business Units – 2006 to Present

- Chartered by Adaptec's Board of Directors to formulate strategies and implementation plans for Adaptec's growth initiatives to include strategy development, business planning, alliances, and mergers & acquisitions
- Developed Adaptec Secure Information Management and I/O 2.0 strategies.
- Completed divestiture of Adaptec's Snap NAS business unit.
- Identified, negotiated, diligenced, closed, and integrated Adaptec's \$40M acquisition of AristosLogic.
- Oversaw Adaptec consumer products division & incubation of storage software application business.

Corporate Vice President + General Manager, Data Protection Solutions – 2005 to 2006

- Returned to Adaptec after eight year absence as lead member of executive turnaround team.
- 16B officer responsible for \$300M+ P&L and 330 employees spread over five sites around the world.
- Responsible for all aspects of strategy development, marketing, product development for existing product lines and new ventures.
- Improved engineering performance to schedule by 50%. Increased revenue mix for high profit indirect channels by 15%.

General Manager, Fibre Channel Products Group – 1997-1998

- Charged with commercializing Adaptec's engineering investments in emerging Fibre Channel technology by identifying key short and mid-term market opportunities, and driving industry and customer acceptance.
- Managed start-up division comprised of sixty engineers in ASICs design, add-in card development, software engineering, and test & quality assurance, in addition to, building marketing and sales functions.
- Developed business plan, marketing strategies and product roadmap to achieve revenues of \$50M in CY98 and over \$100M in CY99.
- Architected investment positions and strategic alliances with key Fibre Channel partners to achieve revenue, product development, interoperability goals.

General Manager, Enterprise Products Group – 1994-1997

- P&L responsibility for Adaptec's Enterprise Products Group. Grew revenues from \$200M to \$500M between CY1995 and CY1997. Group accounted for over 50% of Adaptec's CY1997 sales and 75% of operating profit. Business results represent 33% revenue growth and 40% profit growth year over year.
- Oversaw both direct OEM and distribution channel business. Top OEM customers included Dell, Compaq, and HP. Top distributors included Ingram Micro and Tech

Data, in addition to a worldwide network of value-added distributors. Sales channel split was approximately 50% channel and 50% OEM.

- Managed 250-person division and \$64 million annual operating budget with technology centers in Milpitas, Irvine, and Singapore.
- Provided leadership as change agent in developing aggressive, coordinated, on-strategy intra- and inter-divisional teams.
- Responsible for all aspects of strategic planning, product development, product support, marketing, in addition to, overseeing corporate channel marketing function.
- Developed and implemented strategies for growing core SCSI business while plotting strategies for developing new revenue streams in Personal RAID and applications software.
- Drove launch of Adaptec products into the retail channel. Captured #1 market share position and posted 200% increase in revenues within 12 months of launch.

Director of Marketing, SCSI Products – 1991-1994

- Drove growth of Adaptec SCSI products from \$50M to over \$200M in annual revenues by broadening market coverage and building Adaptec's interoperability brand franchise.
- Built and actively managed 40-person marketing department. Responsible for all aspects of product planning, product marketing, market development, sales development, and marketing communication.
- Lead strategic planning efforts, developed customer-focused segmentation scheme, and formulated long range product vision and two year product plan. Planning process used as template for all corporate and divisional planning. Championed "inclusive" strategic planning process improving plan quality while accelerating buy-in.

**PRAXIS VENTURES, Portola Valley, CA. 3/1998 to 6/2000 & 3/2004 to 7/2005.**

Managing Partner and Founder

- Founded business strategy consultancy focusing on high potential start-ups.
- Successfully completed consulting engagements with more than 30 technology companies in the Internet, e-commerce, data communications, semiconductors, enterprise software, data center systems, wireless, security appliances, system integration, and graphics, and storage.
- Representative engagement objectives and results include:
  - Advised on the \$40 million sale of Emuzed Inc. to a Global 100 company. Emuzed is an enabler of rich media features in personal computers, mobile phones, and media adapters.
  - Consulted to and invested in Newport Systems (fiberoptics tranceiver manufacturer sold to Broadcom for \$1 billion) and Cyras Systems (fiberoptics backplane manufacturer sold to Ciena for \$2 billion), Louth Automation (infrastructure software; acquired by Harris Corporation for \$200 million), Stream Machine (ASICS development; acquired by Cirrus Logic for \$110M), and iManage (enterprise software; IPO in July 1999, NASDAQ: IMAN, acquired by Interwoven)
  - Served as interim CEO/COO for multiple companies – clarified/re-vamped strategies, established organizational focus, built team, assisted in CEO search
  - Developed business strategies, plans, and funding presentations for multiple early stage start-ups – materially contributed to the closing of over \$150 million in early-stage venture financing
  - Developed achievable operating plan and repeatable planning process for multiple later stage start-ups
  - Successfully positioned late-stage companies for IPO and M&A – identified Internet-based market expansion opportunities, developed business strategies, lead business development activities

**NEW MOON SYSTEMS INC., San Jose, CA. 6/2000 to 3/2004. Acquired by Tarantella Inc. (Nasdaq: TLLA), then by Sun Microsystems (Nasdaq: JAVA)**

President and CEO

- Lead all aspects of corporate strategy and implementation for data center infrastructure software start-up
- Raised over \$30 million in venture financing
- Developed and oversaw the execution of a comprehensive enterprise go-to-market strategy: product road map, distribution channel, support, training, and compelling market positioning
- Forged deep strategic alliance with Microsoft
- Recruited and developed effective executive team and implemented control processes for functional teams
- Managed product development teams based in San Jose, California, and Pune, India. Delivered beta-quality product in three months for early evangelism and customer previews. General release of production-quality product in eight months.
- As primary company spokesperson, established New Moon as an acknowledged leader in the server-based computing space with top financial analysts, industry analysts, and international press.
- Solely responsible for sales and business development initiatives in China, Japan and North and Southeast Asia.
- Created highly leveraged, indirect sales channel consisting of six distributors and 250 value-added resellers in 29 countries within four quarters
- Generated over \$1 million in revenue with an additional \$3 million in follow-on commitments from over 100 customers in first three quarters of commercialization
- Successfully negotiated and closed company merger with Tarantella Inc.

**HEWLETT-PACKARD COMPANY, Personal Information Products Group, Sunnyvale, CA. 8/1984 to 8/1992.**

Vectra Personal Computer, North American Marketing Manager

- Managed market development department charged with planning and executing programs, promotions, introduction strategy, sales training, and channel strategy.
- Architected major overhaul of HP Vectra PC distribution channel.
- Built "crack" team focused on the marketing of the Vectra Personal Computer family. Created processes for the marketing and brand management of existing products adopted by divisions throughout Hewlett-Packard.
- Managed a variety of products including HP-150 presentation graphics software, HP's Vectra 286 line, and the Vectra RS - HP's first entry into the PC server market.

**EDUCATION**

**UNIVERSITY OF CALIFORNIA LOS ANGELES, Anderson School of Management, MBA, June 1984.** Areas of study: Marketing and Finance. Dean's List. Vice-President, UCLA Marketing Club. Vice-President Management Consulting Club, Graduate Advisor, Minority Student Admissions.

**UNIVERSITY OF CALIFORNIA DAVIS, Bachelor of Science, June 1978.** Major: Genetics. Dean's List. Resident Advisor, Upper Division Dormitory. Peer Advisor.

**OTHER EXPERIENCE**

**UNIVERSITY OF CALIFORNIA AT DAVIS, Graduate School of Management,** Visiting Professor. Teach MBA-level courses in New Ventures and Product Management.

**UNIVERSITY OF SAN FRANCISCO, McClaren School of Business, Adjunct Professor.** Taught senior symposium on Creativity and Innovation in Business.

## Cheyenne Pronga

3065 Kansas St. Unit D  
Oakland, CA 94602

cell (510) 301-8301  
cpronga@gmail.com

### Leadership Experience

#### *Grade Level Chair*

*KIPP Summit Academy—San Lorenzo, CA*

- ♦ Plan weekly grade level meetings with the 5<sup>th</sup> grade team.
- ♦ Guide advisory program.
- ♦ Lead 5<sup>th</sup> grade team and family meetings for the fifth grade class.
- ♦ Organize school wide assemblies.
- ♦ Work with administration and teaching team to plan all grade level activities and field trips.

*August 2008-present*

#### *Board Chair*

#### *Board Director*

*People of Color in Independent Schools (POCIS) of Northern California--Greater Bay Area, CA*

- ♦ Facilitate and plan regional and monthly board meetings.
- ♦ Organize board recruitment, interview and orientation processes.
- ♦ Lead board through revision of bylaws and strategic planning process.
- ♦ Support and manage the technology consultant, membership and financial directors.
- ♦ Plan and coordinate diversity and leadership conferences for middle and high school students, parents and educators in the Bay Area.

*Spring 2007-present*

*Spring 2006-present*

#### *Conference Presenter*

*National Association of Independent Schools -People of Color Conference, Providence, RI*

*National Association for Multicultural Education —Ummaking the Brown Decision, Kansas City, MO*

- ♦ Presented a social and environmental justice case study about Anniston, Alabama.
- ♦ Shared student research, investigations, and presentations about the controversy surrounding the destruction of chemical weapons at an army disposal facility.

*Fall 2004*

*Educational Consultant for Science Teacher Environmental Education Program Workshop*

*and Case Studies in Conservation in the Lower Hudson Valley & the Dominican Republic Classes*

*Center for Environmental Research and Conservation at Columbia University, New York, NY*

- ♦ Presented lessons to teachers that illustrated the fundamental principles of climate and climate change.
- ♦ Facilitated discussion and activities about the ecological lectures given by the scientists co-teaching the class.
- ♦ Presented experiential lessons, labs, and experiments with teachers that help to build scientific process skills and understanding of basic ecological and environmental concepts.
- ♦ Created K-12 curriculum outlines aligning coarse topics to New York City and State education guidelines.
- ♦ Collaborated with teachers from grades k-12 to develop curriculum outlines and supporting lesson plans about global climate change and ecology.

*Fall 2002*

*Summer 2003 & 2005*

#### *Mentor Teacher*

*Fieldston Lower School, New York, NY*

- ♦ Met weekly with new teacher to serve as a community support and resource.
- ♦ Attended mentor teacher meetings and mentor/mentee gatherings throughout the school year.

*Fall 2001-Spring 2003*

#### *Conference Participant*

*National Council for Science and Environment--National Conference on Science, Policy and the Environment*

*Education for a Sustainable Future, Washington, D.C.*

- ♦ Collaborated with educators from around the country to develop suggestions for implementing sustainable development based interdisciplinary curriculum.

*Winter 2002*

### Teaching Experience

*5<sup>th</sup> Grade Math Teacher and Advisor*

*KIPP Summit Academy—San Lorenzo, Ca*

- ♦ Teach 5<sup>th</sup> grade math and support classes.
- ♦ Lead weekly advisory group.

*Summer 2008-present*

*9<sup>th</sup> Grade Founding Biology Teacher and Advisor**KIPP King Collegiate High School, San Lorenzo, Ca**Summer 2007-Spring 2008*

- Teach 9<sup>th</sup> grade biology with a curricular focus on science process, writing and critical thinking skills.
- Lead an advisory group and support their service learning goals by planning monthly community service trips.
- Develop and implement service learning curriculum for math and science.

*7<sup>th</sup> Grade Math, 7<sup>th</sup> & 8<sup>th</sup> Grade Life and Physical Science, Academic Advisor, Basketball and Volleyball Coach**Head Royce School, Oakland, CA**Fall 2005-Spring 2007*

- Advised 10 seventh grade students and taught math and science in 7<sup>th</sup> and 8<sup>th</sup> grade.
- Lead multicultural practice workshops for the science department retreat.
- Instructed underprivileged public school students attending the Heads Up school year college preparatory support program.
- Participated on the Civic Purpose and Diversity committees.

*7<sup>th</sup> and 8<sup>th</sup> Grade Math/Science Specialist, Spanish I Instructor, Academic Advisor, Basketball Coach**The Gordon School--East Providence, RI**Fall 2003-Spring 2005*

- Taught Pre-algebra, Algebra I, Ecology/Life Science, Physical/Environmental Science, and Spanish I.
- Utilized IPS, Globe, and National Institute of Health Explorations in Science and Human Health curricula.
- Led life and study skills discussions and workshops in advisory.
- Further developed the Life Science curriculum-using constructivist, inquiry-based, and multicultural pedagogy.
- Collaborated in the revision of the interdisciplinary community service learning project and curriculum.

*4<sup>th</sup> and 6<sup>th</sup> Grade Math/Science Specialist**Fall 2001-Spring 2003**4<sup>th</sup> - 6<sup>th</sup> Grade Science Specialist**Fall 1999-Spring 2001**The Ethical Cultural Fieldston School, Fieldston Lower School, New York, NY*

- Planned and guided lessons developing conceptual and algorithmic understandings of elementary math principles.
- Developed and implemented 4<sup>th</sup>-6<sup>th</sup> grade Science curricula focusing on the development of science process skills, environmental consciousness, and experiential learning.
- Created integrated multicultural curriculum about the ecology of the Lower Hudson River Valley and New Amsterdam.
- Integrated statistical analysis with scientific investigations on weather, stream formation, and hydrology.
- Member of the Diversity, Faculty Life, and the Lower and Middle School Curriculum committees.
- Received Venture Grants for integrating technology, interdisciplinary curriculum development, and after school dance class.
- Lead Ethics-in-Action project about our school's recycling habits which they later presented to other students at the International YouthCaN Conference at the American Museum of Natural History. Supported 4<sup>th</sup> and 5<sup>th</sup> grade students from Fieldston Lower School and Public School 7 in several year long after school investigations including the planning of a community garden at a local library, a research study on Van Cortland Lake with a specific look at human impact and human use of open space, and an integrated historical and scientific investigation of the Riverdale and Kingsbridge communities. The collaboration received a Board of Education integration of technology grant each of the three years of the program.

*Study Skills Instructor**Summer 1999**Central Connecticut State University, New Britain, CT*

- Supported incoming college freshmen with the basic math skills needed in the integrated math/science Nutrition class by providing scaffolding the statistical analysis of laboratory investigations.

*ConnCapp/Upward Bound Algebra Teacher**Central Connecticut State University, New Britain, CT**Summer 1999*

- Helped underprivileged urban students develop deeper sense of self through learning and life style explorations using the Colors matrix program.
- Developed and implemented basic algebra lessons using graphing calculators to supplement traditional math curricula.

*7<sup>th</sup> - 8<sup>th</sup> Grade Classroom Teacher**Irving A. Robbins Middle School, Farmington, CT**Fall 1998-Spring 1999*

- Prepared lessons and guided public school students through Math, Pre-Algebra, Science, and Reading curricula.

*Teacher-Intern**Fall 1997-Spring 1998**Ragged Hill Woods Outdoor Environmental Education, Brooklyn, CT*

- Planned and taught 4-hour outdoor environmental lessons to visiting students in grades K-12.
- Created, implemented, and marketed new scout programs.
- Trained college students to teach Ragged Hill Woods programs.

- Participated in strategic planning for Connecticut Audubon Environmental Education Programs.

*Sixth Grade Student Teacher  
Tolland Middle School, Tolland, CT*

Spring 1997

- Conducted all classroom activities for Language Arts, Reading, and Spelling.

#### Professional Development-Conferences

- *National Association of Independent Schools People of Color Conference* Fall 2001, 2004, 2006, 2007
- *KIPP Summit—KIPP Annual National Conference* Summer 2007
- *National Council on Teaching Mathematics—Western Regional Conference* Fall 2005

#### Professional Development-Classes

*Basic Chemistry, City University of New York, NY, NY*

Spring 2004

*Science of Global Climate Change, Washington State University, Vancouver, Washington*

Summer 2002

- Explored the scientific history and processes used to examine global climate change, as well as lessons and labs to help integrate this information into the classroom.

*Klingenstein Summer Institute, Teachers College at Columbia University, New York, NY*

Summer 2002

- Intensive 2 week boarding program for private school educators with 2-5 years experience and leadership potential. Focus of institute is re-examining pedagogy, diversity, and school policy as an active member of a school community.

*Case Studies in Conservation Biology: The Lower Hudson Valley, Center for Environmental Research & Conservation*

*Columbia University, New York, NY*

Summer 2001

- Included in depth looks at local species and their interactions over time in this productive estuarine environment. Local history and pivotal environmental legislation, as well as global climate change and invasive species impacts served as significant topics of study. Projects included herbarium specimens and applicable lesson plans.

*Science and the Environment*

Spring 2001

*Teachers College at Columbia University, New York, NY*

- The curriculum explored various philosophies and attitudes toward environmental education, as well as investigations around key scientific concepts about the environment and the issues and politics surrounding all three.

#### Professional Development-Other

*Earthwatch Volunteer*

*Earthwatch Institute, Santa Rosa National Park, Guanacaste, Costa Rica*

Summer 2000

- Assisted entomologist, Dr. Eric Olsen, in his study of predator-prey relationships of tropical dry forest insects. Gained an understanding of tropical dry forests, their inhabitants, and techniques used for quantifying their relationship.

#### Education

*University of Connecticut, Storrs, CT*

Masters of Arts in Education, GPA 3.94

May 1998

Bachelor of Science with Honors, Elementary Education

May 1997

Masters Inquiry Project: "Schoolteacher Involvement in Cooperation with Environmental Education Programs: A Case Study of 2 Environmental Education Programs in Rural Connecticut."

Honors Thesis: "School-Family Partnerships and Empowering Family Members in Rural Connecticut"

Conducted a small ethnographic study of a school community focused on creating empowering interactions between the school community and the community at large.

#### Certifications

- California K-8 Multi-Subject—evaluation in process by state
- New York Elementary Education Permanent Teacher's Certificate, grades preK-6.
- PADI SCUBA Diver--Advanced Open Water certification

**Special Skills**

Language: Conversational Spanish

Technology: Extensive experience using video and still digital cameras. Flex camera, computer projectors, scanners, laptop classrooms, and both Macintosh and PC computer systems. Proficient in Microsoft Word, Excel, PowerPoint, Publisher, Adobe PhotoShop, Dream Weaver, I movie, Internet, E-mail, and other basic software.

## Antonio Tapia

187 Montecito Avenue #302 • Oakland, CA 94610 • (510) 332-3449 • [antoniotapiajr@yahoo.com](mailto:antoniotapiajr@yahoo.com)

*An experienced and dedicated educator with strong background creating and achieving goals*

### SUMMARY OF QUALIFICATIONS

- Accomplished career of over 7 years of multidisciplinary education
- Results-driven instructor and motivator with proven track record
- Experienced lesson planner focused on addressing different learning styles
- Demonstrated ability to provide positive and engaging environment for students
- Effective communicator of educational concepts to students and parents

### PROFESSIONAL EXPERIENCE

**REVOLUTION FOODS, Alameda, CA**

June 2007- Present

**School Account Manager**

Responsible for managing the logistical, operational and customer service aspects of an aggressive start-up company.

- Manage the launch, logistics, and operations of 17 organizational accounts.
- Develop, implement, and assess nutritional education platforms at schools.
- Interface with school leadership to evaluate and affect program's effectiveness and impact.
- Train and support a team of delivery associates to ensure seamless execution of logistics.

**KIPP SUMMIT ACADEMY, San Lorenzo, CA**

2003-2007

**Co-Founder & Member of Leadership Team**

Helped establish the organizational structure and academic curriculum of the public charter school.

- Created and implemented language arts curriculum for first class of students.
- Assisted in the development of schoolwide behavior management system.
- Utilized bilingual skills to support school's Spanish-speaking population.

**Physical Education Teacher (2003-2007)**

Taught and reinforced the importance of health education and exercise.

- Instructed and motivated students in making lifestyle changes in food intake and exercise.
- Prepared students for California Physical Education Test at end of academic year.
- Introduced and guided students through participation in different sports.

**Language Arts/ Writing Teacher (2003-2006)**

Taught fifth graders the elements of reading and writing and help them apply their knowledge.

- Improved students' language skills by 19 NCE's as measured by the California SAT '05.
- Led students in tremendous growth of reading skills as measured by the California SAT '04.
- Helped establish KSA as one of district's highest performing schools in language arts.
- Maintained a culture of high academic expectations and strict discipline within the school.

**NEW YORK CITY TEACHING FELLOWS, Brooklyn, NY**

2002-2003

**Selector (2002-2003)**

Responsible for overseeing the application process of selected applicants.

- Conducted presentations for groups of potential fellows/teachers.
- Monitored and evaluated group discussions.
- Interviewed and selected qualified candidates into the teaching fellowship.

**TWIN PARKS INTERMEDIATE SCHOOL, Bronx, NY**

1999-2003

**ESL & Bilingual Coordinator (2002-2003)**

Responsible for coordination of ESL and bilingual programs at school.

- Maintained communication between school district and school concerning language programs.
- Oversaw and administered standardized exams for English language learners.
- Assisted teachers with academic needs of bilingual students.

**Teach For America Corps Member/ Teacher (1999-2003)**

Met and exceeded corps member expectations as an educational leader addressing the student achievement gap.

- Prepared eighth-grade students based on the New York State social studies curriculum.
- Taught all core subjects in self-contained fifth/sixth grade classroom.
- Guided students in the acquisition of English language skills.

**CERTIFICATIONS**

American Council on Exercise (ACE) Certified Personal Trainer

National Strength and Conditioning Association (NSCA) Personal Trainer

**EDUCATION**

Cornell University, Ithaca, NY

Bachelor of Science, 1998

**RELEVANT SKILLS**

**Computer:** Windows 98/2000/XP, MS Office (Word, Excel, Outlook, Powerpoint)

**Language:** Spanish- fluent