

To: OUSD School Board
From: Jeff Duncan-Andrade, Executive Director, Roses in Concrete
Re: Dual Language Revisions to Roses in Concrete Charter
Date: January 11th, 2016

Thank you for considering the revisions made to the Roses in Concrete charter to reflect our pedagogical approach of two-way dual language immersion. The major revisions were made in the areas of language and literacy, but otherwise our instructional model remains largely unchanged. Implementing a Spanish-English two-way dual language immersion program is in alignment with our original mission, reflecting our goal of being culturally and community responsive and a teacher-led school. Furthermore, our dual language program will augment our role as a lab school, expanding our ability to support OUSD in developing a homegrown pipeline of high quality bilingual teachers of color.

Dual Language Immersion: Staying true to our mission

The mission of Roses in Concrete is to “prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities.”

Implementing a Spanish/English two-way immersion program will support all of our students in developing the academic, cultural, and communication skills needed to be leaders and learners in our diverse local and global communities.

Founding Teachers Advocated for Dual Language Immersion

Roses in Concrete is founded in the tradition of teacher lab schools, which support teacher training, educational experimentation, educational research, and professional development. Our lead primary teacher (2014 Alameda County Bilingual Teacher of the Year) advocated for the dual language immersion model and leveraged her extensive network to help us hire a school leader, teachers and staff that could fully support the program. Although research and existing models can help inform the development of this new model, it is an endeavor that will draw heavily on the experience and participation of our incredibly experienced educational practitioners alongside our students and families (Garcia et al, 2011, Bialystok, & Hakuta, 1994). This is true to our model that centers teacher driven decision making and community responsiveness. Educators, working daily in classrooms with students, are best positioned to lead this innovation, as they negotiate daily the instructional decisions that support students from different linguistic backgrounds in developing their full multilingual potential.

Growing a bilingual teacher pipeline

The combination of our lab school model and our dual immersion program will provide a permanent source of multi-year teacher apprenticeships to create a pipeline of exceptionally well-trained urban school administrators and teachers, with an emphasis on candidates of color and bilingual candidates. Our plan is to apprentice new teachers that will be able to join the rank and file in OUSD schools. A pipeline of high-quality bilingual teachers is badly needed as OUSD expands its dual language immersion program across elementary and into secondary schools and Roses in Concrete will be well positioned to help reduce this need.



ROSES
IN CONCRETE

COMMUNITY SCHOOL

PETITION FOR K-8 CHARTER
For the term July 1, 2015 to June 30, 2020

SUBMITTED TO:
OAKLAND UNIFIED SCHOOL DISTRICT
August 27, 2014

SUBMITTED BY:
Jeff Duncan-Andrade, PhD. – Lead Petitioner

ROSES IN CONCRETE COMMUNITY SCHOOL

Oakland, California

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CITATIONS

INTRODUCTION

The organizers of the K-8 **Roses in Concrete Community School** (RiC) are pleased to submit this charter school petition to the Oakland Unified School District (OUSD) to request that a charter be granted for the term July 1, 2015 to June 30, 2020. In the process of developing this petition, the petitioners spent over two years meeting with local families, community leaders and educators in East Oakland, as well as national urban education experts to design a school that will serve as a model to meet the needs of East Oakland and other urban communities.

Roses in Concrete will provide students with a challenging, engaging, and community-responsive education that equips them with the knowledge, skills, and community sensibilities they will need to succeed in college, in their careers, and in their contributions as agents of change for communities like East Oakland. Our educational model for addressing the needs of children from East Oakland focuses on operationalizing Abraham Maslow's basic needs framework, every day in every classroom, to maximize student engagement and achievement. I, along with our founding teachers and school leadership have decades of successful experience in Oakland and Los Angeles schools utilizing this very approach with documented success and wide acclaim in the field (see GWR study, Art of CP, What a Coach, Nicole diss). We are poised to contribute to OUSD on a larger scale via our plans to develop Roses in Concrete as a lab school that will support the District in its effort to create pipelines of urban teachers and urban leaders to increase the flow of highly qualified educators of color into OUSD schools.

Our founding team is an exciting mix of some of the nation's top minds across the many disciplines needed to sustain an effective and successful charter school. Our team includes veteran educators who have demonstrated decades of successful educational practice in East Oakland schools and similar urban communities. Our team also includes educational leaders who have designed, launched, and led successful urban schools in California and around the country. As well, we have university faculty from San Francisco State University, University of San Francisco, and Stanford University on our team as part of our commitment to create a lab school that partners with local universities to create recruitment and training pipelines for educators of color to work in Oakland schools. Finally, our team includes youth and families from East Oakland who believe the Roses in Concrete Community School will fundamentally improve the educational experience and lives of children in our community.

We have wide community support. The number of verifiable signatures from parents/guardians and faculty who have expressed meaningful interest in being a part of the Roses in Concrete learning community far exceeds charter requirements.

Thank you for considering our petition.

Jeff Duncan-Andrade, Ph.D.
Lead Petitioner for the Roses in Concrete Community School

INSERT HERE:
**OUSD CERTIFICATION STATEMENT
AFFIRMATION AND ASSURANCES
OUSD STATEMENT OF ASSURANCES
OUSD CHARTER SCHOOL ROSTER OF KEY CONTACTS**

EXECUTIVE SUMMARY

MISSION

The Roses in Concrete Community School (“RiC”) will be a K-8 school in East Oakland founded on the belief that schools should emphasize knowledge of self, character, and intellectual growth to prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities.

Our principal goal is to develop youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for all communities. We encourage our students, who are broadly invested in academic, artistic, athletic, and extracurricular pursuits, to demonstrate the spirit of the Warrior-Scholar¹. As Warrior-Scholars, our students will cultivate the courage to stand as warriors on the side of justice while having the scholarly faculties to decipher where justice resides in a complex society.

“ROSES IN CONCRETE”

The name of the Roses in Concrete Community School was inspired by the book of poetry based on the writings of Tupac Shakur released in 1999, *The Rose That Grew from Concrete*. This vivid image captures the need to celebrate the tenacity and will of the rose that against-all-odds, finds a way to grow in the inhospitable and toxic environment of the concrete.

Our country is at risk of losing an entire generation of young people in urban centers who feel trapped in “the concrete”—a vicious cycle of poverty, violence, hopelessness and despair. Rather than continually investing in models that try to save the “deserving few” who can escape from these communities, we need solutions that can help the vast majority overcome these toxic conditions to become the responsible and productive adults that will eliminate those conditions. By creating a sustainable community, centered around a school that gives students and families love, security, nourishment, care, and education, we can create a model of success and revitalization that reverses decades of disinvestment.

We believe that the point of education is not to *escape* poverty. The point of education is to **end** poverty. We can do this by cultivating new generations of Warrior-Scholars who understand the importance of developing careers and returning to vulnerable communities like East Oakland, to invest and serve as community leaders. By partnering with community partners and institutions of higher learning that have traditionally worked in silos, we can *dig in the same ground together* to bust up the concrete. Instead of designing a model that plucks out the individual roses that find their way through the few cracks in the concrete, the Roses in Concrete Community School will break up the concrete so that *entire* rose gardens can blossom in our highest need neighborhoods.

¹ The Warrior-Scholar is a concept borrowed from a 15th Century Japanese text, which articulates the Warrior-Scholar as the “highest form of humanity” because such a person has cultivated the courage to stand on the side of justice while having the intellectual faculties to decipher where justice resides in a complex society.

OUR TARGET STUDENT POPULATION

The founding team collaborated with the Alameda County Public Health Department to identify the boundaries of Oakland's highest need neighborhoods and to determine specific demographic data. The results indicated a need to focus on the East Oakland neighborhoods bounded by High Street, Highway 880, 106th Avenue and Highway 580 where a compounding of negative socioeconomic health factors plagued the community: uncommonly high rates of teen birth (69.8%), premature deaths, families led by single mothers (41%), little education (36.4% with less than high school education), unemployment (13.2%) and poverty (41.1% children living in poverty). The racial/ethnic mix of this area of East Oakland is predominantly Latino (47.5%) and African American (38.1%). Asian Americans and Pacific Islanders combined represent 7.3% of this area's population. A community-responsive school located in this region would benefit not only the children, but also the surrounding community.

THE ROSES IN CONCRETE COMMUNITY SCHOOL'S PROPOSAL FOR ADDRESSING NEEDS OF THE TARGET STUDENT POPULATION:

Drawing from our founder's two decades of research and practice in teaching OUSD's highest need students, we know that his pathway to engagement and achievement is highly effective. From his research and practice, he knows that learning best occurs by connecting Abraham Maslow's "Hierarchy of Needs" with our five thematic elements of effective practice (5R's): Resources, Relationships, Relevancy, Rigor, and Responsibility.

The figure below illustrates how these five core elements of school culture and instruction mesh with Maslow's five levels of human need. Level 1 is the foundational level, the entry point--the concrete. Students will rise, level by level, until they reach Level 5, and blossom. This approach cultivates students that become Warrior-Scholars; a new generation of community members who understand their individual and collective responsibility to be warriors for the cause of equity and justice in our community and the broader global society.

The Roses in Concrete Community School responds to the hierarchy of our Students' Needs using the "5R's"



LEVEL 5 NEED: SELF-ACTUALIZATION
RiC 5R RESPONSE: RESPONSIBILITY
APPROACH: Model and encourage students to live as Warrior-Scholars responsibly to Self, family, community and our world.

LEVEL 4 NEED: ACCOMPLISHMENT
RiC 5R RESPONSE: RIGOR
APPROACH: Offer highly rigorous academic, athletic and artistic environments coupled with high levels of support resulting in hard won successes for each student.

LEVEL 3 NEED: SELF-ESTEEM
RiC 5R RESPONSE: RELEVANCY
APPROACH: Introduce curriculum, pedagogy and school culture that are community and culturally responsive; teach knowledge of Self, self-love and hope.

LEVEL 2 NEED: LOVE & BELONGING
RiC 5R RESPONSE: RELATIONSHIPS
APPROACH: Create school and classroom cultures that are community responsive, inclusive and embracing of the whole child.

LEVEL 1 NEED: PHYSIOLOGICAL & SAFETY
RiC 5R RESPONSE: RESOURCES
APPROACH: Offer secure access to food, clothing, shelter, physical and psychological safety.

CORE PROGRAM STRATEGIES FOR MEETING TARGET POPULATION NEEDS:

STUDENT NEEDS	RiC'S "5R's" RESPONSE	STRATEGIES/ACTIONS	OUTCOMES
LEVEL 1: Physiological and Safety Needs	<i>RESOURCES</i>	Identify basic needs through invested relationships with families, students, and the community (home visits, observations, active community presence, robust community agency partnerships).	Students' basic needs are met (i.e., food, clothing, shelter, and safety).
LEVEL 2: Love &	<i>RELATIONSHIPS</i>	Looping. Community Council. Intensive involvement in student lives and	Students feel included and cared for; can

Belonging Needs		community during and after school hours. Culturally and community responsive educators.	identify at least one adult on campus that they can go to for immediate support.	C
LEVEL 3: Self-esteem Needs	<i>RELEVANCY</i>	Culturally and community-responsive curriculum and pedagogy and SEL. Use of TEN Priorities Survey and Feedback Loops. Community and university partnerships.	Students understand and articulate their own value and cultural history.	T D C
LEVEL 4: Accomplishment Needs	<i>RIGOR</i>	Culturally and community-responsive curriculum and pedagogy aligned with CCCS, State Priorities, and Ed Code. Rigorous pedagogy, high expectations for <i>all</i> students, consistent support.	Students feel comfortable and confident in any rigorous academic environment.	T D C E
LEVEL 5: Self-actualization	<i>RESPONSIBILITY</i>	Service Learning Projects & YPAR (Youth Participatory Action Research). Community Council peer mentor structure.	Students reflect the spirit of the Warrior-Scholar. Understand the importance of education in “social justice” and “returning to the Community”	T D A C S

BENEFITS TO OUSD AND THE CITY OF OAKLAND

1. The Roses in Concrete Community School will be a stabilizing force in East Oakland and offers an approach not currently existing in the District to serve one of the highest need communities in the City—a location where very few schools (public, private or charter) have been successful in serving neighborhood children.
2. The Roses in Concrete Community School will provide a permanent source of multi-year apprenticeships to create a pipeline of exceptionally well-trained urban school administrators and teachers, with an emphasis on candidates of color [and bilingual candidates](#). Our work in teacher development includes an ongoing partnership with local (OEA), state (CTA, AFT) and national teachers' unions (NEA). All four of these organizations are supportive of our plan to apprentice new teachers that will be able to join the rank and file in OUSD schools and other urban schools around the country.
3. The Roses in Concrete Community School will cultivate a pipeline of Oakland youth that go away to college and come *back* to our city. These young people will be imbued with the sensibility and commitment to serve in our highest need neighborhoods. They will become community leaders and role models for other urban youth for generations to come in Oakland and beyond.
4. The Roses in Concrete Community School will bring national and international recognition to Oakland as the site of a 21st century model of urban education, family engagement, teacher recruitment, development and support.

MANIFESTING THE ROSE GARDEN

Lead petitioner, Jeff Duncan-Andrade, has been researching, practicing and refining the best practices in educating urban youth in the highest need neighborhoods for over 20 years. He has developed a network and cultivated deep relationships with leading thinkers in urban education, community organizations, teachers' unions and the nation's leading graduate schools of education. In December 2012, he and the founding team of the Roses in Concrete Community School convened the leading urban educators from around the nation to discuss and refine the Roses in Concrete concept so it could be realistically implemented and highly effective. Because of this robust network of long-standing partnerships with local community organizations and nationally recognized institutions of higher learning, the Roses in Concrete Community School will be one of the best-resourced and supported programs the OUSD has encountered.

By approving the Roses in Concrete Community School's petition for a charter, the OUSD will be credited for two significant achievements:

1. OUSD will be seen as creating a central site where multiple institutions of higher learning can become part of a collective effort to realize theory in practice. The Roses in Concrete Community School taps the leading institutions in research and education in the greater Bay Area: Stanford, San Francisco State, University of San Francisco, Mills College, Diablo Valley College, and creates the opportunity for them to dig together, in the same ground, to cultivate a garden of young people in our community.
2. OUSD will be seen as bringing together historically isolated community partners and foundations as a brain trust to focus their collective efforts on one central site, the

Roses in Concrete Community School, as a model for urban education. This allows groups such as the Alameda County Public Health Department, The California Endowment, the United Way of the Bay Area, Skyline College, Kids First, EBALDC, Greenlining, etc. to share their expertise and to work synergistically to end poverty.

ROSES IN CONCRETE’S FOUNDING TEAM AND BOARD’S EXPERTISE AND EXPERIENCE

LEADERSHIP	Board Director	Educational Program	Target Student Population	Community Outreach	Assessment	Facilities/Real Estate	Finance	Fundraising	Governance
Petitioner: Jeff DUNCAN-ANDRADE	X	X	X	X	X	X		X	X
Jessica ARROYO SOLIS		X	X	X	X				
Bryan BROWN	X	X	X						X
Ashley CHRISTIANI	X		X	X					
Brian DRISCOLL	X		X					X	X
Yusef FREEMAN	X					X	X		
James GILLILAND	X						X	X	X
Salina GRAY		X	X	X	X				
Michael HSIEH	X					X	X	X	X
Tonia Chao HSIEH	X					X			X
Pamala NOLI	X	X			X				X
Darrick SMITH	X	X	X						
Laurence TAN		X	X	X	X				
Allyson TINTIANGCO-CUBALES	X	X	X	X	X				X
Vien TRUONG	X		X	X		X			X

NOTE: The Roses in Concrete Community School is also supported by Charter Schools Management Corporation (CSMC), and represented by Young, Minney and Corr.

FOUNDATION FOR SUCCESS: THE FOUNDING TEAM

FOUNDATION FOR SUCCESS

A great concept is only a concept, unless it has a team of seasoned, effective and proven leaders to ensure successful implementation of the program proposed in the petition. The global reputation of the lead petitioner, Jeff Duncan-Andrade, as a leader in urban education, has been a lightning rod for attracting talent. As a result, our powerhouse Founding Team of educators and community leaders has worked together since 2011 to pave the way for successful implementation of the Roses in Concrete Community School.

LEAD PETITIONER

JEFF DUNCAN-ANDRADE, Ph.D., is Associate Professor of Raza Studies and Education at San Francisco State University, Director of the Educational Equity Initiative at the Institute for Sustainable Economic, Educational, and Environmental Design (ISEED), Director of the East Oakland Step-to-College Program and Co-founder of the Teaching Excellence Network. For the past 21 years, he has had a powerful impact on East Oakland high school students

as a coach, and English Literature teacher where he practiced and studied the use of critical pedagogy in urban schools.

Jeff's publications and lectures on the elements of effective teaching in schools serving poor and working class children is world renown. Domestically and internationally (as far abroad as Brazil and New Zealand), he works closely with teachers, school site leaders, and school district officials to help them develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students.

His research interests and publications span the areas of urban schooling and curriculum change, urban teacher development and retention, critical pedagogy, and cultural and ethnic studies. He has authored numerous journal articles and book chapters on the conditions of urban education, urban teacher support and development, and effective pedagogy in urban settings that have been published in leading journals such as *Harvard Educational Review* and *Qualitative Studies in Education*. He recently completed two books, The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools and What a Coach Can Teach a Teacher, with Peter Lang Publishing. These books focus on effective pedagogical strategies for urban schools. He is currently completing his third book on the core competencies of highly effective urban educators with Routledge Press.

Jeff holds a Ph.D. in Social and Cultural Studies in Education and a Bachelor of Arts degree in Literature, both from the University of California – Berkeley.

EDUCATORS:

JESSICA ARROYO SOLIS, received her **M.Ed.**, a Bilingual Multiple Subject Teaching Credential, and her Bachelor of Arts degree (minor in Raza Studies) from San Francisco State. She is a first generation Puerto Rican and a multi-faceted artist and educator living in the Bay Area. A recognized leader in K-5 education, Jessica has taught Kindergarten, first grade, fourth grade, and fifth grade at Malcolm X Elementary, in the Berkeley Unified School District for nearly a decade. Jessica has served on several school and district-wide committees focusing on providing student intervention and tutoring, as well as supporting more family engagement. For the past three years she has been the Equity Teacher Leader at Malcolm X Elementary. Furthermore, Jessica created the Life Skills Curriculum now used by her colleagues at the school. She has a strong commitment to building bridges of communication and understanding across all stakeholders in the school realm, and bringing social-emotional curriculum/support to students, families, and teachers alike. In addition to her contributions as a multi-talented K-5 educator, Jessica is an initiated priest of Obatala, samba dancer, avid world traveler, and a lover of Cuban salsa.

SALINA GRAY, Ph.D., received her doctorate from Stanford University in Curriculum and Instruction in Science Education. Her research focuses on the intersection of racial and science identity and has been disseminated at the National Association for Research in Science Teaching, the Teachers for Social Justice conference, Free Minds Free People, and the American Educational Research Association.

As a veteran teacher of nearly 20 years (grades 3 to 12) and a social justice educator, she has facilitated workshops, lectured extensively, and designed curricula that provide students and teachers fair and equal educational access.

At Stanford, she supervised science teachers in the field, scored science Performance Assessment for California Teachers (PACTS), and was an instructor for three courses: *Curriculum and Instruction; Language, Policies & Practices; and Equity and Democracy*. Salina received a Master's in Education from Pepperdine in Curriculum and Instruction and a Bachelor of Science in Biology/Pre-Med with a minor in Chemistry from Prairie View A&M University, a historically Black college.

PAMALA NOLI, Ph.D., is a founding partner of Noli-Porter Associates and has been engaged in organization and leadership development for urban schools and districts for over 20 years. Her focus has been on systems, standards, assessment, racial equity and student achievement. A former math teacher, she became a lower and middle school principal (10 years) then a district administrator, and finally a state and regional director of the California School Leadership Academy where she wrote materials and trained leaders to deliver professional development to over 15,000 administrators in California from 1991-2000.

Concurrently and thereafter she has served a number of school districts including:

- Compton Unified School District - DAIT Team provider;
- Memphis City Schools – Diversity Consultant training 200 principals over three years;
- Nashville Public Schools - Consultant working with all principals and lead teachers for two years;
- Oakland Unified School District - monthly leadership professional development provider and executive coach to principals for three years;
- San Francisco, West Contra Costa, San Mateo/Foster City, and San Leandro School Districts in Northern California-monthly and top management professional development, and coached principal in all the major Bay Districts.

Pam has been a keynote or session speaker for over 50 school districts and organizations around the United States on leadership, assessment, systems and deinstitutionalizing racism. She has served on six Boards, three of which were headed by David Berliner, Ann Lieberman and Glenn Singleton. Her university teaching experience includes California State University Fresno, Fresno Pacific College, Santa Clara Extension, University of San Diego Extension and University of California Riverside. In addition to *A Call To Action on Racism* with Glenn Singleton (*Journal of Staff Development*, 2001), Pam has 23 other publications. She is currently designing and leading a Tier I Administrative Service Credential program for charter school aspiring leaders through the San Diego County Office of Education.

DARRICK SMITH, Ed.D. is an Assistant Professor of Educational Leadership at the University of San Francisco and a long-time Bay Area educator. His research interests are culturally responsive discipline practices; critical pedagogy; transformative school

leadership, and social justice schooling. He currently serves as an administrative coach for the Oakland Unified School District and an educational consultant to the Superintendent's Office of the Castro Valley Unified School District. He has served as an educator, school leader, and consultant in the K-12 system for 18 years.

Darrick formerly served as the Center Director for LearningWorks, an educational policy organization focusing on improving student success rates in higher education. He also founded the TryUMF (pronounced "triumph") program in Oakland, CA a youth development program for adolescents with a curriculum rooted in sociology, feminism, and critical theory. The program served 170 youth a year at Oakland Technical High School while operating at three other schools in the Bay Area as well. After directing the TryUMF program for 10 years, Darrick became the Co-Principal for the June Jordan School for Equity in San Francisco, California. During his tenure, this small high school had the highest percentage of students of color admitted into four-year universities of any public high school in San Francisco.

Darrick has also taught in the Department of Sociology at De Anza College and the Child and Adolescent Development Department at San Francisco State University. He is frequently invited to speak at national and statewide conferences on issues of educational reform as well as work in California's correctional facilities while maintaining his lifelong dedication to youth work in his native area of Northern California.

LAURENCE TAN, M.Ed. is Founder of the Watts Youth Collective (WYC), Teaching Tolerance Advisory Board member and Ambassador, and long-standing fifth grade teacher serving the community in and around Watts (LAUSD, South Los Angeles). He works with youth from all ages conducting workshops, presentations, and teacher professional development. He is an active participant in UCLA's Council of Youth Research (CYR). At the Watts Youth Collective, he developed these key components: Critical Mentorship and Elementary to College Critical Pipeline, Critical Media Literacy Analysis and Counter Media Production, Community Problem Solving and Organizing, Personal Growth and Community Action, as well as, Youth Participatory Action Research (YPAR) and presentations. He is currently the 5th grade Lead Teacher and Science & Technology Coordinator at the 122nd Street Elementary School (as well as their Student Council Coordinator, resident school DJ and artist/muralist).

Laurence earned his Master's in Education from UCLA and remains connected to the University as a frequent guest lecturer and a Guiding Teacher for UCLA's Teacher Education Program. He has been involved with UCLA's Institute for Democracy, Education, and Access since 2001 as a teacher leader and facilitator in Ernest Morrell's and John Rogers's Summer Seminar and Council of Youth Research (CYR) program. As a CYR teacher, he works with middle school and high school students (primarily from Watts and Locke High School) teaching Sociology and Education Theory and YPAR in order for the youth to conduct research, problem solving, community understanding, and action through academic tools.

Laurence works with youth and families toward social change and community building, drawing upon his experiences as an immigrant growing up by the San Diego border. Involved in many community and justice-based grassroots organizations, Laurence is currently most invested and proud of his work with his former 5th grade students and associates, in their formation of the grassroots WYC, as they organize themselves towards positively building themselves and changing their Watts community.

Laurence has been cited in such works as Literacy with an Attitude 2nd Edition by P. Finn, Learning Power by J. Rogers and E. Morrell, Culturally Responsive Pedagogy by Geneva Gay, etc. He has also published in The Social Justice Handbook in Education, “Teaching to Change LA”, and many online articles pertaining to education. He has received much recognition for his social justice teaching, including the “Champions of Unity and the Institute for Advancing Unity ExtraORDINARY People” award, Southern Poverty Law Center’s (SPLC) “Teaching Tolerance’s” Teacher of the Year 2012 award, Semi-Finalist for the Fishman Prize for Superlative Classroom Practice National Teacher of the Year (2014), and Los Angeles Unified School Board Teacher of the Year (2014). Laurence Tan’s passions are towards creating positive changes in the conditions for communities, families, and youth he serves through education and action.

ALLYSON TINTIANGCO-CUBALES, Ph.D. is a professor in the College of Ethnic Studies at San Francisco State University. She is also a faculty member in the doctoral program for Educational Leadership and the current coordinator of the Master’s program in Asian American Studies. She has worked with youth, teachers, public schools, and community-based organizations for over 20 years and has published several books and a wide array of articles focusing on the development of ethnic studies curriculum and community responsive pedagogy. Her other research focuses on urban youth, community studies, critical performance pedagogy, motherscholaring, and Pinayism, a concept that she coined in 1995.

Allyson has worked closely with the Lead Petitioner, Jeff Duncan-Andrade, to cofound the Institute of Sustainable Economic, Educational, and Environmental Design (I-SEED) where she is the Director of Culturally and Community Responsive Curriculum Development and Teacher Training. Amongst her many projects, she has led initiatives that have forwarded Youth Participatory Action Research (YPAR) and Teacher Participatory Action Research (TPAR), which she developed in 2010. Additionally, both she and Jeff are co-directors of the Teaching Excellence Network (TEN), a robust service that works with school communities all over the nation to improve the experiences of young people in classrooms.

Widely recognized and lauded for her work with youth and students, Allyson has received numerous university and community awards for her work including UCLA’s Distinguished Young Alumnus Award (2006) and the Faculty Service Award (2008) from the Office of Community Service Learning, which is granted only to one faculty member per year. In 2011, she received the highly coveted Distinguished Faculty Award for Service from San Francisco State University. In 2013, she was named one of the 100 most influential Filipinas in the world. In 2014, she received the Community Advocacy Award from the Critical Educators for Social Justice group from the American Educational Research

Association and the Social Justice Educator & Movement Builder Award from Filipino Advocates for Justice.

Allyson has also been extremely dedicated to the Filipina/o American community. She is on the board of the directors for the Filipino Community Center located in San Francisco's Excelsior District, serves on the advisory board for Manilatown Heritage Foundation, and is on the board for Artists in Motion, Bay Area. To respond to the social, academic, and emotional challenges that Filipina/o American youth face, in 2001 she founded Pin@y Educational Partnerships (PEP), an ethnic studies educational pipeline that creates partnerships and projects that work toward social justice. Every year, PEP sends hundreds of students to college, graduate school, credential and doctoral programs. Also related to PEP, one of her major accomplishments was working with community organizations and educators to get ethnic studies instituted in high schools in San Francisco.

Along with all of her work in both academia and in the community, Allyson Tintiangco-Cubales is also a partner to Val Tintiangco-Cubales who is also teacher, athletic director, coach, and jiu jitsu instructor. And a central part of her identity is also her life as a mother to Mahalaya who has taught her so much about how to act with love and hope.

Allyson received her B.A. from the UC Berkeley and her Ph.D. in Education from UCLA.

COMMUNITY SUPPORT:

BRIAN DRISCOLL (Fundraising) – Brian's passion is enabling organizations that serve low-income communities and communities of color. For over 25 years, he led the advancement and business development efforts at numerous schools and other non-profit organizations including: Health Leads, Urban Community School, Regis College, Babson College, Thacher School and Northfield Mount Hermon School. He has served on the Boards of Lawrence School, Monica Ross School and Anjna Patient Education.

Brian is the Director of Individual Philanthropy at Genesys Works in San Francisco, a nonprofit organization that changes the life trajectory of underprivileged high school students by enabling them to work in meaningful internships, at major corporations, during their senior year in high school.

Previously, he served as Vice President of Advancement at Health Leads, a national, non-profit agency that mobilizes undergraduate volunteers, in partnership with providers in urban clinics, to connect low-income patients with the basic resources — such as food, housing, and heating assistance. At Cleveland's Urban Community School, he served as Director of Advancement and worked extensively on public-private partnerships within the city. His work at Urban led him to become involved in issues around health, nutrition, and wellness for the families of the near west side of Cleveland where he worked to bring locally grown produce to the school. Brian has been a part of the Mayor's Sustainability Steering Committee; and served on the board of Neighborhood Family Practice, a local health center, in his efforts to address issues around securing a medical home for the families at his school.

Before venturing to Cleveland, Brian was Vice President of Development and Alumnae Relations at Regis College and Vice President for Resource Development at Babson College in Massachusetts. He spent the early days of his career at the secondary school level, serving as Campaign Director and Director of Major Gifts at Thacher School in Ojai, California and Director of Special Gifts at Northfield Mount Hermon. Brian has a B.A. in English from Columbia University. He is a graduate of Roxbury Latin and Northfield Mount Hermon.

He has been a key part of the Roses in Concrete team for the last three years and like our lead petitioner, Jeff Duncan-Andrade, Brian is a star basketball coach.

MICHAEL HSIEH (Finance/Legal) is a venture capitalist managing investments for Fung Capital USA as its President for over 25 years. He started his career in finance as an investment banking analyst on Wall Street with Merrill Lynch Capital Markets Group. He has served on a number of corporate boards such as Li & Fung (BVI) Ltd., StudioDirect, Kosiuko, Danskin, Cyrk, Albert Kessler, Millwork Trading, BodyFX, Winco, Wilke Rodriguez, Minami International, Wood Associates, Santana, The Lodge at Harvard Square, Prism, ecVision and 500 Friends.

Michael has also served on the boards of various non-profit organizations, including Head Royce School in Oakland, Center for the Pacific Rim at University of San Francisco, Harvard Club of San Francisco, Center for Asian American Media in San Francisco, and Wokai in Beijing, China.

Together with Tonia Hsieh, he founded Karma Pictures, LLC, a media company focused on developing feature films and documentaries showcasing Asian Americans as leaders and heroes to the American public audience. Michael has a Bachelor of Arts degree from Harvard College and a Master of Business Administration degree from Harvard Business School. Michael has been “Minister of Finance” on the founding team since 2007.

TONIA CHAO HSIEH (Admin/Facilities) has been an advocate for equity and social justice through education and media for nearly 30 years. With Michael Hsieh, she co-founded KarMa Pictures, an independent film production company whose mission is to create stereotype-shattering films. She began working in this area in the early 80’s as a Business Consultant with ASIAN Inc, just as the San Francisco Human Rights Commission made it a priority to assist women and minority-owned businesses in securing contracts with various public agencies.

Her experience in education includes her role as Undergraduate Dean in the College of Environmental Design at UC-Berkeley, and as Facilities Planner and Facilities Manager at Stanford University’s School of Medicine. Tonia co-chaired the Board of Trustees at The College Preparatory School in Oakland with fellow Roses in Concrete Board member, Jim Gilliland. During her tenure at College Prep, she chaired the Board’s Governance Committee and the Trustees’ Diversity Committee. Tonia served on the Strategic Planning Committee and the Campus Master Plan Committee and she co-chaired the Head Search Committee for College Prep. She served on the Board of the Partners Program, a summer academic bridge

program for Oakland Unified middle school students who qualify for free or reduced lunch. A long-time Oakland resident, she is a past board member of the Hillcrest Estates Improvement Association. She currently serves as a Director on the Board of the 1990 Institute, promoting cross-cultural education and better understanding between U.S. and China.

She and Michael first met the Lead Petitioner, Jeff Duncan-Andrade, in 2007 when he presented the keynote speech on “Introducing Love Back into the ‘Hood” at the People of Color in Independent Schools (PoCiS) conference. As trustees of two top independent schools in Oakland, they were committed to finding ways to provide private school type learning to public school kids, tuition-free. She found his talk riveting and his arguments compelling. Afterwards they sat with him at lunch to discuss how they might help make his visions become reality. They have worked together for the last 7 years to bring The Roses in Concrete Community School to the Oakland Unified School District.

Tonia holds a Bachelor of Science degree in Psychology from the University of Wisconsin-Madison, a Master of Architecture and a Ph.D. in Architecture from the University of California – Berkeley, where she earned a Distinguished Teaching Award.

VIEN TRUONG (Community Building/Legal) leads the Greenlining Institute's Environmental Equity Team Leader, working to create solutions for poverty and pollution at the state legislature, California Public Utilities Commission, and in localities around the state. She has created nationally recognized programs and policies to increase billions in funding and resources to the communities most vulnerable to climate change. And as a former Chair of the City of Oakland's Planning Commission, Vien has helped guide the growth and development of her hometown.

Her personal passion is work force development, fundraising and policy for disadvantaged youth and minorities. Vien has received congressional, state, regional and local awards for her work on behalf of low-income communities and communities of color. In 2013, Vien was featured in the SF Chronicle as one of San Francisco's “Top Women Leaders.”

Prior to joining Greenlining, she led Green For All's state policy and workforce development efforts. Vien was an Associate Attorney for the New Business Practicum at UC Berkeley's Boalt School of Law, has worked with California Senator Joe Simitian in researching and developing state law, clerked with Chief Magistrate James Larson at the San Francisco Federal District Court and was the Community Economic Justice Law Fellow at UC Berkeley's East Bay Community Law Center, helping to develop innovative, long-term economic development solutions to address the systemic problems confronting low-income communities.

She holds a B.A. from the University of California at Berkeley and a J.D. from the University of California Hastings College of the Law. When she's not at work, she's juggling twin boys and her 1.75 dogs.

ROSES IN CONCRETE BOARD MEMBERS

LEADERSHIP

The Roses in Concrete Community School will be led by a Board of Directors with impressive expertise and diversity of experience. Directors include eight members of the Founding Team (biographies above), in addition to the following Directors:

BRYAN A. BROWN, Ph.D.

Bryan Brown is a tenured Associate Professor of science education at Stanford University. He joined Stanford in 2004 after completing a post-doctoral fellowship at Michigan State University. His work in the Center for Research on Teaching at Stanford focuses on improving urban science education by exploring how language and identity impact urban students' learning. He developed an instructional approach, known as "Disaggregate Teaching," designed to improve learning for underserved populations. Bryan's current research explores the similarities, or Conceptual Continuities, that exist between students' conceptual understandings in informal learning environments and those valued by science. Additionally, he is the founder and executive director of *Etu Schule*, a non-profit organization that supports the educational development of minorities throughout the state of California.

Bryan is a former high school science teacher who earned a Bachelor's degree in Biological Sciences from Hampton University, a Master's degree in Educational Psychology from the University of California, and a Ph.D. in Educational Psychology from the University of California, Santa Barbara. His research project on "Disaggregating Science Instruction" was awarded the *Journal of Research in Science Teaching's* award as the top research manuscript of 2009. He won the National Association for Research in Science Education's (N.A.R.S.T.) award for outstanding early career scholarship in 2007. He was named a prestigious National Academy of Education and Spencer Foundation Fellow for 2005.

ASHLEY CHRISTIANI, M.D.

Ashley Christiani is the Director of Community Medicine TPMG for the Napa-Solano Area. She is also the Associate Program Director for Kaiser Permanente's Napa-Solano Family Medicine Residency Program.

Dr. Christiani brings to the Roses in Concrete Board her invaluable experience of overseeing the Kaiser Permanente Volunteers in Public Service (VIPS) program, which cultivates relationships between the (four) Kaiser Napa Solano facilities with local safety net clinics and other community partners through direct engagement and physician volunteerism. VIPS helps to identify, develop and support physician volunteers with a passion for social justice and reducing health disparities. In doing so, VIPS has engendered a thriving peer group of 30-40 physician volunteers who support each other and serve as powerful role models for medical students, residents and other colleagues. This innovative program was honored with the David Lawrence Service Award in 2012 and has grown to

include KPSOARS (Kaiser Permanente Specialists Offering Access to Referral Services) and other programs to help address identified needs of the community.

Dr. Christiani also serves as Associate Program Director of Kaiser Northern California's first stand-alone Family Medicine Residency Program, which has just welcomed its inaugural class of six interns. Beginning this year the Vallejo City Unified School District (VCUSD) will have a Family Medicine resident physician embedded at each of its three high schools and three middle schools over the duration of his or her residency training. During this time, each resident physician receives training in Trauma Informed Care, Positive Youth Justice and other school-based initiatives designed to address both health disparities and academic achievement gaps. In addition, over the three years, each resident physician will conduct a community based research project (starting with a needs assessment in year 1; design and implementation of an intervention that meets the identified need(s) in year 2 and data collection, analysis and presentation of findings in year 3). Her lessons from this program will inform the Roses in Concrete Community School on best practices when addressing the basic needs of our East Oakland students and their families.

Over the past 18 months, she has been involved in the design of a one-year Community Medicine & Global Health Fellowship anticipated for 2015. The fellowship will be open to applicants from the primary care specialties of Family Medicine, Pediatrics and Internal Medicine. In describing her vision for the future, Dr. Christiani expresses a passion for service-based learning and the stepwise goal to build curriculum and mentoring programs for children from under represented minority and socio-economically disadvantaged populations that will inspire and nurture them for careers in science and medicine. Her hope is to see physician recruiting programs that rival the most successful college basketball and football scouting programs in the world in their effectiveness. She shares the opinion expressed by Dr. Jeff Andrade-Duncan and other educators: "if sports coaches can identify and nurture talent among youth from a very young age, so can we!" Her work in medical education and community engagement centers on laying down flagstones for this path and developing the mentors and role models to help show the way.

YUSEF FREEMAN

Yusef Freeman is a Vice President at McCormack Baron Salazar focusing on the development of mixed-income, mixed-finance multi-family housing and commercial real estate. He is responsible for project management, securing funding from public and private sources, and managing relationships with clients, public officials and other partners. He has been a featured speaker at the White House Forum for Urban Innovation as well as other national engagements.

Yusef managed the company's redevelopment of the former Magnolia/C.J. Peete public housing complex in post-Katrina New Orleans, LA into a revitalized mixed-income community. The \$170 million rental component reached initial financial closing and began construction at the end of 2008, and completed construction in December 2010. The comprehensive development includes 471 mixed-income housing units, **a neighborhood charter school** and approximately 500,000 square feet of future retail development.

In 2011, Yusef opened the company's San Francisco office where he manages Northern California development projects including the revitalization of the Alice Griffith public housing complex located in the Bayview Hunters Point Naval Shipyard Redevelopment Area. When complete, the project will include 504 units of mixed-income housing, retail opportunities and community supportive services. The project received an inaugural Choice Neighborhoods Implementation Grant from HUD.

Prior to joining MBS, Yusef served as a senior researcher for Social Compact in Washington, DC, creating inner-city neighborhood market profiles for retail development across the nation. His research for Social Compact on urban informal economies was published by the Brookings Institution. Before Social Compact, he worked in the neighborhoods development initiative at the Annie E. Casey Foundation in Baltimore, MD.

Yusef holds a Bachelor's degree from the University of California-Berkeley where he spent one year studying abroad at the American University in Cairo, Egypt and a Master of Public Administration from New York University, where he majored in public finance as a Public Policy and International Affairs Fellow. Yusef lives in his hometown of Oakland, CA where he serves on local committees and boards, and invests in community businesses.

JAMES GILLILAND, J.D.

Jim Gilliland is a partner in the San Francisco office of the law firm Kilpatrick, Townsend & Stockton LLP. He specializes in the protection and enforcement of intellectual property rights such as trademarks, copyrights and patents. Jim is the chairman of Kilpatrick Townsend's national litigation department. Previously he was the chairman of Townsend and Townsend and Crew, LLP.

Jim obtained his Bachelor's Degree in Political Economy from Williams College in 1976, a Master's Degree in Political Science from the University of California at Berkeley in 1978, and a Juris Doctor degree from Boalt Hall School of Law at Berkeley in 1979.

Jim and his wife, Vickie, live in El Cerrito, California, and have four children, all now in their twenties. Jim served on the Board of Trustees of The College Preparatory School for eight years, including as head of the Finance Committee, Vice-Chair and for two years, Co-Chair of the Board together with Tonia Hsieh.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. California Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. California Education Code Section 47605(b)(5)(A)(ii).

I. MISSION

The Roses in Concrete Community School will be a K-8 school in East Oakland founded on the belief that schools should emphasize knowledge of self, character, and intellectual growth to prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities. Our principal goal is to develop youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for all communities. We encourage our students, who are broadly invested in academic, artistic, athletic, and extracurricular pursuits, to demonstrate the spirit of the Warrior-Scholar².

II. VISION

The vision of the Roses in Concrete Community School ("RiC" or "the School") is a model of education that no longer requires urban youth and families to escape their communities in order to live, learn, work, and thrive. We believe that a well-resourced state-of-the-art school complex, built with justice and equity at the core of its philosophy and practice, is a central component in breaking the vicious cycle of poverty, racism, violence, and hopelessness facing many students and families in our most economically deprived neighborhoods.

We believe that learning best occurs when students and their families feel a sense of safety, stability and agency. Based on the concept of that schools should be centers of health in our community, we intend to provide an environment that addresses our community's

² The Warrior-Scholar is a concept borrowed from a 15th Century Japanese text, which articulates the Warrior-Scholar as the "highest form of humanity" because such a person has cultivated the courage to stand on the side of justice while having the intellectual faculties to decipher where justice resides in a complex society.

basic physiological and safety needs by training and supporting staff and faculty to be responsive to those needs, and by developing meaningful partnerships that are able to fill basic needs gaps for our students and their families; providing food, shelter, medical care and counseling to secure the baseline conditions that promote academic achievement, creativity, hope and community health.

In addition, role models of school success who understand the challenges of growing up in under-resourced communities are critically important in motivating students to dedicate the time and effort needed to attain high standards of academic performance. Many students in Oakland's highest need neighborhoods lack real-life evidence that studying hard and going to college will lead to a better life for them in the future. We will address this by recruiting, hiring and training educators who come from similar socio-economic, [linguistic](#), and racial backgrounds and communities so that their daily presence in the lives of students begins to fill that gap. By recruiting and developing staff that have a deeper understanding of the challenges of growing up in poverty, RiC is able to motivate students to become lifelong learners with the knowledge, skills and habits of mind necessary to succeed in the 21st century. The message to our students will center around the importance of developing careers and returning to vulnerable communities like East Oakland to invest and serve as community leaders.

To translate our vision into the context of school and classroom, we are committed to aligning our practice with Abraham Maslow's "Hierarchy of Needs", as referenced in the "Executive Summary" section (see a detailed explanation of this relationship in "How Learning Best Occurs"). To do this, we center our vision for instruction and school culture around "Five R's" (Resources, Relationships, Relevancy, Rigor, and Responsibility). These five strategies are designed to cultivate students who understand their individual and collective responsibility to be warriors for the cause of equity and justice in our community and the broader global society. As Warrior-Scholars our students will understand that to fully realize their potential impact in society, they must also be extraordinary scholars. This approach to educating urban youth with a critically conscious purpose of transforming our communities is one that research and practice, time and time again, bear out as an essential component of sustained and purposeful instruction.

III. Targeted Student Population and Enrollment Plan

The vision of the Roses in Concrete Community School is to serve low-income students of color from surrounding East Oakland neighborhoods, specifically those who have, historically, been underserved in schools. RiC plans to open Fall 2015 with grades K, 1, 2, 3, 4, adding a Kindergarten cohort (two sections of 20 students each year) until the school has grown to its full K-8 capacity with an enrollment of about 360 students in its seventh year. [We will fully implement our dual language immersion program as a 50/50 model in Kindergarten, first, and second grade and modify the language approach in third and fourth grade to meet the needs of student who enter the program without Spanish. Eventually the two-way dual language immersion program will grow to K-8.](#)

We have chosen to rollout this way for two main reasons. The first reason is that our school

will place a high value on developing a culture of youth leadership and responsibility for themselves and their peers. By opening with lower grade and upper grade cohorts, we will be able to carry out our plans to have older students (4th graders) invest themselves in mentoring their younger peers (Kinder and 1st graders). The second reason for our rollout plan is that our school’s professional culture will place a high value on collaboration. By linking grades (K/1, 2/3, 4/5, 6/7/8) teachers will be able to collaborate more easily around curriculum, student support, and family engagement.

Our language immersion program will be fully implemented in K, 1, and 2 because research has found that students of any language background can enter successfully in the first two years of the program (Howard, Sugarman, Christian, Lindholm-Leary, Rogers, 2007). We believe that with appropriate language scaffolding and support, our second grade students will also be able to benefit from a 50/50 model. We will modify the approach in third and fourth grade to include an emphasis on differentiated SLD and ELD to meet the needs of the students who are not bilingual.

Table 1.1. Enrollment Plan for Years 1-5

Grade	Students /section	2015-16	2016-17	2017-18	2018-19	2019-20
K	20	40	40	40	40	40
1	20	40	40	40	40	40
2	20	40	40	40	40	40
3	20	40	40	40	40	40
4	20	40	40	40	40	40
5	20		40	40	40	40
6	20			40	40	40
7	20				40	40
8	20					40
Total		200	240	280	320	360

East Oakland, the focus of the Roses in Concrete Community School, is a community profoundly affected by social and structural inequalities, and the pursuant multi-generational poverty and corresponding social ills that come with rampant disinvestment. High performing schools, usable playgrounds, healthy food, and safe streets are all but nonexistent in underserved neighborhoods like East Oakland. Because of the high priority we place on community-responsiveness, we wanted to identify, understand, and serve the highest need neighborhoods of Oakland. The founding board worked with Matt Beyer, Geographic Information Systems Epidemiologist of the Community Assessment, Planning, and Education (CAPE) division of the Alameda County Public Health Department to obtain specific demographic data about the East Oakland communities bounded by High Street, Hwy 880, 106th Avenue and Hwy 580. (Figure 1.3. Map of Target Neighborhoods in East Oakland.) A community-responsive school located in this region would benefit not only the children, but also the surrounding community.

A. Demographics of Our Target School Population

A compounding number of negative, socioeconomic health factors plagues our target school population in East Oakland: uncommonly high rates of teen birth, premature deaths, families led by single mothers, little education, unemployment and poverty. (The poverty level is set yearly by the General Accounting Office and is based on household size. This ratio compares number of people in poverty vs. total number of people in the census tract.) Table 1.2 summarizes aggregated socioeconomic health indicators data from the American Community Survey (2006-2010), the Alameda County vital statistics files (2006-2010), and the 2010 U.S. Census for the specific census tracts in our region of East Oakland (2010 U.S. Census).

Table 1.2. Summary of Socioeconomic Health Indicators.

Socioeconomic Health Indicator	East Oakland	Oakland	Alameda Co.	S.F.	U.S.
Teen birth rate	69.8	47.9	26.2	22.1	34.3
Age-adjusted mortality rate per 100,000	975.4	735.6	640.2	601.2	793.8
Families with Single Mother	41.0%	32.4%	20.6%	18.2%	18.9%
Adults (age>25) with less than High School education or no GED (compared to all age>25)	36.4%	21.1%	14.1%	14.3%	15.0%
People living in Poverty ³	28.8%	18.7%	11.4%	13.8%	11.9%
Children (age<18) living in Poverty	41.1%	27.2%	14.4%	19.2%	12.5%
Unemployed	13.2%	10.1%	8.5%	7.1%	7.9%
Median Household income	\$33,803	\$49,721	\$69,384	\$71,304	\$51,914

Sources: Oakland and Alameda County (CAPE, with data from Alameda County vital statistics file); SF (HealthMatterInSF.org); US: CDC Faststats, <http://www.cdc.gov/nchs/fastats>; For all geographies, from American Community Survey (2006-2010).

This is what we know about our target population:

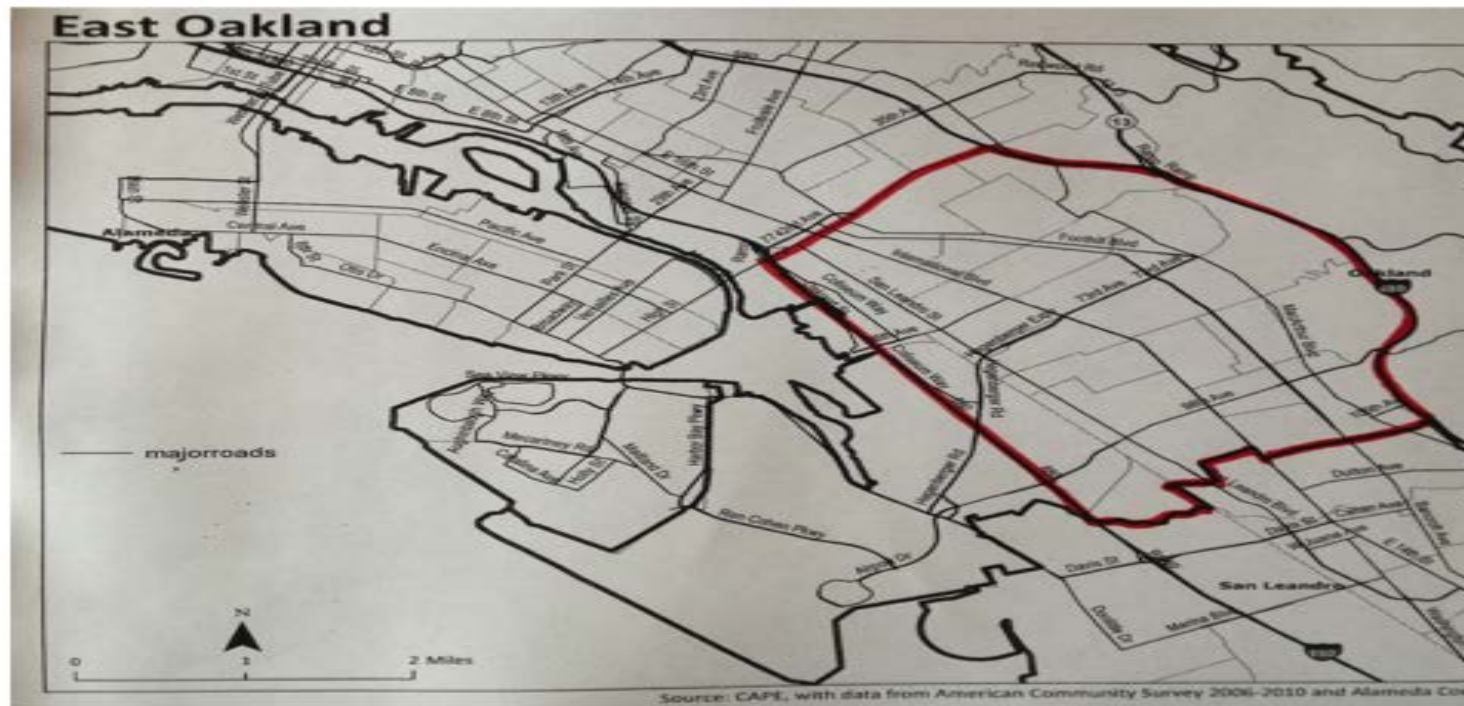
- 1. The racial/ethnic mix of our target population in East Oakland is predominantly Latino (47.5%) and African American (38.1%).** Table 1.3 shows that our target community has a greater number of Latinos, African Americans and Pacific Islanders than typically represented in the rest of Oakland or Alameda County. Asian Americans and Pacific Islanders combined represent 7.3% of this population. Whereas Caucasians represent 34.1% of Alameda County and 26.1% of Oakland, they represent only 4.5% of our East Oakland community. (Sources: Oakland and Alameda County (CAPE, with data from Alameda County vital statistics file); SF (HealthMatterInSF.org); US: CDC Faststats, <http://www.cdc.gov/nchs/fastats>; For all geographies, from American Community Survey (2006-2010).

Table 1.3. Comparison of Ethnic Diversity.

Ethnicity	East Oakland	Oakland	Alameda County
Latino/Hispanic	47.5%	25.4%	22.5%
African American	38.1%	27.3%	12.2%
Asian American	6.0%	16.7%	25.9%
White	4.5%	26.1%	34.1%
Multiracial	2.3%	3.6%	4.0%
Pacific Islander	1.3%	0.5%	0.8%
American Indian	0.3%	0.3%	0.3%
Other	0.2%	0.3%	0.3%
Total	100%	100%	100%

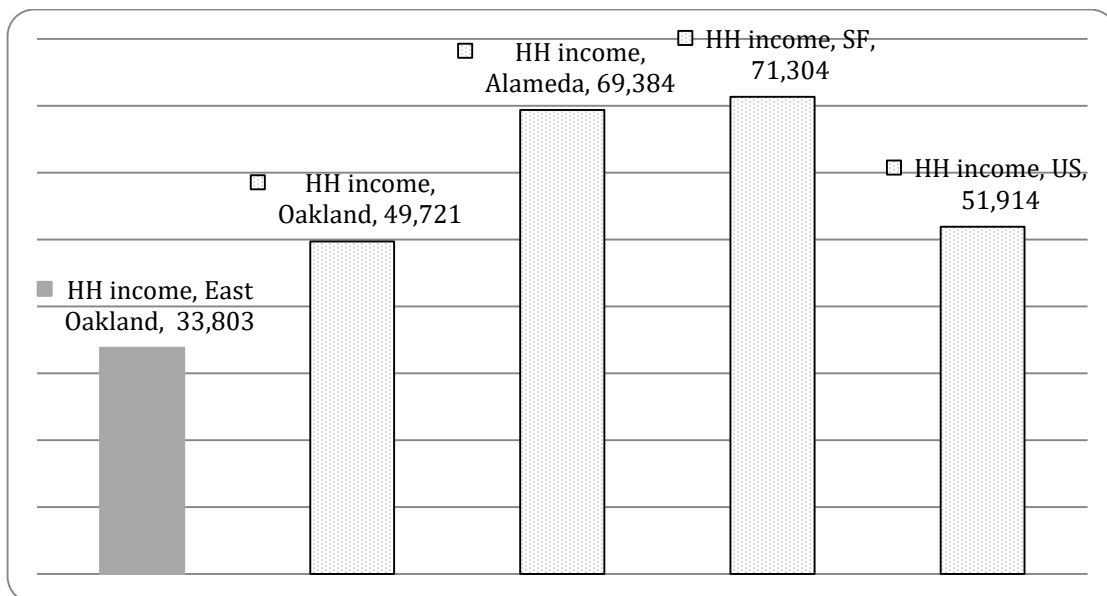
Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

Figure 1.3. Map of Target Neighborhoods in East Oakland



- 2. The median household income of our East Oakland families is less than half of the rest of Alameda County residents.** The median household income in East Oakland is \$33,803 or 68% of the City median, 49% of Alameda County’s median income and 47% of San Francisco’s median income. The median household income is calculated by dividing the income by the number of people in the household. Then every household is ranked. The median income is the number ranked in the middle. (Figure 1.4)

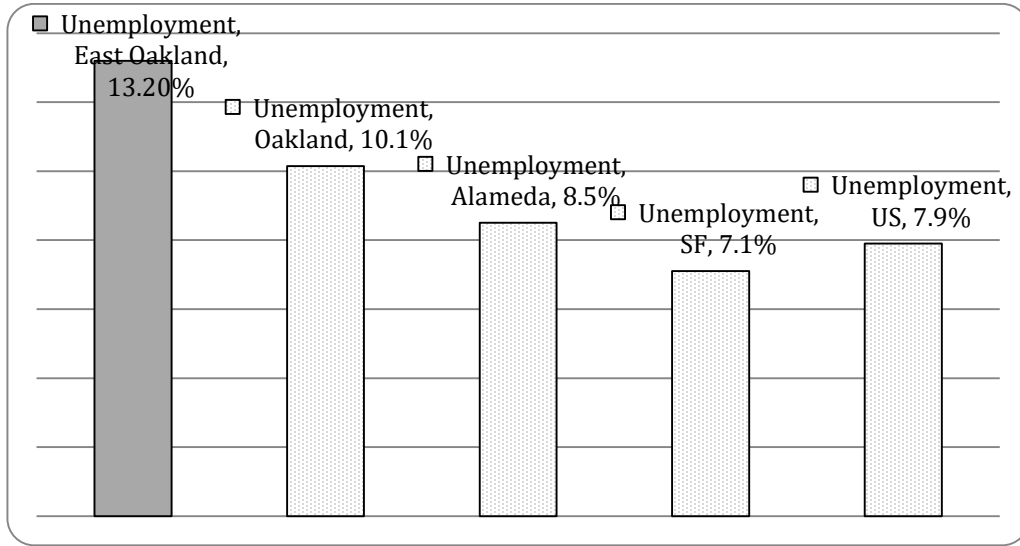
Figure 1.4. Median Household Income.



Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

- 3. Unemployment in East Oakland is nearly double the national rate.** The unemployment rate for our target population in East Oakland is 13.2%, compared to 10.1% in Oakland, 8.5% in Alameda County and 7.9% in the U.S. (Figure 1.5.)

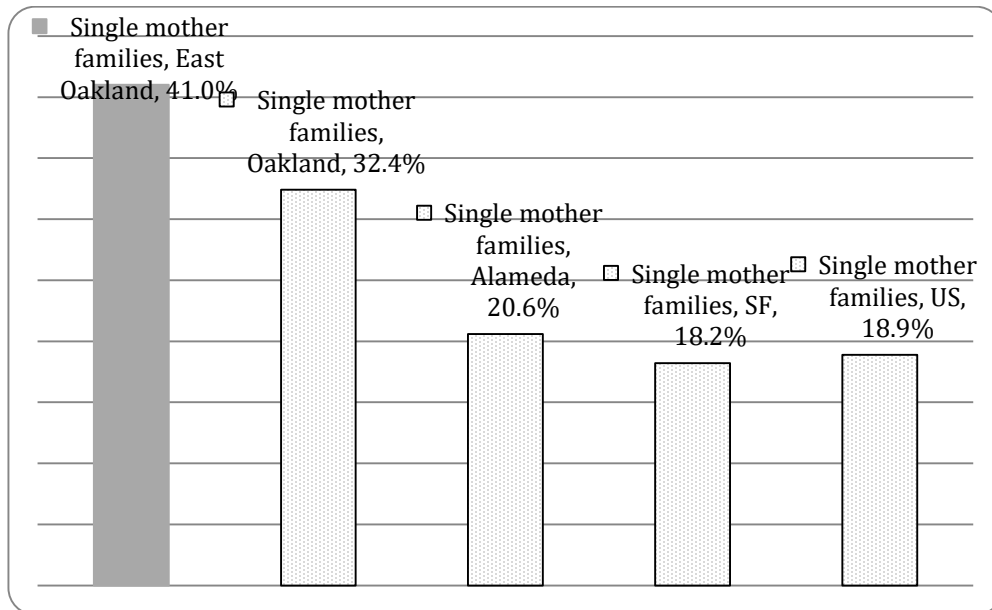
Figure 1.5 Unemployment



Source: Employment Development Department.

4. Single-mother families comprise 41% of all families with children in East Oakland, which is double the percentage in the County or around the nation. This represents the ratio of number of single mothers with children under age 18 compared to *all* families with children under age 18. (Figure 1.6.)

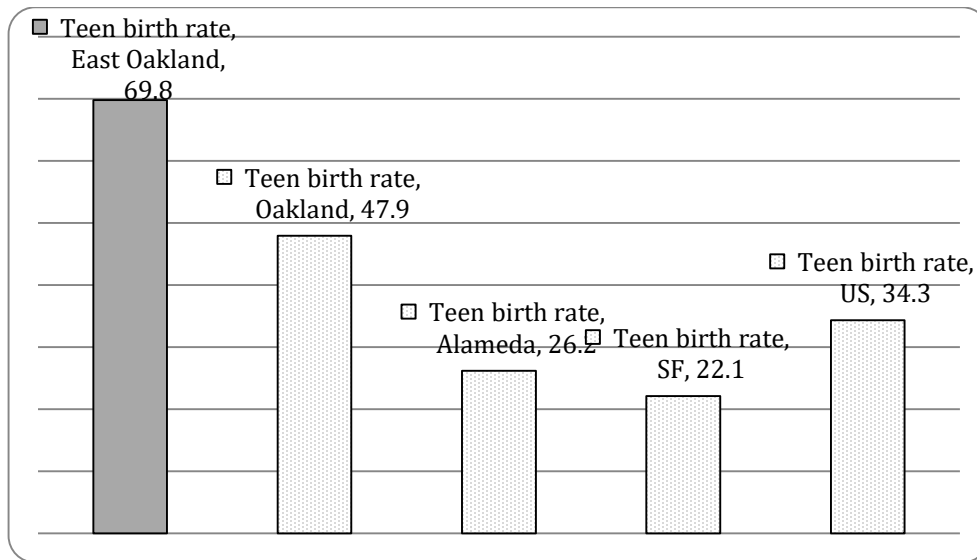
Figure 1.6. Single Mother Families



Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

5. **East Oakland has twice the number of teen births (69.8 per 1,000 population)** compared to the rest of the U.S. and nearly three times the number of teen births in Alameda County. This represents the ratio of number of 15-19 year old mothers compared to number of 15-19 year olds in that census tract x 1000 for 2006-2010. (Figure 1.7.)

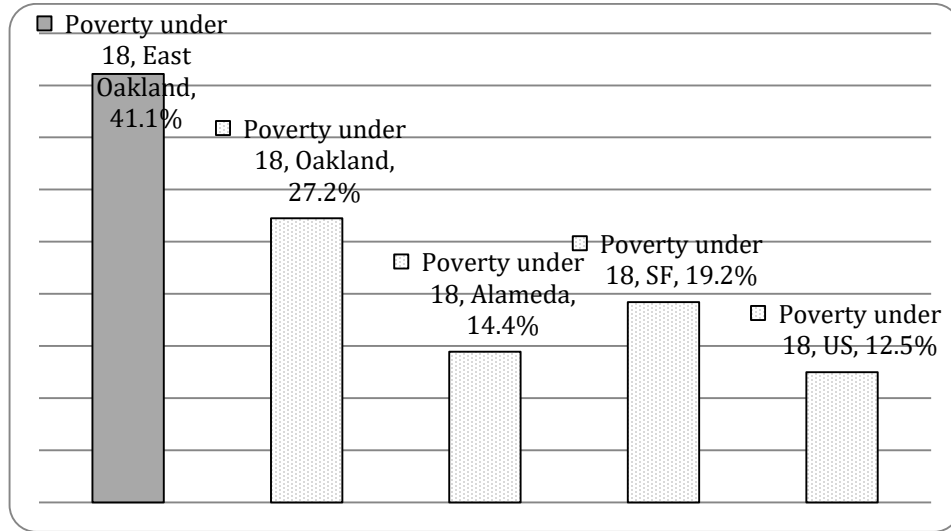
Figure 1.7. Teen Birth Rate (per 1000)



Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

6. **The percentage of children and teenagers under the age of 18 living below the poverty level in East Oakland is 41.1%**, which is 2.85 times the percentage in Alameda County and over three times the national percentage. This is the ratio of number of children in poverty compared to all children in the census tract. If a household is living in poverty, then every individual in that household is deemed to be living in poverty. (Figure 1.8).

Figure 1.8. Children Living in Poverty.

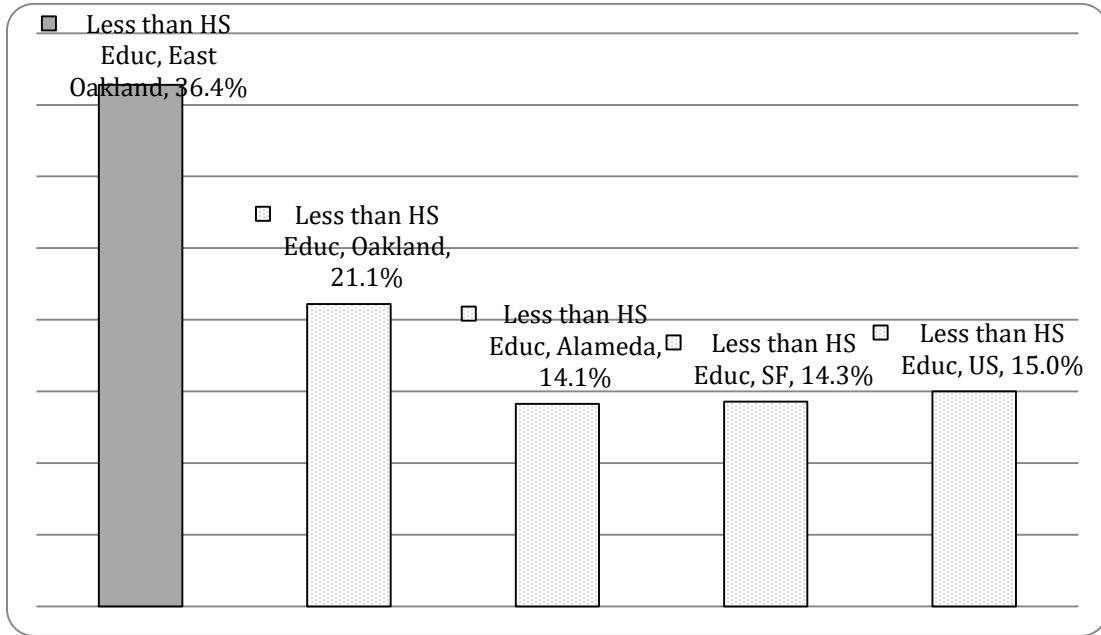


Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

7. Residents of the East Oakland neighborhoods to be served by the Roses in Concrete Community School experience over half of all homicides reported in Oakland. An East Oakland resident is 1.3 times more likely to die prematurely than someone who lives elsewhere in Oakland, or 1.5 times more likely to die than someone living elsewhere in Alameda County. Furthermore, according to the 2000 Census data, age-adjusted mortality rates are “normalized” by age (i.e., taking into account that older people have a greater likelihood of dying). The Bay Area Newsgroup’s annual Homicide Maps show that in 2011, 58 out of 110 homicides occurred within our geographic area (52.3%). In 2012, this region experienced another 58 homicides out of 131 reported in Oakland (44%). The youth in these neighborhoods exhibit the same Post Traumatic Stress Disorder (PTSD) symptoms as war veterans: sleep problems, trouble concentrating, irritability anger, poor concentration, blackouts or difficulty remembering things, increased tendency and reaction to being startled and hyper-vigilance to threat. Any one of these symptoms represents a serious impediment to learning (see Duncan-Andrade, 2012).

8. The academic achievement gap in East Oakland is particularly striking when the percentage of the population with less than a high school education is 36.4%, which is 73% higher than Oakland and 2.4 times the national percentage. (See Figure 1.9. Adults with less than High School Education.) Furthermore, according to the latest data from EdWest’s Report on how well African-American, Latino and low-income students are faring, all East Bay school districts received grades of D or F except for Castro Valley Unified which received a grade of “C”. (<http://reportcards.edtrustwest.org/regional-resources>)

Figure 1.9. Adults with less than High School Education.



Sources: CAPE, Alameda County vital statistics, HealthMattersInSF.org, CDC Fastats.

Students in the 31 East Oakland schools within our target neighborhood perform in the lowest two deciles per State rankings of 2012-2013 Academic Performance Index. In the East Oakland region bounded by High St., Hwy 580, Hwy 880 and 106th Avenue, 31 schools posted their School Accountability Report Cards (SARC): 21 K-5 elementary schools, five K-8 elementary schools, and five grade 6-8 middle schools. See *Appendix: Comparison of School Accountability Report Cards (SARC) for East Oakland Schools in the Attendance Area.* (The State Rank is determined by a school’s API Score in comparison to all other schools in California where 1 is the worst and 10 is the best. An equal number of schools occupy each rank. Ratings are based on the California Department of Education’s 2012 Base Academic Performance Index (API). The school information was last updated 05-May-2012. The API Score is a number between 200 and 1000 that reflects a school’s or school district’s performance on statewide student assessments administered in 2012.)

Their API scores and State rankings for 2012-2013 revealed:

- The average Academic Performance index (API) for these 31 schools was 734, compared to the State’s standard of 790 for 2012-13.
- Eighteen of these 31 schools (58%) were ranked a 1 or 2 by the State—the two lowest deciles, where 1 is the worst and 10 the best.

10. **A child's performance appears to be positively correlated to the length of time the child/family attends one school.** The five K-8 schools in our East Oakland region had a median state ranking of 3, which was slightly higher than the K-5 schools' median state ranking of 2. The lowest median state ranking of 1 was given for the five grade 6-8 middle schools, representing performance in the lowest decile. This trend suggests that the longer the relationship a child and family have with one school, the better the child's performance on these standardized tests. See *Appendix: Comparison of School Accountability Report Cards (SARC) for East Oakland Target Neighborhoods*.

B. Meeting the Needs of Our Target Population

1. Serving urban students living in poverty

There is extensive and conclusive research into the most effective practices with urban students living in poverty (Delpit, 2006; Perry, Steele & Hilliard, 2003; Valdes, 1996; Valenzuela, 1999). Our school is founded by educators that have decades of effectively implementing the principles illuminated in this research in public schools in Oakland and similar urban communities. At the core of this research into effective practices in high poverty communities is the importance of developing school and classroom cultures that meet students and families where they are (Delpit, 2006; Perry, Steele & Hilliard, 2003; Valdes, 1996; Valenzuela, 1999), designing institutional and pedagogical practices that are directly responsive to those needs.

This idea of putting the child and the family at the center of school practices is not new. In fact, it dates back to the turn of the 20th Century with the work of scholars such as John Dewey (1902), Carter G. Woodson (1928), and W.E.B. DuBois, all of whom argued for school and curriculum design to center the needs of the student and the family. Not long after their groundbreaking work, Maslow's "Hierarchy of Needs" (1943) emerged and remains the gold standard for developing community responsive practices in the nation's highest need communities. Maslow's work has recently been taken back up in the world's largest study into the core social indicators of healthy communities (Adelman, Smith, & Herbes-Sommers, 2009), reaffirming conclusions that have become widely accepted across fields such as social epidemiology, public health, medicine, and education for the past five decades.

At the heart of each of these paradigms and their recommendations is an understanding that young people, in their natural state, are self-actualizing. Moreover, the practice of self-actualization as a defining characteristic of successful students of color appears in seminal studies of the country's most successful students of color (Gandara & Contreras, 2010; Perry, Steele, & Hilliard, 2003). The success of our school's founders with Oakland youth, and our founding teachers' success with similar youth populations in other cities, is directly relatable to our proven ability to translate into practice the most definitive research on effective teaching from the last 100 years. At the heart of this translation is our understanding that Herbert Kohl (1995) was right when he said, "children don't care what you know, until they know that you care". Thus, the core of our school's educational

paradigm is rooted in deep and caring relationships with families and students. These relationships are informed by a profound and experiential understanding of the reality of life in the flatlands of Oakland. These lived experiences as community members and as veteran educators are complemented by decades of study into the nation's leading research on trauma informed practices with youth (Perry & Szalavitz, 2007; Sapolsky, 2004). These efforts have led to numerous research publications by our school's founder that have impacted the national K-12 conversation about teacher recruitment, development, and daily practice (Duncan-Andrade, 2009; 2007; 2006).

The goal of the Roses in Concrete Community School is to expand the efforts of our highly accomplished founding team to an entire school-wide set of structures and practices focused on community-responsiveness. At the heart of this work are our *priorities surveys*, our family and community engagement structures which constantly engage our families in conversation about what is most important to them in the education that we provide to their children. The common language about what is most important created by our priorities surveys, sets the stage for ongoing engagement via regular home visits, active presence at community events, and consistent and meaningful parent engagement on school wide committees. Additionally, twice a year families and students are asked to evaluate our teachers on their performance, offering feedback on things that are working and practices that could be improved. This feedback acts as the guiding core for our entire coaching and development structure for teachers to insure that our teachers are always developing practices that are responsive to the specific needs of the community we are serving.

2. Serving the children of East Oakland through community responsiveness.

We are well aware that the needs of our student population are pressing and profound. The data and maps provided, along with educational achievement data for East Oakland, clearly establish the need for a radical rethink in how we approach education in our community. As shown above, East Oakland has one of the highest rates of unemployment and highest murder rates in the country. In fact, on virtually every health indicator measurable, East Oakland scores as one of the highest need communities in the country. If we can meet the needs of the communities in East Oakland, then we can use the Roses in Concrete model to begin to inform similar efforts across the city, in similar urban communities across America and around the world.

For this reason, our school is designed with community responsiveness at its core. From our mission and vision, to our pedagogical philosophy, to the design of our broader school culture, we are focused on the cultivation of deep and meaningful relationships with students and families.

- Our recruitment, hiring, and apprenticeship strategies will primarily seek candidates that are racially, linguistically and culturally representative of the community we are serving. Beyond the obvious importance of having a staff that is reflective of the student body, the broader educational philosophy of the school is one that supports

staff to be embedded in the community so that we are aware of the most pressing needs facing our students and families;

- *We will cultivate a culturally and community responsive approach* to school and classroom culture to insure that we meet the physiological, social, and academic needs of every child that joins our school community. We will focus on further cultivating urban teachers who are responsive to cultural and community needs through ongoing mentorships and professional development;
- Students will be met at their level and guided toward academic excellence with high levels of individual planning and support using a *looping model* where families and students get to work with the same teacher over multiple years, and mentoring by caring and committed adults.
- We will form *key strategic partnerships* with East Oakland community leaders and service providers to insure that we are connecting students and families to basic needs security.

Research is clear that there are a set of school and classroom based practices that are consistently impactful in our nation's highest need communities (Duncan-Andrade, 2009). Our hiring and teacher training practices are attentive to these skills. In the event that we must hire educators that lack some of these prerequisite pedagogical skills, our founding team consists of the some of the nation's leading researchers and practitioners in the field of urban teacher development.

Our school will act as a national model of urban teacher coaching and support, using a robust national network of experts and tools to develop every staff member that we hire, and to annually apprentice cohorts of future urban educators that we can draw from and place in other high need schools in Oakland. As described in the section detailing our founding team, we already have a track record of doing this kind of development in Oakland and in other urban centers around the country.

There are two key design elements that warrant expanded discussion here to drive home the unique position we have to successfully meet the needs of our student population. First, our philosophy is very much in line with OUSD's recent shift to develop educational practices that are attentive to the whole child via the district's full service school model. Our founding board is emblematic of our school's reach to develop deep partnerships with key providers that will allows us to meet some of the most basic needs of our families and students. Research across disciplines such as public health, social epidemiology, and education are all in agreement that attention to the basic needs of a child is a central precursor to their academic success. To make sure that we are attentive to these needs, we have already begun developing relationships with key strategic partners to insure that we can provide our families and students access to the kind of wrap around support services that will allow them to spend greater amounts of their time and energy focused on academic progress.

Table 1.4. Vision for Key Strategic Partners

Name	Organization	Basic Needs Met
Evette Brandon	Alameda County Public Health	Health/wellness
Shawn Ginwright, Board Member Sandra Davis, East Oakland Program Office Castle Redmond, CA Statewide Program Officer	The California Endowment	Health/wellness
Ashley Christiane, Director of Community Health	Kaiser Permanente	Health/wellness
Vien Truong, Environmental Equity Director	Greenlining Institute	Healthy Communities; Economic Development
Olis Simmons, CEO	Youth Uprising	Youth Leadership Development, Community Partnerships, Youth Employment
Nicole Lee, Executive Director	Urban Peace Movement	Safety
Malia Ramler	First Five	Early childhood
Betty Cohen or new ED	Bananas	Child care/parenting classes
Antwi Akom, Executive Director	ISEEED	Sustainable Community Development; STEM Design and Implementation
Jim Gilliland	Kilpatrick, Townsend & Stockton, LLP	Legal support for families, IP
Yusef Freeman, Vice President	McCormac, Baron & Salazar	Housing/real estate development
Joel Ramos, Regional Planning Director	TransForm	Transportation
Claudine Naganuma	Dance Naganuma	DanceArt and Performance
Bidyut Bose, Founder	Niroga Institute	Mindfulness/Meditation/Yoga
Jose Lopez & Ruben	DevLabs	Entrepreneurial Fellowships & Software

Hernandez, Founders		Engineering
Kim Miyoshi, Executive Director	KidsFirst	Youth Development
James Kass, Founder and Executive Director	Youth Speaks	Art and Performance
LaShawn Routé Chatmon, Executive Director	The National Equity Project	Educational Equity
Bryan Brown, PhD	Stanford University, Professor	Teacher recruitment and development; curriculum development
Allyson Tintiangco- Cubales, PhD	San Francisco State University, College of Ethnic Studies	Teacher recruitment and development; curriculum development
Fania Davis, Founder	Restorative Justice for Oakland Youth	Restorative Justice practices
Ann Milne, Principal	Te Whanau o Tupuranga	Maori restorative justice practices; equity based school design and implementation
Patrick Camangian, PhD	University of San Francisco	Urban teacher recruitment and development
Newin Orante, EdD	Diablo Valley College, Vice President	School to college pipeline
Pedro Nava, PhD	Holy Names College, Professor	Family engagement; teacher recruitment
Christine Arrostituto, Executive Director	Bay Area United Way, Rise Together	Family support on basic needs
Regina Stanback- Stroud, President	Skyline Community College	School to college pipeline
Jerry Tello, Executive Director	National Compadres Network	Community Engagement
Paul Flores, Program Manager	Latino Men and Boys Initiative, Unity Council	Community Engagement; Youth development

In theory, a school's ability to connect young people and families to these kinds of robust resources is critical in a community like East Oakland. We believe, however, that the efficacy of this approach is greatly enhanced when key school personnel are tracking family and student needs. For us, the central player in this process is the teacher. This is one of the primary reasons we use a multi-year looping process. There is clear value in having a skilled teacher working with the same group of students over multiple years. But, in a

community like ours, the value of this approach grows exponentially because the strength of the teacher-family relationships built by looping programs provides teachers greater insights into the needs of the family. When you connect the looping structure to the kinds of teacher development and community partnerships that our school will have, you have built a formula for much greater success than we typically find in urban schools.

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

Heretofore, our petition has heavily emphasized our foundational belief that engaging students in meaningful academic development requires us to under-gird all our content instruction with caring relationships that are attentive to Maslow’s Hierarchy of Needs. As we transition here to discuss our academic content and assessments, it is important to note that academic rigor and content will be delivered in the context of school and classroom cultures that are always attentive to deep, caring, and joyful relationships with students that keep track of their basic needs. In this section we have parsed out our academic framework and assessments for the purposes of focus and clarity, but in practice our relentless commitment to an academically rigorous environment will not be separate from our efforts to develop a loving, caring, and socially supportive environment.

As an urban educational institution, the Roses in Concrete Community School recognizes areas of occupational and technological skill-building as central to our students’ need to explore and navigate the modern world. However, we see these as extensions of their more foundational critical consciousness and grounded understandings of self via their studies of history, liberal arts, science, fine arts, and languages. Thus, we expect a graduate of RiC to:

- Exude characteristics of courage, humility, natural inquiry, kindness, creativity, and resiliency (see *Appendix* for definitions of each of these core characteristics).
- Have a solid grasp on effective uses of technology and multimedia tools to better themselves *and* inspire positive social change.
- Have an understanding of the critical lenses and tools developed in the 20th Century to examine issues of race, power, status, gender, and wealth distribution in the 21st Century.
- Express pride and honor in their ancestral roots and be able to identify historical and contemporary alliances across lines of national and ethnic identities.
- Take pride in the gift of bilingualism and biliteracy and use their language skills to make connections with the global community

We will insure that our graduates exemplify the skills and characteristics listed in the ~~four~~ **five** bullets above in a manner that has them college and career ready. To do so, we will develop those skills and characteristics inside the “Framework for 21st Learning” (see Partnership for 21st Century Skills, www.p21.org) to promote College and Career Readiness:

Core Academic Knowledge: At the Roses in Concrete Community School, the development of 21st century skills will happen for all our students primarily through

instruction in the core academic subject areas. We will adhere to the Common Core State Standards (CCSS) in ELA and math, Next Generation Science Standards (NGSS) for science, and the California State Standards for Social Studies (CSS), which were designed to scaffold learning toward college and career readiness starting in Kindergarten

Learning and Innovation Skills:

- *Creativity and Innovation* through project-based learning opportunities such as Youth Participatory Action Research (YPAR) to develop idea creation skills/brainstorming, teamwork and communication skills, to understand failure as an opportunity to learn, and to understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- *Critical Thinking and Problem Solving* via the five stages of critical praxis (Duncan-Andrade, 2008) across grade levels and subject matter via group projects that also allow them to share and understand the approaches used by others to solve similarly complex problems.
- *Value Evidence*. Students learn how to use and cite specific, relevant, evidence when supporting their arguments.
- *Comprehend as well as critique*. Students are engaged and open-minded, yet discerning readers and listeners.
- *Model with mathematics*.
- *Reason abstractly and quantitatively*. Students will develop the ability to make sense of quantities and their relationships in problem situations.
- *Identify and make use of patterns and structure* via detailed investigations and analyses.
- *Use appropriate tools strategically*. Students will become familiar with a wide range of age-appropriate tools such as pencil and paper, concrete models, a ruler, a calculator, survey tools, or software and understand the strengths and limitations of these different tools.

Communication and Collaboration:

- *Respond to the varying demands of audience, task, purpose, and discipline*. Our students will be able to adjust their communication in relation to audience, task, purpose, and content. They will set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They will appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They will also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
- *Construct viable arguments and critique the reasoning of others*. Our students will learn to use what others have said in constructing arguments. They will develop the ability to analyze situations by breaking them into parts, and recognize and use counter examples. Ultimately, they will be able to justify their conclusions, communicate them to others, and respond to the arguments of others. This will include the ability to reason inductively about data. Our elementary students will construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades.
- [*Communicate fluently in two or more languages: Students will learn to be proficient communicators in English and Spanish. They will take pride in their home language in all its forms as they learn to be proficient bilingual speakers. Proficiency in multiple languages is critical in enabling students to participate effectively in a local, global, political, social, and economic context.*](#)

Information, Media and Technology Skills: Our students will be able to use technology and digital media strategically and capably to enhance their reading, writing, speaking, listening, and language use. As they move up the grades, they will learn to tailor their searches online to acquire useful information efficiently, and integrate what they learn using technology with what they learn offline. Ultimately, they will be familiar with the

strengths and limitations of various technological tools and mediums and be able to select and use those best suited to their goals.

Life and Career Skills:

- Flexibility and the ability to adapt to change especially in times of ambiguity and changing priorities. They will understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments.
- Initiative and self-direction. Our students will learn to monitor, define, prioritize, and complete tasks independently without direct oversight.
- *Independent, self-directed learners* who will go beyond basic mastery of skills to explore and expand their own learning and opportunities. They will demonstrate commitment to learning as a lifelong process. They will reflect critically on past experiences in order to inform future progress.

Social and Cross-cultural Skills:

- Our students will understand, respect, and connect to perspectives and cultures outside of their own. Students will appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures, experiences, and perspectives must learn and work together. Students will actively seek to understand other perspectives and cultures through reading and listening, and they will be able to communicate effectively with people of varied backgrounds. They will be able to evaluate other points of view critically and constructively. Through exposure to classic and contemporary works representative of a variety of periods, cultures, and worldviews, our students will vicariously inhabit worlds and have experiences much different than their own.
- Our students will interact effectively with others, conducting themselves in a caring and respectable manner. Students will know when it is appropriate to listen and when to speak, [and how this may vary across culture and language](#).
- Our students will work effectively in diverse teams. Students will respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Productivity and Accountability:

Our students will learn to effectively manage goals and time, and be able to set tangible success criteria. They will balance tactical (short-term) and strategic (long-term) goals.

Leadership and Responsibility:

- Manage projects and time effectively.
- Produce results and be accountable.
- Work positively and ethically
- Participate actively as well as be reliable and punctual.
- Collaborate and cooperate effectively with teams.
- Respect and appreciate team diversity.
- Our students will act responsibly with the interests of the larger community in mind.

Guide and lead others:

Our students will use interpersonal and problem-solving skills to influence and guide others toward a goal. They will be able to leverage strengths of others to accomplish a

common goal. They will be able to inspire others to reach their very best via example and selflessness. They will demonstrate integrity and ethical behavior in using influence and power.

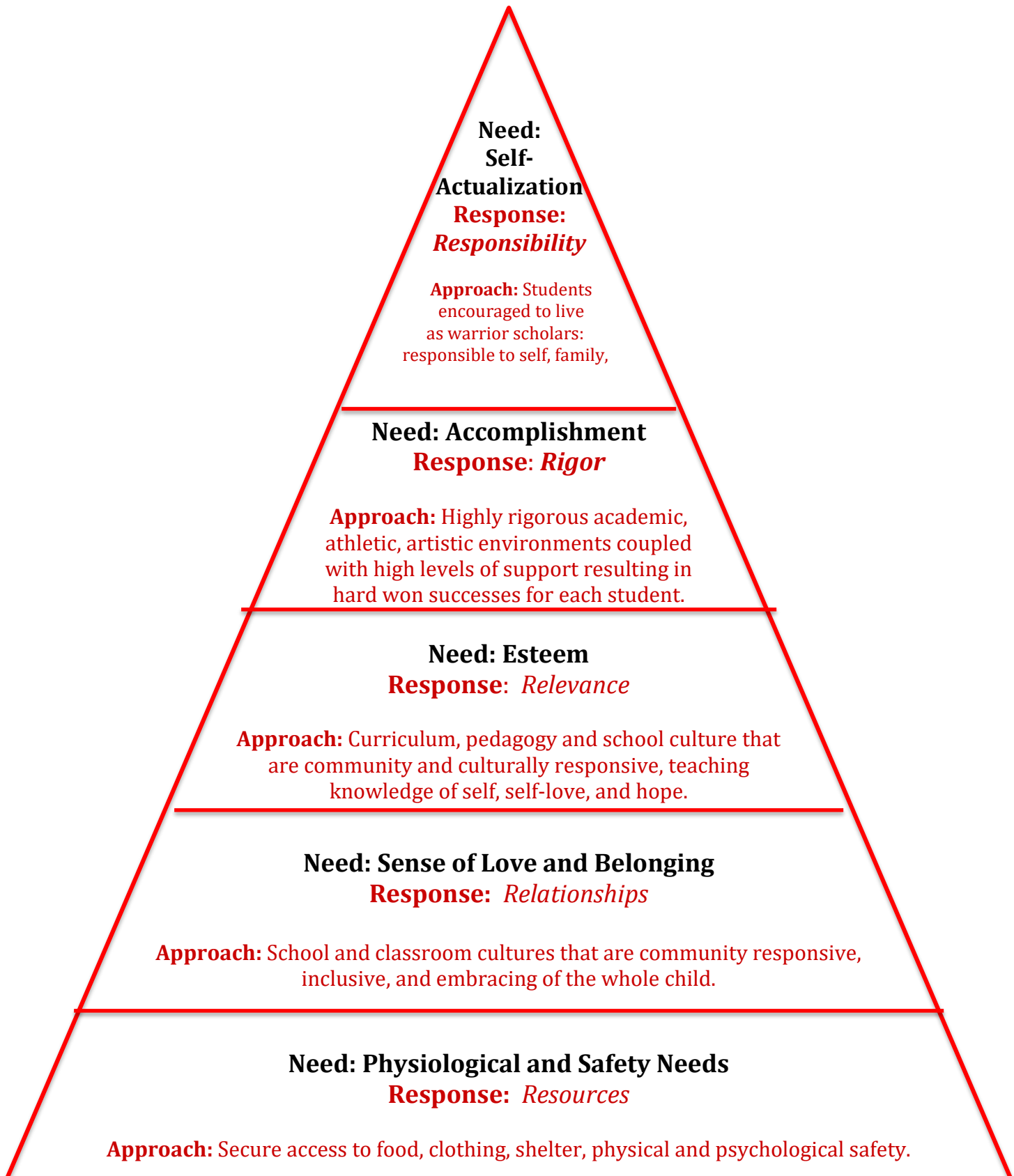
V. HOW LEARNING BEST OCCURS

We believe learning best occurs when a school provides the necessary resources for supporting students' emotional, physical, social and academic needs. As veteran classroom educators and school leaders, we understand the challenge of meeting these expectations with every child that is a member of our school community. Our philosophy on how learning best occurs has been developed over decades of successful practice in East Oakland and similar communities around the country, as well as deep and committed study and participation in some of the nation's leading research on effective practices in urban schools (Duncan-Andrade, 2009; Duncan-Andrade, 2007). Our lead petitioner has written extensively on identifying and developing successful urban educators (Duncan-Andrade, 2010; Duncan-Andrade, 2009; Duncan-Andrade, 2008; Duncan-Andrade, 2007). His research is used in many of the nation's most prestigious and accomplished schools of education and will be at the core of the educational practices used in this school.

Drawing from our founder's research and practice in Oakland's classrooms, we believe that learning best occurs by connecting Maslow's Hierarchy of Needs with our five thematic elements of effective practice: Resources, Relationships, Relevance, Rigor and Responsibility. We believe that learning is a process rather than product, resulting in a permanent change in knowledge, core beliefs, attitudes, and behaviors. It requires time and optimal conditions where students can work through their own process, incorporating new knowledge, reflecting, and eventually transferring and applying this information and understanding to new situations. To make this connection between research on effective instruction and Maslow's basic needs framework, we believe school and classroom environments must assess and respond to individual student academic needs *and* social-emotional needs. In short, we believe there are a number of variables that influence and optimize students' learning. However, there are very clear recurring themes in the leading research (Ladson-Billings, 2009) on effective school and classroom practices and our school will connect Maslow's attention to the physical, social, and emotional needs of students to five core elements of effective education: Resources, Relationships, Relevance, Rigor, and Responsibility.

To more clearly illuminate how our use of Maslow's framework ties into our educational practice, we will reiterate here how we have situated our five core elements of school culture and instruction (the 5 Rs) directly into the five tiers of the Hierarchy of Needs (see Figure 1.10 below). In the "Vision" section of this proposal, we privileged the discussion of Maslow's five tiers. For the purposes of this section, we will invert the focus by centering our discussion on our five core elements of effective education.

Figure 1.10. How Learning Best Occurs for the Target Population.



Level 1: RESOURCES--Meeting our students' basic physiological needs

The base needs in Maslow's framework are often referred to as the basic human needs (food, clothing, shelter, and safety). In the context of our school, we see this as our first "R", which is securing the basic resources necessary for meetings students' emotional, physical, and social needs so they can concentrate on learning.

To accomplish this goal, we will work with all our families to secure the necessary resources so that every child we serve has a stable basic needs framework in place. This will be accomplished with training and support for our teachers to develop a school culture that is under-girded by secure access to food, clothing, shelter, and safety. We acknowledge that securing this level of stability for all our children will require robust partnerships beyond just our core staff. Our founding board and existing community partnerships, along with our track record of successfully meeting these needs with Oakland youth and families, are evidence of our commitment and capacity to this approach to educating our youth. These efforts to partner with community, city, and county organizations to provide a full service school model will continually expand in response to the needs of our families. Three primary areas of focus for providing the necessary basic resources for our students to be able to focus their energies on learning are school environment, classroom climate/culture, and physical health and fitness.

Environment

The environment of a school includes everything from the physical layout and aesthetics of the school buildings as well as the school climate. We will provide students a structurally and emotionally safe and visually appealing physical environment that reflects who our students are culturally, how much they are loved, cared for and belong, and is maximally conducive to learning. This will manifest in everything from the murals on our walls to the presentation of materials in the home languages of our students. At every turn, students will be reminded of their value, their history, and their potential. Our extensive community partnerships and deep relationships with the community will also allow us to insure a steady presence of caring adults that reflect the community. Adults on our campus will be visible and present in all spaces at the school so that students are always reminded of our presence in their lives and our availability to provide the basic safety comforts of an adult to care, listen, and support whenever they might need us.

Climate/Culture

As a small school with looping patterns throughout our grade levels, our reduced class sizes (20) and consistent multi-year relationships with adults will establish classroom cultures that allow students to feel part of a learning community. This feeling of connected relationships will also extend to their peers because they will share these multi-year relationships in their loops, but also through their peer mentoring relationships across age levels via our houses structure.

The looping model and small class size we will provide teachers the opportunity to know students and families better and give individual attention to students, differentiating

instruction to best meet the needs of all learners. These structures will allow our teachers to be much more conscious of and attentive to the basic needs of students, which in turn will allow them to appropriately differentiate academic instruction and social-emotional development.

Four members of our founding team have been so successful at developing these kinds of classroom environments that multi-year, award winning research studies have been conducted on their practices (Duncan-Andrade, 2007; Hidalgo, 2011).

Physical Health and Fitness

Healthy meals and exercise are central to students' physical and intellectual well-being. To insure that our students have the resources to be well-fed, active participants at our school, we will provide students with balanced, nutritious breakfast, lunch, and after-school meal options as well as daily access to structured and unstructured play. In keeping with our founder's tradition of athletic excellence in Oakland, rigorous physical education classes and sports programs will be a trademark of our school, and will be coupled with robust informal play opportunities at recess. Our lead petitioner is an award-winning and highly accomplished coach in the Oakland public schools and his research into the value and potential of sports as a vehicle for promoting academic success has been nationally recognized (see Duncan-Andrade, 2010).

Levels 2 and 3: RELATIONSHIPS and RELEVANCY--Cultivating a Sense of Love and Belonging to Build Self-Esteem

We believe that attention to the second strata of Maslow's "Hierarchy of Needs", love and belonging, is achieved by developing deep and caring **relationships** among students, among students and teachers, among teachers and families, and among all school staff. The use of looping will allow teachers, students, and families to cultivate strong, multi-year relationships. Our two-house model described below, will develop cross-grade peer mentoring opportunities for students, strengthening peer-to-peer relationships in the school. These cross-grade opportunities will also deepen relationships and support structures among teachers allowing them to work collaboratively and support each other with students and families from across the school community. The depth of relationships that form as a result of this looping will increase opportunities for students and families to communicate basic needs that the school can help them close so that children can focus on learning. As well, our emphasis on group projects and youth led community based research projects, will create a rigorous but collaborative academic environment where students will learn how to support each other across social and academic needs through their work together on the projects.

In short, relationships are the foundation of our school. There is no debate about the fact that students learn best when they feel safe, valued, and supported (Kohl, 1995). Research clearly indicates that strong relationships between students and teachers must be based on mutual trust, respect, and healthy communication (Valenzuela, 1999). Additionally the relationships between students must be mutually cooperative and encouraging, with

individuals working together towards their individual as well as collective success and achievement (Duncan-Andrade, 2007).

Students will constantly be reminded by every adult in our school of their value, of the greatness of their ancestors, and of their responsibility to themselves, their families, our community, and our world. These reminders will come in the form of culturally responsive curriculum design as well as through the relationships that are built between the adults on our campus and the students and families that we serve. Our capacity to deliver on this kind of curriculum is clearly reflected in the work of our founder and that of key strategic partners and board members, such as Drs. Allyson Tintiangco-Cubales (San Francisco State University) and Bryan Brown (Stanford University), both of whom are considered national leaders in the design of rigorous culturally responsive curriculum across grade levels and in core content areas such as literacy, science, and mathematics. Their expertise, along with the skill and experience of our founding teachers assures that we will both design and deliver curriculum that will supplement and support the development of deep and connected relationships between our students and teachers.

Over the last two decades of our work in Oakland and other urban communities, our founding team has consistently built classroom and program cultures where students learn first to love themselves, building self-esteem as a foundation for elevating individual achievement and a greater sense of responsibility to one's peers and one's community. Over that time, our founder developed a code of conduct called the "Definite Dozen," (see *Appendix*) to capture the core principles of classroom cultures that develop these kinds of relationships. The "Definite Dozen" is another example of the kind of cultural habits of mind that will be developed by our teachers and school leadership and incorporated into the daily rituals of our school as affirmation of our purpose to create transformative spaces for young people that are affirming, inclusive, and loving.

A Bit More on Our Culturally Relevant Curriculum Design

Students learn best when they understand the relevancy of the skills and concepts being taught (Brown, 2006; Gay, 2000; Howard, 2010 Ladson-Billings, 1995; Tintiangco-Cubales, 2014). The educators at Roses in Concrete will design and organize lessons in relationship to one another, rather than as isolated and discrete curricular events. The learning goals and objectives will be organized thematically, and taught using essential questions, as well as real world problem based and inquiry activities.

Individual content objectives will be taught in an interdisciplinary fashion, with teachers encouraging and facilitating students to make connections across subject areas. As a student-centered and community-responsive school, Roses in Concrete will provide opportunities for students to determine for themselves what is relevant and deepen their capacity to critically interrogate, articulate, and defend the learning choices they make for themselves. Additionally, students will be challenged to engage, debate and solve some of our community's and society's most pressing problems as a regular part of their school experience. The value of giving students increasing levels of control over the direction of

their learning and connecting that direction to the most pressing problems in their every day lives has been show to radically increase engagement and achievement.

Students also learn best when the curriculum is culturally relevant (Cammarota and Romero, 2011; Gay, 2000; Howard, 2010 Ladson Billings, 1995). Students will be exposed to images and experiences that reflect and are attentive to their prior knowledge, interests, community, language, and demographics including gender, race, ethnicity, religion, etc. In order to see themselves as having a more robust sense of self and identity, it is crucial that students see a diverse representation of academic and professional excellence. The population of our founding team, staff, and school leadership will serve as immediate representatives and exemplars of people that have come from similar socio-economic, racial/ethnic, and gender backgrounds as our students, which research also suggests positively impacts learning.

Level 4: RIGOR--Preparing Students for College, Career, and Community Change

The concept of the warrior-scholar, referenced in our mission statement, is borrowed from the *Hagakure*. This 14th century Japanese text describes the warrior-scholar as the highest form of humanity, explaining that we must develop both our instincts to stand and fight for justice *and* our intellectual capacity to effectively sustain ourselves and strategize to emerge victorious in those struggles. In order to accomplish this audacious goal of creating an institution of learning that cultivates the warrior-scholar in all our students, we will emphasize the concept of *discipulus*, the Latin root of the word discipline. Research clearly reveals that discipline has become synonymous with punishment in many schools serving student populations like that of East Oakland (Noguera, 2009; Yang, 2009). Our framework around rigor reclaims the concept of discipline, by returning to its root meaning: “rigorous training through meaningful repetition toward a collective goal”.

This investment in a school culture that instills and values discipline in our students and teachers, is the over-arching principle of the aforementioned Definite Dozen in the form of statement “discipline yourself so that no one else has to.” The rigor that will permeate every aspect of our school is one that emphasizes each student’s individual and collective responsibility to be warriors for the cause of equity and justice in our community and the broader global society, while emphasizing that to fully realize their potential impact they must also be extraordinary scholars. This approach to educating urban youth with a critically conscious purpose of transforming our communities is one that research, time and time again, bears out as an essential component of sustained and purposeful instruction.

Our curriculum will be both academically rigorous and culturally aligned with the histories and present day realities of our students. In the previous section, our capacity to design such a curriculum is clearly laid out. We would add here that Laurence Tan, one of our founding teachers was recently given the prestigious national Teaching Tolerance’s

Culturally Responsive Teaching Award (see http://www.edweek.org/tm/events/teaching-tolerance/resources_2013.html?intc=thed) and has been credited by his principal and colleagues alike as an instrumental component of his elementary schools move from a "Program Improvement School" to a "California Distinguished School." Laurence will not only bring his teaching skill to our school as one of our upper grade elementary teachers, but he will also bring nationally recognized and classroom tested curriculum design skills that provide both cultural relevance and academic rigor.

Level 5: RESPONSIBILITY--Beyond Traditionally Measured Outcomes

The pinnacle of Maslow's framework is "self-actualization". Medical research shows that self-actualization is the natural human state (Perry & Szalavitz, 2007; Sapolsky, 2009; Len Syme, 2004). We believe that learning best occurs when students are self-actualizing, which is why our model invests in Maslow's framework. Maslow's framework is supported by every substantial field dealing with child development (see <http://www.pbs.org/unnaturalcauses/>) and his work makes the pathway to self-actualization clear. Up to this point, we have laid out why our school believes in each of the phases of Maslow's hierarchy and how they will be realized in our school.

However, an often unattended to segment of the discussion in our field about learning is the "for what" question. Students in our school will be **resourced** to have their basic needs met, they will have caring **relationships** with each other and the adults in the school and they will have access to a **relevant** and **rigorous** curriculum. They will also learn to understand the **responsibility** that comes with having access to this kind of high quality education as we believe that learning best occurs when students are freed up to self-actualize in their learning with an understanding that their learning brings with it a responsibility to serve the greater good in the community.

Through the aforementioned four pathways to self-actualization, our students will experience: 1) adults in our school that model **responsibility**; 2) a curriculum that teaches them about their ancestral traditions of **responsibility**; and 3) access to the **resources** and the **rigor** to achieve academic excellence, permitting them to take on greater responsibility as young adults and adults in our communities. In short, we believe that learning best occurs when schools provide an academic experience for students that develops a sense of purpose for their learning. Additionally, we believe this purpose must illuminate for them a clear sense of responsibility to themselves, their families, and their communities. To achieve this, the Roses in Concrete Community School will provide an instructional program that goes beyond subject matter content, recruiting and training our teachers to be skilled in practices such as restorative justice, problem solving, habits of mind, community building and service.

Our partnerships with organizations such as Restorative Justice for Oakland Youth (RJOY), Te Whanau o Tupuranga (a Maori school in New Zealand that has spear headed the use of Maori indigenous restorative justice practices in school settings), Stanford's "Gateways to Science Careers" Project, San Francisco State University's College of Ethnic Studies, along

with the proven achievements of our founder and founding teaching staff at implementing these practices in our own schools while also developing other teachers to do the same, insures that we have both the will and the skill to normalize this deeper sense of responsibility in our students.

Our teachers and staff will undergo a rigorous selection and hiring process in order to ensure the best matches for our school and students.

The Roses in Concrete Community School aspires to create lifelong learners, committed to their own academic, social, and emotional success and well-being. Further, our mission is to provide an academic experience for our students which encourages a sense of responsibility to the health and healing of their classmates and their communities. To achieve this, RiC will provide an instructional program that goes beyond subject matter content and includes conflict resolution, problem solving, habits of mind, community building and service.

VI. CURRICULUM AND INSTRUCTIONAL DESIGN

Per our Mission, Vision, and How Learning Best Occurs sections of this proposal, the Roses in Concrete Community School will provide a welcoming, safe, nurturing, engaging, and critically conscious learning community for students, families and teachers. The strategies used to develop these types of learning environments will, as previously discussed, anchor the core principles of Maslow’s Hierarchy of Needs with our five core educational strategies: resources, relationships, relevance, rigor, and responsibility.

A. Learning Environment

Our classrooms will be designed to facilitate flexible grouping arrangements to accommodate our frequent use of group projects and collaborative learning activities. A variety of materials and technology (writing and art supplies, manipulatives, laptops/tablets, print rich walls, learning software, and books of all genres and reading levels) will be available for students to use and engage in the learning. The walls will reflect our student-centered, community and culturally responsive approach and will be covered with student work, learning charts developed with and by the students, empowering and communally responsive images to validate students, and evidence of on-going investigations and projects. Cooperation, collaboration, mentorship, and apprenticeship will guide interactions among all stakeholders.

Personalization will be a central characteristic of our school community. “Personalization” is a term that has been used in recent decades to describe education reform efforts designed to “create more positive and caring relationships that form strong connections between students and the adults responsible for teaching and mentoring them” (McClure, L., Yonezawa, S., & Jones, M., 2011). In other words, students in a personalized school environment feel connected to, known by, and cared for by the adults in the school. Students who have positive relationships with adults and who feel connected to their

education do better in school and are less likely to engage in risky behaviors (Connell, 2004). A recent study of 14 California schools with high-risk, high-needs populations found students who reported higher levels of personalization in school had higher GPAs and higher scores on the English California Standardized Tests (McClure, Yonezawa and Jones, 2011).

Personalization at Roses in Concrete will include the following components: small learning communities, looping, advisory, peer mentorship, long term relationships with adults, and family engagement. Personalization will lead to our overall goal of student investment in their school environment as a central space in their community.

1. Small Learning Communities

By design, Roses in Concrete Community School will be a small school with an enrollment of 360 by year seven. There are a number of benefits associated with being a small school. These benefits include: increased student engagement, more positive interpersonal relationships, and increased academic achievement, particularly for underserved student populations. In a small school, all stakeholders (teachers, parents, students, and administrators) feel a greater sense of belonging and more positive attitudes (Cotton, 2006). This sense of community, belonging, and investment is central to the mission of RiC, particularly given our commitment to identifying and supporting our students with their most basic physical, social, and emotional needs as the starting point for their path to achievement. Maintaining a small school environment will allow us to stay true to this mission. Additionally, studies comparing small and large schools found that there are fewer behavior problems and higher attendance rates at small schools (Rutter, 1988).

Being a small school will also be part of our efforts to improve educational equity for all of our students. For students from typically underserved populations, engagement in school and positive, on-going relationships with adults is particularly important in improving academic outcomes. In Cotton's analysis of research on school size, small schools consistently had positive effects on academic achievement of minority students and students of low socioeconomic status (Cotton, 1996).

To enhance the feeling of community and belonging at our school, we will be organized into two small cross-grade level learning communities called "Houses." At full enrollment (360 students) each House will have approximately 180 students. Each House will consist of three multi-grade Community Council "Mentorship Families" of about 60 students each: one Mentorship Family for each grade cluster: K-2, 3-5 and 6-8. This cross-grade structure will further nurture and reinforce relationships within the student body and between teachers and students.

In the first year of operation, we expect to have two Mentorship families for grades K-2 and two Mentorship families for grades 3-5. Mentorship families for grades 6-8 will begin in the third year, 2017. The K-2 Mentorship families will consist of approximately 60 students split evenly across the grade levels. The 6-8 Mentorship families will be slightly smaller. Every teacher and administrator at Roses in Concrete will be assigned a Mentorship family. Mentorship families will meet one morning each week.

2. Community Council

An important part of personalization at Roses in Concrete is the Community Council program. As outlined above, each classroom will be assigned to multi-grade mentorship families. They will remain in the same mentorship family, with the same mentors (teachers, administrators, and peers) for three years. These groups will be assigned by teacher. The K-2 “family” will consist of Kindergarten, first, and second grade. The 3-5 “family” will have third, fourth and fifth grade. As the school fills out its middle school, there will be an additional family with sixth through eighth grade. The idea here is to provide structures beyond traditional classroom groupings to allow for cross-age and cross-adult interactions, collaborations on projects, and support each others’ growth. This is essential to build a sense of community among all the stakeholders in our school that extends beyond their basic relationship to their assigned grade level and classroom(s).

The Community council will take place in both English and Spanish, with activities coordinated across language. Each mentorship family will meet every other week for three hours. The K-2 team begins together, and then breaks out by language group. The first 45 – 60 minutes of the morning block will be spent on Mentoring, Restorative Justice Circles, and Council activities. The remaining time will be spent on student directed Service Learning projects in language groups, based on Youth Participatory Action Research (YPAR). With the teaching staff working as guides and facilitators, students will design, research, plan, implement, and reflect upon implementing service projects for their school and the broader community. This structured time will enable students to put into practice the character development and standards based academic skills in real world settings to pursue real world solutions. Examples of Service Learning projects can be found in Section B. Instructional Approach.

The goals of the Community Council program include:

- Promoting opportunities for cross-age social development.
- Developing a school culture that promotes social, physical, and emotional well-being.
- Developing strong, caring relationships between students and adults on the school campus.
- Providing at least one strong adult advocate for every student in the school.
- Providing a structure for monitoring and supporting students’ academic progress, college-career-readiness, community awareness and action.
- Promoting a positive school climate.
- Promoting development of leadership and communication skills.
- Developing a sense of community ownership, global awareness and problem solving.

The adult mentors (teachers and administrator) of each mentorship family will facilitate the activities of the group and serve as the primary advocate for the students in their group. Adult mentors will be expected to advocate for the individual needs (academic, social and emotional) of each child with other staff members and the community. As such, adult mentors will serve as an additional contact between the family and the school, along with the child’s assigned classroom teacher. Mentorship activities will be designed to

address the previously stated goals will be designed by teachers in collaborative groups, with assistance from community and community organizations where appropriate.

Additionally, all of our upper grade students (grades 5-8) will be paired with adult mentors to act as peer mentors to their younger peers in their houses. They will learn to facilitate conflict resolution and group activities that include healing and restorative justice circles and academic support circles with their younger peers.

The process for determining priorities for the activities in our Community Council Program will begin with whole staff discussions before each school year to define the school-wide goals and trajectory of the program. We will use data from the priorities identified by all the stakeholders on our “Priorities Survey” (see www.10teaching.net). Then, the staff will meet in smaller groups by grade level to plan specific elements and activities guided by the community-generated data from the survey. There will be one group of K-2 Mentors, one of 3-5, and, ultimately, one of 6-8. These groups will meet before the school year begins to develop a scope and sequence for mentorship lessons. One faculty collaboration period (on an early release day) per month will be designated for mentors to evaluate and refine the program. Lessons will fall into the following categories: creating community; academic advisement; restorative justice; learning-to-learn skills; development of organic leadership and communication skills; life skills; and collaboration skills.

In developing mentorship lessons, our staff will draw on experience and research-based, published resources and guides that align with the school’s mission and our social-emotional learning (SEL) program. Potential resources include [The Advisory Guide](#) and [Connected & Respected, Lessons from the Resolving Conflict Creatively Program](#) by Educators for Social Responsibility and [Tribes Learning Communities](#) by Center Source Systems.

Topics and examples of each type of activity may include:

- Creating Community
- Team-building activities
- Establishing group norms & routines
- Academic Advisement
- One-to-one conferencing
- Guided work periods
- Learning-to Learn
- Understanding learning preferences/styles
- Understanding effort and learning (mindsets)
- Study skills, such as organization, time management
- Life Skills
- Making healthy choices
- Healthy Relations (Gender, Race, Ethnicity, etc.)
- Character development
- Leadership Development
- [Language Development and Communication Skills \(in both English and Spanish\)](#)
- Critical Mentorship (how to be a mentor/role model for others)

- Collaboration Skills (connected with SEL program)
- Resolving conflicts
- Managing emotions
- Problem Solving Skills (Local and Global)

3. Building Long-term Relationships through “Looping”

Students are able to build stronger, caring relationships with adults at the school if there are multiple opportunities to extend those relationships over longer periods of time. Just as we will use the aforementioned Community Council structure to cultivate multi-year mentoring relationships across adults and students, we also plan to have teachers “loop” with students for multiple years at both the elementary and secondary level. For instance, a teacher starting with a Kindergarten class would continue with that class as their 1st grade in the following year. When that class moves to 2nd grade, the teacher would loop back to a new group of Kindergartners and repeat the looping cycle. These cycles will repeat in the upper elementary grades as well. We will run three loops in the core academic content areas (Language Arts, Social Science, Mathematics, and Science) of the middle school. In this looping structure, each student will be with the same teacher for multiple years. This will allow the teacher to know each student and family more deeply, insuring stronger and more responsive relationships from our staff to the students and families they serve. Additionally, looping will provide a structure for teacher collaboration at all levels as each teacher will have a peer working with the same two grades. For example, the Kindergarten and 1st grade teachers will rotate between these two grades, so they can share resources for curriculum planning.

4. Family Engagement

Family involvement is crucial in creating a nurturing and safe school community. Research shows that long-term parental involvement is a critical factor in student success (Henderson The Roses in Concrete staff is committed to welcoming and working with families to engage them in their students’ education. Families will have many opportunities throughout the year to build connections and genuinely be a part of the school.

To start, every family will participate in the TEN “Priorities Survey” to identify their main priorities for teachers. (See *Appendix*.) These priorities will drive teacher development and feedback throughout the year. There will also be annual family orientations to explain key policies and procedures. There will be frequent communication between the school and families through classroom and school newsletters. Teachers will email and send home monthly newsletters in the home language of the families, highlighting the classroom activities and events of the past month and informing parents of up-coming events. As well, all teachers will conduct informal home visits and be visible and accessible within the community during non-school hours. School-wide programming and events (Literacy, Math and Science Family Nights, musical and performing arts events and performances, parent workshops, etc.) will be developed with the involvement of families and community to encourage active participation of families within the school. In addition, the Principal will oversee the development of school-wide monthly newsletters.

Parents' input will be regularly queried about how the school is meeting the needs of their children and how staff can be more responsive to those needs via the Priorities Survey and through bi-annual performance "feedback loops" for teachers (see *Appendix: TEN Screenshots*). Focus groups, racial affinity groups and grade level groups of parents will be organized on a needs-basis to address issues as they arise in any or all of the 5R foundations of our school.

Families will be advised of student progress through trimester report cards, Family Nights, and annual conferences. In addition, the Roses in Concrete Community School will host a variety of social and educational events to promote community building. These might include Family Math and Literacy Nights, parent education seminars, student performances, and exhibitions of student work. Families will also be expected to make a commitment of participation. The Roses in Concrete board will adopt policies to specify the details of participation, which will be included in the annual family orientation. Participation will take many forms so that all families can be included. There will be opportunities for parents to be involved within and outside of the school day. Examples of family participation include, but are not limited to volunteering in the classroom, technical assistance, preparing materials at home, providing language support for other families, supervising field trips, helping with school-wide events, gardening, volunteering on any adjunct committees, and serving as liaisons to community groups.

[In order for all students to achieve success in our dual language programs, we will host educational events for families that extend their understanding of bilingualism and how to support their child's language acquisition. Families will learn the cognitive, socio-emotional, and linguistic benefits of being bilingual. We will offer dual language workshops and groups for families as well as family literacy activities in both languages. In addition, we hope to offer both ESL and SSL classes in the near future so that families also have the opportunity to develop their bilingualism. We also plan to bring in local authors and advocates for bilingualism and bi-literacy such as Alma Flor Ada, as well as dual immersion researchers who can provide parent education that develops understanding of the goals of the dual language program.](#)

Additionally, the Board will select Parent Coordinators to oversee parent participation. The Parent Coordinators will set up and operate a Parent Center where Parents have their own autonomous space within the school where they can run workshops, coordinate volunteering and tasks, and have childcare for younger children, allowing parent volunteers to provide worry-free support. These policies will ensure that families can participate in ways that reflect their own skills and talents while taking into consideration school needs and the constraints of family commitments outside of Roses in Concrete. The Parent Coordinators will be responsible for making sure that parent participation is accessible regardless of linguistic or cultural background. The Coordinators will do this by making sure that written and in-person outreach occurs in the preferred home language of parents. They will also make sure that parents are informed of participation opportunities through a variety of methods including newsletters, phone calls, and orientation meetings.

Finally, families will be involved in the governance of the school as outlined in the School Governance section of the charter petition.

5. Academic Interventions

Roses in Concrete will use a Modified Response to Intervention System which is a systematic, tiered approach intended to resolve student learning difficulties by systematically providing the necessary level of support and intervention. Tier 1 will consist of the core academic program in which all students receive instruction. Informal formative assessments in class give teachers the on-the-spot opportunities to provide feedback and support to students in a timely fashion. Tier 2 will provide supplemental instruction for small groups of students who are slightly behind on a common core standard assessment and need a little assistance to reach a common core standard. Tier 3 is reserved for students who still have not met a standard, or group of standards, and need additional support through before or after school instruction. [All students will receive Tier 1 literacy instruction in both English and Spanish. Tier 2 and Tier 3 will take place in English or Spanish, in accordance with the language in which the student is most dominant.](#)

Many students will move in and out of after-school interventions once they have shown mastery on the standard(s) for which they are referred. We will have a system in place for immediate, skill by skill referral for after school support with laser targeting on that skill. Tier 4 is intended for students who are one or more years behind grade level in general, have not experienced significant success in Tier 3 interventions and have gone through an SST (Student Study Team) Process which may have been initiated in Tier 2. It implies that a student has an active IEP and receives the services outlined in the IEP. Students will be referred for Tier 2 and 3 services through the SST process. Students who enter the Roses in Concrete Community School with an active IEP will automatically receive Tier 4 services indicated by the IEP. However, a transfer student with an IEP may also be eligible for additional services through Tiers 2 and 3 if those services are deemed appropriate.

B. Instructional Approach

The instructional model at Roses in Concrete Community School will address the needs of the whole child, focusing on Maslow's five levels and our corresponding five R's (resources, relationships, relevance, rigor, and responsibility). In previous sections, we have described in detail the rationale and strategies we will use to implement this approach. This section will focus on the more technical aspects of the pedagogy that will be used in our school. At Roses in Concrete we expect our teachers to be well-informed, reflective practitioners. We respect their ability to change and adapt their instructional practices as they deem necessary, provided that their professional decision making produces adequate progress for students. The foundations of our educational model will be an inquiry-based approach to teaching grounded in Maslow's framework and situated in constructivism, differentiated instruction, and an integrated social and emotional learning program.

1. Two-Way Dual Language Immersion

Roses in Concrete is implementing a Spanish-English two-way dual language immersion model across the school so that all students have academic, cognitive, and socio-cultural benefits of bilingualism. RiC will use a 50/50 model, in which half of the day is taught in English and half of the day is taught in Spanish. Each grade level will have a Spanish language teacher and an English language teacher, who will teamwork as a team-teach to ensure coordination of content and skills across both languages. This approach will also allow literacy instruction to occur in both languages, so that both English and Spanish speakers can access early literacy instruction in their home language.

Dual language immersion programs have three primary objectives:

- 1) Academic Proficiency
 - 2) Bilingualism and Bi-literacy
 - 3) Multicultural Competency
- (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007).

These objectives support RiCs mission of “preparing students to fundamentally impact the global society while learning to live, learn, work, and thrive in their own communities.” According to the California Department of Education, dual language education provides the following benefits:

•Globalization: Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.

•Neurocognitive Advantages: A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.

•The Home language Advantage: English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.

•Schooling and Cultural Competence: Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation (:

Dolson, D., & Burnham-Massey, L. (2009)).

Given these advantages, it is no surprise that dual language is the only language development model found to close the achievement gap for Emerging Bilingual students, even given other factors such as student mobility, parent education levels, and socio-

economic status (Collier and Thomas 2002, 2004). Emerging bilingual students who attend dual language programs are also less likely to drop out and more likely to sustain high levels of achievement.

The Dual Language program at RiC will benefit students who are primary English speakers as well students who are primary Spanish speakers. Dual Language programs support emergent bilinguals to have sustained high levels of achievement in all subject areas (Collier and Thomas, 2002, 2004). In addition, this pedagogical approach has significant promise in closing the achievement gap for low SES students of all language backgrounds. Strong programs have additional benefits for low SES students. SES has much less influence on academic outcomes when academic work is provided in the students' home language as well as in English (Collier and Thomas, 2002, 2004). Over time, this program can mitigate the effects of low SES by raising achievement for both English and Spanish speakers at RiC.

There is a significant link between learning a second language and increased cognitive development, especially in the area of executive function (Adesope, Lavin, Thompson, & Ungerleider, 2010, Barac & Bialystok, 2011, Bialystok & Craik, 2010, Garcia & Náñez, 2011). Executive function includes cognitive functions such as working memory, reasoning, task flexibility, and problem solving, which are recognized as increasingly important 21st century skills. Low-SES students who come from English speaking homes can reap the benefits of the cognitive gains associated with bilingualism through enrollment in a dual language or Spanish immersion program. Native English speakers in two-way bilingual immersion programs show academic gains at or equal to their monolingual peers (Collier and Thomas, 2002, 2004). While dual language immersion programs often draw their English speaking students from a higher SES background than the Spanish speakers in the program, the research suggests that the benefits of second language instruction at an early age would support low-SES students in making the cognitive gains necessary for increased academic achievement.

2. Constructivism/ Helical Model

Our teachers will utilize a constructivist view of learning and teaching. Constructivist theory says that learning is an active process through which people construct their own meaning and knowledge. Constructivism as a learning theory has been present for over a century (Vygotsky, 1978). More recently, educators and neuroscientists have re-examined the theory with our current understanding of how the brain develops. Scientific research indicates that learning is an active process within the brain and that the brain literally constructs understanding by building and refining connections between neurons (Gulpinar, 2005). Research shows that student engagement in interactive lessons where **relationships** between instructor and learners are strong and with content that focuses on learning for meaning (**relevance, rigor, and responsibility**) leads to greater retention and use of information and ideas (Bransford and Cocking, 2000). Students engaged in this type

of learning gain greater conceptual understanding that is retained and transferred to other meaningful applications (**responsibility**), instead of rote memorization that is easily forgotten. For example, data from the Trend in International Mathematics and Science Study (TIMSS) supports the use of problem solving and reasoning in increasing academic achievement. A recent analysis of TIMSS data from seven countries indicates that the high-achieving countries devote more instruction to exploring concepts and making connections to solve problems as opposed to using procedures (Stigler & Hiebert, 2004) At Roses in Concrete we have chosen to build an instructional program based on constructivism as a brain compatible learning theory.

When a person experiences or encounters something new, it must be reconciled with previous ideas and experience. New understandings and knowledge developed through this process of reconciliation leads to greater levels of **relevance, rigor, and responsibility** for students to actually apply their knowledge in their lives. In a constructivist teaching model, teachers function as facilitators providing students with hands-on, real-life experiences that are based on **relationships** to the students, their lives, and the needs of the community. Constructivist teaching requires students to think critically, to make connections, and then to reflect upon and analyze their own experiences so that they are understanding their **responsibility** to apply their knowledge in their own lives and for the betterment of their community. Through these learning experiences students gain a deep understanding of the material that stays with them over time.

At Roses in Concrete Community School we plan to utilize the Helical Model, an inquiry-based application of the constructivist learning theory, developed by Dr. Gigi Carunungan. Dr. Carunungan is currently the Director of Programs at Synapse School in Menlo Park. According to Dr. Carunungan, the Helical Model “engages students in a systematic and progressive series of activities that build on each other. Starting with simple, fun, lessons to build interest and to introduce the topic, the methodology provides students with hands-on activities to expand, apply, and master subject matter. The process progresses to increasingly complex and imaginative tasks. At the end of every module, students review the lesson and collectively underscore the meanings behind their experiences and discoveries.”

Our use of the Helical Model will follow this structure:

Play - The learners begin their construction of knowledge and development of skills by participating in a game-like activity that introduces a key element of a topic.

Explore - A brief reflection on the observations leads the class to investigate by engaging in various types of data gathering.

Connect - Information-driven interactions allow new findings and new problems to surface. Students are then encouraged to deepen their comprehension of the topic through an activity that integrates information and skills.

Imagine - Students then “transfer” newly learned knowledge and skills to solve a different problem.

Remember - Guided by their teachers, students create meanings, distill theories, and formulate new questions.

Learning Activities within the model will be adapted based on age level and the specific needs of the class to insure that they are **culturally and community relevant** and **academically rigorous**. The Helical Model is designed to incorporate multiple modalities so that students with diverse learning styles and abilities can access the academic concepts. At Roses in Concrete we have structured the school day so that there are extended uninterrupted blocks of time dedicated to exploring concepts through activities based on the Helical Model. As discussed in *Section IV* (“What it Means to be an Educated Person in the 21st Century”) assessments of student learning will include both traditional quantifiable performance on teacher developed criteria and observation, as well as on state and national performance criteria (i.e. Common Core, Smarter Balanced Assessments). The following is an example of how we might use the Helical Model to teach the science concept of buoyancy.

- Students begin with Play by trying out a variety of paper boats in tubs of water. Throughout this hands-on activity the teacher asks them questions like--“Which boat stayed afloat the longest?” and “Why?” The students are encouraged to think about other experiences they’ve had with floating and sinking objects. Conversations between students and with the teacher continue throughout the activities as students share materials and observations.
- Students then Explore and expand their experience with buoyancy by adding pennies to the boats. During this activity, they graph which boats stayed afloat the longest and the number of pennies on the boat(s). They also expand their knowledge by looking at technical drawings of historical boats that the teacher has provided.
- Next, students make culturally and historically **relevant** connections to their experiences by using clay to create different types of hulls based on historical examples of boats that were used by their ancestors. They make a graph to show which designs float the longest.
- In the Imagine phase, they use their new knowledge to create their own ship design, **rigorously** applying and testing their knowledge. They test out their designs by making models. Once they have a design that floats, they make a technical drawing with text explanations.
- Finally, in the Remember phase the teacher guides them through discussion and reflection on the activities of the day. The teacher connects the results of their experiments with the relevant scientific laws and theory of buoyancy. As part of the discussion, the students develop new questions that will connect to future learning.

Throughout this session, the teacher acts as a facilitator and guide by asking probing questions and guiding discussion. As the students engage in the different experiments, the teacher observes and assesses which students need additional support or challenge. These observations along with the Remember discussion guide future lessons and instruction.

32. Differentiated Instruction

Children grow and develop at different rates in different skill areas. At the Roses in Concrete Community School we recognize and value these differences and plan to differentiate instruction so that all students' needs are met. Differentiated instruction is an approach that will be incorporated into all teaching at RiC and will be a core strategy for adherence to Maslow's Framework.

RiC teachers will use a variety of techniques to differentiate instruction throughout the curriculum. Carol Ann Tomlinson and David Sousa have identified five key principles to effective differentiation (Sousa and Tomlinson, 2011):

- Work in a differentiated classroom is respectful of each student. No matter what their need and ability, students' tasks are engaging and require complex thought and problem solving. As we differentiate instruction around individual student's needs, we will be especially aware of times of greatest hardship for students, providing them with additional material **resources** (food, clothing, shelter, etc.) and more invested **relationships**. The provision of these spaces that provide for students' need for basic **resources, love and belonging, self-esteem,** and **accomplishment,** will not interrupt our commitment to **rigorous** training for every student.
- Curriculum is rooted in the critical ideas of a topic and **relevant** to students' cultural identities to develop their sense of **belonging** and **self-esteem**. Understanding is prioritized over mere recall to insure **rigor**.
- Teachers use flexible grouping. Groups may be based on interests, learning preferences, or specific learning needs. Groups may be selected by the teacher, the students, or randomly. The length of time groups stay together varies as well. Grouping is interwoven with whole group instruction and independent work to insure that students are able to develop **relationships** with a variety of classmates, learning styles, and academic skill ranges.
- Teachers use ongoing assessment to inform their instruction to insure that students receive the **resources** they need to succeed. A variety of assessment tools are used before, during, and after every unit of study to insure that all students are experiencing growth in their sense of **love and belonging, self-esteem,** and **accomplishment.**
- The learning environment supports students in taking the risk of learning. Students feel safe and connected in a community of learners via **relationships** with the teacher and with their peers.

The following example demonstrates how a differentiated instruction approach could be applied to teaching reading in the language arts skills lessons. In this sample primary classroom, there is a wide range of reading levels and interests. The teacher has set up the learning environment with materials and routines that secure all 5R's of our instructional paradigm (**resources, relationships, relevance, rigor,** and **responsibility**) so that students can focus on learning. At the beginning of the year, the teacher devoted a significant amount of time to developing these routines and structures. In conjunction with the school-wide Social-Emotional Learning program (Self-Science) the class has also

developed and continues to revisit behavioral norms that insures that students **basic needs** are met to create a supportive and caring learning community that fosters a sense of **love and belonging and self-esteem**.

For the [\(English\)](#) language arts skills lessons, the teacher posts a reading schedule of activities and groups each week. For this particular lesson, the class meets as a whole group to participate in an interactive read aloud in which the teacher models a comprehension strategy. The students then settle into group or individual work based on the week's schedule. A small group meets with the teacher for a guided reading lesson on decoding strategies providing them the support to elevate the levels of **rigor** at which they can engage with their reading. Another group meets to read on a topic of mutual **relevance**, even though the books they are reading may be at different difficulty levels. Some students also spend time reading relevant material alone, self-selecting books that the teacher has organized by interest and/or by reading level. The teacher spends the work time leading small groups, observing, and conferencing with students assessing students' progress. The teacher uses this formative assessment to plan design subsequent activities and groupings.

At the end of the lesson, the class re-convenes as a whole group. The teacher facilitates a brief discussion of what worked well and what could be improved and a few students volunteer to share something that they learned or **accomplished** as a way to boost **self-esteem** and feelings of **love and belonging**.

Successful implementation of this approach will require that teaching staff are attentive to all the levels of Maslow's Hierarchy of Needs and our 5R's of instructional practice. To insure that our teachers are prepared and supported to differentiate their instruction in this manner, you can refer to our model of Professional Development that is outlined in *Section E*. below.

[4. Integrated Social and Emotional Learning Program \(SEL\)](#)

In recent years, an increasing amount of research has been published demonstrating the positive effects that Social and Emotional Learning (SEL) programs can have on social and academic outcomes in schools. In a meta-analysis of 379 SEL programs, Durlak and Weissberg reported that SEL intervention programs produced a variety of positive student outcomes including fewer serious discipline problems and school suspensions, better school attendance, higher grade point averages, and higher academic achievement scores. Their analysis of research studies found significant gains in academic performance at schools with complete SEL programs (Durlack, Weissber, Dymnicki, Taylor, & Schellinger, 2011). Furthermore, research indicates that SEL programs may be especially important for students at risk. In particular, the development of a "growth mindset" instead of a "fixed mindset" can help students overcome perceived incompetence based on ethnic or gender stereotypes (Walton & Cohen, 2003). As defined by Carol Dweck, in a growth mindset people believe that most basic abilities can be developed through dedication and hard work. In a fixed mindset, people believe that basic qualities are fixed traits. A growth mindset develops a love of learning and resilience, both of which are key to students' developing three of the key elements of Maslow's Hierarchy of Needs: **love and belonging**, **self-esteem**, and **accomplishment** (Dweck, 2006). Thus, an SEL program that addresses

the development of a growth mindset can help to close the opportunity gap, creating stronger **relationships**, and greater levels of **resources, relevance, rigor, and responsibility**.

At Roses in Concrete, Social and Emotional Learning (SEL) will be integrated throughout the curriculum as key strategy for meeting our vision of providing for all five levels of Maslow's framework. Classroom teachers, administrators and specialists work together to be role models and to reinforce the lessons of the SEL program through our 5R's. We will be following the *Self-Science* curriculum published by Six Seconds, a world leader in Emotional Intelligence. Locally, the Self-Science curriculum is being used by Synapse School, an independent K-8 school in Menlo Park, CA. In Joshua Freedman's study of the Self-Science curriculum, teachers identified the program to be highly effective in improving both classroom relationships and academic performance (Freedman, 2003). Guided by the five levels of Maslow's framework, our SEL program will inform classroom management and school-wide discipline policies. SEL concepts will be integrated into cross-curricular units using our 5Rs of effective instructional practice.

For example, in a social studies unit about the civil war, the teacher might facilitate discussions about the emotional consequences of brothers fighting brothers. The discussions might also include how those emotions might have influenced the choices made by soldiers and leaders. In a unit on weather in the primary grades, students might identify the emotions they feel depending on the weather and then discuss how those feeling influence the choices they make. See *Appendix* for a detailed Self-Science SEL example.

5. Service Learning Projects through Youth Participatory Action Research (YPAR)

Service Learning Projects through YPAR will put the essential values of Roses in Concrete into action. Students will use their critical and creative thinking skills to identify and address **relevant** needs in the community related to the academic content they are studying. Through these group projects, they will practice and develop deeper **relationships** with their peers and their community, apply their learning in **relevant** and **rigorous** real life conditions that exercise their **responsibility** to apply what they learn in their communities. The opportunities afforded through these projects directly provide students' access to top four levels of Maslow's Hierarchy of Needs: **love and belonging**, **self-esteem**, **accomplishment**, and **self-actualization**, as well as key opportunities to expand social-emotional intelligence competencies such as empathy and optimism. Service Learning projects will also incorporate key academic content and skills as way for students to directly apply classroom and book learning in their communities.

Youth Participatory Action Research (YPAR) will be the primary instructional approach used to conduct the Service Learning projects. These projects will be anchored in the Community Councils, as a way to insure that cross-grade relationships are developing as part of our instructional model. The projects also create opportunities for older students to develop leadership and mentorship skills by working with their younger peers. The founder of our school is recognized as one of the originators of the concept of YPAR in urban schools, and has used this as a core component of his own instructional methods for

almost two decades in East Oakland (see Duncan-Andrade, 2008). Critical Research coupled with academic and curricular related content will allow students to further their project-based work on key common core elements such as:

- Critical Analysis
- Research and Methodology to Unpack Issues
- Problem Solving and Actualizing Solutions
- Action (products based on the outcomes of the YPAR)
- Reflection (on process, action, growth, and transformation both personal and communal)

Students will also apply math, literacy and problem-solving skills to real-life situations. The development and implementation of these projects will take place in Community Councils during one morning block each week. The Mentor teacher will guide students to develop projects related to thematic content-area units that are age and skill level appropriate. Depending on the age of the students and the scope of the identified need, projects may take place over the course of a month or extend longer. They may involve action within the school and/or in the greater community. Each project will include the following five stages:

- Investigation
- Preparation and planning
- Action
- Reflection
- Demonstration

Each time students engage in YPAR projects, they work through the process of “critical praxis”, which teaches them the five stages of critical thinking and problem solving. These five stages are also part of the school’s “Definite Dozen” (see *Appendix*), making it both a part of instructional practice and a part of the broader school culture and climate. For example, students might identify the lack of available fresh foods in their immediate neighborhood as a problem they want to tackle. They would research in the community to identify if and where there are places that provide fresh and healthy food options. They could also investigate other urban communities, including other Oakland neighborhoods, to see if there are models for creating greater access. Based on their research, they would work as a team to develop a plan of action to address the problem in the community. So, they might decide to start a community garden at the school and then provide the yield from the garden to families in the community. Then, they would implement that plan of action and over the course of the project, they would study its impact on alleviating the problem they identified. At the end of the project, they would produce a report that covered their analysis from all the stages of critical praxis. They would present their findings at a public forum, inviting families, elected officials, local media, and other community members to share their findings and solutions.

C. Proposed Schedule and Academic Calendar

Roses in Concrete Community School’s academic calendar will comply with the annual instructional minutes requirements set forth Education Code Section 47612.5. The

proposed school calendar for 2015-2016 will include 180 instructional days and 40 teacher workdays. Teacher workdays will focus on professional development as detailed in the Professional Development section of this document. The calendar may be modified to coordinate with the calendars of the Roses in Concrete Community School and professional development partners.

1. Daily and weekly schedules

The Roses in Concrete daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code Section 47612.5 and more than the required number of 175 school days. This code requires:

- a) To pupils in kindergarten, 36,000 minutes
- b) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- c) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

At Roses in Concrete students will have 59,654 minutes of instructional time (not including lunch or passing periods) each year which equals 33 weeks.

2. Instructional day

The instructional day at Roses in Concrete is designed to reflect the school's mission and vision. There will be 4 days/week of 405 instructional minutes and one reduced day with 205 instructional minutes. The total of 59,654 minutes for the year will be completed in 33 weeks. All grades (K-8) will include the following structural elements:

Table 1.5. Base Schedule

Inst. Time	Hour	Activity
	0700-0800	Academic Support + Supplement +Breakfast
15	0800-0815	School-wide Yoga + Meditation
30	0815-0845	Morning Business + Drop Everything and Read! (D.E.A.R.)
80	0845-1005	Instructional Block #1 M, Tu, W, and Th—Math Fri—Community Councils, Youth Participatory Action Research Projects (YPAR)
	1005-1025	Healthy Snack + Open Play
80	1025-1145	Instructional Block #2 Tu, W, Th, Fri—Language Arts (social studies integration) w/ Literacy Emphasis M—Health/Wellness
	1145-1230	Lunch + Open Play
80	1230-1350	Instructional Block #3 M, Tu, F—Science

		Th—Applied Problem Solving Puzzles (Interdisciplinary)
10	1350-1400	Mindfulness
45	1400-1445	Instructional Block #4 M, Tu — History + Social Studies Th, F — Music and the Arts
20	1445-1510	Closing Activity
	1510-1520	Snack
45	1520-1605	Structured P.E.
	1605-1730	After School Programming
	1730-1830	Dinner
405		

Table 1.6 Sample Wednesday Schedule

Inst. Time	Hour	Activity
	0700-0800	Academic Support + Supplement +Breakfast
15	0800-0815	School-wide Yoga + Meditation
30	0815-0845	Morning Business + D.E.A.R. Time
70	0845-955	Instructional Block #1 (Math)
	955-1015	Healthy Snack + Open Play
70	1015-1125	Instructional Block #2 (Language Arts w/ Literacy Emphasis)
20	1125-1145	Closing Activity
	1145-1230	Lunch + Open Play
205		

[Table 1.7 Sample Kindergarten Dual Language Schedule](#)

<u>Inst. Time</u>	<u>Hour</u>	<u>Activity</u>
	<u>0730-0800</u>	<u>Academic Support + Supplement +Breakfast</u>
<u>15</u>	<u>0800-0815</u>	<u>Homeroom</u> <u>School-wide Meditation</u>
<u>30</u>		<u>Morning Business + Drop Everything and Read! (D.E.A.R.)</u>
<u>80</u>	<u>0815-0930</u>	<u>Instructional Block #1 (Spanish)</u> <u>Balanced Literacy: SLD, SLA</u>
	<u>0930-0945</u>	<u>Healthy Snack + Open Play</u>
<u>80</u>	<u>0945-1100</u>	<u>Instructional Block #2 (Spanish)</u> <u>Math, Project based learning, Choice Time</u>
	<u>1100-1145</u>	<u>Lunch + Open Play</u>
<u>80</u>	<u>1145-1300</u>	<u>Instructional Block #3 (English)</u> <u>Balanced Literacy: ELA/ELD</u>
<u>10</u>	<u>1300-1315</u>	<u>Open Play</u>
<u>45</u>	<u>1315-1430</u>	<u>Instructional Block #4 (English)</u> <u>Social Studies and Science</u>
<u>20</u>	<u>1400-1430</u>	<u>Homeroom</u> <u>Mindfulness and Closing Circle</u>

D. Culturally and Community Responsive Curriculum Design

In keeping with our school vision, the curriculum at Roses in Concrete will be designed to focus on the education of the whole child. The California Content and Common Core State Standards (CCSS) will be used as a foundation to build curriculum and guide instruction. The Roses in Concrete School curriculum will be aligned to Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and the California State Standards for Social Studies. Our curriculum will also include cross-curricular project-based learning (as with the aforementioned Service Learning Projects) and will address the individual needs of all learners by having multiple learning modality components.

1. Culturally and Community Responsive Curriculum

The first step of the cultural relevance cycle (Flory & McCaughtry, 2011) is to understand community dynamics, which requires knowledge acquisition. Teachers must have rich, sophisticated knowledge of their students and community dynamics, to understand particulars of students' reality. Many researchers have identified the importance of knowing students in profound ways (Barrett & Noguera, 2008; Graybill, 1997; Lenski et al., 2005; Monroe, 2005) and challenged teachers to know students as cultural beings (Irvine, 2003; Monroe, 2005). The second step of the cultural relevance process is to understand how community dynamics influence educational processes. Similar to the work of Irvine (2003), and Lenski, et al. (2005), this step requires introspection about how values, biases, feelings, and worldviews differ from students'. Several authors have documented ways that urban students' home experiences affect their education (Brown, 2004; Delpit, 2006; Godley, Carpenter & Werner, 2007). The final step in the cultural relevance cycle is to enact strategies reflecting teachers' cultural knowledge, where teachers must consider ways of instructing and connecting with students through physical education and the arts. Even experienced teachers may find previous methods of instructing students "misses the mark" in urban schools similar to *Roses in Concrete*. This action-oriented step has been well documented by many researchers (Delpit, 2006; Gay, 2000; Irvine, 2003; Ladson-Billings, 1995); however, it requires teachers to bring students' cultural realities to the forefront of their pedagogy. Each of these phases allows teachers to more effectively identify and react to the 5Rs of our pedagogical model in ways that provide **resources**, **relationships**, **relevance**, and **rigor** to cultivate students' **responsibility**.

There is perhaps no school in the nation that will be better equipped to deliver on curriculum and pedagogy that meets these standards of cultural and community grounding. Our founding team is comprised of many of the nation's leading scholars on culturally and community responsive curriculum design (Akorn, 2009; Brown, 2006; Camangian, 2009; Duncan-Andrade & Morrell, 2008; Ginwright, 2009; Tintiangco-Cubales, et. al. 2014). Our national reputation and resources will insure that *Roses in Concrete* Community School always has the resources to be on the cutting edge of curriculum design. The incredibly robust set of resources we have to do this part of the work will allow our lab school model to make major contributions to the local and national discussions about effective curriculum design. We expect to use these resources to design and research the impact of our curriculum and share our most impactful discoveries and designs with all the schools in our city. To this end, our staff members will use their professional development time to constantly explore and reconsider their own assumptions, to understand the values and practices of families and cultures that are different from their own in our neighborhood, and to construct curriculum and pedagogy that takes these into account in locally appropriate and culturally sensitive ways.

2. Curriculum Planning

Our initial curriculum planning will happen in our planning year (Fall 2014 through Summer 2015). There will be a curriculum planning team that includes our impressive group of university partners from Stanford University, San Francisco State University, University of San Francisco, and Mills College working in partnership with our founder,

several of the founding teachers, and our founding principal. We will bring other staff onto the team as they are hired in the late Spring and Summer to include them in final preparations of the curriculum and to onboard them for the school year.

This curriculum planning team will investigate the quality of accessible resources and will develop our own integrated culturally and community responsive lessons/units/projects to prepare for the Fall 2015 launch according to the following schedule:

Table 1.7 Curriculum planning schedule.

Curriculum	Development Task	Target Date
Scope and sequence in ELA/ SLA /Math/Science/HSS	Scope and sequence of CCSS, NGSS and CSS standards for each grade	K- July 2014 1- August 2014 2-Sept 2014 3-June 2015 4-October 2014
Program Materials*	Identify culturally and community responsive materials, lessons, and units in the language of instruction each content area	K- August 2014 1- Sept 2014 2- Oct 2014 3- June 2015 4- Nov 2014
Projects/YPAR Design	Design projects and action research applications that integrate the standards	K- Sept/Oct, 2014 1,2,4 – Nov./Jan., 2015 3-June 2015
Lesson /Unit Design*	Design aligned lessons and units leading to those projects	K – Oct 2014-Feb., 2015 1 – Jan/Feb, 2015 2 – March/April 3-June 2015 4 – May/June

*To assure fidelity to the CCSS, the development team will use rubrics designed by EQUiP (or similar process) to assess quality alignment. EQUiP (**E**ducators **E**valuating the **Q**uality of **I**nstructional **P**roducts) is an initiative of the American Diploma Project (ADP) Network designed to identify high-quality materials aligned to the Common Core State Standards (CCSS).

Much of the heavy lifting for on-going curriculum design and modifications will happen during the summer with a select curriculum design team that includes some portion of the group mentioned in the preceding paragraph. As well, curriculum will be tuned during buyback days in late summer. Finally, curriculum will be modified throughout the school year during planning time as part of Praxis Learning Communities (PLCs), which will be one of the teacher development activities used on Wednesdays after students are released early. PLCs will be comprised of teachers inside their grade level bands (K-1, 2-3, 4-5, and 6-8).

Curriculum mapping, based on the work of Heidi Hayes Jacobs (2012), will be the major process used at the Roses in Concrete Community School to align curriculum integration, pacing, assessment and a process of collecting data representative of the operational curriculum. Staff will work in grade level bands (K-1, 2-3, 4-5, and 6-8) to design consensus maps to agree on when and what things are taught in like-grade level classrooms. The mapping process will begin with the common core standards in each content area, identify the standards that align most strongly with the design principles below and calendar mapping them for the school year. Teachers will use curriculum templates that display key components of the curriculum: content, skills, assessments and essential questions. The work will be displayed via internet-based programs, and is open for viewing by all personnel at Roses in Concrete. Technology is central to this work as it enables the teachers to create organic documents which all staff members have access.

Since a complete list of aligned curricular materials will not be available from the State until 2016, at the opening of the Roses in Concrete Community School, we propose a teacher-developed, community-responsive approach to curriculum design and implementation based on our decades of successful practice in urban schools and backed by numerous research studies. We draw heavily from the principles of critical pedagogy (Darder, 1991; Duncan-Andrade & Morrell, 2008; Freire, 1970) and culturally responsive teaching (Gay, 2000; Howard, 2010; Tintiangco-Cubales, 2014; Valdes, 1996) to differentiate instruction, meeting students where they are, socially and academically, to create classroom lessons and practices that are at once both meaningful and responsive to the needs of each student. See Table 1.8. Proposed Sample of Potential Base Curricular Materials for an example.

Table 1.8. Proposed Sample of Potential Base Curricular Materials (Core Subjects)[1]

Subject	Curricular Materials
ELA/ SLA	Lucy Caulkins’s “Writer’s Workshop”; “Comprehension Connections”; Words their Way , Palabras a su paso , Estrellita , Escalera , culturally-relevant and community-responsive core literature aligned to CCSS
Social	“History Alive”; “Teaching Tolerance”

Studies	
Math	2014 California Department of Education adopted CCSS text series; ST Math (Spatial Temporal); CGI Math (Cognitively Guided Math); Marilyn Burns “Math Solutions”
Science	FOSS Science
Arts	Visual and Performing Arts Content Standards for California Public Schools (CDE, 2001)
Physical Education	Physical Education Model Content Standards for California Public Schools (CDE, 2006)

3. Rationale for Curriculum by Language and Subject Area

(Please note: this section has been revised to include the dual language program and to emphasize ELD/SLD, but many of the track changes were lost and so will appear as original text.)

RiC will follow a 50/50 dual language model in which half of the content is taught in English and half in Spanish. The goal of the language and content model is for students to develop true bilingualism and bi-literacy and to be able to transfer content across language. Language arts instruction will take place in both Spanish and English and will be planned in collaboration across language to maximize transferability of content and skills. In the fully implemented dual language immersion model (K-3 in 2017-18) math, social studies/history, and science content instruction will switch languages each year. In the modified language program (4th and 5th grade in 2017-18) math will be taught in English and science and history will be taught through language immersion in Spanish.

Language and Content Map (for 2017-18)

	English	Spanish
K	ELA/ELD Social Studies Science	SLA/SLD Math
1	ELA/ELD Math	SLA/SLD Social Studies Science
2	ELA/ELD Math	SLA/SLD Social Studies Science

3	ELA/ELD Social Studies Science	SLA/SLD Math
4	ELA/ELD Math	SLA/SLD Social Studies Science
5	ELA/ELD Math	SLA/SLD Social Studies Science

a. Language Arts:

The Language Arts curriculum will be organized and presented as the foundation and connection between all subject matters. Language arts and language development [will](#) be taught in both English and Spanish at each grade level to support the simultaneous development of language and literacy. The reading, writing, speaking and listening strategies and skills taught will be used to enhance both the receptive and productive tasks in science, mathematics, as well as social sciences. In addition, language development standards will be integrated into all tasks requiring receptive and/or productive language. Across all subjects students will read, and develop mastery of sharing their ideas, posing questions, using and analyzing evidence, and crafting arguments using their writing and oral communication skills.

Until a list of State-aligned materials becomes available in 2016, the Roses in Concrete Community School, will use a teacher-developed combination of Lucy Caulkins’s “Writer’s Workshop,” “Comprehension Connections,” and culturally-relevant and community-responsive core literature aligned to CCSS.

Reading:

As outlined in the Common Core State Standards (CCCS), students will engage with increasingly more complex texts as they progress to a level of college and career readiness. In addition to being able to decode and comprehend text, students are expected to develop and utilize increasingly sophisticated language practices that include, but are not limited to: making inferences, weighing evidence, critical weighing of evidence to support an argument, and discerning nuance.

Writing:

The demands of the writing curriculum increase as students progress across grade level. Students are expected to develop and master the ability to write across genres. This includes narratives, persuasive texts, as well as the ability to write arguments and explanations in regards to what they have read. Students will be encouraged to write with their audience and a specific purpose in mind. The writing must be logically sequenced, supported by evidence from the reading and other sources, and demonstrate their grasp of learned ideas. The Language Arts curriculum will demonstrate a clear and deep connection and transfer between what students read and what they write. Students will utilize a

variety of research techniques to create writing that clearly reflects the use of evidence from a variety of written texts.

Speaking and Listening:

Students will develop and utilize a range of critical language practices associated with speaking, listening and the use of language conventions. Students will acquire the essential language practices of syntax, grammar, mechanical conventions, and word meaning in order to communicate ideas from the simple to the more complex. Students will use their oral skills to integrate and evaluate academic and other content while being mindful of tone, audience, and the context. Students will have various opportunities to use their language to teach, learn, and transfer learning in a variety of settings: one on one, small group, whole, group, formal as well as informal. Students will learn to work effectively in teams and small groups, developing their capacity to actively listen and engage. The students will learn to listen to one another with a critical ear, understanding how to express their own ideas and arguments clearly and respectfully. The art of argumentation will be taught and learned, with students being able to process, analyze, and weigh evidence when listening to others. Additionally, they will craft arguments based on what they hear, and develop the capacity to oral communicate their statements and questions based on their understanding of what others have said. As students progress through each grade level they will grow in their ability to strategically use the various language practices in order to create prose across genres, for different audiences, and contexts, and purposes.

Language Development: Language development in English and Spanish will be supported by integrated as well as targeted ELD/SLD. Integrated ELD/SLD will take place daily, throughout language arts, mathematics, social studies, and science instruction. [We will incorporate a Structured English Immersion \(SEI\) approach as well as a variety of Sheltered Instructional \(SDAIE- specially designed academic instruction in English\) practices in both languages to ensure that students develop vocabulary and academic language across content areas.](#) Targeted ELD/SLD will take place during small group instruction time, as the teacher pulls small groups for differentiated instruction in English and Spanish language development. [Student progress will be individually assessed and monitored according to language proficiency standards.](#)

b. Mathematics

The mathematical practices will be deeply embedded in language arts practices. In addition to developing number sense, having opportunities to use a variety of arithmetic procedures to engage in simple to increasingly more complex computations and word problems, students will combine mathematical and language arts standards to make sense of mathematical processes. ELD and SLD standards and strategies will be integrated across all lessons to ensure that students have the necessary scaffolding to access content across language. In order to successfully solve mathematics problems students will be exposed to the language of mathematics, including the math specific vocabulary as well as the range of mathematical representations. Students will explain abstract mathematical concepts and relationships. The use of text, visual models and representations such as graphs, charts, and symbols, as well as talk. Students will be required to explain their thinking, using explicit and precise language. Students will construct and defend arguments in math, using various

logarithms, diagrams, and the language of mathematics. In mathematics, students will use proofs, specific definitions and mathematical reasoning to produce and comprehend mathematical arguments. While students will use more informal and less precise mathematical language and expressions in earlier grades, they will develop more precision in later grades to inform their claims and arguments.

At the opening of the Roses in Concrete Community School, the curriculum will consist of a teacher-developed combination of a 2014 California Department of Education adopted CCSS text series, ST Math (Spatial Temporal), CGI Math (Cognitively Guided Math), and Marilyn Burns.

c. Science

The Science instruction and curriculum at the Roses in Concrete Community School are rooted in the content and processes of scientific thinking, communication, investigation, experimentation, teamwork, research, and design that are integral to Science, Technology, Engineering, and Mathematics (STEM) fields and professions. Students will make sense of science: examine and challenge their preconceived notions and misconceptions of science, developing ideas founded on more scientifically based perspectives. Rather than simply accepting scientific explanations of phenomena and theories, students will constantly engage in discussion and experiences that challenge them to answer the question: How do you know? Students will craft their responses using the discourse unique to science as well as the Language Arts practices of reading, writing, and oral communication. As with mathematics, ELD and SLD standards and strategies will be integrated across all lessons to ensure that students have the necessary scaffolding to access content across language. The Science materials will include FOSS Science and CCSS additions.

Scientific Content and Communication:

As with Mathematics, students will learn to read and represent ideas using visual representations such as models, graphs, charts, and diagrams. These literary tools and devices will serve as evidence as they engage in both oral and written argumentation with others. Students will learn to analyze arguments, weigh evidence, and distinguish between strong and weak scientific justification of claims. The language in a science classroom is unique, including textbooks as well as discourse, are unique and different from students' everyday language. In earlier grades students will learn to discuss science concepts using informal language that will become increasingly more complex and formal as they progress through grades.

Science Investigation and Inquiry:

Students engage in science thinking long before they reach school age. They are naturally curious about the world around them, tasting, touching, and questioning, discovering how things work. Their scientific experimentation, though informal, fosters student explanations and conceptions about the world and phenomena around them. At Roses in Concrete students will learn the history of scientific developments as well as the facts discovered by others. Even more however, our students will learn science through active involvement, or investigative and inquiry based experiences. Students' involvement with

science will be hands-on and minds-on in nature. Pedagogical strategies will provide students opportunities to manipulate and investigate elements physically and mentally.

Scientific Experimentation:

Students will ask questions, come up with hypotheses, make predictions, design experiments to test their hypotheses, as well as collect and analyze data. Students will experience science as more than simply rote memorization of facts and formulas. Rather, they will be engaged the real world application and transfer of science knowledge, discovering and constructing meaning for themselves. As 21st Century Learners, students will move far beyond the passive learning and objectives of finding the “right” answers, to coming up with ideas on their own, through experimentation and investigation. As students learn to ask questions, test their hypotheses, and generate ideas, they will develop the disposition central to scientific inquiry and discovery. Their curiosity, desire to share ideas, and question theories will be valued and nurtured by the teachers and staff at Roses in Concrete.

d. History and Social Science

According to the California Framework, engaging and thoughtful history–social science instruction teaches students to connect to people, ordinary and extraordinary, who came before and whose stories build sensitivity and appreciation for times past and for the long continuity of human experience. It also allows teachers to develop and cultivate a sense of community and civic duty and responsibility. At the Roses in Concrete Community School we seek to create 21st Century Learners who study and understand the historical context of current political, social, and economic conditions. At the early levels students learn central historical facts, geography, as well as habits of mind and character such as *empathy, fairness, respect, equality, discipline, and responsibility*. Additionally, the curriculum will provide students a culturally diverse experience where they learn to appreciate and value the myriad languages, religions, races, ethnicities, and other categories and structures by which humans classify and categorize themselves.

At the opening of the Roses in Concrete Community School, we anticipate using *History Alive, modified by teachers to be culturally-relevant and community-responsive for East Oakland*.

Historical Thinking:

In addition to the standard knowledge about and memorization of important historical dates, events, names, and places, students will engage in *historical thinking*. They will explore and study primary sources: artifacts, journals, diaries, photographs, and other documents as a way to more actively and creatively interact with history. Students will compare and contrast documents, considering the historical context of the time. Students will work individually and collectively to read, discuss, analyze and create historical narratives and arguments based on evidence from the past. As with Language Arts, Science, and Math, students will write essays, engage in discussion and debate, and create visual representations of their understanding, transferring their learning across different contexts and scenarios with the support of appropriate language scaffolds. As students thoughtfully and carefully read and interpret documents from competing narratives, they

will assess and evaluate the degree to which claims are supported or disproved by evidence.

e. Physical Education

A student at the Roses in Concrete Community School will experience yoga and meditation 25 minutes a day in two sessions daily; organized free play 40 minutes a day and formal Physical Education 45 minutes a day. A full-time Physical Educator will lead this program, organize classroom teachers to participate and support the program in their areas of interest, and solicit professional providers for specific skills and sports. We will deliver the Physical Education Model Content Standards for California Public Schools (CDE, 2006) K-12, with culturally relevant modifications.

Culturally Relevant Physical Education examples:

- Violence and safety issues are a barrier to physical activity in some neighborhoods. Green spaces and parks are scarce, and some parents do not want their children outside.
- Family structures sometimes mean older siblings have responsibilities after school while parents work. Chores, meal preparation, and caring for younger siblings make physical activity after school difficult.
- Low socioeconomic status and poverty-like conditions mean families lack additional resources for extracurricular activities (i.e., recreational sports leagues, clubs).
- Religious practices limit students' participation in physical activity. Many Muslim students fast during religious holidays, making physical activity impractical. Furthermore, some Muslim girls face additional barriers because standards of modesty prohibited physical activity in sight of boys.
- Finally, students' race and ethnicity place greater cultural value on some activities, and these usually differ from the activities that physical education teachers included.

According to Flory and McCaughty (2011), urban students craved activities done easily in their homes, with friends and family, and activities with specific cultural meaning. For instance, students reacted positively to exercise videos because their mom's could use them at home. Understanding what sports, such as soccer or basketball, are highly valued in the neighborhood and teaching aligned skills at every grade level further connect students to the program. Students indicate that it would be better if they developed skills for skating, dancing or bowling – things they want to do in their lives. Other strategies demonstrating cultural knowledge to accommodate safety concerns, family structures, and restrictive budgets, RiC teachers will include content that could be done easily at home and with little equipment. During a fitness unit, for example, students will learn to replicate strength exercises using bottles filled with water. For step benches, students can just do stairs. When religious practices impeded physical activity, we will adjust dress requirements and teaching schedules.

f. Visual and Performing Arts (VAPA)

A student at Roses in Concrete Community School will experience VAPA instruction 45 minutes a day, two days a week and as daily part of our after school program. A full-time certificated Arts coordinator/instructor will lead this program, organize classroom teachers to participate and support the program in their areas of interest, and solicit professional providers for specific skills in visual arts, performing arts, and music. We will deliver the Visual and Performing Arts Content Standards for California Public Schools (CDE, 2001) K-12, with culturally relevant modifications. We will implement standards in each of the four content areas: Dance, Music, Theatre and Visual Arts. Artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications will be included in each of the content areas as appropriate for each grade level.

RiC's emphasis on the arts is based on five basic premises (Eisner, 2002):

- Art is critical for educating the whole child.
- Art is a basic part of a good education.
- Arts education fosters brain development.
- Arts education fosters the development of social skills.
- Skills developed in art increase achievement in other areas.

We recognize that arts are also important in reaching students who otherwise do not subscribe to traditional educational programs. RiC expects to attract students who have not achieved success in school in other areas. Many studies (Deasy & Catteral, 2002; IAEEA test; Rauscher, 2003; Welch & Greene, 1995) refer to the academic and social benefits accruing to at-risk and failing students who are involved in various arts education programs. A 20-year program among low-achieving students in 8 inner-city New York elementary schools that integrate visual and performing arts showed positive results in improving reading performance. (Welch & Greene, 2005). Research studies show that art-based reading instruction promotes better reading, largely through the added motivation that art offers for learning. (Burger & Winner, 2000; Deasy, 2002) The RiC arts program will be integrated with other instructional content areas and projects to create meaningful applications as well as the stand-alone value of each of the arts.

g. Character and Conduct

See *Section VI.A-2*, above, on "Community Council" for an in-depth discussion of this key curriculum component. Concepts include:

- *Right and Wrong*: Embody core beliefs that allow students to quickly identify the difference between right and wrong as well as acknowledge when transgressions occur and be willing to seek either atonement or resolution.
- *Respect for Elders*: Clear understanding of the necessity for and performance of respect for elders.
- *Right to Privacy and Personal Space*: Embody core beliefs that emanate respect for a right to privacy and personal space.
- *Resiliency and Grit*: Willingness to take emotional risks, such as trying new things, and reattempting tasks where they have previously failed.

- *Environmental Consciousness*: Fundamental understanding of the need to be environmentally conscious with respect to litter and waste, while also being able to distinguish art from vandalism.
- *Curiosity*: Preparation to follow direction and receive guidance with a curiosity and enthusiasm that does not lean into disrespectful defiance.
- *Openness to making and learning from mistakes*: Willingness to make mistakes on their pathway into adolescence with the understanding of what constitutes a mistake and what must be identified as a bad habit.

In essence, we expect students will transition into their upper school experience prepared to receive the instruction and socialization they both need and deserve in order to develop into the teenagers, the community and the world needs them to be.

A detailed example of a “*Day in the Life*” at Roses in Concrete Community School in the *Appendix* may help the reader envision the learning environment and conditions proposed. The *Appendix* also offers a detailed example of how the RiC curriculum will follow Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and the California State Standards for Social Studies for each grade level.

E. Professional Development

According to Killion’s national review of professional learning paradigms in education, “finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing change in education” (Killion, 2013). Yet, professionals and experts alike agree that successful professional development is at the heart of effective classroom practice, teacher job satisfaction, and teacher retention. By extension then, professional development has direct and profound impact on student performance. For this reason, the Roses in Concrete Community School will place a heavy emphasis on developing and supporting a professional development program that becomes a national model of teacher development.

The tools and infrastructure necessary to achieve this ambitious agenda is already in place. Our founding team and partner organizations are recognized as some of the nation’s leading voices in urban teacher recruitment and development. Through our research and practice, we have received over \$2 million dollars in funding over the last two years to develop the Teaching Excellence Network (TEN), an electronic platform to take our model of teacher feedback and development to a national scale. The success of the project has been significant enough for the W.K. Kellogg Foundation to choose it as one of the featured projects in its annual report to the board (see <http://blog.wkkf.org/family-engagement/engaging-parents-and-students-in-transforming-teacher-performance/>). Moreover, our research supporting this approach to teacher development has become seminal in some of the nation’s leading schools of education, including Harvard University, UC Berkeley, Stanford University, and Columbia University’s Teachers College, and as far abroad as New Zealand (see Duncan-Andrade, 2011, 2010, 2008, 2007).

TEN has already been acknowledged by OUSD and the Oakland Educator’s Association

(OEA) as one of only two viable alternatives to existing systems of teacher feedback and evaluation. To this end, the TEN platform was named in the district's most recent collective bargaining agreement with the OEA as a tool that had the potential to revolutionize the way the district approaches teacher development. The platform is currently in the first year of district and union sanctioned beta-testing in OUSD schools. It is also currently being used in K-12 schools in Detroit and Los Angeles. The 20 years of teaching and teacher development in Oakland that went into developing TEN will be brought to bear at every level of our professional development platform at the Roses in Concrete Community School, creating a professional culture of learning and collaboration that is unmatched.

1. Our approach to Teacher support and development

Our approach to supporting and developing our teachers integrates some of the most cutting edge strategies from Improvement Science (Sparks, 2013) and teacher development (Duncan-Andrade, 2011). It is our position that while we have acknowledged the need for differentiated instruction in classroom teaching, we have not applied this same understanding to the ways that we develop teachers. For this reason, schools typically employ one-size fits all models of professional development that stymie teacher growth and exacerbate levels of teacher attrition. Oakland is no stranger to the impacts of this kind of professional culture. However, research (Duncan-Andrade, 2005 & 2007, www.metproject.org/) suggests, that when urban teachers are provided with the opportunity to get meaningful feedback on their practice *and* to participate in professional structures that allow them to use that feedback in collaboration with colleagues, then levels of job performance, job satisfaction, and persistence in the profession all trend upward. In accordance with this research, we developed TEN, which uses technology to support a cycle of teacher inquiry and improvement that applies the classic three-phase cycle of learning development and assessment (diagnostic, formative, and summative) common in instructional approaches such as the Common Core State Standards.

Phase 1: DIAGNOSTIC

This begins with the "Priorities Survey". This user-friendly survey enables families, students, and educators to have greater self-determination and build a collective voice to shape the educational priorities in the school. Utilizing an easily accessible electronic platform, the survey allows them to choose teacher qualities that they consider most important for effective teaching in three domains: "Relationships," "Relevance," and "Responsibility". This phase directly engages the stakeholders and transforms their relationship to the educational experience, empowering them to shape priorities of the schools serving their children.

The data from the Priorities Survey is then analyzed in teaching inquiry groups in accordance with the looping patterns of the school (K-2, 3-5, and 6-8). Teachers develop customized professional growth plans in accordance with the instructional priorities determined by the community and based on their personal strengths and needs. These are designed and executed in collaboration with their inquiry group team, and also shared with the entire instructional staff in quarterly whole staff sessions and annual staff retreats.

Phase 2: FORMATIVE

The formative phase uses the priorities identified by the community in Phase 1 to create an electronic feedback loop that allows families, their children, administrators, and educators to provide feedback to teachers about how they are doing on the teacher qualities selected as priorities.

The formative phase also allows teachers to create personalized growth plans based on the feedback they receive on their actual classroom practice. These plans are developed, assessed, and revised as part of their collaborative work with their colleagues in inquiry groups. But, teachers are also able to get coaching, support, and access resources in TEN's Teaching Excellence Community (TEC), the section of our website designed to develop and support their individual growth plans. TEC provides a space for families and educators to create communities that share strategies, stories, and resources to develop and support effective community responsive teaching. It also serves as clearinghouse of excellence, where curated educational materials to improve teaching are accessible.

Phase 3: SUMMATIVE

At the end of each school year, teachers can access a report detailing progression of their classroom practice, which includes feedback from families, students, and colleagues. Administrators can access reports that measure improvements in practice at the school so that investments in professional development can be more effectively evaluated and so they can plan for the following school year. This summative feedback will be used by teachers in their inquiry to design their summer growth plans, identifying some key areas of development they are interested in exploring during the summer. As we ramp up the following school year, inquiry groups review their summer learning and revise these plans so that they start each school year already focused on their own learning targets for their practice.

TEN transforms unquestioned institutional norms about expertise and input on the education of vulnerable children by centering the priorities and feedback of disenfranchised families in the discussion about what schools do and how they do it. This approach to family engagement and teacher development stands to revolutionize the field of education, and the Roses in Concrete Community School will be the epicenter for the development and refinement of this approach. It guarantees a highly sophisticated and well tested approach to teacher development and retention, but it also insures a steady influx of supplemental resources to the school that can be used to solidify a culture of professional excellence among our teaching staff.

2. Lab School

This approach to developing teachers will be opened as a lab to other Oakland schools and educators, as well as to similarly committed educators around the world. This is fitting with our founder's practice in the Oakland public schools over the past two decades, where he opened his classroom to educators from around the world to learn from his successes, share ideas and collaborate, building a global network of educators from which our school will draw both talent, expertise, and partnerships.

Our capacity in this area is one of the most unique and intriguing aspects of our charter

because it stands to have a significant and positive reverberating impact on the entire district. First, OUSD will be our primary partner with whom we will share our model to support similar paradigms in schools that could benefit from our approach. Secondly, our capacity and university partners position us to act as a lab school to train annual cohorts of educators and school leaders with a specific aim to place those educators in OUSD's highest need schools. [Third, dual language programs continue to grow within OUSD, including the development of a PK-12 dual language pathway, requiring additional highly trained, culturally-responsive bilingual educators \(Howard, Sugarman, Christian, Lindholm-Leary, Rogers, 2007\).](#) RiC will be able to offer a pipeline of highly trained urban educators and school leaders for the district in keeping with our longstanding commitment to support Oakland's children, families, and schools. [This pipeline will include bilingual educators that will be especially well positioned to support the growth of OUSD's own dual immersion programs and K-12 dual language pathway.](#)

3. Establishing time for professional growth

Finding time for professional learning is one of the most frequently cited challenges in education (ASCD, 2013; Metlife, 2012, 2013; Scholastic Press & Bill & Melinda Gates Foundation, 2011). Acknowledging that no time plan is sacred, we propose the following (See Table 1.9 for sampling of Professional Development Topics.):

Summer Session 2015, Pre Session. Professional development will begin four weeks before school starts. The Founder and leadership staff will acculturate staff in a two-week seminar to include areas such as: school culture, classroom management, backup systems, planning, data analysis, home/family visits, student support systems, instructional techniques, and professional growth planning.

A second two-week summer session will expand existing foundations with an eye toward the cultural expectations of the school, how to properly assess student achievement and progress, pedagogical standards unique to RiC, the aforementioned TEN phases, and the development of customized professional growth plans for the upcoming school year.

The third session deepens their understanding of the school culture and behavior management models that meet the needs of students who may be experiencing high levels of stress in their lives. The rest of the days are committed to curriculum alignment and mapping, the development of the curriculum and pedagogical approaches required in a constructivist environment, and visits to the homes (or visit at a convenient location) for each of the students and their parents before school starts. By granting them this additional time, teachers will enter the regular school year better prepared and more comfortable with the programs.

Summer Session 2016 – Post session. After a few days of rest, the staff will reconvene for two weeks of post session review of the year, changes that need to be made for the next year, and team collaborative planning for the first quarter of the 2016-17 school year. These sessions will be data driven, guided by the data analytics portion of the TEN platform on the priorities survey, the teacher specific feedback data, and the school wide performance data.

Table 1.9. Sample of Professional Development Topics in Year 1

Vision, Culture, Climate	Curriculum Alignment and Pacing	Pedagogy	Community/Student Needs
<ul style="list-style-type: none"> * Applying Maslow's hierarchy of needs and Praxis. * Conflict resolution, restorative justice circles * Community Council activities * Creating community * Shared leadership * Collaboration skills * Team building 	<ul style="list-style-type: none"> * TEN: teacher use of data from priority surveys * learning-to-learn skills * Integrated Social and Emotional Learning Program (SEL) * Service Learning projects/ YPAR * Mapping Common Core standards for each content area and each grade. * Mapping cross-grade level projects and products * Introduction to the materials available in English/Language Arts, mathematics, science and history/social science 	<ul style="list-style-type: none"> * Student sense of positive self: (Howard, Delpit, etc.) * Vygotsky, Piaget, Freire * Mentoring * Constructivist learning/Helical model * Differentiated instruction * academic advisement * GLAD (Guided Language Acquisition Development) * Dual Immersion Theory and Practice 	<ul style="list-style-type: none"> * TEN * Teacher use of student and parent feedback * Tracking family and student needs * Cultural and community responsive approach to teaching * PTSD/Stress accommodations * Mindfulness, meditation, yoga

Embedded. High-quality professional development usually takes place during the school day, is sustained, and is embedded in the work of teachers. There is simply no substitute for finding time during the day for educators to collaborate, apply new ideas, and share their learning. Evidence shows that effective professional development needs to be seen as a regular, on-going part of school life. Training needs to be accompanied by coaching during the school day, and educators need to have opportunities to share experiences and learn from each other. In order to accomplish this, RIC leaders will alter scheduling so that key groups of teachers can have shared planning time, provide early-release days so that teachers can work together in their inquiry groups during afternoons, and use existing meeting time in new ways to foster professional collaboration.

- Daily. Grade level professional learning communities (PLCs) will have 45 minutes 4 days a week for collaboration around data, lesson planning and feedback. Arts and athletics specialists will offer enrichment activities to the students whose teachers are so engaged.
- Weekly - Peers. One day a week will be an early release for the entire staff from 1:30-4:00. The time will be used for all school needs, professional development topics, and cross-grade-level collaborations work.
- Weekly - Principal. Each grade level team of teachers will meet with the principal approximately one morning (7:30-8:15) a week to share data, resulting plans made by the team, supports needed for the week, etc.
- * Occasionally - Intersession. Full day clinic/workshops will be included in the calendar and during intersessions to add to the professional growth of the staff.
- On-demand. Because of the position of RiC as a lab school, teacher and leadership teams will be attending and presenting at professional events that align with the mission, vision and activities of the Roses in Concrete Community School. Information gained will be shared with the entire staff through whole staff and PLC collaborative sessions.

VII. PROGRAM GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

The Charter School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to the District and the Alameda County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Table 1.10. School’s goals and actions to achieve the State priorities.

State Priority #1 – Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A: Teachers

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • We will hire and maintain a staff that is highly qualified to work authentically with East Oakland students and assure that they meet the RiC achievement goals listed in this petition. 	<ul style="list-style-type: none"> • Rigorous recruiting will take place to find teachers who are highly qualified and are committed to coaching pre-service teachers as part of our lab school model. All candidates will undergo initial paper screening, interviews with multiple stakeholders, evidence of data analysis proficiency, teaching demonstrations, portfolio review and reference checks. • Faculty will have 3 weeks of professional development prior to the beginning of school. • Staff will receive meaningful feedback on their practices regularly throughout the year using the Teaching Excellence Network (TEN) process, which includes feedback from students, families, and professional colleagues. • Staff will participate in professional structures that includes TEN and Professional Learning Communities that allow them to use feedback in collaboration with colleagues. (See <i>Element 1.VI.E. Professional Development</i> for a fuller description of TEN.)

Subpriority B: Instructional Materials

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • RiC will obtain, and create up-to-date, culturally proficient CCCS aligned instructional materials. 	<ul style="list-style-type: none"> • Faculty and leaders will research, design and obtain the most current materials that are aligned to common core standards, critical pedagogy, culturally responsive approaches, differentiation, and materials that can easily be revised to be both meaningful and responsive to the needs of each East Oakland student we serve.

Subpriority C: Facilities

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • A school facility will be obtained that reflects respect for the students and parents to be served by RiC. High levels of maintenance and repair will attest to the love and caring embedded in the culture. 	<ul style="list-style-type: none"> • School leadership, in partnership with community stakeholders will participate in regular walk-throughs of the school to be sure that the physical environment reflects the cultures of and respect for the students being served at RiC.

State Priority #2 Implementation of Common Core Standards

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A: CCSS Implementation

Annual Goals to achieve Priority #2.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> The RiC curriculum will be aligned to CCSS in English/Language Arts and mathematics; to the Next Generation Science Standards, and to the California standards in History/Social Studies, Physical Education and the Arts 	<ul style="list-style-type: none"> Curriculum maps will be developed by each grade-level team prior to the opening of school and will be revised as they are implemented.

Subpriority B: EL Students – Academic Content Knowledge and English Language Proficiency

Annual Goals to achieve Priority #2.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> All curriculum will be designed to support EL learners and other subgroups who experience difficulties with the curriculum. 	<ul style="list-style-type: none"> All maps will include ELD standards (or SLD standards, if the content is taught in Spanish) aligned to the content standards to maximum language support. *Language arts will be taught to all students in both English and Spanish, with coordinated instruction that promotes maximum transferability of content and skills across language. RiC will actively recruit and prioritize the hiring of faculty and leadership that are fluent in the home languages of our students, with an emphasis on Spanish-bilingual candidates. RiC will implement an asset-based instructional approach designed to ensure accelerated and effective acquisition of academic English and Spanish. RiC will implement a Two-way Dual Language Immersion approach to ensure students maintain and develop their home language while acquiring the English skills necessary to master the standards. RiC will demonstrate that we value students' bilingual capacity as a true asset, an admirable and important skill for present and future goals through our relationships with families, our commitment to hiring multilingual staff, and the obvious presence of the cultures and languages of our students at our school.

State Priority #3 – Parental Involvement

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Subpriority A: Achieving and Maintaining Parent Involvement

Annual Goals to achieve Priority #3.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •Parents participate in the TEN feedback process at all levels knowing that family engagement is central to the mission of RiC. •RiC parents consider themselves as central to the success of their students and the school. •Parents input regularly queried and used about how the school is meeting the needs of their children and how staff can be more responsive to those needs 	<ul style="list-style-type: none"> •Teachers and/or parent liaisons visit each family to explain how TEN works and how their voices will be heard. •Founder and principal host neighborhood meetings to explain the essential nature of TEN to the success of RiC and parents centrality to the success of their students and the school. •Group meetings, home visits, neighborhood meetings and other communication strategies will be utilized to inform parents of the importance of their feedback and how it is used. •Principal appointed Parent Coordinators support parent participation.

Subpriority B: Promoting Parent Participation

Annual Goals to achieve Priority #3.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •RiC families will participate in a wide range of school activities. •Parents/family members will be active members of leadership teams (ie. SST, PTSO, advisory groups). •Increase cohesiveness and ownership between the families and the school by engaging them in a process to rename the school to reflect the preference of the East 	<ul style="list-style-type: none"> •Published list of additional, diverse opportunities for parents to be involved in the school. •Establish regular, designated times for parents to give feedback to school leadership. •Parents’ Center established where they have their own autonomous space within the school for workshops, volunteer coordination, support tasks with childcare for preschool children •Communicate regularly with parents via written and electronic media, encouraging them to participate in whole school functions and opportunities. •Leadership teams that include parents/family members will be formed as needed and as major changes become necessary. Parents will be notified of all leadership team openings with clear information on the roles and responsibilities of membership. Parents will be actively recruited as needed. •Founder hosted neighborhood meetings and facilitation of a consensus process that engages the community being served in the renaming of the school.

Oakland families to be served.	
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State Priority #4 – Student Achievement

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP), statewide assessment (as available)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate

Subpriority A: CA Measurement of Academic Progress and Performance on statewide assessment (as available)

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •All RiC students will become proficient in reading, writing, mathematics, science and history/social science. 	<ul style="list-style-type: none"> •Teachers will effectively deliver standards-based and mapped curriculum; be responsive to TEN feedback; constantly monitor student progress towards standards using formative assessments and employ time-sensitive interventions.

Subpriority B: API

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •All students will meet or exceed state required assessments of similar school rankings as identified by new CCSS regulations. •RiC students will show growth on interim/benchmark assessments designed by teachers. 	<ul style="list-style-type: none"> •Regular use of embedded standards aligned classroom formative assessment. We will use teacher designed and state designed (Smarter Balanced) assessment tools to get robust data about what students have learned and then use this information to decide what to do next. •Regular interim and benchmark assessments that indicate students' progress towards the standards based CCSS in grades 3-8. •K-2 staff will design aligned interim and summative assessments that students will enjoy and that will inform progress to the standards at those grade levels. •Before and after school interventions, tightly aligned to the day's work, will be provided 4 days a week. Intersessions and summer school will provide remediation for the areas identified on interim/benchmark assessments. •Extensive professional development will be provided on the use of formative assessments to improve learning, how to use formative and interim assessments to inform the work of each grade-level's professional learning community and how to design and implement just-in-time interventions. •Specialized and intensive supports will be made available to students with IEPs and to EL students to insure adequate progress

<ul style="list-style-type: none"> • RiC participation rate in all state assessments will exceed 97%. 	<p>and reclassification, respectively. These will include before and after school 1 on 1 academic supports, and additional in class supports from teacher apprentices, classroom aids, and the classroom teacher.</p> <ul style="list-style-type: none"> • Teachers and support staff will create an environment for testing that will be encouraging and satisfying for students to fully engage and attend.
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(Subpriority C not applicable)

Subpriority D & E: EL Proficiency Rates and Reclassification Rates

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • All students, including EL students, will meet or exceed state required assessments of similar school rankings as identified by new CCSS regulations. 	<ul style="list-style-type: none"> • Curriculum maps designed to support emerging bilingual students. • Extended professional development to enhance teacher skills to employ asset-based instructional approaches and accelerated effective acquisition of academic English based on formative, interim and summative assessments. • Full time Special Education/Dual Language Coordinators will lead and support teachers success with EL/Emerging bilingual students • Respect for students’ mother tongue and culture will permeate all activities that move students toward the acquisition of academic English while maintaining and enhancing their home language. <p>* The dual language program will support all students, including emergent bilinguals, to develop academic language and content knowledge in both Spanish and English.</p>

State Priority #5 – Student Engagement

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates (EC §52052.1(a)(3))

Subpriority A: School Attendance

Annual Goals to achieve Priority #5.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • Students attend school on time, regularly, and consistently. 	<ul style="list-style-type: none"> • Deliver curriculum and instruction that is relevant, success oriented, and engaging so students want to be at school. • Create such positive and powerful relationships between teachers, students and parents that any communication about an absence or tardy is immediate and welcomed. • Looping students creates multi-year relationships between a student, their family, and their teacher making it easier to identify and respond to reasons for absence.

	<p>Extensive support systems and community partnerships to insure that if a child misses school repetitively, we can intervene with the appropriate resources as aligned with our attention to Maslow’s basic needs framework. A potential middle school drop out will receive extensive interventions and follow-up counseling to prevent such action, including 1 on 1 support before school, after school, and in-school breaks.</p> <p>Community Council Mentorship Families will provide broader range support for engagement and intervention that will include multiple adults in addition to the child’s teacher and peer support.</p> <p>Time-on-task engagement will be maximized to insure direct relationship to student learning by using engaging pedagogy and frequent use of project based and hands on learning opportunities.</p>
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Subpriority B: Student Absenteeism Rates

Annual Goals to achieve Priority #5.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • RiC students will come to school on time and will attend 97% or more of the time. 	<p>RiC’s daily attention to hierarchal Levels 1 (Physiological and Safety needs) and 2 (Love and Belonging Needs) by teachers.</p> <p>Teacher calls/visits home at the first sign of absentee patterns</p> <p>EL/SPED Coordinator’s support for home contacts.</p> <p>Reward system of high attendance rates</p>

State Priority #6 – School Climate

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriority A – Pupil Suspension Rates

Annual Goals to achieve Priority #6	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • Develop students’ knowledge of self and character. 	<ul style="list-style-type: none"> • Goals listed for this priority will be imbedded in all pedagogy and curriculum as a result of grade-level professional learning communities and cross-grade level mentorship family weekly planning sessions that focus on these attitudes in their lesson designs. • Students will also be regularly reminded of larger responsibilities to themselves, their families, and the community via the consistent reciting and use of the Definite Dozen (see <i>Appendix</i>) as a paragon of the school culture.

<ul style="list-style-type: none"> • Develop the sense of responsibility and skills for students to impact their community and global society. • Develop attitudes and behaviors characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity of all communities. • Develop commitments to academic, artistic, athletic and extracurricular pursuits. • Provide classroom, school, and supplemental level supports that attend to Maslow’s Hierarchy of Needs. • Students consistently demonstrate strong SEL skills. <p>The culture and climate at RiC will be consistently identified as positive and supportive of student growth by all major stakeholders.</p> <ul style="list-style-type: none"> • Pupil suspensions and expulsions will be minimal. 	<ul style="list-style-type: none"> • Hire and support teachers and community partners that build community and culturally responsive arts and athletic programs to insure high levels of engagement and health for students. • Engage a robust group of community partners (see Board and partner letters as sample) to insure that we can meet broad family and student needs. • Direct instruction relative to the integration of these values utilizing the Self-Science curriculum published by Six Seconds and supplementary activities from such resources as <i>Rethinking Elementary Education</i>, <i>Making Space</i>, <i>Math That Matters</i>, , <i>A Culturally Proficient Response to the Common Core</i>, <i>Global Education Toolkit for Elementary Learners</i>. • Social Emotional Learning (SEL) resources integrated throughout the instructional day and included in individual student growth plans. • Full implementation of the TEN program • Only the most egregious violation – those that put students and/or the school in • Full implementation of the TEN program • Only the most egregious violation – those that put students and/or the school in physical danger – will be considered grounds for suspension or expulsion. All other infractions will be handled with various levels of restorative justice and counseling.
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(Subpriority B - Not Relevant)

Subpriority C – Other School Safety and School Connectedness Measures

Annual Goals to achieve Priority #6.	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • Staff will understand Restorative Justice, SEL and TEN priorities and programs and will support them consistently. • Student referrals for behavior will be minimal. 	<ul style="list-style-type: none"> • Staff will receive extensive training and support to implement Restorative Justice, SEL and TEN through community partners (ISEEED, RJOY, etc). • Develop community partnerships to support all our families to secure the necessary resources so that every child we serve has a stable basic needs framework in place. • Looping to enhance connected relationships and family involvement. • Provide students with balanced, nutritious breakfast, lunch, and after-school meal options as well as daily access to structured and unstructured play

	<ul style="list-style-type: none"> •Cross grade opportunities will also deepen relationships and support structures among teachers allowing them to work collaboratively and support each other with students and families from across the school community •Emphasis on group projects and youth led community based research projects, will create a rigorous but collaborative academic environment where students will learn how to support each other across social and academic needs through their work together on the projects
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State Priority #7 – Course Access

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals to achieve Priority #7	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •All RiC students are enrolled in a broad course of study that puts them on a path to success in high school, college and career. 	<ul style="list-style-type: none"> •All K-8 students will be engaged in the same highly motivating, relevant materials. All will be held to the same achievement standards with additional time and support to reach them. • All students will have the cognitive, academic, and socio-cultural benefits of bilingualism. •TEN’s priority survey and feedback loop will be used to track community values and our responsiveness to them in our instruction. •Professional support and development for teachers will be driven by feedback and outcome data (see Professional Development discussion in <i>Element 1</i>), creating a collaborative community so that teachers can continually respond in ways that deepen relationships with students and families while maintaining high levels of rigor and support for students.

State Priority #8 – Other Student Outcomes

Pupil outcomes, if available, in the subject areas described above in #7, as applicable

Annual Goals to achieve Priority #8	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> •All RiC students will become proficient readers and writers of 	<ul style="list-style-type: none"> • Individual learning plans (ILP) for each student designed as part of each teacher’s instructional plan, based on previous performance

<p>English and Spanish; proficient in mathematical skills and content; proficient in science concepts and scientific thinking; and proficient in history/social science practice and content.</p>	<p>and adjusted as relationship develops, and agreed upon by student and family.</p> <ul style="list-style-type: none"> •Daily formative assessment processes that result in additional just-in-time interventions. •Interim assessments that identify additional gaps followed by immediate before school/after school interventions. •Extensive professional development on formative and interim/benchmark assessment and Response to Intervention processes to maximize interventions. •Curriculum maps that include ELD standards, EAP assessments and supports for struggling students.
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VIII. PLAN FOR STUDENTS WITH DISABILITIES

A. Overview

Core to the Roses in Concrete Community School’s vision and purpose is inclusive education for students from diverse backgrounds. Research-based, culturally and linguistically sensitive practices will be utilized to promote positive academic, behavioral, and social outcomes for students with a wide range of abilities and disabilities. We take a stand against all forms of segregation and marginalization, whether based on racism or ableism or any other -ism (Ferri & Connor, 2006). This requires that RiC take responsibility for all our students and reject deficit models of disability and ethnocentric views of culture, ethnicity, and race. Our vision is to be a model urban school, inclusive and just, one that takes responsibility for *all* of our students and rejects deficit models of disability and ethnocentric views of culture, ethnicity, and race.

The Roses in Concrete Community School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). RiC will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment. We will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office for Civil Rights mandates for students enrolled in The Roses in Concrete Community School.

The Roses in Concrete Community School will adhere to all Oakland Unified School District policies and procedures regarding special education and pupils with disabilities. RiC plans to operate as a public school within the district for special education services in Year 1. As such, the District is entitled to RiC’s state and federal special education revenue, as well as a fair share encroachment payment from the school. RiC reserves the right to modify this option in subsequent years.

The Roses in Concrete Community School shall initially remain, by default, a public school

of the authorizer for purposes of special education, pursuant to Education Code Section 47604 (b). However, RiC reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Roses in Concrete Community School is committed to maintaining high expectations for all students, and will ensure all receive a free and appropriate public education in the least restrictive environment. Our education program is designed to meet the academic and behavioral needs of all students, including those with learning differences and disabilities.

B. Services for Students Under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

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

Intervention, Assessment, and Identification

The Roses in Concrete Community School’s focus is to provide support for all students who need support—regardless of the cause of academic or behavioral difficulty. Furthermore, RiC will plan and account for the inclusion of a wide range of learners, by providing researched-based instruction in the general curriculum. We honor different ways of reading,

writing, perceiving, and moving through space as equally valid (Hehir, 2005; Reid & Valle, 2004). RiC adopts a “resumption of competence” rather than a deficit orientation (Biklen, 2005).

Identification of disabilities will only be used as a last resort option when RiC staff members strongly believe that a disability diagnoses will provide greater understanding of the student (for the student, parents, and teachers) and the identification of this disability can be used to directly improve his/her outcomes. We will think carefully about the efficacy of labels and special education services that come to feel like a form of oppression. When students are asked, they share that when they are labeled, they feel robbed of the ‘energy and passion’ for learning (O’Connor in Rodis et. asl, 2001)

Adopting a Response to Intervention model (RTI), all students will be given research-based instruction. On-going assessment will be employed to determine if students are at-risk for academic and/or behavioral difficulties. If a student is not making adequate progress in the general curriculum (Level 1), he/she will be given targeted support in the classroom (Level 2). When a student is consistently struggling to achieve mastery at RTI levels 1 and 2 students will be further screened from already available data (i.e. school tests, cumulative record, teacher observations, grades, etc.) to help inform eligibility for special education.

For students who are identified as needing additional interventions, a Student Study Team (SST) composed of the student, the student's parent or guardian, the site special education coordinator, and a faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Roses in Concrete Community School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. All provisions of the section 504 are the responsibility of the school. Parents will be informed that special education and related services are provided at no cost to them. Eligibility for special education will be determined through the use of RTI and/or the Discrepancy Model (IDEA, 2006).

1. Interim and initial placements of new charter school students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and

transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

2. Referral for assessment

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

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

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

3. Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or

eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise

by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Staffing

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

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Roses in Concrete Community School will have a full time position designated as the Special Education/Emerging Bilingual Teacher-Coordinator who, in addition to having the proper credentials to teach general education and will also possess a Special Education Credential and assure RiC is addressing the IEP and core programs appropriately. This coordinator will oversee all aspects of the Special Education program and in addition, the Emerging Bilingual Learners program, based on the assumption that many RiC students may be in both categories initially, and that some ELLs may be misdiagnosed as disabled and will need reclassification and on-going language support.

The Coordinator position, along with the Principal of the school, will be the primary school representative tasked with assuring that 1) students with disabilities are thriving at RiC and 2) all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at RiC will also be involved in assuring that all IEPs and 504 plans are

properly implemented.

The Coordinator's tasks will include:

- Ensure that all aspects of the IEP RiC are followed;
- Arrange for the teacher's to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education;
- Support teachers' understandings of and challenge their misunderstandings about students with disabilities;
- Support the school-wide vision of inclusivity.

Notification and Coordination

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

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

Reporting

The Roses in Concrete Community School, in collaboration with the authorizer will collect and maintain the following information on disabled students as required by IDEA:

- 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 number 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 suspensions; and
 - The basis of exit from the School 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 School. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Due Process and Procedural Safeguards

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

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

student necessary to protect its rights.

Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP a copy of which shall be maintained at the school site. 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.

The Roses in Concrete Community School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. RiC will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member. The school will adhere to all FERPA and Pupil Confidentiality Records.

Parent/Guardian Concerns and Complaints

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

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

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

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

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School

at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

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

Retention of Special Education Funds by the District

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

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

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

Contribution to Encroachment

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

C. Section 504 of the Rehabilitation Act

The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school.

Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

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

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

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 schools 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 504 Plan.

The principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student 's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Roses in Concrete will support all special education students in compliance with state and federal laws. No student will be denied admission because of need of special education services.

D. Professional Development

Professional development for teachers will first and foremost be driven by feedback from students, families, and skilled observers by using the aforementioned TEN platform. This feedback will allow us to highlight excellence in practice and customize support for each individual teacher so that they can implement best practices for students with a wide range of abilities in the general curriculum. In addition, we will help RiC teachers see the fluid nature of disability and provide supports when they are needed. We will insure that our teachers, instead of thinking about disability as either/or category, or as severe/or mild – as if impairment-related needs are static across settings – we will focus professional support on the setting and the availability of supports, resources, accommodations that determine the level of impact of any disability (Michael, 2005). Professional Development will also include annual special education compliance training, as well as monthly trainings to maximize teacher effectiveness in working with special needs students and to ensure we are implementing each student's IEP fully and successfully.

The school leader, regular and special education teaching staff, as well as other appropriate organizational faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as RiC operates as a "school of the district" for special education purposes, the authorizer agrees to allow Roses in Concrete staff access to all Special Education related professional development opportunities that are available to district employees.

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law.

Discipline procedures will include positive behavioral interventions. Roses in Concrete Community School is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

To ensure effective implementation of services for Pupils with Disabilities we will hire a site coordinator with the appropriate Special Education credential and experience to oversee and implement our program. Our primary model of will be inclusion: all regular education and pupils with Disabilities students will take the same academic classes together. Students with IEPs will receive additional in-class support, out-of-class support, accommodations, and/or modifications to enable them to meet high standards for their achievement. Pupils with disabilities will be supported with accommodations and modifications as identified and explained in their IEPs.

E. Instructional Practices

Roses in Concrete will follow a student's specified program in accordance to each individual IEP, and offer the regular comprehensive program as appropriate. Each student's IEP requires different kinds of modifications for instruction and services (e.g., targeted researched based instruction in phonological awareness for a student with dyslexia/a reading learning disability or social support for a student on the autism spectrum), therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school.

Accommodations will include adjustments to instruction and delivery, while ensuring that students have equal opportunity to master grade level content and standards. In addition, modifications may include adjustments to the curriculum. In order to ensure that Pupils with disabilities, lesson plans, instruction, and assignments may be differentiated in a variety of ways including: *amount* of information given, *time* student receives to complete a task or demonstrate mastery, a *variety of input* including visual aids, regalia, and hands-on activities, the *level of support* students receive during an activity or task, and *differentiation in output*, or how students can demonstrate their understanding.

IX. PLAN FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

As evidenced by the aforementioned pedagogical strategies, we are well aware that many of our students will arrive at the Roses in Concrete Community School having had some challenges with their academic preparation. Upon entering our school, looping teams will work closely with each child's family to develop Individualized Learning Plans (s) to insure that students are being met where they are academically. These plans are student specific, taking into account a student's strengths, needs, weaknesses, and previous successful and failed support efforts. This kind of individualized documentation of learning growth and needs allows staff to collectively plan, implement, and evaluate strategies that are collectively designed and tracked for impact and modification. Moreover, because ILPs are designed in partnership with the families, they allow for full transparency and partnership between the school and a child's family, ensuring that we are reinforcing our collective efforts to support every child in ways that are community responsive. ILPs will be regularly reviewed after quarterly comprehensive assessment periods to insure that they

are adjusting according to each student's progress. These plans will also be the guiding documents to support students as they transition on to the next looping team of teachers.

Roses in Concrete Community School will use multi-leveled support system that insures that no matter where students are when they arrive, they will receive the necessary care and support to succeed. The first level of support is the provision of the high level instruction on a daily basis in every program and every classroom in which they are involved. This high quality instruction includes all the aforementioned levels of Maslow's hierarchy of needs, and our 5Rs (see Vision, How Learning Best Occurs, and Instructional Approach), along with socially and academically appropriate materials to insure a healthy level of success, rigor, and challenge for students that are academically behind.

The second level of support will come in the form of individualized 1-on-1 adult support for students that are struggling. This is made possible because of the robust university partnerships we have cultivated with San Francisco State University, the University of San Francisco, and Stanford University. (See *Appendix: Letters of Support.*) Via those partnerships, each classroom will have at least one teacher apprentice that will be able to work 1 on 1 with students throughout the course of the day as part of their apprenticeship.

The third level of support will come in the form of peer coaching, via our Community Council Mentorship Family/House model where students in our upper grades will loop back with peers in lower grades to support their social and academic growth. Close attention will be paid to the peer pairings for academically low achieving students to insure that they are receiving access to peers that can support their growth in meaningful and accelerated ways that are complementary to the adult support they are already receiving.

The fourth level of support shows up in the form of extended school days, both in the mornings and afternoons. For academically low-achieving students, these extra minutes will be used to provide small group (2-3 students) and 1 on 1 tutoring and supplementary learning opportunities from our teacher apprentices, university undergraduate tutors, and upper grade level peers. Over the course of the school year, these intervention levels will total up to 120 additional hours of academic support.

In the event that a student does not show adequate academic progress in consecutive quarters, their ILP will be referred to a more intensive phase of review and support. This begins with a review of their ILP with the Student Success Team (SST), the student, the student's family, and the team of looping teachers responsible for the original ILP. The SST is comprised of the Principal, the school counselor, and at least two of the school's most accomplished teachers as appointed by the Principal. This larger and more comprehensive group will complete a revised ILP and identify any necessary external resources to support the student and family to begin getting back on track. The SST will continue to monitor the student's ILP until they show adequate academic progress for two consecutive quarters, at which point they will return back to their grade level looping team for on-going ILP review.

X. PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

We expect that all of our students will be high achieving in some aspect of their participation in our school. We believe that it is important that students experience success early and often in school, but we also believe that these successes must not be artificial. The value of the ILP approach to student assessment and individualized growth planning (introduced earlier in the discussion of “Personalization” in the Curriculum and Instruction Design portion of *Element 1*) is that we are able to modify definitions of success in ways that are developmentally appropriate and appropriately rigorous across a wide spectrum of skills. In areas where students are excelling beyond the normal achievement band for their age level, our ILPs allow us to push the bar higher on them so that they are always being challenged. The high number of adults in our school that will result from our robust family engagement program, our teacher and school leader apprenticeship programs, and our various enrichment programs (music, arts, and athletics) will allow students to excel in any number of venues. Our deep partnerships with some of the Bay Area’s most prestigious universities will insure that our students have frequent and extensive access to clear pathways into post-secondary opportunities in their areas of greatest interest and success.

As veteran educators, we acknowledge that any two students might be coming to school with wide variances between them in their social and academic skills. Our response to the pursuant range of needs these students will have is built into the very essence of our instructional approach. Our community-responsive culture and emphasis on family engagement, as discussed previously as a key component of Curriculum and Instructional Design, gives us ample opportunity to notify parents/guardians that their student is high-achieving. More importantly, our approach of frequent family engagement allows parents to keep pace with their student’s progress and achievements. Our deep investments in relationships with families and students, coupled with the collaborative professional culture of our school and robust community and university partnerships, powerfully positions to meet the needs of a wide range of student needs and interests.

XI. PLAN FOR ENGLISH LANGUAGE LEARNERS/EMERGING BILINGUAL LEARNERS

We will uphold the same rigorous academic and behavioral expectations for every Roses in Concrete Community School student, regardless of native language. [We have decided to implement a two-way dual language immersion program because it is the most successful research-based instructional programs in meeting the specific needs of our English Language Learners \(ELL\), who we refer to as *Emerging Bilingual Learners* \(EBL\).](#)

Roses in Concrete will meet all legal requirements for Emerging Bilingual Learners as they pertain to annual notification of parents, student identification, Emerging Bilingual Learners and core content instruction, teacher qualifications, reclassification, monitoring, training, and standardized test requirements. Roses in Concrete will meet all requirements of federal and state law relative to equal access to the curriculum for Emerging Bilingual

Learners. RiC will exercise the autonomies afforded by Education Code 47600 ("Charter Schools Act of 1992"), as it establishes methodologies and practices, all within the law, that may be different than those of the school district in which it operates.

Supporting our Emerging Bilingual Learners requires that we implement an asset-based instructional approach (Fuentes, 2013) designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of high school and college preparation as laid out in the Common Core Standards. [Dual language immersion is an asset based approach that operates under the framework of additive bilingualism \(Garcia et al, 2011\)](#) It requires that we respect and value the culture and home language of our students ([Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007](#), Rogoff, 2003). In order to reach the dual goals of English [and Spanish](#) we will provide a developmentally appropriate and highly structured approach to teaching [language across all of](#) our core academic classes (Walqui, 2013). We will value students' bilingual capacity as a true asset, an admirable and important skill for the present and for their future educational and leadership goals.

Roses in Concrete will employ evidence-based practices that enhance the academic engagement and learning of our Emerging Bilingual Learners. Students will actively construct understandings within a social and cultural context (Greenfield, 2009), build new knowledge on what they already know (Bransford, Brown, & Cocking, 2000; Vygotsky, 1978), and develop the metacognitive skills necessary to regulate their own learning (Bruner, 1985; Rogoff, 1998, 2003; Vygotsky, 1978). All EBLs regardless of their socioeconomic or cultural background bring to school immense resources and a range of learning skills that need to be appreciated and built upon. In other words, the cultural backgrounds of the RiC students, as well as their social foundations of learning are important. The prior knowledge on which students build new learning is culturally shaped (Greenfield, 2009; Heath, 1983; Rogoff, 2003) and will be respected. This includes ideas about social roles in the classroom, the role of schooling, and how to use language in the learning process (Bransford et al., 2000).

A. Student Identification

Roses in Concrete will serve its Emerging Bilingual Learners in accordance with all applicable state and Federal laws and regulations. We will adhere to the following plan with Emerging Bilingual students:

- Upon enrollment into the school, students' parents will complete a survey (available in the language(s) spoken by the parents) indicating languages spoken in the home.
- We will assess the English proficiency of students whose dominant language may not be English within 30 calendar days of enrollment using instruments and techniques approved by OUSD such as the CELDT.
- Educational programs will be responsive to specific needs of Emerging Bilinguals and in compliance with all state and federal guidelines.
- Parents will be notified of CELDT testing results within 30 days following receipt of test results.

Each Roses in Concrete Community School family will be connected with a staff liaison with home language compatibility. In addition to reaching out to the family to establish a friendly point of contact and for regular feedback, the staff member will:

- 1) provide explanation and support for completion of the home language survey;
- 2) provide literature in the student's home language that explains RiC's plan for meeting the specialized need of Emerging Bilinguals; and
- 3) explain all assessments, including CELDT levels.

We will report the number of Emerging Bilingual Learners attending the school to the district and the state. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, upon enrollment at Roses in Concrete, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

B. Implementation of [Dual Language Immersion](#)

All EBLs will learn with all other students in the regular classroom setting during instructional time. [As part of our dual language immersion model](#), Emerging Bilingual Learners [will benefit from a variety of](#) Sheltered Instructional (SDAIE- specially designed academic instruction in English) practices [across content in both English and Spanish](#). [This will ensure that students develop their language proficiency while simultaneously working towards grade and subject level content standards. Making meaning of academic language – as with any language – requires drawing on relevant background knowledge and previous participation in discourse, a process Aukerman calls “situating that language vis-à-vis other experiences and what others have said” \(Aukerman, 2006, p. 631\). This contextualization serves as a gatekeeping mechanism and obscures meaning when students cannot draw upon this shared context.](#)

[RiC will implement a 50/50 two-way dual language immersion model. This will enable each student to have two teachers: an English-Speaking teacher and a Spanish-speaking teacher that collaborate at each grade level. Teachers will have built in weekly collaboration time every Wednesday \(see minimum day schedule\) as well as opportunities to release for peer observation on a regular basis. This collaboration will promote maximum transferability of content and skills across language. All teaching staff will also be trained in instructional strategies that support language acquisition, such as “cooperative learning, hands-on activities, thematic units, separation of languages, and sheltered instruction” \(Howard et al., 2003, p. 5\).](#)

[Language arts and other subjects will integrate specific strategies to promote vocabulary acquisition, oral language development, reading comprehension, and writing production. We do not intend to adopt a singular English Language Development program \(ELD\), rather we will accelerate our Emerging Bilingual Learners' acquisition of English through our balanced literacy approach, focus on vocabulary development, implementation of the](#)

targeted instructional strategies delineated below, and training for teachers in the most effective practices of SDAIE all within a safe, structured, supportive school environment. Thus effective instruction involves the integrated learning of concepts and language through meaningful experiences in conjunction with scaffolding by teachers and peers of the features of academic language, both spoken and written, that are needed to construe meaning (Heritage, Silva & Pierce, 2007; van Lier, 2004;). Teachers will understand the ELD [and SLD](#) standards for the [proficiency](#) levels they serve and will use cross-walk documents to align their Common Core content instruction with ELD [and SLD](#) strategies.

Instruction in the four core academic subjects of English [and Spanish](#) language arts, mathematics, science, and social studies will be delivered by teachers who hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross- cultural, Language and Academic Development (BCLAD) Certificate. We will work to recruit and hire teachers who are bilingual in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents.

We will implement the following strategies in all re academic areas:

- . Screen and monitor progress
- . Provide reading interventions
- . Teach vocabulary
- . Develop academic English
- . Peer communication

1. Screen and monitor progress

The federal recommendation for EMERGING BILINGUALS students is an effective program of well-developed assessments to identify student needs. We will assess our students' progress frequently (as outlined on the Ongoing Cycle of Assessments section) and use the results of the assessments to drive overall instruction of as well as identify students in need of individual intervention. In addition, RiC will insure that assessment tasks are appropriate to students assessed language development and that enough time to complete tasks is provided. On-the-spot formative, appropriate feedback, rubrics & models to guide students' self-assessment; guided reading, completing chapter pre-reading guides, reciprocal teaching, double entry journals, learning logs/journals, quick-writes, vocabulary journals, vocabulary cards word webs, interactive editing, cloze paragraphs understanding, dictations, subject-specific journals and regalia usage will all stand as authentic assessments to guide on-going interventions.

2. Provide reading interventions

Recognizing that Emerging Bilingual students are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core reading program. [By looking at reading assessment data and language proficiency levels side by side in English and Spanish, we will be able to determine the appropriate interventions for both language and literacy for our Emerging Bilingual Learners.](#) We will provide

these interventions during daily [literacy](#) blocks during the regular school day and provide additional support as needed and appropriate during other core blocks. [Reading intervention will be provided in Spanish when it is the student's dominant language](#). Our Special Education/Intervention specialist who will be bilingual and/or highly trained to work with emerging language learners will work with classroom teachers design interventions for each student's individual learning plan and provide classroom support as needed.

3. Teach vocabulary

One of the most critical components in language acquisition is vocabulary development. In order to be able to read and understand grade-appropriate material, students will be taught vocabulary through formal instruction as Emerging Bilingual Learners as through authentic use in language-rich settings in and out of the classroom, across subject areas. Roses in Concrete classrooms will provide formal vocabulary instruction using essential word lists and words in context. Our structured vocabulary program will feature child-friendly definitions and cumulative spiraling assessments to ensure students maintain and are able to utilize all words they have learned.

4. Develop academic English

For EBLs to achieve academic success, it is imperative for them to develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Roses in Concrete, vocabulary development will be integrated into all subjects and will include application to higher-order academic tasks. [Teachers will collaborate at each grade level to align academic language instruction across language and maximize transferability.](#)

5. Peer communication

Throughout the instructional day, students will have the opportunity to work in partners and small cooperative groups, which, when facilitated effectively each day, provide a significant cumulative increase in authentic language practice. Furthermore, English language development sessions during daily Academic Support time will utilize structured oral response, role-play, pair-share, and conversation techniques to provide speaking practice and authentic application of language.

C. Strategies and Practices for English Learners:

In order to address the needs of our EMERGING BILINGUALS population, curriculum will incorporate strategies to address the needs that will include (Schleppegrell & Colombi, 2002):

- Use of Realia
- Recasting and Ballparking techniques
- Total Physical Response (TPR) and the use of gestures

- Communication Guides and Sentence Frames/Starters
- Various Thinking Maps and Graphic Organizers
- Pre-Teach lessons to front load content
- Pair Sharing with others both heterogeneously and by ability grouping
- Visual Dictionaries and Cues

Culturally Responsive and Relevant Pedagogical strategies will be implemented and fused into the curriculum to address the needs of our Emerging Bilingual Learners. Effective instruction involves the integrated learning of concepts and language through meaningful experiences in conjunction with scaffolding by teachers and peers of the features of academic language, both spoken and written, that are needed to construe meaning (Heritage, Silva & Pierce, 2007; van Lier, 2004;). Other examples include:

- Incorporating Academic English Mastery Program strategies
- Developing “Personal Thesaurus”
- Use of Realia/TPR
- Use of Contrastive Analysis techniques and T-Charts

D. Assessment, Monitoring, and Exit or Re-designation Criteria for Students

Students who have been identified as EMERGING BILINGUALS will be assessed on an ongoing basis to determine improvement in English proficiency. Students will also take the CELDT (California English Language Development Test) assessment annually to measure English Language Development. Students who score above the established scores of 4-5 on CELDT will be deemed no longer EMERGING BILINGUALS - RFEP Redesignated Fluent English Proficient - while those who score 3 or below on the CELDT will continue to be classified as EMERGING BILINGUALS. Appropriate assessments, instruction and interventions will be conducted to be sure that students are classified appropriately.

E. Metrics for Progress of our Emerging Bilingual Students

- Teachers paying close attention to emergent language and content learning during the ongoing course of instruction so that they can adapt their teaching to keep student learning moving forward. RiC teachers will integrate assessment into the process of teaching and learning to have the information they need to engage in contingent learning. (Walqui. 2013)
- Emerging bilingual students are making strong academic progress as measured by school-based interim assessments.
- Emerging bilingual students are classified as proficient in English in three years or less.
- Emerging bilingual students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
- Emerging bilingual students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our Emerging bilingual program as needed based on the latest research in the field.
- In addition, Emerging Bilingual student who do not make the minimum expected growth of one EL level per year may be referred to the SST process through the Special Education/ Emerging Bilingual Teacher-Coordinator. Parents, teachers and administrators may also refer an Emerging Bilingual learners to the SST process due.
- Through the SST process, a student becomes eligible for intervention service through the tiered RTI program. Within RTI, there are specific supports tailored to Emerging Bilingual students that are research based and aligned to the RiC approaches to learning.

F. English Learner Advisory Committee (ELAC)

Roses in Concrete will have an active ELAC with or without the 21 minimum requirements. In addition to being engaged in all aspects of the Emerging Bilingual program including

data analysis, methodology, assessments and interventions for their children, they will also be key players in the Teaching Excellence Network (TEN). Our Special Education/Emerging Bilingual Teacher-Coordinator will facilitate for this group on a monthly basis, keeping all required notifications and minutes.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. California Education Code Section 47605(b)(5)(B).

The Roses in Concrete Community School has clearly defined school-wide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

The Roses in Concrete Community School will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core State Standards) and reflect required proficiency measures, as well as applicable state priorities detailed in California Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets the criteria set forth in Education Code Section 47607(a)(3)(B).

As a proposed lab school, the Roses in Concrete Community School's goals are ambitious. We seek to develop both our students and teachers. Our goals for students are described below, and apply to ALL of our students—schoolwide, and across all numerically significant student subgroups.

Following the statement of the School's goals is a chart that demonstrates *how* Roses in Concrete's proposed school-wide and subgroup outcome goals align with the state's priorities as required by California Education Code Section 47605(b)(5)(B).

As the State and District finalize new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (CAASPP), including the Smarter Balanced Assessments) and other school performance measures (e.g., API), the Roses in Concrete Community School will work with the District to ensure that it creates and updates its plans and goals accordingly. (The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to insure that the school meets these goals and targets are delineated throughout this charter petition.)

I. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Roses in Concrete's student outcomes are designed to align with our mission, vision, curriculum and assessments, and our definition of an educated person in the 21st century as discussed in *Element 1*, as well as the Common Core State Standards for Literacy and Mathematics and currently adopted standards in science, history/social studies, physical education and the arts. We have created the following goals and measures of student achievement to ensure that we meet our mission and that we meet federal and state goals for all subgroups attending of school. The staff will continuously examine and refine our outcomes and measurement tools to reflect our mission and any changes to state or local standards that support our vision and mission.

Goal 1: Students will demonstrate the school's philosophy, mission, ethical and leadership values.

- (a) School, classroom, and individual student rubrics will be developed to measure character, leadership values and the skills listed below. They will indicate an average of 90% of students demonstrating the values and skills an average of 90% of the time they are in school:
- Knowledge of self, character, and spiritual growth to prepare students to fundamentally impact their community and the global society;
 - Youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for all communities.;
 - Students committed to academic, artistic, athletic, and extracurricular pursuits, to demonstrate the spirit of the warrior-scholar.
- (b) Roses in Concrete Community School will support student attainment of these goals by holding all staff accountable for effectively implementing a culture that manifests our "5Rs": Resources, Relationships, Relevance, Rigor, and Responsibility. We will measure staff effectiveness by using the TEN feedback loop data to monitor teacher effectiveness and to develop individualized support plans so teachers can continually grow. (See the discussion in the "Professional Development" section of *Element 1*.)

Goal 2: Students will be proficient speakers, readers and writers of the English language.

- (a) An average of at least 75% of all students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the English Language Arts Smarter Balanced Assessment Consortium Testing and on consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.
- (b) The average percentage of students who have been enrolled at our school for at least 2 full academic years scoring at proficient or advanced will exceed the average percentage of students in OUSD similar schools (see list of the K-8 cohort in *Appendix: Comparison of School Accountability Report Cards for East Oakland Schools in the Attendance Area*) scoring proficient or advanced in English Language Arts Smarter Balanced Assessment Consortium Testing and consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress

towards the goal.

- (c) Each cohort of our students will improve their literacy scores on English Language Arts Smarter Balanced Assessment Consortium Testing by an average of 5 percentile points per year. Progress will be tracked using aligned interim assessments designed by staff that track progress towards the goal and consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.

(d) Each cohort of students will progress by at least one level per year in English Language Development proficiency level as measured by the CELDT and internal assessments.

Goal 3: Students will be proficient speakers, readers and writers of the Spanish Language

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

- a) An average of at least 75% of all students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.
- b) Each cohort of our students will improve their literacy scores by an average of 5 percentile points per year. Progress will be tracked using aligned interim assessments designed by staff that track progress towards the goal and consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.
- c) Each cohort of students will progress at least one level per year in Spanish Language proficiency as measured by internal assessments.

Goal 4: Students will be proficient in mathematical skills and content.

- (a) An average of at least 75% of all students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the Mathematics Smarter Balanced Assessment Consortium Testing and progress will be tracked using aligned interim assessments designed by staff as well as consortium's interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.
- (b) The average percentage of students who have been enrolled at our school for at least 2 full academic years scoring at proficient or advanced will exceed the average percentage of students in similar OUSD schools (see cohort listed in *Appendix*) scoring proficient or advanced on the Mathematics Smarter Balanced Assessment Consortium Testing and progress will be tracked using aligned interim assessments designed by staff as well as consortium's interim/ benchmark assessments, formative assessments and performance assessments that track progress towards the goal.

- (c) Each cohort of our students will improve their math scores by an average of 5 percentiles per year up to the 75th percentile as measured on the Mathematics Smarter Balanced Assessment Consortium Testing. Progress will be tracked using aligned interim assessments designed by staff as well as consortium’s interim/benchmark assessments, formative assessments and performance assessments that track progress towards the goal.

Goal 5: Students will be proficient in science skills and content.

- (a) An average of 75% of all fifth and eighth grade students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the California CST, CAPA and CMA assessments. Interim assessments will mark progress to that level.

Goal 6: Students will be proficient in history and social science skills and content.

- (a) An average of 75% of all eighth grade students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the History and Social Science California CST, CAPA and CMA assessments.

Goal 7: English Language Learners will progress academically at the same average rate as all other students.

- (a) English Language Learners, considered “Emerging Bilinguals” at Roses in Concrete, will demonstrate the same average rate of improvement in proficiency on the Smarter Balanced Assessment Consortium Testing as the rest of the student population at our school.

Goal 8: Our school will meet or exceed state targets on the CAASPP which includes the Smarter Balanced Assessment Consortium Test, CST’s among others.

- (a) The school will meet or exceed the state target for performance on the Smarter Balanced Assessment Consortium Testing within the first three years of the school’s testing.
- (b) The school will meet or exceed growth targets each year for each subgroup following our first year of Smarter Balanced Assessment Consortium Testing.

II. ALIGNMENT OF OUTCOMES WITH STATE PRIORITIES

The following charts delineate our school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served by the charter school actions to achieve the goals, and methods for measuring progress. As the State and District finalize new standardized assessment tools and new school performance measures, and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, the Roses in Concrete Community School will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are

delineated throughout this charter petition (e.g., *Element 1: Educational Program, Element 4: Governance*, etc.) See the charts below for specific actions and outcomes their corresponding assessments and the school personnel responsible for their implementation.

State Priority #1 – Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A: Teachers

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals	Measureable Outcomes, Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> We will hire and maintain a staff that is highly qualified to work authentically with East Oakland students and assure that they meet the RiC achievement goals listed in this petition. 	<ul style="list-style-type: none"> Rigorous recruiting will take place to find teachers who are highly qualified and are committed to coaching pre-service teachers as part of our lab school model. All candidates will undergo initial paper screening, interviews with multiple stakeholders, evidence of data analysis proficiency, teaching demonstrations, portfolio review and reference checks. Faculty will have 3 weeks of professional development prior to the beginning of school. Staff will receive meaningful feedback on their practices regularly throughout the year using the Teaching Excellence Network (TEN) process, which includes feedback from students, families, and professional colleagues. Staff will participate in professional structures that includes TEN and Professional Learning Communities that allow them to use feedback in collaboration with colleagues. (See <i>Element 1.VI.E. Professional Development</i> for a fuller description of TEN.) 	<ul style="list-style-type: none"> Number of candidates recruited for each position is greater than 5. No more than 10% of RiC faculty leave after 2 or fewer years based on a lack of fit with the vision, mission and culture. 90% of faculty will report that they were adequately prepared to begin school based on the professional development received. 90% of faculty will report that the information gained from the Teaching Excellence Network process had a positive effect on their teaching practices. 90% of respondents to the TEN summative survey express support for staff. 100% of the staff submit customized professional growth plan based on the results of the TEN priorities and feedback. 100 % of staff will demonstrate responsive actions based on the TEN Formative and Summative Feedback Data. 90% of staff will have demonstrated

		<p>significant growth on the areas identified on the professional growth plan as verified by the TEN Summative, end-of-year, feedback from families, students and colleagues.</p> <p>Person(s) Responsible: Director of Recruitment and Teacher Development and Principal</p>
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Subpriority B: Instructional Materials

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> • RiC will obtain, and create up-to-date, culturally proficient CCCS aligned instructional materials. 	<ul style="list-style-type: none"> • Faculty and leaders will research, design and obtain the most current materials that are aligned to common core standards, critical pedagogy, culturally responsive approaches, differentiation, and materials that can easily be revised to be both meaningful and responsive to the needs of each East Oakland student we serve. 	<ul style="list-style-type: none"> • 100% of teachers will participate in the process of mapping the standards for their grade level and aligning curriculum with those pacing guides. • 90% of faculty will agree that they have the materials, time and support needed to identify, obtain, modify and create the materials need. • 100% of the faculty will participate in an annual review of all curriculum needs. <p>Person(s) Responsible: Principal</p>

Subpriority C: Facilities

Annual Goals to achieve Priority #1.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> • A school facility will be obtained that reflects respect for the students and parents to be served by RiC. High levels of maintenance and repair will attest to the love and caring embedded in the culture. 	<ul style="list-style-type: none"> • School leadership, in partnership with community stakeholders will participate in regular walk-throughs of the school to be sure that the physical environment reflects the cultures of and respect for the students being served at RiC. 	<ul style="list-style-type: none"> • 90% of stakeholders agree that the school is clean, orderly and supports the culture, climate and instructional needs of the students being served on school wide TEN reporting data. • Participants in regular walk-throughs rate the environment as excellent based on a walk-through check-list designed by leadership, custodians, students, parents, and staff. <p>Person(s) Responsible: Principal</p>

State Priority #2 Implementation of Common Core Standards

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A: CCSS Implementation

Annual Goals to achieve Priority #2.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> The RiC curriculum will be aligned to CCSS in English/Language Arts and mathematics; to the Next Generation Science Standards, and to the California standards in History/Social Studies, Physical Education and the Arts 	<ul style="list-style-type: none"> Curriculum maps will be developed by each grade-level team prior to the opening of school and will be revised as they are implemented. 	<ul style="list-style-type: none"> 100% of the grade-level teams will collaboratively develop curriculum maps as confirmed by cross-grade level team map review and feedback. 100% of the grade level English Language Arts and mathematics maps will reflect the implementation of ELD state standards as confirmed by cross-grade level team map review and feedback. <p>Person(s) Responsible: Principal</p>

Subpriority B: EL Students – Academic Content Knowledge and English Language Proficiency

Annual Goals to achieve Priority #2.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> All curriculum will be designed to support EL learners and other subgroups who experience difficulties with the curriculum. 	<ul style="list-style-type: none"> All maps will include ELD standards aligned to the content standards to maximum language support. RiC will actively recruit and prioritize the hiring of faculty and leadership that are fluent in the home languages of our students. *The dual language program will provide students opportunities to access curriculum in both English and in Spanish RiC will implement an asset-based instructional approach designed to ensure accelerated 	<ul style="list-style-type: none"> 100% of grade level content maps include ELD standards by the conclusion of pre-school staff development Recruitment records documenting outreach through professional organizations and their conferences such as the California Bilingual Association, Latino Educators Association, National Hispanic Education Coalition and through Latino Studies Departments of IHE statewide and nationally. Similar outreach efforts will be made for other significant home language groups. 75% of ELs are redesignated yearly

	<p>and effective acquisition of academic English.</p> <ul style="list-style-type: none"> •RiC will implement a Structured English Immersion approach to ensure students acquire the English skills necessary to master the standards. •RiC will demonstrate that we value students' bilingual capacity as a true asset, an admirable and important skill for present and future goals through our relationships with families, our commitment to hiring multilingual staff, and the obvious presence of the cultures and languages of our students at our school. 	<p>as measured by CELDT.</p> <ul style="list-style-type: none"> •90% of ELs advance at least one CELDT level toward EL proficiency. English Language Learners will demonstrate the same average rate of improvement in proficiency on the Smarter Balanced Assessment Consortium Testing as the rest of the student population at our school. •90% of RiC's emerging bilingual students (ELs) will make oral presentations in two languages and will be rewarded for that skill.
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State Priority #3 – Parental Involvement
 The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Subpriority A: Achieving and Maintaining Parent Involvement

Annual Goals to achieve Priority #3.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> •Parents participate in the TEN feedback process at all levels knowing that family engagement is central to the mission of RiC. •RiC parents consider themselves as central to the success of their students and the school. •Parents input 	<ul style="list-style-type: none"> •Teachers and/or parent liaisons visit each family to explain how TEN works and how their voices will be heard. •Founder and principal host neighborhood meetings to explain the essential nature of TEN to the success of RiC and parents centrality to the success of their students and the school. •Group meetings, home visits, 	<ul style="list-style-type: none"> •A minimum of 90% of families will be individually visited as documented by parent engagement records. •Neighborhood meetings will be attended by a minimum of 75% of the families in each local as documented by attendance records. •Parent survey results indicate positive parent understanding of their importance to the structures of the school and how essential their feedback is to the TEN process.

regularly queried and used about how the school is meeting the needs of their children and how staff can be more responsive to those needs	neighborhood meetings and other communication strategies will be utilized to inform parents of the importance of their feedback and how it is used. •Principal appointed Parent Coordinators support parent participation.	75% of parents will respond to the Priority Survey and through bi-annual performance feedback loops. Person(s) Responsible: Founder and Principal
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Subpriority B: Promoting Parent Participation

Annual Goals to achieve Priority #3.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> •RiC families will participate in a wide range of school activities. 	<ul style="list-style-type: none"> •Published list of additional, diverse opportunities for parents to be involved in the school. •Establish regular, designated times for parents to give feedback to school leadership. •Parents' Center established where they have their own autonomous space within the school for workshops, volunteer coordination, support tasks with childcare for preschool children •Communicate regularly with parents via written and electronic media, encouraging them to participate in whole school functions and opportunities. 	<ul style="list-style-type: none"> •80 % of parents will engage in one or more school-related activity as documented by volunteer records. •90% of parents who are asked or volunteer give authentic, useful leadership feedback a minimum of twice a year or when the need arises as documented by feedback forms and meeting minutes. •90% of parents will indicate a high knowledge level regarding school functions and opportunities to participate and support as documented by RiC's annual parent survey. •90% of leadership team positions will be filled by volunteers; the remaining 10% will be recruited as needed.
<ul style="list-style-type: none"> •Parents/family members will be active members of leadership teams (ie. SST, PTSO, advisory groups). 	<ul style="list-style-type: none"> •Leadership teams that include parents/family members will be formed as needed and as major changes become necessary. Parents will be notified of all leadership team openings with clear information on the roles and responsibilities of membership. Parents will be actively recruited as needed. 	
<ul style="list-style-type: none"> •Increase cohesiveness 	<ul style="list-style-type: none"> •Founder hosted neighborhood 	<ul style="list-style-type: none"> •75% of the families will participate in

<p>and ownership between the families and the school by engaging them in a process to rename the school to reflect the preference of the East Oakland families to be served.</p>	<p>meetings and facilitation of a consensus process that engages the community being served in the renaming of the school.</p> <p><u>*Parent contact will take place in the home language whenever possible</u></p>	<p>neighborhood meetings to name the school. Agendas and minutes of these meetings will document the process.</p> <p>Person Responsible: Principal</p>
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State Priority #4 – Student Achievement

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP), statewide assessment (as available)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate

Subpriority A: CA Measurement of Academic Progress and Performance on statewide assessment (as available)

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> •All RiC students will become proficient in reading, writing, mathematics, science and history/social science. 	<ul style="list-style-type: none"> •Teachers will effectively deliver standards-based and mapped curriculum; be responsive to TEN feedback; constantly monitor student progress towards standards using formative assessments and employ time-sensitive interventions. 	<ul style="list-style-type: none"> •80% or more of all students will demonstrate at least one year of growth, and/or proficiency or above, on all measures of the California Assessment of Student Performance and Progress (CAASPP) assessments, California Modified Assessment for children with IEPs (CMA), California Alternative Performance Assessment for children in grades 2-5 with significant cognitive disabilities (CAPA), teacher assessments and observations <p>Person Responsible: Principal, PLC lead teachers</p>

Subpriority B: API

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> •All students will meet or exceed state required assessments of similar school rankings as identified by new CCSS regulations. 	<ul style="list-style-type: none"> •Regular use of embedded standards aligned classroom formative assessment. We will use teacher designed and state designed (Smarter Balanced) assessment tools to get robust data about what students have learned and then use this information to decide what to do next. •Regular interim and benchmark 	<ul style="list-style-type: none"> •An average of at least 75% of all students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the English Language Arts and Mathematics Smarter Balanced Assessment Consortium Testing, SPED, CMA, and/or CAPA. •The average percentage of students who have been enrolled at our school

<ul style="list-style-type: none"> • RiC students will show growth on interim/benchmark assessments designed by teachers. 	<p>assessments that indicate students' progress towards the standards based CCSS in grades 3-8.</p> <ul style="list-style-type: none"> • K-2 staff will design aligned interim and summative assessments that students will enjoy and that will inform progress to the standards at those grade levels. • Before and after school interventions, tightly aligned to the day's work, will be provided 4 days a week. Intersessions and summer school will provide remediation for the areas identified on interim/benchmark assessments. • Extensive professional development will be provided on the use of formative assessments to improve learning, how to use formative and interim assessments to inform the work of each grade-level's professional learning community and how to design and implement just-in-time interventions. • Specialized and intensive supports will be made available to students with IEPs and to EL students to insure adequate progress and reclassification, respectively. These will include before and after school 1 on 1 academic supports, and additional in class supports from teacher apprentices, classroom aids, and the classroom teacher. • Teachers and support staff will create an environment for testing that will be encouraging and 	<p>for at least 2 full academic years scoring at proficient or advanced will exceed the average percentage of students in OUSD scoring proficient or advanced in English Language Arts and Mathematics Smarter Balanced Assessment Consortium Testing, SPED, CMA, and/or CAPA.</p> <ul style="list-style-type: none"> • The average percentage of students who have been enrolled at our school for at least 2 full academic years scoring proficient or advanced will exceed the average percentage of students attending similar schools in OUSD scoring proficient or advanced on the English Language Arts and Mathematics Smarter Balanced Assessment Consortium Testing, SPED, CMA, and/or CAPA by at least. • An average of 75% of all fifth and eighth grade students who have been enrolled at our school for at least 2 full academic years will score at the proficient or advanced level on the California State Test (CST) in science and history/social studies and on the Science Smarter Balanced Assessment Consortium Testing as available. • 90% of K-2 students will demonstrate proficient levels on teacher developed interim and summative standards aligned assessments in reading, writing and mathematics. • RiC students will meet or exceed growth targets each year for each subgroup following our first year of Smarter Balanced Assessment Consortium Testing and will demonstrate achievement in the top half of the Oakland Unified School District based on API and/or other cumulative measures that will evolve from the California Assessment of Student Performance and Progress (CAASPP).
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<ul style="list-style-type: none"> • RiC participation rate in all state assessments will exceed 97%. 	<p>satisfying for students to fully engage and attend.</p>	<ul style="list-style-type: none"> • API participation rate data <p>Person(s) Responsible: Principal and PLC leads</p>
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(Subpriority C not applicable)

Subpriority D & E: EL Proficiency Rates and Reclassification Rates

Annual Goals to achieve Priority #4	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> • All students, including EL students, will meet or exceed state required assessments of similar school rankings as identified by new CCSS regulations. 	<ul style="list-style-type: none"> • Curriculum maps designed to support emerging bilingual students, with ELD and SLD standards integrated across all content areas. • Extended professional development to enhance teacher skills to employ asset-based instructional approaches and accelerated effective acquisition of academic English based on formative, interim and summative assessments. • The dual language teacher leader will model best practices and support teachers success with EL/Emerging bilingual students • Respect for students' mother tongue and culture will permeate all activities that move students toward the acquisition of academic English while maintaining and enhancing their home language. 	<ul style="list-style-type: none"> • English Language Learners will demonstrate the same average rate of improvement in proficiency on the Smarter Balanced Assessment Consortium Testing as the rest of the student population at our school. • 70% of students will be reclassified by at least one level as measured by the CELDT. • 100% of EL students who have been at RiC for 3 or more years will be reclassified as Fluent English Proficient. • Adequate individual progress towards proficiency on CAASPP benchmark assessments twice a year. • Rubric assessments of oral presentation in both English and home language. <p>Person(s) Responsible: Principal, Special Education Coordinators, Dual Language Lead, PLC Leads</p>

State Priority #5 – Student Engagement

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))

Subpriority A: School Attendance

Annual Goals to achieve Priority #5.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • Students attend school on time, regularly, and consistently. 	<ul style="list-style-type: none"> • Deliver curriculum and instruction that is relevant, success oriented, and engaging so students want to be at school. • Create such positive and powerful relationships between teachers, students and parents that any communication about an absence or tardy is immediate and welcomed. • Looping students creates multi-year relationships between a student, their family, and their teacher making it easier to identify and respond to reasons for absence. <p>Extensive support systems and community partnerships to insure that if a child misses school repetitively, we can intervene with the appropriate resources as aligned with our attention to Maslow’s basic needs framework. A potential middle school drop out will receive extensive interventions and follow-up counseling to prevent such action, including 1 on 1 support before school, after school, and in-school breaks.</p> <p>Community Council Mentorship Families will provide broader range support for engagement and intervention that will include multiple adults in addition to the child’s teacher and peer support.</p>	<ul style="list-style-type: none"> • 97% average daily attendance as verified by weekly and monthly ADA data. • Less than 2% daily tardy rate. • Less than 1% middle school drop out rate.

	Time-on-task engagement will be maximized to insure direct relationship to student learning by using engaging pedagogy and frequent use of project based and hands on learning opportunities.	<ul style="list-style-type: none"> •80% student engagement rate in any classroom activity as measured by time-on-task data collection protocol. <p>Person(s) Responsible: Principal and Lead PLC teachers</p>
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Subpriority B: Student Absenteeism Rates

Annual Goals to achieve Priority #5.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • RiC students will come to school on time and will attend 97% or more of the time. 	<p>RiC's daily attention to hierarchal Levels 1 (Physiological and Safety needs) and 2 (Love and Belonging Needs) by teachers.</p> <p>Teacher calls/visits home at the first sign of absentee patterns</p> <p>EL/SPED Coordinator's support for home contacts.</p> <p>Reward system of high attendance rates</p>	<p>Chronic absenteeism at 3% or less annually</p> <p>Person(s) Responsible: Principal and Lead PLC teachers</p>

State Priority #6 – School Climate

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriority A – Pupil Suspension Rates

Annual Goals to achieve Priority #6	Actions to Achieve Annual Goals	Measureable Outcomes, Methods of Measurement and Person(s) Responsible
<ul style="list-style-type: none"> • Develop students' knowledge of self and character. 	<ul style="list-style-type: none"> • Goals listed for this priority will be imbedded in all pedagogy and curriculum as a result of grade-level professional learning communities and cross-grade level mentorship family weekly planning sessions that focus on 	<ul style="list-style-type: none"> • School, classroom, and individual student rubrics will be developed to measure character, leadership values and the goals listed on the left. They will indicate an average of 90% of students demonstrating the values and skills an average of 90% of the

<ul style="list-style-type: none"> • Develop the sense of responsibility and skills for students to impact their community and global society. • Develop attitudes and behaviors characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity of all communities. • Develop commitments to academic, artistic, athletic and extracurricular pursuits. • Provide classroom, school, and supplemental level supports that attend to Maslow’s Hierarchy of Needs. • Students consistently demonstrate strong SEL skills. 	<p>these attitudes in their lesson designs.</p> <ul style="list-style-type: none"> • Students will also be regularly reminded of larger responsibilities to themselves, their families, and the community via the consistent reciting and use of the Definite Dozen (see <i>Appendix</i>) as a paragon of the school culture. • Hire and support teachers and community partners that build community and culturally responsive arts and athletic programs to insure high levels of engagement and health for students. • Engage a robust group of community partners (see Board and partner letters as sample) to insure that we can meet broad family and student needs. • Direct instruction relative to the integration of these values utilizing the Self-Science curriculum published by Six Seconds and supplementary activities from such resources as <i>Rethinking Elementary Education</i>, <i>Making Space</i>, <i>Math That Matters</i>, <i>A Culturally Proficient Response to the Common Core</i>, <i>Global Education Toolkit for Elementary Learners</i>. • Social Emotional Learning (SEL) resources integrated throughout the instructional day and included in individual student growth plans. • Full implementation of the TEN program • Only the most egregious violation – those that put students and/or the school in • Full implementation of the TEN program 	<p>time they are in school.</p> <ul style="list-style-type: none"> • Self-reflective assessment built into the Self-Science curriculum will demonstrate students’ perceptions of their attitude, values and behavior improvement by the Spring of the year as compared to the previous Fall. • 75% of students rated proficient or above on SEL rubric. • 100% of students will demonstrate strong SEL skills based on the SEL rubric. *60% or more of the students referred for suspension level infractions will participate in Restorative Justice
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<p>The culture and climate at RiC will be consistently identified as positive and supportive of student growth by all major stakeholders.</p> <p>•Pupil suspensions and expulsions will be minimal.</p>	<p>•Only the most egregious violation – those that put students and/or the school in physical danger – will be considered grounds for suspension or expulsion. All other infractions will be handled with various levels of restorative justice and counseling.</p>	<p>•TEN will show significant improvements between the Fall feedback loop and the summative survey at the end of the school year on key cultural and climate indicators on TEN.</p> <p>•Less than 5% suspension; less than 1% expulsions and less than 5% repeat offenders as documented by ADA reports.</p> <p>Person(s) Responsible: Principal</p>
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(Subpriority B - Not Relevant)

Subpriority C – Other School Safety and School Connectedness Measures

Annual Goals to achieve Priority #6.	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement
<p>•Staff will understand Restorative Justice, SEL and TEN priorities and programs and will support them consistently.</p> <p>•Student referrals for behavior will be minimal.</p>	<p>•Staff will receive extensive training and support to implement Restorative Justice, SEL and TEN through community partners (ISEEED, RJOY, etc).</p> <p>•Develop community partnerships to support all our families to secure the necessary resources so that every child we serve has a stable basic needs framework in place.</p> <p>•Looping to enhance connected relationships and family involvement.</p> <p>•Provide students with balanced, nutritious breakfast, lunch, and after-school meal options as well as daily access to structured and unstructured play</p> <p>•Cross grade opportunities will also deepen relationships and support structures among teachers allowing them to work collaboratively and support each</p>	<p>• Student referrals will not exceed 5% of the population per quarter as documented by discipline date sheets.</p>

	<p>other with students and families from across the school community</p> <ul style="list-style-type: none"> •Emphasis on group projects and youth led community based research projects, will create a rigorous but collaborative academic environment where students will learn how to support each other across social and academic needs through their work together on the projects 	<p>Person(s) Responsible: Principal</p>
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State Priority #7 – Course Access

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals to achieve Priority #7	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person Responsible
<ul style="list-style-type: none"> •All RiC students are enrolled in a broad course of study that puts them on a path to success in high school, college and career. 	<ul style="list-style-type: none"> •All K-8 students will be engaged in the same highly motivating, relevant materials. All will be held to the same achievement standards with additional time and support to reach them. •TEN’s priority survey and feedback loop will be used to track community values and our responsiveness to them in our instruction. •Professional support and development for teachers will be driven by feedback and outcome 	<ul style="list-style-type: none"> •80% of students will demonstrate on-grade level, proficient achievement as measured by two or more summative assessments. 95% of the remaining 20% will meet all the achievement goals on their IEP or other individual learning plans. • 100% of students are engaged in a broad course of study in all core subjects as documented by the master schedule •TEN Survey feedback loop will serve as an observation tool for principal and lead teachers in providing feedback to teachers relative to their implementation of the data.

	<p>data (see Professional Development discussion in <i>Element 1</i>), creating a collaborative community so that teachers can continually respond in ways that deepen relationships with students and families while maintaining high levels of rigor and support for students.</p>	<p>Person(s) Responsible: Principal</p>
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State Priority #8 – Other Student Outcomes
Pupil outcomes, if available, in the subject areas described above in #7, as applicable

Annual Goals to achieve Priority #8	Actions to Achieve Annual Goals	Measureable Outcomes and Methods of Measurement and Person(s) Responsible
<p>•All RiC students will become proficient readers and writers of English and Spanish; proficient in mathematical skills and content; proficient in science concepts and scientific thinking; and proficient in history/social science practice and content.</p>	<ul style="list-style-type: none"> • Individual learning plans (ILP) for each student designed as part of each teacher’s instructional plan, based on previous performance and adjusted as relationship develops, and agreed upon by student and family. •Daily formative assessment processes that result in additional just-in-time interventions. •Interim assessments that identify additional gaps followed by immediate before school/after school interventions. •Extensive professional development on formative and interim/benchmark assessment and Response to Intervention processes to maximize interventions. •Curriculum maps that include ELD and SLD standards, EAP assessments and supports for struggling students. 	<ul style="list-style-type: none"> • 80% or more of all students will demonstrate at least one year of growth on the California Assessment of Student Performance and Progress (CAASPP) assessments in English and Mathematics and the STAR test in science and social science. •90% or more will show growth on their internal interim/benchmark tests in English, mathematics, science and social science. •75% or more will score at the proficient level on the California Assessment of Student Performance and Progress (CAASPP) assessments in English and Mathematics and on the K-2 internally designed, standards aligned assessments. •RiC leadership audit to assure that 95% of curriculum maps are aligned to CCSS_ELD and SLD standards, have supports for emerging bilinguals in both English and Spanish, and struggling students based on formative assessment data. <p>Person(s) Responsible: Principal</p>

ELEMENT 3: METHODS OF STUDENT ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. California Education Code Section 47605(b)(5)(C).

I. SCHOOL ACCOUNTABILITY PLAN

Our Board of Directors will approve and adopt a school accountability plan that sets goals and measures for student achievement in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition using a variety of assessments.

The Principal will be accountable for meeting the stated student achievement outcomes detailed in *Element 2*, as well as ensuring alignment with the 8 State Priorities in the Local Control Accountability Plan (LCAP). Roses in Concrete may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. The Schools' Board of Directors will approve such changes.

All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and the LCAP.

II. METHODS OF ASSESSMENT

A. Assessment

Roses in Concrete shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, Roses in Concrete will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below:

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State required tests	CAASPP (Smarter Balanced Assessments, CSTs, etc), PFT, CELDT	Annually, as available for students enrolled >2 full academic years at RiC
Placement exams	CELDT, Math, Spanish and English Diagnostics	Annually, as available
School Designed Assessments	Tests, Quizzes, Projects	Ad-hoc, weekly, bi-weekly, monthly, at entry.
Summative Assessments	CCSS aligned tests	Bi-annually

Roses in Concrete will implement a comprehensive assessment system to measure and track student mastery of grade-level content standards and requisite skills in each subject area.

Initial Diagnostic Assessments. At the onset of the academic school year we will conduct individual student pre-assessments to determine students' [language proficiency in English and Spanish](#), reading level and CAASPP Smarter Balanced math proficiency. Initial student levels will provide data against which we can measure student growth over the course of the school year. In addition this data will be formative in nature, providing information that will help us determine pacing, make curricular choices, and ensure that we are strategic in our efforts to move all students to grade level proficiency and mastery by the end of the school year.

Interim Benchmark Assessments. Assessments will be used as instructional as well as evaluative tools. We conduct a variety of assessments throughout the academic year to inform teachers about student learning which directly impacts teacher decision-making. We will conduct CCSS standards-based assessments of student progress in English language arts and mathematics using Smarter Balanced interim assessments which are designed to be given at regular intervals throughout the school year to evaluate a pupil's knowledge and skills relative to a specific set of standards. Science and history social-science interim assessments will utilize released CST assessments. In addition, we will use internally created standards based assessments [in Spanish Language Arts and other content areas](#) aligned with the Common Core State Standards, the Next Generation Science Standards, and The California State Standards for History and Social Sciences as benchmark measures.

Formative Classroom Assessments. Formative assessment processes are among the most powerful learning strategies identified by research to date. Research suggests that attention to the use of assessment to inform instruction, particularly at the classroom level, in many cases effectively doubles the speed of student learning. (Black and William, 2012)., An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence. RiC teachers will administer and utilize assessment data daily/weekly through just- in-time tools such as exit/admit tickets, quizzes, writing prompt, problem of the day, performance task, presentation, questions, learning/response logs, graphic organizers, peer/self assessments, visual representations, kinesthetic assessments, individual whiteboards, four corners, and think-pair-share and from reports from online assessment systems such as Mastery Connect.

As constructivist educators we believe that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of the student's current understanding (Brooks and Brooks, 1993). RiC assessments will not be used as an

accountability tool that makes some students feel good about themselves and causes others to give up. When we, as constructivists, assess students, we will use methods that either allow us to engage in dialogue with the learner, or give us opportunities to observe a student as he or she develops knowledge (Wilson, Teslow, & Osman-Jouchoux as cited in Skaalid, n.d.; Holt & Willard-Holt, 2000). RiC teachers will initiate a wide variety of verbal discussions such as interviews, debates, knowledge telling, co-investigations, or dramatizations. Our constructivist evaluation is based on observation, which not only means listening to a student for comprehension of a concept, but a physical assessment of the whole child as well. When observed, RiC teachers will note physical stance and expression. Baseline assessments, mind mapping, portfolios, checklists, investigative projects, paper and pencil tests, and performance tasks will also be used to evaluate work in a constructivist frame (Badders, 2000). Many technology tools will be integrated into our constructivist teaching and assessment, including blogging, podcasting and audio sharing, social networking, video sharing, wiki creation, web authoring, and mashups.

Roses in Concrete teachers will analyze assessments and results in their PLCs in order to identify patterns of progress and partial understandings and misconceptions noted in student progress. The data will also give information about gaps in skills and proficiency levels. Teachers will create instructional action plans for individual students, sub-groups, classes, and grade levels based on the assessment data. Students and their parents/guardians will be apprised on students' and goals with both individually and through progress reports and report cards.

B. Testing and Reporting: CAASPP

We will administer annual state mandated assessments as required under Education Code Section 60605, including but not limited to the CAASPP, the PFT and the CELDT. The Smarter Balanced Assessments in English Language Arts and Mathematics will be administered to students in grades two through eight in the spring of each year and CST in science in grades 5 and 8 to measure students' mastery of grade-level standards and to assess annual progress in meeting Common Core State Standards.

The chart below provides an overview of the assessment tools, timelines, and minimum performance levels required to attain standards that we will employ to measure pupil progress in meeting the outcomes delineated in Element B of this charter.

ENGLISH LANGUAGE ARTS

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Diagnostic pre-assessment	Determine initial instructional and language fluency level	K-5	Fall	NA
Formative Classroom Assessments	Measure competency against lesson objectives leading to CCSS	K-8	Daily	Variable: indication that students reached mastery
Rubrics	Provide feedback to students on ELA aspects of projects/YPAR work	2-8	As produced	Highest 2 levels
Interim CCSS and teacher developed aligned assessments	Measure competency against standards	3-8	Periodically	Proficient
Smarter Balanced system; CAPA for special needs	State Criterion-Based Assessment	3-8	Annually	Proficient

SPANISH LANGUAGE ARTS

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Diagnostic pre-assessment	Determine initial instructional and language fluency level	K-5	Fall	NA
Formative Classroom Assessments	Measure competency against lesson objectives	K-8	Daily	Variable: indication that students reached mastery
Rubrics	Provide feedback to students on SLA aspects of projects/YPAR work	2-8	As produced	Highest 2 levels
Interim, teacher developed assessments	Measure competency against standards	3-8	Periodically	Proficient

MATHEMATICS

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Diagnostic pre-assessment	Determine initial instructional level	K-5	Fall	NA
Formative Classroom	Measure competency	K-8	Daily	Variable:

Assessments	against lesson objectives leading to CCSS			indication that students reached mastery
Rubrics	Provide feedback to students on ELA aspects of projects/YPAR work	2-8	As produced	Highest 2 levels
Interim CCSS and teacher developed aligned assessments	Measure competency against standards	3-8	Periodically	Proficient
Smarter Balanced system; CAPA for special needs	State Criterion-Based Assessment	3-8	Annually	Proficient

SCIENCE

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Formative Classroom Assessments	Measure competency against lesson objectives leading to CCSS	K-8	Daily	Variable: indication that students reached mastery
Rubrics	Provide feedback to students on ELA aspects of projects/YPAR work	2-8	As produced	Highest 2 levels
Interim CST and teacher developed aligned assessments for Next Generation Science Standards	Measure competency against standards	5 and 8	Periodically	Proficient
Smarter Balanced system; CAPA for special needs	State Criterion-Based Assessment	5 and 8	Annually	Proficient

SOCIAL STUDIES/HISTORY

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Formative Classroom Assessments	Measure competency against lesson objectives leading to CCSS	K-8	Daily	Variable: indication that students reached mastery
Rubrics	Provide feedback to students on social studies aspects of projects/YPAR work	2-8	As produced	Highest 2 levels
Teacher developed aligned assessments for CA Content Standards	Measure competency against standards	5 and 8	Periodically	Proficient
CST	State Criterion-Based Assessment	8	Annually	Proficient

EMERGING BILINGUAL STUDENTS

AB 484 exempts English learners who have been attending school in the U.S. less than 12 months (i.e., recently arrived English learners) from taking the Smarter Balanced English-language arts assessments. All English learners, including recently arrived English learners, are required to take the Smarter Balanced mathematics assessments. In addition, they are required to take the grade level science assessment (either the CST, CAPA, or CMA) in grades 5, and 8.

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
California English Language Development Test (CELDT)	Measure English language acquisition	K-8	Upon enrollment and annually thereafter	Growth of 1.5 grade levels until grade level is reached & maintained.

SPECIAL EDUCATION

ASSESSMENT	PURPOSE	GRADES	TIMELINE	MINIMUM
Individual Education Plan (IEP)	Measure student progress	K-8	Three times annually	Meet IEP goals

C. Collecting, Analyzing, and Reporting Student/School Performance Data

Technology is essential to provide useable and understandable data to all concerned stakeholders. Our technology system will be designed to maximize leadership, teachers, parents and students access to progress towards RiC's vision, mission and goals and we move forward. We will implement a student information management system that is compatible with the OUSD system, to collect student and school performance data for all outcome measures. We will use this system to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency. School leaders and teachers will review and dissect student performance data systematically throughout the school year and use this data strategically to inform instructional plans and strategies. We will adhere to the Family Educational Rights and Privacy Act (FERPA) policies relative to the use of personal student data.

Because technology changes so rapidly in this area, we will research available systems in 2015 to acquire the most up-to-date programs available at that time. We anticipate that such systems as Activate Instruction, Mastery Connect, Google Apps and others will provide the type of resources needed to create formative assessments, instructional content and experiences based on individual student and group learning needs.

We will produce a School Accountability Report Card (SARC) each academic year to report required school data to our authorizing agency, parents, the Board, and the community at large. The SARC will describe our school, including student demographics as well as teacher and staff qualifications. The SARC will include information about students' performance on the Smarter Balanced Assessments, statewide rank, growth API scores, and whether or not AYP requirements are met. All student data will be disaggregated at benchmark/interim points and annually to track subgroups by race/ethnicity, gender, English Learners, socioeconomically disadvantaged students and students with disabilities, regardless of the number of students in each subgroup.

D. Grading

Because we agree with Marzano (2012) that “grades are so imprecise that they are almost meaningless,” Roses in Concrete Community School will implement a Common Core State Standards-based grading policy that is based on the following principles:

- Standards-based grading and reporting will be clear and meaningful to all stakeholders.
- Grades/marks will reflect academic standards demonstrating what students know and are able to do.
- Non-academic indicators are essential in understanding the whole child and will be reported on separately from academic grades and marks.
- The teaching of essential standards and providing multiple opportunities/methods to determine proficiency are necessary.
- Quality assessments and rubrics are key to the process.

Professional development and the work of grade level PLCs, will design and implement a standards-based grading and reporting system with mastery as the standard. RiC students can retest or resubmit any summative assessment not mastered earlier and the new score will replace the original score in a grade book. The consequence for a student who fails to meet a standard is not a low grade but rather the opportunity, the requirement, to resubmit his or her work. There are no zeros. (Guskey, 2011; Reeves, 2011) Our summative assessments, assessment of learning, will be designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction include quizzes, tests, exams, quarterly assessments, final drafts, assignments, projects and performances. Summative assessments provide measurable evidence of learning and therefore will be counted for the overall grade. Reassessment of summative assessments will be required on any score below a proficient level. When reassessment is offered, all students may reassess, regardless of grade on original task/assessment if they meet the following requirements:

- complete all required formative assessments
- complete reteaching/ relearning activities as determined by the teacher.
- Reassessment is completed within the predetermined timeline
- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.

Proficiency Levels Based on Common Core Grade Level Standards may include:

- Exceeds Standard – In addition to exhibiting level 3 performance, in-depth inferences and applications go beyond what was taught in class.
- Meets Standard – No major errors or omissions regarding any of the information or processes (simple or complex) that were explicitly taught
- Approaching Standard – No major errors or omissions regarding the simpler details or processes but major errors or omissions regarding the more complex ideas or processes
- Beginning– Only a partial knowledge of some of the simpler details or processes or no understanding or skill demonstrated
- Insufficient Evidence – Student has not submitted required evidence of learning. Assignments have not been completed by the due date.
- Standard Not Assessed – (Used 1st and 2nd trimester only) – Standard has not been taught and/or measured to date. This symbol is not used third trimester.

Progress

- On Track– (Used 1st and 2nd trimester only) based on what has been taught and assessed, the student is on track to master the standard by the end of the year.
- Progressing – based on what has been taught and assessed, the student is moving quickly toward becoming proficient, and should be expected to meet standard with additional time.
- Inadequate Progress – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year.

E. Report Cards

The purpose of the report card is to report separately:

- Student achievement based on content standards
- Student social development and work habits

RiC grades will be accurate in describing what students know and are able to do in terms of academic standards. We will not include things like effort, participation, or adherence to school rules in grades. To accurately communicate specific information about achievement to students and their families, grades must be a pure measure of student achievement. Other behaviors that promote learning like social development and work habits are important, but they will be reported in a separate section. There will be no letter grades in grades K-6.

Educate Parents & Students

Roses in Concrete will share the grading policy with every parent and child during their first home visit and will publish written grading policy for each level, include grading policy in the parent handbook, include the policy and questions and answers in school newsletters, explain during parent nights and explain during conferences.

ELEMENT 4: GOVERNANCE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code Section 47605(b)(5)(D).

The following demonstrates that the Roses in Concrete Community School (“RiC”) proposes an effective governance structure, an extremely knowledgeable and seasoned Board of Directors (“The Board”) with sound plans and capacity for governance, management, employment and financial operation to successfully operate the school and implement the program.

I. AFFIRMATIONS

The Roses in Concrete Community School affirms that it will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220.

Members of Roses in Concrete Community School's Board of Directors, any administrators, managers or employees, and any other committees of the School shall at all times comply with applicable federal and state laws, and will comply with OUSD's policies regarding charter schools.

The Roses in Concrete Community School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. RiC acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of RiC, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the Roses in Concrete Community School by law or charter provisions.

Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts or obligations of Roses in Concrete Community School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Roses in Concrete Community School, if the District has complied with all oversight responsibilities required by law. RiC and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

II. LEGAL STRUCTURE

The Roses in Concrete Community School will be an independent charter school in accordance with Education Code Section 47604. With the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the

District and the School, the Roses in Concrete Community School will operate autonomously from the District.

The Roses in Concrete Community School will be operated as a California non-profit public benefit corporation. This non-profit corporation has been formed for charitable purposes, to support and improve urban education, and to create a model that prioritizes the needs of youth and families as the pathway to building healthy and sustainable communities across the U.S. and around the world.

See the *Appendix* for documentation of our sound and appropriate legal structure (i.e., *Articles of Incorporation* stamped by the California Secretary of State's office and corporate *Bylaws*), evidence of our *501(c)3 Non-Profit Corporation Status* in the State of California and a sample conflict of interest policy and disclosure form. The sections below employ excerpts from the Bylaws, policies and procedures for governing body operations to detail our process for director selection and removal, decision making, powers and duties, expansion and transition plans.

III. BOARD OF DIRECTORS

A. Directors

Members of the founding team, including the lead petitioner, Jeff Duncan-Andrade, will transition to the initial Board of Directors upon charter authorization. Initial Board members were recruited by the Lead Petitioner, and were selected based upon mission alignment, deep commitment to the community, and a professional skill set that contributes to the successful founding and governance of a charter school.

As demonstrated in *Table 1: Roses in Concrete's Founding Team and Board's Expertise and Experience*, the proposed members of the initial Board of Directors possess and will contribute a wide range of knowledge and skills needed to establish and oversee a successful charter school. Furthermore, our board members have a proven track record of collaborating effectively in various combinations on past educational initiatives and endeavors. See the sections following the *Executive Summary* titled *Foundation for Success: The Founding Team* and *Roses in Concrete Board Members* for detailed profiles of founding board members.

Additional and future directors will be sought who reflect the qualities, qualifications and diversity determined by the Board. Information on proposed new board members (e.g., names, mailing addresses, employment and educational histories) will be shared with OUSD prior to the commencement of their service. All Directors will act in full accordance with the Board Bylaws.

B. Governance Training

Even though members of the governing board have served on various independent school boards and other non-profit boards together and individually, all Directors will attend a Governance orientation prior to serving on the Roses in Concrete Community School Board.

Directors will receive proper training annually. Board professional development will be focused on effective governance practices, maintaining organizational accountability, and in-person study of high-achieving urban charter schools. Governance training topics may include the following: Brown Act compliance, parliamentary procedures, conflict of interest, delineation of roles and responsibilities, legal and financial responsibilities, effective board-staff relations, creating effective committees and effective board self-assessment.

C. Conflict of Interest

The Board shall adopt a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached in the *Appendix*. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

TABLE 1. ROSES IN CONCRETE'S FOUNDING TEAM AND BOARD'S EXPERTISE AND EXPERIENCE

LEADERSHIP	Board Director	Educational Program	Target Student Population	Community Outreach	Assessment	Facilities/Real Estate	Finance	Fundraising	Governance
Petitioner: Jeff DUNCAN-ANDRADE	X	X	X	X	X	X		X	X
Jessica ARROYO SOLIS		X	X	X	X				
Bryan BROWN	X	X	X						X
Ashley CHRISTIANI	X		X	X					
Brian DRISCOLL	X		X					X	X
Yusef FREEMAN	X					X	X		
James GILLILAND	X						X	X	X
Salina GRAY		X	X	X	X				
Michael HSIEH	X					X	X	X	X
Tonia Chao HSIEH	X					X			X
Pamala NOLI	X	X			X				X
Darrick SMITH	X	X	X						
Laurence TAN		X	X	X	X				
Allyson TINTIANGCO-CUBALES	X	X	X	X	X				X
Vien TRUONG	X		X	X		X			X

NOTE: The Roses in Concrete Community School is also supported by Charter Schools Management Corporation (CSMC), and represented by Young, Minney and Corr, LLP..

IV. OPERATING PLAN

A. Board Duties

The Roses in Concrete Community School is governed by a policy-making corporate Board of Directors. The Board shall be ultimately responsible for the operation and activities of the school. The Board shall be governed in accordance with its corporate Bylaws (See Appendix), which shall be consistent with the charter, the Charter Schools Act and all other applicable laws.

The school's mission and vision guides the work of the Board of Directors, which hires, oversees, and evaluates the Principal, who in turn, hires, leads, and evaluates a staff in executing on the mission and vision. The Board governs the school and oversees the leadership of the school. The Board will delegate school management decisions such as hiring teachers and school staff, day-to-day school management, and implementation of and adherence to school policy to the Principal. The Principal will work with the advisory committees, parent and guardian councils, and any other supporting groups that may arise to assist on the school's behalf.

The Board of Directors will maintain oversight of The Roses in Concrete Community School's academic performance in accordance with the Measurable Student Outcomes outlined in *Element 2* of this charter. Furthermore, the Board will maintain oversight of the following organizational viability factors to which the school will be held accountable: student enrollment, financial solvency and soundness, parent satisfaction, legal compliance, satisfactory facilities, and organizational viability.

The Roses in Concrete Community School Board of Directors will be responsible for the operation and fiscal affairs of the School, including but not limited to:

- Monitoring the performance of the School and taking necessary action to ensure that the School remains true to its mission, charter, and applicable laws;
- Negotiating and approving the MOU or other contracts with the District;
- Approving the annual school budget, salary schedules, major fundraising events, and grant writing;
- Selection, hiring, evaluation and discipline of the position of Principal as necessary;
- Approving bylaws, resolutions, and policies and procedures of school operation;
- Approving all changes to the charter to be submitted to the District as necessary in accordance with applicable law;
- Supporting development of, and approving, the long-term strategic plan for the School;
- Participating as necessary in dispute resolution with the District;
- Monitoring the fiscal solvency of the School;
- Participating in the School's independent fiscal audit;
- Participating in the School's performance report to the District;
- Increasing public awareness of the School; and
- Leading fundraising efforts.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established. The Board's governance and decision-making will be informed by its committees, described below in section F. (See *Appendix: Bylaws* for details.)

B. Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the school any of those duties with the exception of employment of the Principal, dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over \$25,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

C. Meetings, Notices and Selection Process

1. Board Meetings

The Board of Directors shall hold an annual meeting each year for the purpose of electing directors and officers of the corporation and for the transaction of other business. See sections 15-18 of the *Bylaws* for details about Board meetings. All meetings of the Board of Directors shall be held in accordance with the Ralph M. Brown Act ("Brown Act"). The Board of Directors meetings will be headed by the Board Chair, who will be elected annually by the Board of Directors.

2. Meeting Notices

Board agendas shall be distributed to Board members and the public in accordance with the Brown Act. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Brown Act, Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code. Robert's Rules of Order shall govern the conduct of all meetings of the Board. The School shall accurately record governing board actions.

3. Board Membership and Selection Process

The Board of Directors will consist of not fewer than 3 directors nor more than 25 directors, unless changed by amendment of the Bylaws. All methods for board elections and selection are delineated in *Roses in Concrete Community School's Bylaws* (See *Appendix*).

The Roses in Concrete Community School Governance Committee will present potential Board members and officers for election by the Board of Directors. This list will be presented at the annual meeting of the Board, although additional members may also be added between annual meetings if deemed necessary by the Governance Committee and approved by a vote of the Board.

Directors will serve three-year terms. Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by majority vote of the seated Directors. A Director elected to fill the vacancy will be elected for the unexpired term of his/her predecessor in office. A Director may resign at any time by filing a written resignation with the Chair of the Board.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Board shall ensure that the Board is maintained with an odd number of directors.

The Board may remove any Officer or Director by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by registered mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement will be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

D. Members of the Board

While the Roses in Concrete Community School Board of Directors delegates management of the school to the Principal, the Board is ultimately responsible for the educational and fiscal integrity of the school and for fulfilling the terms of the charter. The Board is responsible for ensuring that the school meets its mission of preparing students with the knowledge, skills and strength of character needed to succeed in college and serve as leaders in their communities. Therefore, the primary qualification for serving on the Board is an unwavering commitment to this mission and the expectation that the school and all its students can and will attain it.

Additionally, Board members possess a set of personal and professional skills and attributes including but not limited to:

- A commitment to improving access to quality education for all children regardless of race, ethnicity or socio-economic status;
- An understanding of the Board's obligation to act as an effective and vigilant steward of public funds;
- The ability to evaluate information regarding the Principal's educational and fiscal management of the school, and a willingness to replace the Principal if results are not satisfactory;

- A commitment to focusing on the academic achievement of children from deep urban environments who may be suffering from traumatic stress which manifests in the school;
- An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others;
- Financial, legal, business, fundraising, marketing, non-profit, community, management, governance, human resources, real estate development, technology, and/or educational experience; and
- Having reached at least 18 years of age.

Board members also demonstrate the willingness and ability to: accept and support decisions made in accordance with our Bylaws; give time and energy to the school; provide access to resources, both financial and in-kind, in order to support and strengthen the school. The Principal and the leadership of the parent/guardian association shall serve as advisors to the Board.

In addition, Board members shall:

- a. Receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Roses in Concrete Community School activities in accordance with School policies.
- b. Serve the Roses in Concrete Community School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School.
- c. Be bound by The Roses in Concrete Community School Code of Conduct and Conflict of Interest policy statements. (See *Appendix*.)

E. Board Officers

The work of the Board of Directors is organized according to the Officer positions of Chair, Vice-Chair, President, Secretary, and Treasurer detailed in Sections 7 through 10 of the *Bylaws*.

V. PARENTAL AND COMMUNITY INVOLVEMENT

As required by Education Code section 47605, the Roses in Concrete Community School will use a range of methods to consult with and receive parental/family input. Parents and families of the Roses in Concrete Community School students will have ample and ongoing opportunities to communicate and engage with school leadership and the Board.

While there will not be a Board seat specifically reserved for parents, the Board will invite parents to join standing or ad hoc committees of the Board of Directors. Parents will be encouraged to form a Parent Advisory Council (“PAC”) to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of

Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. Additionally, all regular Board meetings will be open meetings as required by the Brown Act. Parents will be notified of meeting times and locations so that they may attend to offer public comments to the Board, offer feedback about the school, or make suggestions for Board action on items being discussed by the Board. Parents who fulfill needed expertise identified by existing Board members may also be recommended to the RiC Board of Directors in future years.

As a community-responsive school, the Roses in Concrete Community School considers parental input vital to the school's effectiveness. The School will conduct regular surveys of parents to measure their satisfaction with the school's performance and to gather parent input. Other methods used at RiC to engage parents, as described in *Element 1*, include parent/teacher conferences, orientation meetings for all new and incoming student families, town halls, special events, phone/internet communication.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

I. ORGANIZATIONAL STRUCTURE

The Roses in Concrete Community School will employ a staff of professionals committed to upholding the highest academic and behavioral expectations for each child and to providing a rigorous, college-preparatory educational program. All staff members will demonstrate alignment with the mission and vision of Roses in Concrete Community School and will work diligently to assure they are realized.

During Operational Year 1, the Board of Directors, Principal, and Operations Manager will ensure all necessary components are in place for opening the school. The Board of Directors will hire the Principal in the planning year, following charter approval. The Principal will work to identify and hire the Operations Manager in the spring of 2015. The Principal will then hire instructional and support staff for the school opening in the fall of 2015. We intend to open with all Operational Year 1 positions filled; operating as effectively as possible at start-up will ensure immediate strong results for students and the organizational capacity necessary for execution of the mission. Figure 5.1 illustrates the organizational structure for Operational Year 1. Figure 5.2 illustrates the projected organizational structure in Year 5, operating at full capacity as a K-8 school.

Figure 5.1 Operational Year 1: Grades K,1,2,3,4; 200 Students; 13 FTE faculty + 5 aides

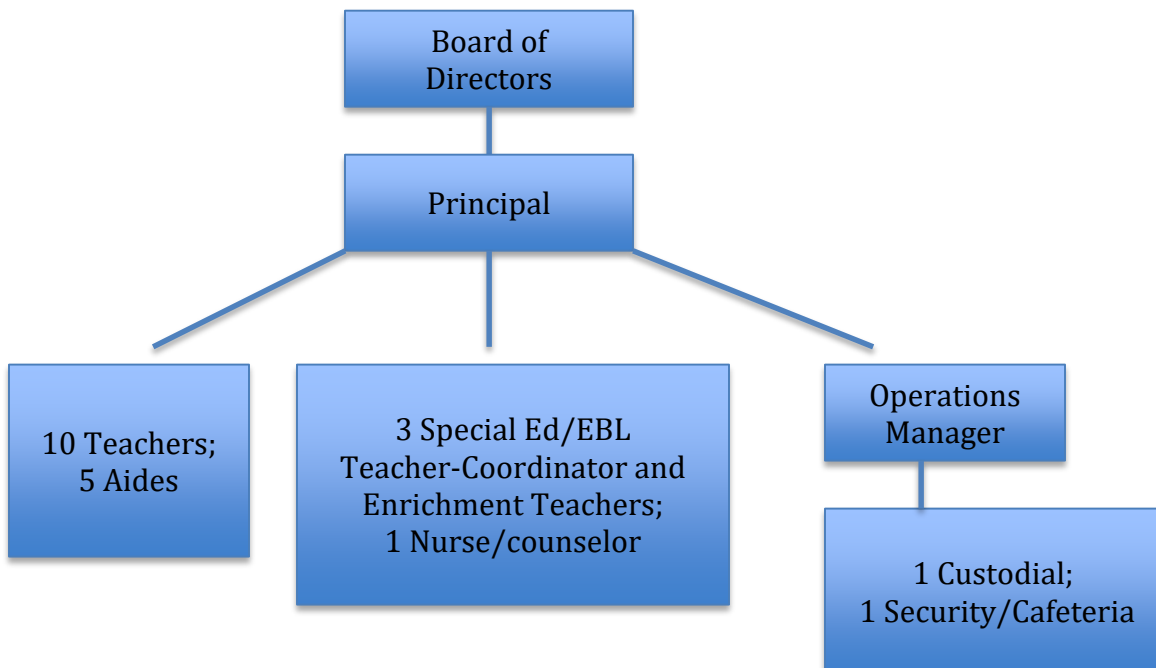
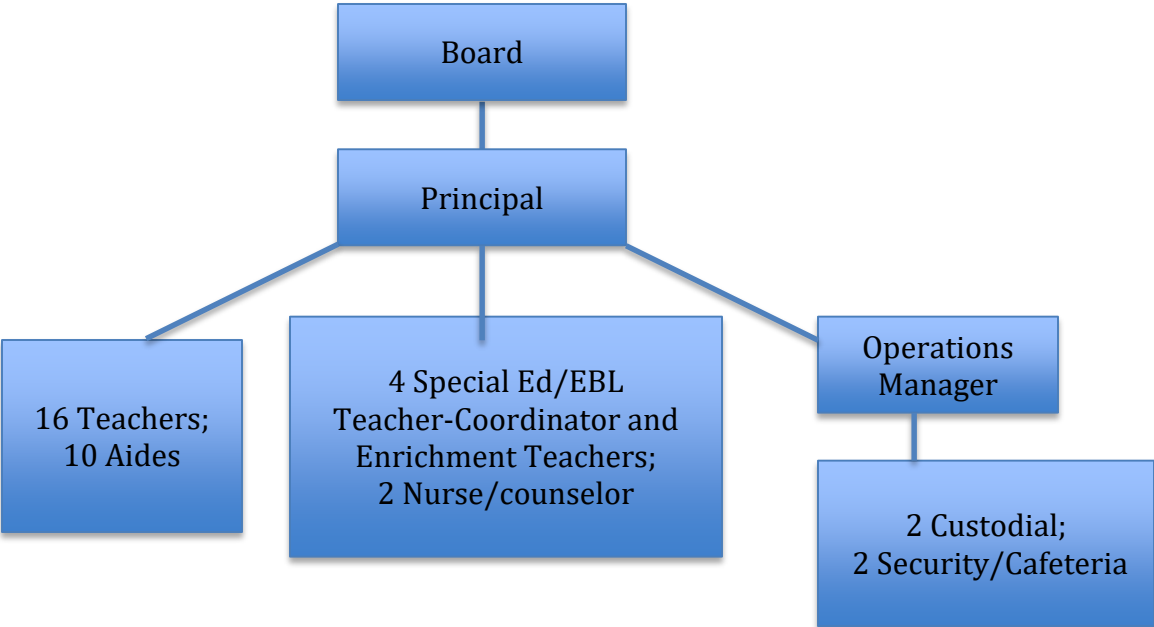


Figure 5.2 Operational Year 5: Grades K-8; 320 students; 20 faculty FTE + 10 aides. Four new hires in Operational Year 4 include: Dean of Academics, additional Nurse/counselor, Operations, Security/Cafeteria staff and Custodian.



II. HIRING PROTOCOL

The Board of Directors hires the Principal. The Principal makes all other staffing decisions. Once the Dean of Academics position is filled in Operational Year 4, the person holding that position will collaborate with the Principal to recruit and select additional instructional staff.

The Roses in Concrete Community School will not discriminate against any employee on the basis of race, religious belief, color, gender, gender identity, gender expression, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification in Education Code Section 220, in accordance with applicable law.

See **Appendix: Job Descriptions** for details on key positions at the Roses in Concrete Community School including qualifications and responsibilities. These job descriptions will be revised as necessary to reflect the needs of the School.

- Principal
- Teachers
- Special Education/Emerging Bilingual Teacher Coordinator
- Operations Manager
- Operations Coordinator
- Vice Principal/Dean of Academics (hired in Operating Year 4)

A. Staff Recruitment and Selection Process

We will recruit and hire staff who possess the qualifications to work successfully with the target student population, deliver the education program effectively, and support and sustain the school's college-going culture. All staff will meet applicable state and federal requirements for credentialing and "highly qualified" status as applicable to the position.

To ensure selection of the highest quality staff, we will implement the following selection process:

- Post job openings (career and education websites, newspapers, Schools of Education, referrals, and email).
- Request resume, cover letter, and short essay responses to selected sections of the *Community Responsive Index of Teaching Qualities* (CRITQ) (see *Appendix*).
- Brief screening interview (in-person or by phone).
- Sample teaching lesson followed by debrief with the Principal (for instructional positions).
- Extensive in-person interview with members of the school's current staff.
- Verification of credential and previous employment.
- State and Federal background checks including criminal background and other required health and safety checks.
- Personal reference checks.

- The Principal will make offers of employment to the strongest candidates.

B. Teacher Credential Assurance

The Roses in Concrete Community School agrees to comply with the provisions of Elementary and Secondary Education Act (ESEA) as they apply to certificated and paraprofessional employees of charter schools in the District. It will conform to the legal requirement that all Roses in Concrete teachers shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(1).

C. Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

The Roses in Concrete Community School will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Roses in Concrete Community School will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter Schools Association, the Charter School Development Center, state-wide and national job search sites and agencies, and local newspapers. The Roses in Concrete Community School will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Principal or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the California Commission on Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with the ESEA. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school.

D. Personnel Policies

During the planning year, the founding team will develop a sound set of personnel practices that are aligned with the School's mission and vision, and meets all applicable state and federal regulations, to present to the Board for approval. The Board will adopt and maintain personnel policies that shall be compiled and included in a personnel manual to be provided to all employees upon commencing employment.

III. EMPLOYEE QUALIFICATIONS

All members of the staff of Roses in Concrete Community School must have an unwavering commitment to preparing all students with the knowledge, skills, and strength of character needed to succeed in college and serve as leaders in their communities. Furthermore, all staff members, in all positions, must hold a firm belief in the potential of every child and be

willing to uphold the same high academic and behavioral expectations for all students. In order to serve low-income students of color from the school's surrounding neighborhoods, specifically that have historically been underserved in schools, [and many of whom are emergent bilinguals](#), RiC will [aim to hire](#) dedicated professionals who:

- Exude characteristics of humility, natural inquiry, kindness, creativity, courage, and resiliency.
- Have a solid grasp on effective uses of technology and multimedia tools to not only better their teaching but also to inspire positive social change for the greater good.
- Have the will and skill to use critical lenses and tools developed in the 21st Century to examine issues of race, power, status, gender, and wealth distribution.
- Express pride and honor in ancestral roots and be able to identify historical and contemporary alliances across lines of national and ethnic identity.
- [Are local educators from similar socioeconomic culture and racial backgrounds preferred.](#)
- [Are bilingual, bi-literate, and/or bicultural with a strong grasp on academic language.](#)
 - [For our dual immersion Spanish teachers, we will measure these competencies through BCLAD credential and an intensive Spanish speaking, reading, and writing interview.](#)

A. Leadership Qualifications

The warrior-scholar leaders of The Roses in Concrete Community School, including the Principal, Operations Manager, and Dean of Academics (to be hired in the fourth operating year), must have the commitment and ability to execute on the comprehensive educational vision and mission of the school and communicate to others those executions. They must manage and make decisions based upon student academic achievement as the determining factor. School leaders must be skilled in hiring and managing teachers to meet ambitious performance standards and capable of aggressively developing teachers to improve their practice. They must possess familiarity with charter schools and the target population, facility with technology, and supervisory experience. Preference will be given to educators that reflect the socioeconomic, cultural and racial/ethnic backgrounds of our surrounding neighborhoods.

The minimum criteria for administration candidates include:

- Bachelor's degree (Master's degree preferred)
- [Tier I Administrative Service Credential](#)
- [Experience leading dual immersion school](#)
- Minimum of three years as a classroom teacher for instructional leader positions
- Minimum of three years in a management position preferred
- Experience working with Oakland urban youth preferred
- Positive references

B. Teacher Qualifications

Pursuant to Education Code Section 47605(l), all teachers at the Roses in Concrete Community School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other District public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses. A modified version of the *Community Responsive Index of Teaching Qualities* (CRITQ) will serve as a basis for initial interviews of potential members of the professional teaching staff. (See *Appendix*.) Preference will be given to professionals who live in the neighborhoods served by Roses in Concrete.

Instruction in the four core academic subjects of English language arts, mathematics, science, and social studies will be delivered by teachers who hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (CLAD) Certificate, or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate.

In general, a teacher of core, college-preparatory academic subjects must have:

- Bachelor's degree
- CA teaching credential or Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential; highly-qualified status according to ESEA
- Demonstrated successful instructional expertise with deep urban students, subject matter competence and cultural and ethnic backgrounds
- Background clearance
- TB clearance
- [For our dual immersion Spanish teachers: BCLAD credential and complete intensive Spanish speaking, reading, and writing interview.](#)

A teacher of non-core, non-college prep courses at Roses in Concrete may not necessarily need to hold a teaching credential but will be required to meet the expectations to be a "Highly Qualified" teacher as set forth under the ESEA.

We will work to recruit and hire teachers who are bilingual in English and Spanish to [meet the staffing needs of our dual immersion program and to](#) ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents.

In addition to the qualifications noted above, staff qualifications will include:

- Shares the mission and vision of the Roses in Concrete Community School.
- Has the qualities of a master teacher who can model best practices, is comfortable with visitors in the classroom and can explain the programs and processes being implemented to best serve deep urban students.
- Models the high standards s/he has for students.

- Maintains positive and productive relationships with families, community, and colleagues
- Demonstrates ability to collaborate in an effective and productive manner with all stakeholders.
- Has the will and skill to participate in effective professional learning communities as adult scholars.
- High levels of professionalism in daily business.
- Validates sound pedagogical experience with expertise in the utilization of resources, relevancy, relationships, responsibility and rigor to create a learning process that results in a permanent change in knowledge, core beliefs, attitudes, and behaviors; one that requires time and optimal conditions where students can work through their own process, incorporating new knowledge, reflecting, and eventually transferring and applying this information and understanding to new situations.
- Strong work ethic.
- Flexibility and resiliency.
- Experience with technology,
- Strong verbal and written communication skills,
- Organizational skills,
- A commitment to continuous scholarship and implementation of research and data-based information,

Roses in Concrete Community School may also employ or retain non-certificated art/music/athletic teaching staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. All non-certificated staff members will possess experience and expertise appropriate for their position within the school as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

C. Teacher Apprentice Qualifications

The Roses in Concrete Community School is committed to providing individualized, 1-on-1 adult support for students that are struggling (see *Element 1* on “Special Populations: Low Achieving Students”). Via our robust partnerships with San Francisco State University, University of San Francisco, Mills College and Stanford University, we will have at least one teacher apprentice throughout the course of the day as part of their apprenticeship. This focus on sharing best practices in teacher development in an urban setting is what defines us as a lab school and will allow us to become a landmark urban teacher pipeline for OUSD and other urban centers.

We seek Teacher Apprentices whose cultural and ethnic backgrounds reflect the diversity of the student body and the East Oakland community. It is of paramount importance that apprentices are committed to realizing the mission and vision of the school. Apprentice candidates must be enrolled full-time in a four-year undergraduate program, or a graduate program, with the intention of earning a full-time multiple subject teaching

credential or other appropriate California teaching credential. Preference will be given to individuals who live in the neighborhoods served by Roses in Concrete.

IV. COMPENSATION AND BENEFITS

The Principal, in consultation with the Board of Directors, will develop a competitive salary scale for the school. This salary scale will be informed by the salary schedule 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 charter schools nationally. We aim to offer salaries that compensate teachers and staff for the additional workdays and hours and to attract top talent to the Roses in Concrete Community School.

Administrative and staff salaries will be set at the discretion of the Principal, based on the candidate's experience and responsibilities. The Principal's salary will be set by the Board of Directors.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.

V. PROFESSIONAL DEVELOPMENT

Professional development will be one of Roses in Concrete Community School's hallmark as a robust lab school and urban teacher pipeline. (This is discussed in great detail in *Element 1*.) Professional development will be provided on an on-going basis and will be built into the school calendar. Professional development workshop days include:

- An intensive four-week summer institute Operational Year 1 only and a 2-week session in subsequent years, to implement and develop curriculum and instructional strategies that address the needs of the school's targeted student population.
- A year-end two-week session to reflect and do initial planning for the coming year. (See *Element 1*.)
- Weekly three-hour PLC/professional development sessions.
- Other designated professional development days scheduled during intersessions.

VI. PERFORMANCE EVALUATION

All Roses in Concrete staff will be evaluated formally by their supervisor once a year. Goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of The Roses in Concrete Community School and the school's accountability plan. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations will be given at least one verbal warning followed by two written warnings and thirty (30) days notice and then may be terminated. If a

grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor who conducts the employee's evaluation.

The Principal will be evaluated annually by the Board of Directors. This evaluation will be based on the degree to which the school has reached the academic and organizational goals established in the adopted accountability plan. (See *Appendix: Sample Principal Evaluation Tool*.) If the Principal fails to reach acceptable academic and organizational outcomes, the Board of Directors may terminate the Principal and seek a qualified replacement.

ELEMENT 6: HEALTH AND SAFETY

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The following is a summary of the health and safety policies of the Charter School:

I. BACKGROUND CHECKS

Employees and contractors of the Roses in Concrete Community School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Codes sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Principal shall monitor compliance with this policy and report to Roses in Concrete Community School Board of Directors on a quarterly basis. The Roses in Concrete Community School Board Chair shall monitor the fingerprinting and background clearance of the Principal. (Also see *Element 5*.)

II. FACILITY SAFETY

The Roses in Concrete Community School 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 California Building Standards Code. If OUSD facilities are used during the term of this charter, The Roses in Concrete Community School shall abide by all OUSD policies relating to Maintenance and Operations Services. The School will pass all required fire inspections and will possess a Certificate of Occupancy prior to the school's opening.

Asbestos Management: The Roses in Concrete Community School 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.

Certificate of Occupancy Assurance: The Roses in Concrete Community School assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school, or as otherwise agreed upon by the District and Charter School.

Emergency Preparedness: The Roses in Concrete Community School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall prior to school opening. This handbook will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for The Roses in Concrete Community School. All Roses in Concrete Community School staff will be trained on emergency preparedness procedures. All instructional staff and school leadership will be CPR and first aid certified.

Fire, Earthquake, and Evacuation Drills: Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually. As noted above, the school will develop a school safety plan which will be kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.

Fire Safety: The Roses in Concrete Community School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

III. HEALTH SAFETY

Blood Borne Pathogens: The Roses in Concrete Community School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Roses in Concrete Community School Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency

virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment: The Roses in Concrete Community School will function as a drug, alcohol and smoke free environment.

Food Service and Other Auxiliary Services Safety: The Roses in Concrete Community School will contract with an outside agency for its food service needs. The Roses in Concrete Community School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. The Roses in Concrete Community School will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Immunizations: All students enrolled and Roses in Concrete Community School staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School: The Roses in Concrete Community School will adhere to Education Code Section 49423 regarding administration of medication in school.

Tuberculosis Testing: The Roses in Concrete Community School faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis Screenings: Students will be screened for vision, hearing and scoliosis. The Roses in Concrete Community School will adhere to Education Code Section 49450, et seq. as applicable to the grade levels served by the school.

Role of Staff as Mandated Child Abuse Reporters: All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Comprehensive Discrimination and Harassment Policies and Procedures: The Roses in Concrete Community School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Roses in Concrete Community School will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at The Roses in Concrete Community School (including employee-to-employee, employee-to -student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. California Education Code Section 47605(b)(5)(G).

The Roses in Concrete Community School shall strive to achieve a student population from surrounding neighborhoods within East Oakland and the greater OUSD area that is reflective of the general population residing within the territorial jurisdiction of OUSD. No test or assessment shall be administered to students prior to acceptance and enrollment into our charter school. As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, gender expression, disability, sexual orientation, race, gender identity, achievement level, or upon any of the characteristics listed in Education Code Section 220. Inclusive recruitment strategies will be implemented throughout our communities to provide East Oakland families with the opportunity to participate in the school. The Roses in Concrete Community School will work with community organizations, churches, stores, merchant associations, Bay Area charter schools, and public schools within the Oakland Unified School District boundaries to recruit a student population that reflects the community.

I. TARGETED COMMUNITY

As described in *Element 1* of this charter, the Roses in Concrete Community School seeks to serve the families of Oakland, with a particular emphasis on the *most underserved communities* in East Oakland. Based on OUSD data, it is our expectation that approximately 80% of the children in our school population will qualify for free or reduced-price lunch according to federal and state guidelines.

On behalf of the Roses in Concrete Community School, Geographic Information Systems Epidemiologist, Matt Beyer of the Community Assessment, Planning and Education (CAPE) division of the Alameda County Public Health isolated demographic data about the East Oakland communities bounded by High Street, Hwy 880, 106th Avenue and Hwy 580. The results show that a number of compounding, negative socioeconomic health factors plague this community:

- high teen births (69.8%)
- premature deaths (975.4 age-adjusted mortality rate per 100,000)
- families led by single mothers (41%)
- little education (36.4% adults over the age of 25 have less than a high school education)
- unemployment (13.2%)
- children living in poverty (41.1%)

The racial/ethnic makeup of this East Oakland region is predominantly Latino (47.5%) and African American (38.1%). Asian Americans and Pacific Islanders combined represent another 7.3%. Caucasians represent only 4.5%. Based on the CAPE analysis of census data,

we anticipate that our student population will reflect similar racial, ethnic and socioeconomic demographics.

Furthermore, the Roses in Concrete Community School has an extraordinary commitment to serving students traditionally defined as “academically low-achieving” and “economically-disadvantaged.” We will aggressively recruit these students from East Oakland neighborhoods.

II. RECRUITING FOR RACIAL AND ETHNIC BALANCE

While we are committed to serving any child who wishes to attend the Roses in Concrete Community School, the majority of our recruitment efforts will focus on attracting students living in East Oakland with its high numbers of Latino, African American and socioeconomically disadvantaged residents in order to reflect the ethnic and racial balance of these communities.

Our recruitment plan includes ongoing community outreach in English and Spanish that will provide an educational alternative for any interested families in Oakland, with a particular emphasis on families residing in East Oakland. Our school will facilitate presentations and individual interactions with families in other languages as appropriate.

Community outreach and recruitment will begin immediately upon authorization and continue through the school's open enrollment period. Planned outreach strategies will begin in September 2014 and will include, but are not limited to:

- Development and distribution of marketing materials in English and Spanish.
- Presentations and information distribution at community organization meetings and local churches.
- Presentations and information distribution at adult classes, such as those held at the local public libraries, social service agencies, and park and recreation centers.
- Information booths and information distribution at community events, community centers, local businesses, faith-based organizations, grocery stores, and shopping centers.
- Hold Open Houses and informational meetings at the school site (as appropriate).
- Outreach to local television, radio, and print media reporters.
- Advertisements in local newspapers.
- Advertisements in local organization newsletters.
- Advertisements on local radio stations.
- Visit “feeder” pre-schools and day care centers located within the Roses in Concrete Community.

III. ACHIEVING RACIAL AND ETHNIC BALANCE

The Roses in Concrete Community School will keep on file documentation of the efforts made to achieve a racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. In order to accomplish this, the School will continuously track and refine its recruitment efforts, outreach programs, and activities through the following or other indicators of effectiveness:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school. These data will inform our annual self-evaluation on our progress in achieving our desired population balance.
- Keep copies of flyers or brochures, applications, and other recruitment materials developed in the primary languages of the families in the surrounding neighborhoods (i.e., English and/or Spanish).
- Establish a database of contacts at 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.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).

The Roses in Concrete Community School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A).

The Roses in Concrete Community School intends to be a neighborhood school, but will enroll all pupils who wish to attend to the extent that space [and program](#) allows. Admission, except in the case of a public random drawing, will not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

The Roses in Concrete Community School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Roses in Concrete Community School will adhere to all applicable state laws regarding the minimum age of students.

Upon authorization, the Roses in Concrete Community School will implement an aggressive recruitment campaign to ensure we are fully enrolled (40 kindergarten, 40 first grade students, 40 second grade students and 40 fourth grade students) prior to our proposed August 2015 opening. Our outreach/recruiting street team will include the lead petitioner, founding faculty, staff and families. (See *Element 7: Means to Achieve Racial and Ethnic Balance* for details.)

No admission test will be required for enrollment; however assessments may be administered after enrollment to help the school determine the appropriate level of support for new students and/or grade placement for students who transfer to the Roses in Concrete Community School from other schools.

I. OPEN ENROLLMENT PROCESS

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

II. DUAL LANGUAGE PROGRAM

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

Overview

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

Eligibility

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

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

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

III. ADMISSION PREFERENCES

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Siblings (as defined by California Family Code) of current Roses in Concrete Community School students⁴ are guaranteed admission.

Children of Roses in Concrete Community School faculty, staff and -founding board members (not to exceed 10% of the total school enrollment)⁵ are also guaranteed admission.

~~For the dual language program, two drawings will be held to ensure a balance of students across English and Spanish at each grade level.~~

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

- Children from the surrounding East Oakland neighborhood⁶ will receive three names per child;
- Students who qualify for free or reduced lunch will receive three names per child;
- Residents of OUSD will receive two names per child; and
- All other non-OUSD residents will receive one name per child.

~~Siblings (as defined by California Family Code) of current Roses in Concrete Community School students⁷~~

~~Children of Roses in Concrete Community School faculty, staff and founding board members (not to exceed 10% of the total school enrollment)⁸~~

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

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

- Spanish language competency (as measured by Spanish language competency exam conducted by Roses in Concrete dual immersion staff) will receive five names per child;

⁴ During the PCSGP grant period, siblings of existing students may be exempted from the public random drawing.

⁵ During the PCSGP grant period, children of teachers, staff and founders may be exempted from the public random drawing.

⁶ We define surrounding community as the neighborhoods between Highway 13 and San Leandro Boulevard, and 73rd Avenue and 35th Avenue.

⁷ During the PCSGP grant period, siblings of existing students may be exempted from the public random drawing.

⁸ During the PCSGP grant period, children of teachers, staff and founders may be exempted from the public random drawing.

- Children from the surrounding East Oakland neighborhood⁹ will receive three names per child;
 - Students who qualify for free or reduced lunch will receive three names per child;
 - Residents of OUSD will receive two names per child; and
 - All other non-OUSD residents will receive one name per child.
-
- Children from the surrounding East Oakland neighborhood
 - Residents of OUSD

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

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

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

IV. PUBLIC RANDOM DRAWING

In the event that we receive more enrollment forms than the number of seats open for a particular grade or language by the application deadline, we will conduct an annual public random drawing to determine admission in accordance with Education Code Section 47605(d)(2)(B). The drawing will occur 7-10 days following the enrollment deadline in a public space large enough to accommodate all interested families. The lottery will be scheduled to accommodate the maximum number of family schedules, most likely a

⁹ We define surrounding community as the neighborhoods between Highway 13 and San Leandro Boulevard, and 73rd Avenue and 35th Avenue.

weekend morning or weekday evening. The exact date, time and location of the drawing will be printed on the enrollment form.

The drawing will be officiated by an uninterested party, preferably a respected public figure from the community. All proceedings will be conducted bilingually in Spanish and English. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s) applying for admission the same year or if the student qualifies for any other admission preference. The name on each card will be read as it is placed into a container or drawing device that will randomly mix the cards. The person officiating the drawing will draw the cards one at a time and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was drawn. Names will be given a numerical ranking based on the order they were drawn. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be verified by the drawing official.

Drawings will be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All drawings shall take place consecutively on the same day in a single location. During the course of the drawing, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

While the drawing will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results will be published in Spanish and English and will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow-up phone calls will be made.

V. WAITING LIST

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the school and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information. We will make phone calls to ensure families receive clear instructions and the information needed to complete and return the enrollment packet.

The waiting list will be kept on file at the school and will be valid only for the duration of the current the school year. During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. If the notified family declines or does not respond within 7 business days, they are removed from the wait list and the next family is contacted.

Enrollment forms received after 5:00 pm on the enrollment deadline date will be marked with the date and time of receipt and will be added after the last name on the waiting list on a first come, first served basis.

The school may refine the public random drawing policies and procedures following the first year of operations in accordance with written policy adopted by the Board of Directors. A copy of the revised policy, designed to improve the school's admissions efforts, will be provided to the District within 45 calendar days of the approval by the Board and prior to the enrollment period of the year in which the revised drawing policy will be implemented. Figure 8.1 outlines Roses in Concrete Community School's Enrollment Process Timeline.

Figure 8.1 - ENROLLMENT PROCESS TIMELINE FOR 2015-2016 SCHOOL YEAR

DATE	STEP in PROCESS
September 1, 2014	Applications available
January 28, 2015	Application window closes at 5:00 pm
February 5, 2015	Public Drawing (if necessary)
February 7, 2015	Enrollment results mailed and phone calls made to families
February 22, 2015	Deadline to confirm intent to enroll and submit enrollment packet

VI. RECORD KEEPING

The Roses in Concrete Community School will keep the following records on file in the main office:

- **Public Lottery Procedures:** Documentation of drawing procedures as defined in the school's charter and any subsequent policy or policies approved by the Board of Directors.
- **Public Lottery Results:** Results of the public drawing, indicating ranking.
- **Updated Waiting List:** The most up to date waiting list, including names that were added after the drawing, including contact information.

As part of the Fall Information Update, the Roses in Concrete Community School will notify the District in writing of the application deadline and proposed lottery date. RiC will

ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

ELEMENT 9: INDEPENDENT FINANCIAL AUDIT

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

An annual independent financial audit of the books and records of the Roses in Concrete Community School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of Roses in Concrete Community School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Roses in Concrete Community School Board of Directors shall oversee the selection of an independent auditor and the completion of an annual audit of the schools financial books and records, including attendance. The independent auditor must have at a minimum, a CPA and educational institution audit experience, and must be named on the State Controller's published list of approved educational audit providers. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes specified in applicable Office of Management and Budget circulars.

It is anticipated that annual audits will be completed within five months of the close of each school year. A copy of the auditor's findings will then be forwarded to OUSD, the Alameda County Superintendent of Schools, the State Controller's Office, and the California Department of Education (CDE) by December 15th of each year. The Audit Committee will review the audit and report to the Board of Directors with any deficiencies and recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Roses in Concrete Community School is a public record to be provided to the public upon request. Any disputes concerning the resolution of audit exceptions shall be referred to the dispute resolution process described in *Element 14* of this charter.

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

I. DISCIPLINE PROCEDURES

The founders of the Roses in Concrete Community School recognize that the humanization of our students must be our most pressing priority. Without an environment that affirms the value of our students as precious human beings, all attempts to prepare them for the future becomes less potent. Student discipline and proper conduct is essential to the success of the school, each student, and the broader community. Researchers have demonstrated a correlation between discipline and achievement. High expectations for student behavior are a key characteristic of high-performing urban charter schools. We also acknowledge that such high expectations for performance and behavior are deeply embedded in historically targeted communities. Therefore, we will implement a discipline policy that will hold all students to a standard that reflects the legacy of sociopolitical struggle and critical resistance that appropriately prepares students to move forward in our nation and keep each other healthy while doing so.

It is our belief that respectful behavior can be anticipated when the behavioral expectations for the students are made clear and consistently implemented through community-wide messaging, culturally relevant instruction, and culturally responsive discipline practices. It is the responsibility of the teachers to prevent and intervene upon inappropriate behaviors through direct confrontation of social transgressions, keeping their lessons relevant, and treating each mistake as an instructional moment. Students who are deeply engaged in learning are far less likely to demonstrate inappropriate behavior when they also have skilled adults that prioritize their safety and healthy development. We will encourage regular discussions between parents and their children to foster developmentally appropriate reflection on their behavior. Additionally, parents will be asked to voice their opinion of the efficacy of the school's discipline policy and offer suggestions through the establishment of an open door policy for parental visits and communication with school administrators.

The approach to discipline at Roses in Concrete Community School will be culturally congruent to the community it serves and will be rooted in our school's core values of ***Resources, Relationships, Relevancy, Rigor, and Responsibility***. Teachers will implement developmentally appropriate systems, consistent across each grade level, that record student behaviors and assign incentives and consequences according to a pre-determined progressive scale. Class-wide and school-wide incentives, including monthly field trips linked to learning goals, will be awarded based on attendance, homework completion, and demonstration of the school's core values. Parents will receive notification of positive and negative behavior through weekly behavior logs. Students in our lower grades will receive star stickers on a behavior chart and take-home log for appropriate behavior each day.

When discipline issues develop a typical progression of consequences might follow this sequence:

- a. Warning
- b. Loss of privilege
- c. Discussion with advisor/administrator with an opportunity for act of class/teacher/peer atonement
- d. Conference with parent, develop an analysis of cause including possible PTSD and behavior action plan.

Atonement, literally meaning “reparation for offense or injury,” is at the core of the Roses in Concrete disciplinary culture. The goal of our work is to ensure that students continue to develop the awareness necessary to acknowledge when wrong has been done and seek the appropriate resolution- especially when they are the perpetrator of a transgression. Discussions with students and mediations between students are to lead to a reconciliation that is humanizing to all parties involved. Our aim is to evoke a sense of communal responsibility without using guilt or shame as a tactic to induce empathy. Instead, our staff, faculty, and administrators will rely on framing incidents in terms of human safety and inclusion with the needs of the community as the overarching realm of concern. We do not intend for students to feel no guilt or shame when harm has been done, but we expect these feelings to come from the students’ realization of the depth of the violation, rather than attempts at shaming from our staff.

Corporal punishment shall not be used as a disciplinary measure against any 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.

For the most severe cases, a student may be referred to the Roses in Concrete administration for consideration of suspension (in or out of school) or expulsion in accordance with the policies and procedures described below.

II. SUSPENSION & EXPULSION POLICY AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Roses in Concrete Community School (the “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular

classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension 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. Charter 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 Handbook and will clearly describe discipline expectations. 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading

student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil

would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the

form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the

expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

ELEMENT 11: STAFF RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security. California Education Code 47605(b)(5)(K)

All full-time certificated staff at Roses in Concrete Community School shall be covered by the State Teachers' Retirement System (STRS) and all full-time classified staff shall participate in the Public Employees' Retirement System (PERS). All other employees not covered by STRS or PERS shall participate in the federal social security program as applicable to the position. In the event that employees of charter schools are prohibited from participating in PERS, Roses in Concrete Community School will provide an alternative retirement program (e.g., a 401(k) program) and will make comparable contributions to the alternative program. The Operations Manager shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Roses in Concrete Community School will also provide employees access to a Flexible Benefit Plan that allows all employees access to a Flexible Spending Account (FSA), Dependent Care Flexible Spending Account, childcare benefits, and commuter benefit plan on a tax-free basis.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided to all employees by the Roses in Concrete Community School. Health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school.

ELEMENT 12: ATTENDANCE ALTERNATIVES

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

No student may be required to attend Roses in Concrete Community School. Students who reside within the District who choose not to attend RiC may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Prior to enrollment, parents and prospective students will attend a Family Orientation and will be briefed regarding the School's mission, procedures, expectations, and philosophy. The parent or guardian of each student enrolled in RiC shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the School, except to the extent that such a right is extended by the local educational agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at Roses in Concrete Community School. Employees of the District who choose to leave the employment of the District to work at the Roses in Concrete Community School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement in accordance with applicable District Board Policy and/or collective bargaining agreements. School employees shall have any right upon leaving the District to work in the School that the District may specify, any rights of return to employment in a school district after employment in the School that the District may specify, and any other rights upon leaving employment to work in the School that the District determines to be reasonable and not in conflict with any law.

All employees of Roses in Concrete Community School will be considered the exclusive employees of Roses in Concrete Community School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Roses in Concrete Community School. Employment by Roses in Concrete Community School provides no rights of employment at any other entity, including any rights in the case of closure of the School.

ELEMENT 14: DISPUTE RESOLUTION FOR SCHOOL-AUTHORIZER ISSUES

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

The following provisions are intended to define a mechanism for a) resolving any disputes within the Roses in Concrete Community School pursuant to their policies; b) ensuring the high operational standards of the Roses in Concrete Community School while minimizing the oversight burdens on the District; and c) ensuring a fair and timely resolution to disputes.

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

The Roses in Concrete Community School and Oakland Unified School District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the RiC and the District, the staff and Governing Board members of the Roses in Concrete Community School agree to resolve all disputes between the District and the School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

In the event of a dispute between the RiC and the District, Roses in Concrete Community School staff, employees and Board members of RiC and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of RiC. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, RiC requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and RiC. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and RiC.

Internal Disputes

The Roses in Concrete Community School will establish complaint procedures, including a Uniform Complaint Procedure, that address all internal complaints including those alleging discrimination or violations of law and complaints regarding other areas. Roses in Concrete Community School will not, at any time, refer complaints to the District, and requests that the District promptly forward any complaints it receives regarding RiC to the RiC Principal.

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

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

The Roses in Concrete Community School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER STATUS

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Chapter 10. 7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. California Education Code Section 47605(b)(5)(0).

The Roses In Concrete Community School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, the Charter School will comply with all provisions of the EERA and will act independently from the Oakland Unified School District for any collective bargaining purposes.

ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the Roses in Concrete Community 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. California Education Code Section 47605(b)(5)(P).

The decision to close the school shall be documented by an official action of the Roses in Concrete Community School's Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

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

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

As soon as is reasonably practical, RiC shall prepare final financial records. RiC shall also have an independent audit completed within six months after closure. RiC shall pay for the

final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Roses in Concrete Community School Board of Directors and shall be provided to OUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RiC.

RiC will complete and file any annual reports required pursuant to Education Code Section 47604.33.

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

On closure, RiC shall remain responsible for satisfaction of all liabilities arising from the operation of RiC.

As RiC is operated as a nonprofit public benefit corporation under California Law, should the corporation dissolve with the closure of RiC, the Board of Directors shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the attached Budget, RiC will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER REQUIREMENTS

I. BUDGET

Governing Law: Provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605(g).

The Roses in Concrete Community School (RiC) relies on State and Federal funding sources to support its basic program, instruction, and curriculum. Grant, foundation, loans, and corporate monies as well as in-house fundraising may be used to support and enhance learning opportunities and provide extra activities and events.

RiC's start-up year and five-year budgets, cash flow and financial projections (detailed in *Appendix: Budget Projections*) were prepared in consultation with Charter Schools Management Corporation (CSMC).

The following is a narrative description of the five-year budget projection. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and California Department of Education. Numbers are accurate as of August 27th, 2014. The deferral projections and funding rates are based on the current 2014-15 proposed schedule, as well as Department of Finance and FCMAT estimates for 2015-16 and 2016-17. Currently, the DOF is estimating no further deferrals after the current 2014-15 year.

Should any statewide issues in funding occur, resulting in significant changes in ADA funding estimates between petition submission and Board decision, it is hopeful that the District would allow an immediate budget revision and resubmission to address the unforeseen changes.

The following descriptions are broken up by section for clear articulation of our budget projection.

A. Budget Assumptions

The following assumptions were used in creating the budget:

- Enrollment: Operational Year 1 includes 160 students (120 Kindergarten to Third Grade students and 40 Fourth and Fifth graders). The total enrollment is projected to rise to 320 students by year 5.
- ADA LCFF base funding rate of \$8,377 in 2015-2016, as per Department of Finance and Fiscal Crisis Management and Assistance Team estimate for a new Oakland Unified School District charter school. With the unduplicated count we are expecting.
- RiC will commence serving students in 2015. We have created a 5-year budget that ends in 2019-2020.

- ADA rate for RiC of 96%, the same as the average ADA rate for OUSD.
- English Language Learner population of 32% of total enrollment, similar to the OUSD. This percentage is likely conservative as we expect to attract many more English Learners than a typical district school.
- 80% of students eligible for Free or Reduced Lunch, just above the OUSD unduplicated percentage. This percentage, which we are also using as our unduplicated student percentage, is likely conservative; we have not counted any foster youth or EL students for budget purposes.
- 40% of students being classified as Economically Disadvantaged, again a conservative estimate since the cohort of OUSD K-8 and K-5 schools in the attendance area is 76%. (See *Appendix* for Comparison of SARC data.)
- Special Education funding of \$500 per student starting in Year 2 when RiC will join a SELPA such as El Dorado County Charter SELPA. \$500 is the per pupil rate received through EDCOE Charter SELPA. In the first year, RiC envisions participating in the OUSD SELPA, and paying a contribution of \$850 per pupil, which is why the first year SPED outgo is higher than in subsequent years. In Years 2-5, the excess contribution will be at most \$100, according to EDCOE Charter SELPA.
- Eight classroom teachers and three FTE special education and enrichment teachers in Year 1, increasing to 16 classroom teachers and four FTE special education and enrichment teachers in Year 5.
- Average full time teacher salary in Year 1 of 45,000, rising to \$49,000 in year 4, and all teachers in STRS.
- One Principal at \$120,000 in Years 1-5. Office administration will be handled by an office manager starting in Year 1 at \$40,000.
- In addition to credentialed teaching staff, five classroom aides in Year 1, as well as a nurse/counselor in Year 1, with a second added in Year 4.
- \$7,200 allocated per each of the 27 Year 1 employees for Health & Wellness benefits.
- \$300 average per student allocated for curriculum costs in year 1, with an additional \$120 per student allocated for additional classroom curriculum and supplemental materials.
- \$350 per student in the first year for technology equipment, e.g. Chromebooks and Elmo projectors.
- Charter School revolving loan of \$250,000, to be repaid starting in Year 3.
- RiC is not including Public Charter School Grant Program grant dollars in this budget. We will apply and are highly likely to receive these funds. Should RiC receive the PCSGP grant, it will apply the grant funding to additional teacher stipends and professional development opportunities for the first and second year. The full-funding of the PCSGP grant is subject to the approval of the California DOE's No Cost Extension request. CSMC has successfully applied for multiple PCSGP grants in the past.
- Facility cost of \$140,400 in year 1, rising to \$262,080 in Year 5, based upon a rate of \$1.20 per square foot per month. This facility cost is based upon rates researched by the RiC team. Of this first year cost of \$140,400, 75% or \$105,300 will be reimbursed by the California Charter School Finance Authority under its SB 740 program. Please note that RiC will apply for a Proposition 39 facility. Costs for a

Proposition 39 facility should be substantially lower than what RiC budgeted for facilities, \$140,400 in Year 1.

B. Start-Up Budget

The Start-up budget included in this petition reflects those costs (\$167,375) that RiC projects to spend prior to opening its doors for Year 1. Those costs are not projected to be exhaustive amounts that RiC expects to pay within the various line items, but rather the amounts needed to be paid up front, such as down payments, partial payments, or deposits.

Additional funding has been projected for these costs, but covered in the Year 1 budget, as much of the balance for those expenditures will be paid in portion throughout the year. Additional expenditures can be found in the 4000, 5000, and 6000 series line items of the Year 1 budget.

C. 5000 Series Expenditure Breakdown

The 5000 Series Breakdown form is a compilation of all the Service and Other Operating Expenses we project to have throughout the 5 years of operation. Some notes on the proposed expenditures:

- Conservative estimates have been used for teacher and administrative conferences: \$1,500 for teachers in Y1 and \$380 for administrators in Y1.
- Professional development expense is for robust training in Y1. We have allocated \$9,000 for profession development in Year 1 growing to \$17,000 in Year 5. In addition to \$30,000 for teacher summer professional development in Year 1 rising to \$63,000 in Year 5.
- General Liability Insurance is budgeted at \$10,000 in Year 1, which will more than cover the District's required coverages. Insurance costs will rise to \$18,000 by Year 5.
- Business Services expense is for our back office provider, CSMC, which will handle all financial operations of the school.
- Legal Services expense is for our outside counsel, Young, Minney and Corr, which will handle legal matters for the school.

D. Employee Salaries & Benefits

RiC intends to always provide its employees with fair compensation and benefits packages. RiC believes that its starting average salaries are equivalent to the District's average for similar schools in Oakland.

The average proposed salary is \$45,000 in year 1, rising to \$49,000 in Year 4. We expect to be able to pay our teachers a higher average once our student demographics are known (we expect our overall LCFE funding to be higher than budgeted here due to the greater number of students in poverty we plan to serve), and once various grants have been

awarded. However, out of budgetary prudence have kept the average salary level until other funds are guaranteed.

RiC will create its own salary range for our various positions. Compensation will be based on experience, skill sets, position demand, and other factors. RiC will not be using a step and column salary schedule, but will pay stipends to attract and retain teachers who have demonstrated successful experience working with English Language Learners and students in poverty. RiC believes that its starting average salaries are equivalent to the District's average for similar schools.

Given our overall salary levels and compelling program, we are fully confident that we will be able to attract and retain very highly qualified teachers and staff. The current state economy has left thousands of new and experienced teachers seeking quality employment and there are also a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere.

E. Cash Flow Statement

Our 5-year Cash Flow Statement is included in our *Budget Projections* in the *Appendix*. As a result of the State's deferrals, cash on hand has become the largest challenge for the State's charter schools. As a result of our conservative budgeting and projected expenses, RiC clearly demonstrates a sound and comprehensive cash plan.

F. 5-Year Operating Budget

Our 5-year budget exceeds the State minimum requirement of a 3-year budget projection, and demonstrates RiC's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high quality charter school, which we believe will help hundreds of students to thrive and find their voice.

We have used conservative, OUSD LCFF revenue estimates based upon the FCMAT calculator, and only funding that RiC is qualified to receive upon opening. RiC will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

G. Reserves

Even though charter schools are not required to have a minimum reserve, best practices dictate that we manage our funds as conservatively as possible. Our budget includes a 5% reserve each of the five years, as well as a growing net fund balance that ends with more than \$845,000 by Year 5.

H. Fundraising

The Board of Directors is mindful of the need to raise additional funds in order to create an optimally effective educational program. Fundraised dollars in the startup year total \$200,000, pledges for which have been received at the time of charter submission. Because of this proven ability to generate funds at the \$200,000 level, RiC is assuming only \$200,000 in Year 1 and \$150,000 in Year 2. The support will be a balance of individual and foundation giving. In the first quarter of 2015, we will host a series of home events or “Dialogue Dinners” to introduce Jeff to a broader group of funders. Foundations and other philanthropic leaders such as Tipping Point Community, Greenlight Fund, and the Philanthropic Ventures Foundation will be part of the discussion as well. In Years 3-5, RiC is budgeting only \$50,000 per year in fundraising revenue, due to a lower need as the school grows. The RiC board and leadership team have a strong record of fundraising, having raised \$5mm+ for education causes during their careers.

I. Financial Reporting

Local, state, county and federal financial and other reporting requirements are an important part of operating a public charter school. The Roses in Concrete Community School plans to utilize an outside firm such as CSMC for its financial reporting needs. RiC shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

II. FACILITIES

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

The Roses in Concrete Community School anticipates serving approximately 160 students from East Oakland in grades K, 1, 2 and 4 beginning in its first year (2015-16). RiC's Plan A for facilities is to apply to the District for a Proposition 39 facility with at least 18,000 square feet of indoor space to accommodate the five-year charter term. At a minimum, we need 10,000 square feet for operational year 1 to accommodate 8 classrooms (6 for K-3; 2 for 4-6), support areas (i.e., multi-purpose room, admin space and parent support space) and appropriate outdoor play space. By operational year 5 we will need a minimum of 14,000 square feet for classrooms alone plus additional support areas and outdoor space. Ideally, the facility will be in the center of an East Oakland neighborhood with easy access to public transportation.

RiC's Plan B for facilities is to research lease/purchase options in East Oakland with our Cornish and Carey broker. (See *Appendix: Letters of Support.*) Our goal is to negotiate a 5-year lease and be able to take possession by June 2015 for tenant improvements and building code compliance work, in the event that suitable Proposition 39 facilities are not available.

RiC shall submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this charter term, or as otherwise agreed to between RiC and the District.

III. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Roses in Concrete Community School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Our School has selected the Charter Schools Management Corporation (CSMC) for its financial reporting and other back-offices services needs. CSMC has been providing financial reports to local, state and federal authorities on behalf of charter schools for more than a decade, and will ensure that RiC is fully compliant with all reporting requirements. CSMC has provided support for the RiC petition process via creating our petition's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative.

CSMC, founded in 2001, is the largest provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California, and 50 more in 7 other states. CSMC, with offices in Temecula, Los Angeles, Oakland, Indiana, Louisiana, Colorado and Florida, supports charter schools that are currently authorized by local districts, County Offices of Education, and the State Board of Education.

CSMC is not a charter management organization. CSMC does not provide day-to-day operational leadership or oversight to its charter school clients. Rather CSMC is a high quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Services that CSMC provides include:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- CALPADS reporting
- Charter school board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.

CSMC also provides clients with its cutting edge web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the charter school. CharterVision provides in depth information, access and transparency to charter leaders and their board.

Pursuant to California law, the District will be required to provide 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. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of RiC not to exceed one (1) percent of the revenue of RiC. The District may charge up to three (3) percent of the revenue of RiC if RiC is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

IV. INSURANCE

RiC shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose

and circumstance. Coverage amounts will be based on recommendations provided by the District and RiC's insurer. The District Board of Education shall be named as an additional insured on all policies of RiC. Prior to opening, RiC will provide evidence of the above insurance coverage to the District. Our budget includes \$10,000 for required insurance coverage in Year 1 growing to \$18,000 by Year 5. With the assistance of our back office provider, we will seek out the most cost effective insurance for our school.

VI. POTENTIAL CIVIL LIABILITY EFFECTS

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

The Roses in Concrete Community School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Roses in Concrete Community School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors or omissions by the School as long as the District has complied with all oversight responsibilities required by law. Roses in Concrete shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting or other District -requested protocol to ensure the District shall not be liable for the operation of Roses in Concrete.

Furthermore, Roses in Concrete and the District shall enter into a memorandum of understanding, wherein RiC shall indemnify the District for the actions of the School under this charter.

Roses in Concrete's corporate bylaws shall provide for indemnification of the School's Board, officers, agents and employees. The School will purchase general liability insurance, Board Member and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and RiC's insurance company for schools of similar size, location, and student population. The District shall be named as an additional insured on the general liability insurance that of the Roses in Concrete Community School.

The Roses in Concrete Board of Directors will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools.

Per Education Code Section 47601: It is the intent of the Legislature, in enacting this part, 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 the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) 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.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Lead petitioner, Jeff Duncan-Andrade, and the founding team feel strongly that this application for a charter describes an educational program that meets all the necessary conditions for approving a charter school petition, in service to the Oakland Unified School District. According to the *Charter Schools Act, Education Code Section 47605* which outlines the criteria governing the approval or denial of charter school petitions, the application for a charter for the Roses in Concrete Community School to serve the children of East Oakland in grades K-8 has met the following conditions:

- (1) The Roses in Concrete Community School presents a sound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably likely to successfully implement the program set forth in the petition.
- (3) The petition exceeds the number of signatures required.
- (4) The petition contains an affirmation of each of the conditions described in Education Code section 47605(s).
- (5) The petition contains reasonably comprehensive descriptions of the 16 required charter elements.

The Roses in Concrete Community School asks that the District approve this application for a charter and pledges to partner with the Oakland Unified School District in its review of this charter as submitted, and in serving the children of Oakland. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.