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By: \_\_\_\_\_

ORIGINAL

**Oakland Unity Middle School**

**CHARTER Petition**

**Submitted**

**to**

**Oakland Unified School District**

**September 11, 2013**

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CERTIFICATION STATEMENT

Proposed Charter School Name Oakland Unity Middle School

Proposed School Location (City) Oakland, California

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

Signature of Authorized Person  Date 9/11/13

(Please label the copy that has original signatures.)

Print/Type Name Damon Grant

Address 6038 Brann Street, Oakland, CA 94605

Daytime Phone 510 635 7170 Fax: 510 635 3830



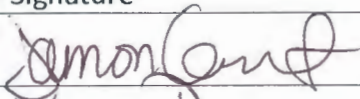
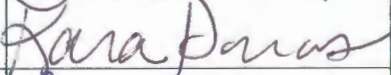
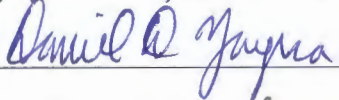
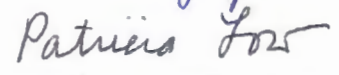
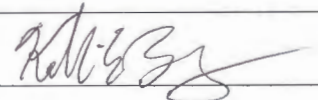
# CHARTER RENEWAL PETITION

## TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Oakland Unity Middle School

The charter school estimates that 5 teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who are **meaningfully interested in teaching at the School under the renewal charter petition**. *Signatures are subject to verification.*

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to Oakland Unity Middle School pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Damon Grant to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Damon Grant		7/9/13	718-930-3683	Clear Single Subject - English	8/1/16
Kara Duros		8/28/13	831 325-7441	Clear Single Subject - Social Science	6/1/14
Daniel Zarazua		8/26/2013	510-209-4108	Clear Single Subject - Social Science	4/1/14
Patricia Low		8/27/2013	510-334-1313	Clear Single Subject - English Clear Multiple Subject	7/1/18 9/1/18
Kallie Berg		8/26/13	510-517-1660	Preliminary Single Subject - Math	8/1/18

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

**CHARTER SCHOOL ROSTER OF KEY CONTACTS**

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

Name of School(s): Oakland Unity Middle School  
 Name of Nonprofit Corporation: Unity Schools  
 Primary Contact Person: Damon Grant  
 Mailing Address: 6038 Brann Street, Oakland, CA 94605  
 Phone:   
 (day & eve.) 510.635.7170; 510.427.2736  
 Fax: 510.635.3830 Email: stsang@unityhigh.org

**NONPROFIT BOARD OF DIRECTORS**

Position: Chair  
 Name: Edward Option  
 Mailing Address: 6038 Brann Street, Oakland, CA 94605  
 Phone:   
 (day & eve.) 510.835.8098 x3014  
 Fax: 510.635.3830 Email: eoption@youthlaw.org

Position: Treasurer  
 Name: Timothy O'toole  
 Mailing Address: 6038 Brann Street, Oakland, CA 94605  
 Phone:   
 (day & eve.) 415.838.5496  
 Fax: 510.635.3830 Email: timothy.otoole@wellsfargo.com

Position: Secretary  
 Name: Damon Grant  
 Mailing Address: 6038 Brann Street, Oakland, CA 94605  
 Phone:   
 (day & eve.) 510.639.7170  
 Fax: 510.635.3830 Email: dgrant@unityhigh.org

**NONPROFIT BOARD OF DIRECTORS continued**

Position: David Castillo  
Name: Vice Chair  
Mailing Address: 6038 Brann Street, Oakland, CA 94605  
Phone: (day & eve.) (510) 277-2356 dcastillo@calcharters.org  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Position: Board Member  
Name: Tiffany Grant  
Mailing Address: 6038 Brann Street, Oakland, CA 94605  
Phone: (day & eve.) 510.213.8035  
Fax: 510.635.3830 Email: tegrant@gmail.com

Position: Board Member  
Name: Henning Honhold  
Mailing Address: 6038 Brann Street, Oakland, CA 94605  
Phone: 415.230.9084  
(day & eve.)  
Fax: 510.635.3830 Email: henninghohnhold@gmail.com

Position: Board Member  
Name: Kim Shipp  
Mailing Address: 6038 Brann Street, Oakland, CA 94605  
Phone: 510 325 0942  
(day & eve.)  
Fax: \_\_\_\_\_ Email: kshipp57@yahoo.com

Position: Executive Director  
Name: Sau-Lim Tsang  
Mailing Address: 6038 Brann Street, Oakland, CA 94605  
Phone: 510.635.7170; 510.427.2736  
(day & eve.)  
Fax: 510.635.3830 Email: stsang@unityhigh.org

**NONPROFIT BOARD OF DIRECTORS continued**

Position: \_\_\_\_\_  
Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
(day & eve.) \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Position: \_\_\_\_\_  
Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
(day & eve.) \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**SCHOOL PERSONNEL**

Principal Name: Damon Grant (Acting)  
Phone (day/eve): 510.635.7170  
Fax: 510.635.3830 Email: dgrant@unityhigh.org

**Business** (may be undetermined at time of submission)  
Manager: To-Be-Determined  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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

**Contact Person:** \_\_\_\_\_  
Title/Position: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Contact Person:** \_\_\_\_\_  
Title/Position: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Phone (day/eve): \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_



## FOUNDING TEAM

*The Oakland Unity Middle School founding team consists of educators, parents, and business professionals who are deeply familiar with the assets and challenges of the East Oakland community. Each member is tied to the community through professional and/or personal links and possesses a unique set of skills addressing those necessary for the creation of and operation of the rigorous and ambitious program put forth in this charter.*

### Team Members

**Kallie Berg** is a current teacher at Oakland Unity High School. Starting in the spring of 2009 she started tutoring through Unity's after school program, and began teaching math in the 2011-2012 school year. Ms. Berg has helped to develop and implement the blended learning math program at Unity. She has her Bachelors in Sociology and her Single Subject Preliminary Credential in Foundational Level Mathematics.

**Sam Brewer** is the current principal of Oakland Unity High School. Mr. Brewer has nine years of social studies teaching experience in public schools, beginning his tenure at Oakland Unity High School as a full time Social Studies teacher in 2009, then transitioning into the school's Assistant Principal role the following year and continuing to work as a teacher in the Social Studies department from 2010 – 2012. Prior to joining Unity, Mr. Brewer served as a Social Studies teacher at the high school level both in the Pleasanton Unified and Oakland Unified School Districts. While employed with OUSD, Mr. Brewer served on the annual district-level historical writing committee from 2006-2008, working with district staff and teacher leaders to develop, evaluate, and refine grade level document-based writing assessments administered in all secondary level social studies classrooms of the district. Credentialed in secondary education and school administrative services, Mr. Brewer has a bachelor's degree in social studies/American Studies from UC Berkeley, and is currently enrolled in the Educational Leadership Master's program at CSU East Bay.

**Kara Duros** has nine years of teaching experience and is currently a Social Studies teacher at Oakland Unity High School. Ms. Duros has taught social studies for grades 7-12 at charter and public schools in Los Angeles, California and Santa Fe and Los Alamos, New Mexico. She has a Masters Degree of Education from Lesley University with a major in Middle School Education. In addition to teaching this year, she is currently serving as a BTSA coach at Unity High School for teachers working towards their Clear Credential. She is also working towards her administrative credential through the Reach Institute for School Leadership.

**Damon Grant** is a Nationally Board Certified English teacher who has worked at Oakland Unity High School for six years. She currently serves as the lead of the English department and has taught 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade English and English as a Second Language. Ms. Grant has been a member of Unity's Curriculum and Instruction committee and has served as the OUHS board secretary for 5 years. Prior to coming to OUHS, Ms. Grant worked at Hillsdale High School and taught both 2<sup>nd</sup> and 4<sup>th</sup> grades at San Francisco Day School. Ms. Grant received her Bachelors Degree in English from Dartmouth College and her Masters Degree in Education from Stanford University. Ms. Grant is currently a participant in the Emerging Leaders Program offered by New Leaders for New Schools.

**Patricia Low** has contributed to California public education as a student, teacher, researcher and school board member. She has ten years of teaching experience in California public school settings ranging from diverse and urban to upper middle class suburban. She has taught elementary, middle school and community college, as well as been a lecturer in the state

university system. Dr. Low earned her B.A. in English from U.C. Berkeley, her M.A. and teaching credentials from San Francisco State University and her Ph.D. in Education, with an emphasis in Language, Literacy & Culture from Stanford University.

**Frances Free Ramos** was a counselor at Unity High School, where she also served as the testing and SPED coordinator. Ms. Ramos has 13 years of experience in education in various schools in the San Francisco Bay Area. Before becoming a counselor, she served as a Peer Resource coordinator in San Francisco and a Humanities and Spanish teacher in Oakland. Ms. Ramos holds a Bachelors Degree in Political Science and Rhetoric from UC Berkeley, as well as a Single Subject Teaching Credential with a BCLAD in Spanish and a Masters in Education from the University of San Francisco. She is currently teaching a college preparation class at Unity while pursuing her doctorate in educational policy at U.C. Berkeley

**Sau-Lim Tsang** has 38 years of experience in developing and managing education programs and organizations. He is the Executive Director of ARC Associates (ARC), a non-profit group he founded in 1977, that is dedicated to the promotion of quality education for under-served children and their communities. Dr. Tsang is also the Executive Director of Oakland Unity High School, a charter school he founded in 2003. While at ARC, Dr. Tsang established the Multifunctional Resource Centers (1985-1995) for Northern California, Southern California, and for the Pacific Region to provide training and consultation for schools to improve their programs for English language learners. In 1999, with the support of community groups, ARC expanded to Southern California to provide educational services to seasonal agricultural workers in the San Gabriel and Antelope Valleys. Dr. Tsang is also an experienced researcher. Under his leadership, ARC has conducted many research and evaluation studies that inform the education of linguistic and culturally diverse students. Dr. Tsang was a member of the California Governor Schwarzenegger's Advisory Committee on Education Excellence (2005-07).

Dr. Tsang received his BA in Mathematics from University of California, Berkeley; and his MA in International Education Development, MS in Statistics, and PhD in Mathematics Education from Stanford University. He resides in Oakland, California, with his wife.

**Daniel D. Zarazua** has 15 years of experience in higher and secondary education, primarily as a teacher, but also as an assistant principal and athletic director. He has worked at Oakland Unity High School for the past 9 years, drawing upon his contacts in local non profits, artist collectives, media outlets, and other community organizations to enhance Unity's programming. He has a Masters Degree in Secondary Education from the University of Michigan and an administrative credential from Cal State East Bay.



**Chart Summarizing Expertise of the Founders**

<b>Team Member</b>	<b>Curric. and Instruct. Assessment</b>	<b>Finance and Management</b>	<b>Facilities</b>	<b>Gov. and Law</b>	<b>School Admin.</b>	<b>Pupil Services</b>	<b>Comm. Outreach</b>	<b>Person-nel</b>	<b>Fund-raising</b>
Kallie Berg	x						x		
Samuel Brewer	x	x			x			x	
Kara Duros	x				x				
Damon Grant	x				x	x	x		
Patricia Low	x	x	x				x		x
Frances Ramos	x				x	x	x		
Sau-Lim Tsang		x	x	x	x		x	x	x
Daniel Zarazua	x				x	x	x		



## Executive Summary

School and teacher leaders at **Oakland Unity High School (OUHS)**, in partnership with its parent Oakland-based nonprofit corporation **Unity Schools**, seek to establish and operate **Oakland Unity Middle School (OUMS)**, a public charter middle school serving grades 6-8.

**Oakland Unity Middle School** will use the demonstrably successful model of OUHS as a guiding framework in the establishment of OUMS, building from the success and lessons learned from OUHS' ten years of achievement and service to East Oakland families, with programmatic modifications made to best serve the needs of younger students. OUMS will implement a safe, supportive, and structured educational environment, where a rigorous college preparatory educational program is integrated with OUMS' Habits of Heart and Mind in order to realize the ultimate goals of developing and empowering students' and families' capacity to support sustained success through higher education, career, and beyond.

### Our Mission

It is the mission of Oakland Unity Middle School to prepare its students for a rigorous high school environment and ultimately admission to and success in college and the career of their choice. OUMS offers a rich curriculum centered on Habits of Heart and Mind that prepares students to successfully meet the University of California A-G requirements in high school. This curriculum has an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, the arts, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

### Our Vision

Our vision for Oakland Unity Middle School (OUMS) is a school where all students acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. With unwavering high expectations for all stakeholders, Oakland Unity Middle School will provide a high quality college preparatory middle school option to East Oakland families whose educational program and structured environment will effectively prepare students for success in rigorous high school coursework. Integrated into this educational program will be an ongoing emphasis on the development of life long professional skills and Habits of Heart and Mind that will develop and empower students' and families' capacity to support sustained success through higher education, career, and beyond, helping families to recognize and build upon their assets so that they can obtain their future goals. OUMS will balance these ambitious goals by developing and nurturing a valuable school experience that is rich, enjoyable, and memorable.

Recognizing that our students and families have many needs to be met in order to effectively access our educational program, OUMS will provide social/emotional and mental health support, both individually and in small group settings, a nutritional program that couples access to healthy food with a curriculum to support students' awareness of all aspects of health and nutrition. OUMS aims to become not just a school but also a community center where students and families could receive physical and mental health services and adult education. We want to offer an even more robust selection of afterschool programming to address the need for quality and safe extracurricular opportunities for youth.

OUMS will start with 80 students in 6<sup>th</sup> and 7<sup>th</sup> grades and grow in the next five years to a school with 225 students.

## INTRODUCTION

This charter for Oakland Unity Middle School (OUMS) is being proposed by teacher leaders, administrators, and community members of Oakland Unity High School. Oakland Unity High School (OUHS) is a high school chartered by Oakland Unified School District on October 9, 2002. Serving all students in Oakland, the school opened in the fall of 2003 and currently enrolls about 273 9th to 12th grade students. Oakland Unity High School's student population is primarily inner city and low-income. Many OUHS parents and guardians are newcomers to the U.S., have limited English proficiency, and have not had the opportunity to complete a high school or college education.

As the teachers and administrators at Oakland Unity High School were continually striving to increase the college-going success of their students, a common theme emerged: while we've been able to achieve the positive measures of having 95% of the students meet the A-G requirements with upwards of 70% of the graduating class accepted to 4-year colleges, we know we could do even more to prepare our students for college academically and socially if we had more time with them. We want to be able to meet these students earlier in their academic careers and use the same principles that helped make Oakland Unity High School a successful environment to raise the outcomes of our graduates by building from a solid middle school foundation.

Building on the best practices culled through 10 years of operation and a deep understanding of the rigorous curriculum and intensive support needed by the youth we serve, Oakland Unity Middle School will maintain the following effective features of Oakland Unity High School:

- Small classes, with an average of 25 students per class.
- A safe and inclusive school climate— in a community often characterized by troubled inner-city neighborhoods, OUMS offers a safe haven where children do not feel threatened or marginalized and where their home and culture are honored and respected.
- A rigorous curriculum that prepares every graduate to be able to access the University of California A-G required classes in high school.
- A comprehensive support program to assure that students have the support they need to focus on academic growth, provided through a partnership between the school, the families, and the community.
- Learning experiences that allow OUMS students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society.
- An extensive college preparatory/counseling program for students and their families, including advising on academic requirements and financial assistance, and regular college visits beginning from 6th grade to familiarize OUMS students with college life.
- OUMS students are assigned advisors from the teaching staff who serve as student and family advocates and mentor students towards graduation and high school matriculation.
- OUMS will open in 2014 at the facility currently housing Oakland Unity High School when it will move to its new campus being developed with Proposition 1D funding. This facility, at 6038 Brann Street, Oakland, will be rental facility from the Evangelical Lutheran Church of Our Redeemer. The facility has a capacity of 300 students. It

consists of 15 classrooms, an auditorium, a cafeteria, offices for administration and support services, and a large yard with a basketball court. PE classes will be conducted in the schoolyard or the public park adjacent to the school. This facility is in compliance with City of Oakland regulations for a school. As an alternative, OUMS has the option of renting the facility now occupied by American Indian Public Charter High School at 3637 Magee Avenue in Oakland if the school closes.

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



## ELEMENT A: EDUCATION 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). 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 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.

### Our Mission

It is the mission of Oakland Unity Middle School to prepare its students for a rigorous high school environment and ultimately admission to and success in college and the career of their choice. OUMS offers a rich curriculum centered on Habits of Heart and Mind that prepares students to successfully meet the University of California A-G requirements in high school. This curriculum has an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, the arts, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

### Our Vision

Our vision for Oakland Unity Middle School (OUMS) is a school where all students acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. With unwavering high expectations for all stakeholders, Oakland Unity Middle School will provide a high quality college preparatory middle school option to East Oakland families whose educational program and structured environment will effectively prepare students for success in rigorous high school coursework. Integrated into this educational program will be an ongoing emphasis on the development of life long professional skills and Habits of Heart and Mind that will develop and empower students' and families' capacity to support sustained success through higher education, career, and beyond, helping families to recognize and build upon their assets so that they can obtain their future goals. OUMS will balance these ambitious goals by developing and nurturing a valuable school experience that is rich, enjoyable, and memorable.

Recognizing that our students and families have many needs to be met in order to effectively access our educational program, OUMS will provide social/emotional and mental health support, both individually and in small group settings, a nutritional program that couples access to healthy food with a curriculum to support students' awareness of all aspects of health and nutrition. OUMS aims to become not just a school but also a community center where students and families could receive physical and mental health services and adult education. We want to offer an even more robust selection of afterschool programming to address the need for quality and safe extracurricular opportunities for youth.

OUMS will start with 80 students in 6<sup>th</sup> and 7<sup>th</sup> grades and grow in the next five years to a school with 225 students.

## 1. Students To Be Served

OUMS accepts all students in grades 6th-8th (limited by space) in California who wish to attend OUMS in accordance with admission procedures described in this charter. OUMS will serve students residing within Oakland Unified School District (OUSD) and strives for a pupil population that is reflective of its surrounding community. The following table is our first five years' enrollment goal:

School Year	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
2014-5	40	40		80
2015-6	50	40	40	130
2016-7	75	50	40	165
2017-8	75	75	50	200
2018-9	75	75	75	225

OUMS will be located in the East Oakland neighborhood in the city of Oakland. East Oakland has a population of more than 90,000 with unemployment levels that are significantly higher than the state average. Nearly one in four families live below the Federal Poverty Level. East Oakland also has its share of environmental issues, particularly along the Oakland Industrial Corridor Area along the 880 Freeway. The residents of East Oakland often have to fight the psychological, physical, and social impacts of poverty, drugs, and violence (California Endowment). As required by law, OUMS will conduct outreach to gain a student body reflective of the local East Oakland neighborhood's general population:

Demographics	East Oakland %
Latino	53
White	1
African American	26
Asian	3
Native Hawaiian/Pacific Islander	15
Other	2
Unemployed	18
Low-income households	51

In 2012, Oakland district and charter schools were made up of 28.8% English Learners in the student body. Given that East Oakland, the neighborhood in which OUMS will reside, has a higher percentage of Latino students than Oakland at large, OUMS will anticipate a student body made up of 30% English Learners, which is comparable both to the



percentage at a local district middle school (33%) and to that currently at Oakland Unity High School (28%).

OUMS seeks to serve the students who would normally attend East Oakland public schools. It's important to understand the Oakland educational landscape at large in order to see why OUMS feels that we are filling a need in the community. The "Spring 2013 Oakland Achieves" progress report was published through collaboration between Great Oakland Public Schools, the Oakland Schools Foundation, the Urban Strategies Council, and the Oakland Metropolitan Chamber of Commerce. This study takes a detailed look at academic achievement in Oakland and points out areas for growth that OUMS will directly address for the students and families of Oakland.

Oakland schools fall short on California's Similar School Rank. 70% of Oakland schools received a below average similar schools rank, with 39 schools receiving a rank of "1", signifying that they performed in the bottom 10 percent when compared to other similar schools in California. OUMS will offer a high expectations and high support environment in which highly effective teaching ensures that students are able to achieve on par with or better than students in similar schools.

The problems that exist in the East Oakland high schools are indicative of the lack of preparation—both academic and social that exists in the local middle schools. The average percentage of Oakland 8<sup>th</sup> grade students achieving at the proficient level on the Algebra 1 CST in 2012 was 23%, with Hispanic/Latino students at 20% and African American students at 15%. All of the 15 non-charter middle schools currently operating in Oakland were in program improvement during the 2012-2013 school year, leading to serious concerns about the education currently being offered to Oakland's 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. The OUMS program will be able to better prepare our middle school students with the skills and tools that they need not only to succeed on and exceed their grade-level standards, but also to give them the best basis from which to launch a successful high school career.

OUMS will meet the specific needs of two key demographic groups in East Oakland: students from socioeconomically disadvantaged backgrounds and students who are learning English as their second language. OUMS will use many specific strategies and support systems to ensure that these groups are able to be successful at the school. OUMS recognizes that in order to end the cycles of poverty that may be afflicting these students and their families, students will need the highly supportive community, high expectations, and highly effective teaching that our program will offer. We have tailored every aspect of our curriculum and structures to ensure that the needs of these two groups are met.

**Meeting the Needs English Language Learners and Their Families:** OUMS will create an environment in which non-English speaking families will feel supported and welcomed, included bilingual staff members whenever possible, and all materials presented in the home languages of our students in addition to English. All meetings that involve parents or other members of the community will offer the appropriate translation services. Inside the OUMS classrooms, teachers will engage in the best practices to support English Language Learners. These include, but are not limited to: project-based learning with an emphasis on multiple ways of showing mastery of knowledge, heterogeneous groupings in core academic classes, supplemental pullout instruction with a focus on academic language acquisition, after-school support and tutoring and ongoing professional development for all OUMS staff in Specially Designed Academic Instruction in English (SDAIE) and other sheltered instruction techniques. Refer to Section 9.c for more detail about the Plan to Support English Language Learners and Their Families.



## **Meeting the Needs of Socioeconomically Disadvantaged Students and Their Families:**

OUMS recognizes the many needs of SED students and their families and aims to be responsive to those needs in order to ensure best outcomes for our students. OUMS will offer comprehensive mental health services for students who demonstrate a need as recommended by staff, family members, or the students themselves. Recognizing that many of our students will be the first in their families to attend college, OUMS will provide education to parents about the process of and expectations for matriculation to college. OUMS has a robust afterschool program that offers both academic support and enrichment activities, ensuring that students have a safe and productive environment to be during the hours just after the end of the school day. Part of our vision for the future contains plans to expand the community and family services that will be offered on the school site to specifically address the needs of SED students and their families.

## **2. Educational Philosophy**

OUMS will be a safe, rigorous and well-rounded middle school that will help children and their families recognize and build upon their assets so that they can obtain their future goals. We believe that through the creation of a **highly supportive community**, **high expectations**, and **highly effective teaching**, we will create a culture of success where all students will excel and reach their highest potential. The development of our vision has been inspired by the Harlem Children's Zone model of providing a range of support services to the local community to overcome and break the cycle of poverty.

### *Highly Supportive Community*

- OUMS expects to serve a student population with a high proportion of minority students, English Language Learners, both short and long term, and students with a low socio-economic background. We strongly believe that the background of our students should not determine their success in school. We strive to implement a program that will ensure the success of all students. In this highly supportive community we will offer academic, social, emotional, health and community support to help every one of our students to develop the skills, knowledge and understanding that they need to overcome all obstacles and be successful in school and life
- *Academic Support:* OUMS's small school and small class sizes will ensure that each child develops caring relationships with school staff. No class size will exceed 25 students and the school's student body will not exceed 225. Research shows that small schools do better across the board at knowing students well, keeping their work meaningful, and joining with others in collaborative communities. The effects of small schools on the achievement of ethnic minorities and students of low socioeconomic status are the most positive of all (Cushman). Through a focus on these relationships, staff will model the social and professional skills students need to develop to excel in school. Staff will also provide academic support and mentorship through the Advisory program. Students will attend advisory classes on a daily basis and their Advisor will stay with their cohort for their entire career at OUMS. All students will not only be supported in the Advisory program, but will be offered tutoring through our after school program. Students will have a chance to receive small group instruction, one-on-one tutoring and additional enrichment as appropriate in each of their academic classes. In the classroom, teachers will implement a curriculum that is differentiated to meet students at their level and provide appropriate scaffolding to ensure that all students are able to meet the high expectations in each class. Teachers will engage students in



instruction through different learning modalities. Teachers will use a variety of data sources to determine the levels and needs of each of their students.

- *Healthy Mind and Body Support:* To help students to become healthy adults with healthy habits, OUMS will collaborate with local community service agencies and local universities counseling programs to provide mental health services for students and their families at no cost to the students. Research shows that pre adolescents' need for social acceptance, high sensitivity to criticism, and, often low self esteem requires that special attention be paid to their mental and physical fitness (Gibbs and Ushijima). OUMS's students physical well-being will be supported with healthy meals including breakfast, lunch and snacks throughout the day. Students will also participate in a daily physical education class that will focus on making healthy nutrition and exercise choices.
- *Community Support:* OUMS plans to provide an adult education program to support for parents, families, and community members that will include financial literacy, health education and parenting classes. We will seek out and work with local community organizations to support the development of students and their families. Using the Harlem Children's Zone research and program as a guide, we wish to not only meet the needs of the students while they are at school, but to also help build healthy communities that will help our students and families break the cycle of poverty.

### *High Expectations*

OUMS embodies educator Mike Rose's philosophy that "students will float to the mark you set for them." Through a combination of high expectations and scaffolding, OUMS will create a school culture that will allow all students to excel and reach their highest potential. We will implement a rigorous and culturally relevant curriculum that meets or exceeds common core and state standards. Students will have a chance to make connections to real world experiences and demonstrate their new understanding through varied authentic assessments. Teachers will assess students in a variety of ways, utilizing multiple intelligences to allow students various means to demonstrate and access knowledge. Teachers will use direct instructions, inquiry-based learning, project-based learning to challenge students to develop new understandings of the world around them. Through any opportunities to visit colleges, talk to college students, and research different colleges and careers, OUMS will create a college-going culture.

### *Highly Effective Teaching*

Knowing that the population of students that OUMS will serve will have unique needs, we will seek out highly qualified teachers with experience with low income youth. OUMS teachers will be highly reflective who continually participate in professional development to develop their practice. OUMS teachers will use the Understanding by Design Framework to develop their curricula. They will use backwards design to help students to become critical thinkers who can transfer their understanding of concepts in new contexts. OUMS teachers will use a variety of data sources including formative and summative assessments as well as the Smarter Balanced State Assessment to continually inform and improve their practice. OUMS will create a collaborative environment where professional educators will be expected to collaborate within and across disciplines and grade levels. Teachers will participate in a cycle of inquiry to move their own practice and student achievement forward.

### 3. Academic Subject Matter and Other Skill Outcomes

OUMS students will achieve competency in the skills outlined in the Common Core State Standards each grade. All of the benchmarks given at OUMS will be aligned to the Common Core State Standards and OUMS staff will both conduct in-house professional development and attend external professional development around reaching the goals set out in each of the standards. At OUMS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be measured through a growth model recognizing where students are and setting achievable goals for individual students. The following outlines the Common Core State Standards learning outcomes by academic subject matter and skill area, from which OUMS develops its curriculum:

#### a. Core Academic Skills

- **Language Arts:** At OUMS, the language arts program is rooted in Paolo Freire's ideas that if students can "read the word" than they can "read the world." Language arts teachers at OUMS will foster of love of literacy and help students become more powerful communicators. Students will **read** and **write** competently for a variety of purposes. Students will also comprehend and critically analyze multiple forms of expression, including texts from their own and other cultures. Students will analyze how the themes, characters, and motifs from modern works of fiction draw on traditional works of literature. They will demonstrate strong listening, speaking, and presentation skills. Students will learn how to **apply** their knowledge by using multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Students will be exposed to and learn mastery of academic vocabulary, Latin and Greek roots, prefixes and suffixes. They will be introduced to and learn mastery of English conventions for electronic communication, including professional e-mail standards and designing, publishing, and archiving documents using publishing software and graphic programs. Students will attend a 50-minute period of Language Arts three days a week and a 77 minute block period once a week. See Attachment K: OUMS Proposed Bell Schedule for more details about the OUMS Bell Schedule.
- **Mathematics:** At OUMS, math is seen as a way to help students not only with practical knowledge about numeracy, but also to guide students become flexible problem solvers who can apply knowledge to new or unfamiliar situations. Math teachers at OUMS will build the fundamentals of math and simultaneously provide students with opportunities to work on larger problems that require perseverance and can be approached from more than one angle. Students will understand the number system, expressions and equations, functions, geometry, and statistics and probability. Students will be able to make sense of problems and persevere in solving them. Students will be able to **think** and reason both abstractly and quantitatively, **apply** this reasoning to construct viable arguments and critique the reasoning of others. Students will be able to use appropriate tools both strategically and precisely to model with mathematics. Students will look for and be able to express regularity in repeated reasoning. Students will attend a 50-minute period of Math three days a week and a 77 minute block period once a week.
- **Science:** At OUMS, science is about inquiry and hand-on exploration. Science teachers at OUMS will present students with problems or scenarios and guide them to use the scientific method to test their own hypotheses. Students will successfully utilize scientific and inquiry methods to understand the major concepts underlying various branches of science as outlined in the California standards. Students will acquire an ability to **apply** scientific concepts to real life problems. Students gain skill in practical industrial tools



and technology to complete project-based lab experiments. Students will learn how to **read** scientific texts and writings and will also practice **writing** about their experimental findings. Students will be able to cite specific textual evidence to support analysis of science. Students will be able to provide accurate summaries of scientific texts and also will be able to follow precisely multistep experimental procedures. Students will be able to compare and contrast information on a singular topic gained from experiments or other sources. Students will attend a 50-minute period of Science three days a week and a 77-minute block period once a week.

- **Social Sciences:** At OUMS, social sciences are about understanding how history influences the experiences of the present day. Social science teachers at OUMS will help students understand multiple perspectives and the contexts surrounding those viewpoints. Students will comprehend civic, historical and geographical knowledge in order to act as responsible citizens and contribute to positive social change. Students will gain an historical understanding of their own communities. Students will study global and local issues and will be exposed to multiple perspectives in order to allow them to form their own views and opinions. Students will **read** a variety of primary and secondary source materials to generate their own understanding of historical events, processes, and concepts. Students will be able to cite specific textual evidence in their **writing**. Students will be able to identify key steps in a text's description of a social studies related process. Students will engage in rigorous academic research and **apply** what they have studied to answer important and relevant questions of history and geography. Students will recognize the natural inclination toward bias and subjectivity, and in doing so will better be able to exercise objectivity and appreciate the value of empathy and multiple perspectives on historical and current events. Students will attend a 50-minute period of Social Science three days a week and a 77-minute block period once a week.

*b. Additional Academic and Lifelong Learning Skills*

- **Technology:** Recognizing that the digital divide that continues to separate socioeconomically disadvantaged students from their more affluent peers, OUMS will seek to close that gap through repeated and rigorous exposure to a wide variety of technology and skills necessary to utilize this technology for educational purposes. Employers of the 21<sup>st</sup> century need employees who are not only fluent in the technology of today, but are also able to learn quickly and flexibly adapt to this constantly changing world. OUMS will have a 2:1 student to computer ratio in the first year of operation and 1:1 from the second year on. All classrooms will be outfitted with LCD projectors. The math classes at OUMS will utilize online learning programs as part of our blended learning model. Language arts classes will teach students how to use technology as both a communication tool and a research tool. Students will learn how to use Gmail and Google docs to collaborate on a variety of projects. Students will learn the most important functions of the Microsoft Office programs such as word processing, making charts and graphs, and creating presentations. Students will attend a Learning Lab period 2 days a week for 50 minutes.
- **Critical Thinking Skills:** Students in the 21<sup>st</sup> century need to be able to work on complex problems that may require more than one approach. It's imperative that these students have experience with open-ended problems and see failure as an opportunity for learning and growth. At OUMS, teachers will plan assessments using the Understanding by Design framework (Wiggins), which emphasizes deeper level thinking and problem solving. Students will have experience with approaching complex and real-

world problems and will gain a variety of tools to attack, solve, and learn from these problems across subject areas.

- **Visual and/or Performing Arts:** According to Howard Gardner's theory of multiple intelligences, visual, spatial, and kinesthetic intelligences are a discrete set of skills that should be as valued and fostered as mathematical or verbal intelligences. Exposure to a variety of art forms and mode of expressions is a critical experience for a student to have a well-rounded academic experience. OUMS students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance). Students will learn how to read a variety of different texts and art forms. Students will take at least one visual or performing arts class as part of their core schedule, not including after school enrichment opportunities. Students will attend a visual or performing arts class 1 day a week for a 50 minute period and 1 day a week for an 80 minute period
- **College and Career Preparation:** A high percentage of our students will be in the first generation of their families to attend college. These students will need explicit instruction in and experience with the college environment and the realities of college life and matriculation. Since most students don't have that first-hand experience with a college campus, college tours will be a vital part of the OUMS programs. On college tours, OUMS students will be connected with OUHS graduates who attend those schools and/or students from similar backgrounds who can serve as models for them. Part of this college preparation also involves educating parents about college and financial aid options. OUMS will offer bilingual and regular information on college and scholarship options. Students will also learn about career options through a similar hands-on approach including workplace visits and conducting interviews with various professionals.
- **Study Skills:** Study skills need to be explicitly taught to students at the middle school level. Part of this learning will happen in academic classes with teachers provided explicit instruction and models of how to study their particular content matter. For example, in the language arts classes, students will develop their study and research skills—including note-taking, studying strategies, Internet research, library research and test-taking skills. Study skills will also be taught as part of the Advisory curriculum. In advisory, students will learn a variety of stress management skills associated with academic performance under stress.
- **Physical Education and Health:** Understanding the connection between healthy bodies and active minds, OUMS will provide students will a robust physical education and health curriculum. Students will understand the benefit of physical activity and proper nutrition. Students will learn how to play a variety of team-building games and how to make healthy decisions. A culturally relevant health and life skills education for students facilitates excellent study habits, high aspirations, success in high school, and four-year college attendance. Research shows that health and life skills training can help students avoid unhealthy lifestyles and behaviors (such as a poor diet, teen pregnancy, and gang involvement) (MacLaury, 2000). Students will engage in structured daily physical activity in addition to afterschool enrichment opportunities.

### *c. Social and Leadership Skills*

Students will develop their citizenship and leadership skills by planning and implementing projects that demonstrate care for the school, community, and/or the environment. Community service projects enable students to apply language arts, math, science, and



other skills to benefit the community (e.g., community health fairs, environmental education or conservation projects, community murals). Research indicates that participating in community-based projects contributes to student understanding of and investment in academic subject matter (Schukar, 1997), increasing their capacity to apply learned subject matter in novel, problem-solving contexts (Boaler, 1998).

- Students will demonstrate the ability to **collaborate** and work effectively with others in cooperative groups in a variety of settings.
- Students will show a sense of **responsibility** for not only for meeting academic and workplace expectations, but also through following through on their commitments to themselves, their loved ones, and their larger community.
- Students will demonstrate **effort** by working hard to progress in their learning and personal growth to overcome obstacles that they may face.
- In order to best serve our student community, OUMS will continue to examine and refine our list of student outcomes over time to reflect the school's mission and any changes to state or local standards.

#### 4. How Learning Best Occurs

To meet our mission, objectives, and best serve our target population in line with our educational philosophies, OUMS adopts the following educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized; at OUMS, teachers deeply understand the individual needs of their students and have control over their own curricula so that they can differentiate appropriately.
- High expectations and behavior guidelines are clear, consistent, and fair (Rist 1970); at OUMS, the whole community adheres to strict policies and a set of classroom non-negotiables.
- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks; at OUMS, hiring is done with an eye for teachers who have the credentials and experience to implement a rigorous and differentiated curriculum.
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (e.g., language barriers, peer pressure, low-self esteem, poverty-related challenges); at OUMS, there are a variety of social-emotional supports in the form of the Advisory curriculum and available counseling.
- Students' self-esteem and pride in their individual and group identity is fostered through praise, positive reinforcement, role models, and classroom activities; at OUMS, teachers and staff assume best intentions of the students and come from a place of mutual respect in their interactions with students.
- Students and staff work in a small community where they can build trusting relationships; at OUMS, we are committed to remaining a small school of no more than 225 students.
- Students are engaged in a structured advisory system with an advisor who is trained in team-building and social development; at OUMS, each teacher serves as an advisor and is guided with targeted professional development and a daily curriculum.

- Parents are informed about and encouraged to support the educational process, including the college admissions process (Henderson, 1994;Noguera 2003; Valdes 1996); at OUMS, parents are welcomed and encouraged to visit the campus and engage in workshops about the college process. Parents are frequently updated by the students' advisors about their progress.

### 5. An "Educated Person" in the 21<sup>st</sup> Century

In the 21st century, creating a educational program that is able to prepare students to be highly skilled, critical and creative thinkers is essential to not only to their success but to the success of our global economic standing. It is clear that cognitive skills such as critical thinking and creative problem solving are significantly important in determining economic outcomes for individuals. Critical thinking skills allow students to be able to make reasoned and informed decisions and take purposeful actions. Hanusheck et al. state that "a highly skilled work force can raise economic growth by about two-thirds of a percentage point every year". It is imperative that schools help build these skills in all students. Our philosophy of what it means to be an educated person in the 21<sup>st</sup> Century is based on the research and leadership of The Partnership for 21st Century Skills and the Buck Institute for Education. These 21st century skills are reflected in our educational program, instructional design, and Habits of Heart and Mind. We believe that an educated person is one who:

- Experiences a well-rounded education, including liberal arts, scientific processes, character development and social development;
- Has internalized learning as a lifelong passion;
- Knows how to communicate and **write** effectively and can emanate empathy, compassion, and concern for others regardless of individual background;
- Can **think** critically about and execute creative solutions to complex problems, multidisciplinary, open-ended problems;
- Can make informed judgments and analyze information from a variety of sources;
- Can **collaborate** with others for positive social/ community change;
- Is able to **read** and make informed analysis not only of written texts, but also of other varieties of text, and therefore can **read** the world around him or her;
- Can self-monitor and reflect on their own performance, growth and learning and develop appropriate goals to further their growth;
- **Cares** about cultural diversity and has an in-depth understanding of his/her community/cultural background;
- Understands how mathematical and scientific processes impact daily life. Such a person **applies** this understanding to meet personal goals, seek a healthy lifestyle, and contribute to the physical and social environment around him/her;
- Is capable of utilizing regular advances in technology to more effectively or efficiently meet goals;
- Appreciates a variety of art forms and can express himself/herself in an innovative and creative way



## 6. Pedagogical Approaches—Highly Effective Teaching

Teachers at OUMS employ pedagogical strategies that vary from traditional direct instruction, to dramatic interpretation of content, and to innovative web-based approaches. OUMS teachers utilize pedagogy appropriate to their learners and content area, and the result is a rich, engaging, and well-rounded academic environment where students are challenged to learn in ways that are both rigorous and responsive. Pedagogical approaches and strategies found at OUMS include, but are not limited to: Collaborative/ cooperative group learning, constructivist /student-centered learning activities, experiential learning, differentiated learning, I.T. blended learning centers, inquiry-based learning, and direct instruction. OUMS teachers' use of the Understanding By Design template and their understanding of the varied approach recommended by the philosophy, the learning environment will be dynamic and designed to meet students through many teaching approaches. OUMS teachers will conduct in-house Professional Development as part of the Wednesday Professional Development cycle in which teachers will share best instructional practices and strategies with each other. OUMS will also utilize a portfolio system that aims to support student engagement in and celebration of a variety of assessments and demonstration of knowledge.

### *Direct Instruction*

OUMS works to prepare students to be successful academically in high school and be prepared for college, and this necessitates students gaining the ability to navigate the most common pedagogical approach in college: direct instruction. OUMS students engage in active listening and participation in content area lectures and presentations that are rigorous, responsive, and rich. Lessons using direct instruction are rigorous, in that they are standards-based and challenge students to use higher order thinking skills. Lessons using direct instruction are responsive, in that they are informed by frequent interim assessments. Finally, lessons using direct instruction are rich, in that they are based on constructivist approaches to learning that seek to build from students' own prior knowledge and to maximize the relevance of the curriculum to students' lives (Schwerdt and Wuppermann, 2011).

### *Inquiry-based Learning*

Teachers at OUMS strive to move students beyond simple accumulation of knowledge and understanding and into the application of learning. To this end, teachers in all content areas utilize a variety of inquiry techniques in their teaching which include, but are not limited to: expository and persuasive writing prompts, laboratory experimentation, experiential activities, demonstrations, simulations, dramatizations, debates, problem solving, and interactive IT-based activities. Recognizing that learning how to ask good questions is a high level thinking skill that needs to be explicitly taught and practiced (Rothstein and Santana, 2012), OUMS teachers will ensure that students have the opportunity to do so by using assessments that illicit more than just filling in a blank or a bubble. For instance, in science classroom, students may be asked to come up with and perform a variety of tests to indicate what a mystery substance is made out of. In a language arts classroom, students may need write in the 1<sup>st</sup> person from the point of view of a character from another time period and use both creative writing and historical research to create an accurate account of this person's experience.



### *Project-based Learning*

Students at OUMS are provided opportunities to work collaboratively on projects, of both subject-area specific and interdisciplinary focus, in order to help develop communication, collaboration, organization, time-management, and problem-solving skills. These projects also challenge students to collect and identify pertinent information, analyze and synthesize information, and finally to develop ways to present this material. Many of these project-based learning endeavors culminate in authentic experiences and assessments, providing students with opportunities to apply what they have learned in real-world situations or simulations, and exposing them to the evaluation of members of the wider community, outside the walls and schedule of school (Thomas, 2000).

### *Integrated Technology*

In the interest of increasing the ways that our students access content and expanding their opportunities to demonstrate understanding of content, OUMS has built in integrated technology curriculum/ "blended learning" for each grade level that supplements subject area coursework, and supports student assessment and learning. One period a day is devoted entirely to a Learning Lab setting in which students use online support to supplement our regular classes and in which they learn important 21st century digital skills and literacy. Web-based, interactive curriculum is differentiated precisely according to individual students' skill levels, allows students to work at their own pace, addresses multiple intelligences and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr & McGriff, 2011.)

## **7. Educational Practices—Highly Effective Teaching**

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

### *Small Learning Communities*

Small learning communities create the conditions for high student achievement among even the most disadvantaged students (Herize, Katz, Norte, Sather, & Walker, 2002). OUMS will have an average class size of 20 to maximize attention to individual students. The smaller classes allow teachers to spend more time on instruction and less on classroom management. They also allow teachers to better assess and monitor students' academic progress (McRobbie, Finn, and Harman, 1998).

### *Professional Development*

OUMS believes strongly that relevant, supportive and ongoing professional development is key to promoting highly effective teaching and encouraging teachers to continue to refine their practice.

#### *Beginning-of-the Year Professional Development*

With the exception of the first school year, each school year will begin with two weeks of dedicated professional development. In anticipation of the time needed to prepare for the first year, four weeks will be dedicated as professional development before the start of the first school year at OUMS. During these two weeks, the professional development will include, but will not be limited to the following:

**Backwards Planning** OUMS teachers use the Understanding by Design framework (Wiggins and McTighe) to plan our curriculum and assessments in their disciplines. The framework focuses on first identifying the desired results, then determining the acceptable evidence, and finally planning the learning experiences and instruction. The basis of backwards design focuses on developing and deepening students' understanding of important ideas. Other elements include examining an array of methods for appropriately assessing the degree of student understanding, and a set of design standards that work to achieve quality control in curriculum and assessment designs. (Attachment A).

**Interdisciplinary Collaborations** OUMS teachers engage in planning cross-curricular authentic assessments. Each collaborative project is aligned with the Common Core and State Standards for each discipline and allows students to practice the new skills and apply knowledge in authentic, real-life situations. Teachers use the Buck Institute's Project-Based Learning model and Understanding by Design as guides to design these collaborations.

**Vertical and Horizontal Alignment** The curriculum at OUMS is vertically and horizontally aligned. Part of this time will be spent in department teams to ensure that students are gaining appropriate skills and knowledge in an increasingly rigorous and grade level appropriate way for each discipline. Time will also be spent in grade level teams to ensure that there is cross-disciplinary linkages between the knowledge and skills taught at each grade level.

**Community Building** OUMS values a highly supportive community and believes one of the foundations of this is from having a united staff. Staff members participate in purposeful community building activities that work to actively cultivate respectful, supportive, and trusting relationships between the staff members at OUMS.

**Celebration and Visioning** OUMS staff members participate in a collaborative story telling process of the history of Unity Schools to remind them of the obstacles that have been overcome and to celebrate the accomplishments of the school. Staff also collaboratively create and refine the vision of OUMS going forward.

**Critical Friends Groups** OUMS teachers utilize the critical friends groups (CFGs) to create a professional learning community. Teachers use the CFGs to collaboratively examine student work and teacher practice. Research has shown that CFGs foster a culture of community and collaboration, enhance professionalism among teachers, and positively impact teacher thinking and practice and student learning (Key, 2006).

**Creation and Revision of Internal Assessments** OUMS teachers administer quarterly internal assessments for each discipline. Teachers use this planning time to either create or revise their assessments. Each assessment will be evaluated and revised in terms of the reliability, validity and alignment to the Common Core and State Standards with input from other staff members and administration.

**Internal Professional Development** OUMS recognizes the expertise that all teachers bring to our learning community. Teachers are given the opportunity to present their expertise in areas such as classroom management strategies and best practices in instruction and curriculum design. In addition, the Special Education Coordinator and the English Language Learner Coordinator will have time to present strategies to best meet the needs of our special education and ELL students.



**Outside Presenters** OUMS brings in outside experts to help teachers to continue to develop and expand their practice. Topics that will be covered will include, but will not be limited to instructional strategies, curriculum and development, and common core alignment. Experts can include presenters from the Buck Institute, WestEd, Alameda County Office of Education, and Stanford Graduate School of Education.

### *Weekly Wednesday Professional Development*

Each Wednesday, students are released from classes at 11:41. Teachers will meet as a whole staff from 1-1:30. This time will be used for whole staff updates and a community building activity or check-in. From 1:30-4:30, teachers will divide into work groups depending on a rotating schedule of meetings. The work groups consist of:

**Grade Level Teams** Teachers meet as grade level teams (across subject areas) to work on interdisciplinary collaborations, horizontal alignment and to discuss and student concerns. Teachers also participate in CFGs to examine student work and teacher practice. The Special Education Coordinator and the ELL Coordinator will be present at these meetings as well to provide insight and feedback to teachers in how to best meet the needs of special populations at OUMS.

**Department Teams** Teachers meet in their departments to work continue the work on vertical alignment, alignment of curriculum to the Common Core and State Standards, and to analyze data from benchmarks and assessments. Teachers also participate in CFGs to examine student work and teacher practice.

**Committees** Committees are created by the staff members at OUMS in response to feedback gathered from the administration, staff members, students, and parents. Committees will work to continue to improve and refine all aspects of the school community. Committees may work on topics such as student climate and support, teacher climate and support, curriculum and instruction, and community partnerships.

**Book Club** All OUMS teachers participate in the OUMS Book Club. Books related to education and teaching are selected collectively by teachers. Teachers meet regularly to discuss the book and ways that they see the book impacting their teaching and relationships with the students. Books might include books such as Lisa Delpit's Other People's Children: Cultural Conflict in the Classroom, Gloria Ladson-Billings' The Dreamkeepers: Successful Teachers of African American Children, or Herb Kohl's I Won't Learn From You.

**Cycle of Inquiry** Teachers participate in a cycle of inquiry to move their own practice and student achievement forward. Teachers follow the process developed by the National School Reform Faculty to guide their inquiry, keeping in mind this is a cycle and therefore, can begin at any stage of the process: Frame or Reframe Key Issues or Questions, Develop and Tune Action Plan, Carry out Strategies and Collect Data, Analyze Data. The stages of the cycle of inquiry are as follows:

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals

5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

#### *Quarter 1 and Quarter 2 Full-Day Professional Development*

OUMS selects a minimum of two full work days during the first quarter and two full work days at the end of the second quarter so that teachers can have extended time to work together on planning for cross-curricular authentic assessments, or meet as a department team to analyze data, or collaborate with another teacher on planning a study tour for students. The Special Education Coordinator and the ELL Coordinator are given time during these days to continue to provide professional development to all teachers to continue to refine their practice to better meet the needs of special populations of students at OUMS.

#### *End-of-Year Professional Development*

OUMS has a minimum of two full work days at the end of the year. During this time, teachers reflect on the year, analyze student data results from assessments and surveys, make refinements to their curriculum, and set themselves up for successful curriculum planning over the summer.

#### *Literacy Instruction*

Literacy is promoted through 1) explicit teaching of reading strategies, 2) contextual vocabulary and grammar instruction taught in the context of the students' own writing, 3) instruction and reading of a wide variety of genres and types of texts, 4) school-wide collaboration of teachers so that literacy skills will be taught in a systematic, progressive manner, and 5) targeted support for English learners. All students also participate in a daily Silent Sustained Reading program that allows students to read independently from texts of their own choosing for 20 minutes. The teacher also reads during this time to provide a model for the students of a lifelong reader. This practice builds student motivation and engagement with reading, and has been identified by researchers to be a key element of effective adolescent literacy programs (Biancarosa & Snow, 2006). Students will also read a variety of texts in their academic classes. Students will read in different genres and for different purposes. Teachers will modify complex texts as necessary to ensure that all students have access to the material.

#### *Diagnostic Assessment*

OUMS teachers, across content areas, administer diagnostic assessments, four times each school year, of skill and/or content area knowledge in order to assess student progress and to prescribe targeted interventions for students. OUMS teachers also use the assessment data to design differentiated curriculum, create heterogeneous classrooms, and organize students into mixed-ability groups. At OUMS diagnostic testing is administered at the beginning of the year across subject area in order to gain deeper insight into a student's strengths and areas of growth. Teachers at OUMS will delve into this data to make sure that their curricular choices are made with the students' competencies in mind. At least once a quarter, students will receive follow-up tests that will inform the teachers, the administration, the families, and the students themselves about their progress. OUMS will use a variety of data tools to ensure that both teachers and students have an opportunity to look at and analyze their own data.



These pedagogical strategies and instructional structure are continuously modified in response to student learning needs and assessment data. In addition, OUMS offers, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (1) of Education Code Section 46201 for the appropriate grade levels.

## 8. Instructional and Curricular Framework—High Expectations

**Common Approaches to Instruction:** In order for OUMS teachers to deliver the most highly effective teaching demonstrating a high level of expectations for our students, teachers will need to adopt common frameworks and language in order to effectively collaborate and address the needs of the students. OUMS teachers will draw on the following methods and texts, all of which have been backed by research at schools with similar demographics.

**Curriculum Design:** Recognizing that there are proven best practices when it comes to curriculum design and delivery, all OUMS teachers will use Wiggins and McTighe's Understanding By Design framework to plan assessment and subsequently curriculum development. In addition to this, OUMS teachers will utilize materials created by the Buck Institute for Education when planning Project-Based Learning units and assessments.

**Classroom Management and Norms:** Understanding that consistency across classrooms is a key to a safe and supportive school environment, all OUMS teachers will use techniques outlined in Doug Lemov's Teach Like a Champion text. The techniques in this book have been credited with success in both Uncommon Schools and KIPP Schools—where the demographics are similar to those at OUMS. OUMS teachers have also found these techniques successful at the high school level.

**Addressing the Social Needs of Our Students:** Recognizing that both the students' socioeconomic status and ethnic backgrounds will influence their experiences in the classroom, OUMS teachers will meet as a book club to utilize the teachings of texts directed at the specific needs and experiences of urban, socioeconomically disadvantaged youth. Such texts might include Lisa Delpit's Other People's Children: Cultural Conflict in the Classroom, Gloria Ladsen-Billings' The Dreamkeepers: Successful Teachers of African American Children, Herb Kohl's I Won't Learn From You, or Paul Tough's How Children Succeed.

**Addressing the Linguistic Needs of Our Students:** Understanding our students' linguistic backgrounds and the large percentage of students for whom English is their second language, all OUMS teachers will be guided by the ELL coordinator to utilize the techniques in Echevarria, Vogt, and Short's Making Content Comprehensible for English Learners: The SIOP Model to ensure that they are appropriately and consistently sheltering their instruction. In addition, our English teachers will take the lead in integrating strategies that benefit both short and long term English language learners in their development of spoken and written academic English proficiency (Kinsella).

**Creating Community at OUMS:** Creating a sense of community through common practices during the Advisory period will be essential to supporting the academic and social needs of the students. Advisors will use the practices outlined in Origin's Developmental Designs advisory program, supplemented with activities and philosophies outlined in the Tribes Learning Community curriculum to create a highly supportive environment for students in advisory and beyond.

**Instructional Format, Curriculum, and Materials:** OUMS aims to provide students with a high quality education that is aligned to content standards across subject area. The



materials referenced here are program resources that have proven effective based on research in schools with similar demographics, or have also proven effective at OUHS. OUMS also recognizes the autonomy of the teacher as an expert professional and maintains some flexibility for these highly qualified educators to make decisions regarding curriculum and materials based on their students' data.

**English Language Arts:** OUMS utilizes 4 running strands of language arts instruction. The four strands are as follows: reading instruction, writing instruction, vocabulary development, and grammar development—all aligned with Common Core standards. Underlying these strands is explicit instruction in using technology to enhance and demonstrate understanding of the four strands. Curricular resources will include novels, plays, poetry, and non-fiction texts selected by the instructor to be culturally relevant and academically appropriate. The English Language Arts department will work collaboratively with the Social Studies department to select texts that will supplement and support the students' understandings of various historical time periods and perspectives. Writing instruction will follow the model created and used by OUHS teachers. Grammar and vocabulary development will be taught through a mixture of targeted mini-lessons and authentic opportunities for practice (Appendix L).

**Mathematics:** OUMS utilizes a model of blended learning in the mathematics classes that has been piloted at OUHS since the 2010-2011 school year with highly successful student outcomes. This model combines a smaller amount of direct instruction, a larger percentage of in-class independent working time for the students, with opportunities for smaller, targeted pull-out sessions with the instructor. OUMS will utilize the online learning platforms of Khan Academy and ALEKS for students to learn and practice the fundamentals of mathematics as outlined in the Common Core standards. OUMS math teachers will also create project-based learning assignments that require students to apply their mathematical understandings to real-world situations in collaborative settings. The math department will also collaborate with the science department in order to ensure that each department supports one another in the students' ability to apply mathematical concepts to science when applicable.

**Social Studies:** The OUMS social studies classes aim to use a variety of primary and secondary sources to teach students about the historical events that influence their present and to help them understand the perspectives of others and the contexts that influence those perspectives. OUMS social studies classes will work in conjunction with the English Language Arts department on the writing structures used to answer document-based questions. These departments will also collaborate to select texts that will supplement and support the students' understandings of various historical time periods and perspectives. Social studies teachers will use the Teachers' Curriculum Institute's History Alive! curriculum supplemented with their Geography Alive! curriculum (Appendix L).

**Science:** Science classes at OUMS are about inquiry and hand-on exploration. Science teachers at OUMS will present students with problems or scenarios and guide them to use the scientific method to test their own hypotheses. Science teachers will collaborate with the English Language Arts department to ensure that lab reports follow the OUMS established best practices for writing. The science department will also collaborate with the math department in order to ensure that each department supports one another in the students' ability to apply mathematical concepts to science when applicable. Science classes at OUMS will utilize the Discovery Education science curriculum with supplementary readings and lab materials.

**Scheduling for Academic Success:** OUMS' class and bell schedule is created with a deep understanding of the developmental needs of middle school students and both their academic and social growth. Core academic classes at OUMS will consist of both multiple shorter periods and one block period per week, allowing instructors the flexibility to have longer chunks of time for labs and other projects-based learning activities. Sixth grade OUMS students, who are making the transition from self-contained classroom experiences, will take two or more academic subject classes, such as language arts and social studies, and advisory with the same teacher and same cohort of students to support their social and academic transition and development. In addition to this scheduling consideration, the schedule at OUMS will follow a "flipped" model in which classes meet in the morning a few times a week and meet in the afternoon a few times a week in order to ensure that teachers meet with students at varied times of day (Appendix J and Appendix K).

### 9. Ensuring Success of All Students—A Highly Supportive Community

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

- **Student Success Specialist (Counselor):** OUMS will employ a Counselor to meet a variety of student needs. In the first year of the school, the counselor's duties will be performed by one of the teachers on staff who will have a lightened teaching load. In the second year of the school, this position will become a ½ administrative position. The Counselor position will be a full-time position in the third year of OUMS' operation. The Counselor's duties are outlined below:
  - Implement the middle level or junior high school guidance curriculum through delivery of classroom units and infusion in content areas; (coping strategies, suicide/depression, career and high school requirements/ info, etc)
  - Guide individuals and groups of students through the development of educational and career plans
  - Counsel individuals and small groups of students toward social and emotional growth
  - Consult with and train teachers, parents and staff regarding needs of middle school students
  - Refer children with problems and their parents to special programs, specialists and outside agencies, working hand in hand with mental health services, AS programs, and referring/following up to ensure services are being delivered
  - Participate in, coordinate, and conduct activities that contribute to the effective operation of the counseling program and school
  - Participate in and facilitate the SSP process
  - Be involved in Scheduling, and working hand in hand with High School counselors to ensure a successful transition, application to programs (i.e. Puente) and class placement.
  - Work with Elementary Schools for recruitment, explanation of differences and class requirements.
- **Afterschool and Extracurricular Support:** A multi-faceted afterschool program keeps student engaged in productive and healthy activities and away from problems during the most at-risk afterschool hours for youth. The program provides assistance for under-performing students and enrichment activities for all, including but not limited to art, dance, chess, technology and sports. Research shows that extracurricular support boosts educational attainment (Mahoney, et al. 2003). Students will enter the academic



portion of the afterschool program if they demonstrate the need based on teacher and/or family recommendation. These students will meet in small groups of no more than 10 students per classroom to work with tutors on their homework and also may receive support from teachers as needed. The tutors are hired by the principal and, while not credentialed teachers, are college-educated adults who have experience working with students of middle school age. Tutors will enforce the school-wide norms and expectations for behavior. Students will have the opportunity to leave the academic portion of the program and transition to an extracurricular activity every Friday based on their performance that week. At the end of each quarter, the group of students required to be in the academic section of the program will be reviewed and adjusted. Exceptions will be made for students to spend one day a week outside of the academic section of the program and in an extracurricular activity if the student's family and advisor decide that this program brings out a special skill, talent, or aptitude in that student and can serve as a source of motivation and feelings of success for an academically struggling student.

- **Mental Health Support:** Since individual and family needs and challenges can hinder academic success, OUMS collaborates with local community service agencies to provide students and their families with social services. Current collaborators include, but are not limited to, Crisis Support Services, who provide mental health counseling to our students at no cost. OUMS also partners with local university counseling programs to obtain graduate student mental health counselors at no cost to the students.
- **Advisory:** The most essential asset of the OUMS support program is the daily, rigorous advisory program. Because the success of students can hinge on a combination of positive relationships, healthy social skills and engagement with learning, the advisory program integrates both social and academic learning into the curriculum. As Paul Tough points out in his book "How Children Succeed," it is a student's ability to develop "non-cognitive" skills such as grit, optimism, motivation, and perseverance that will contribute to his or her later success in college. At OUMS, the Advisory program is tailored with lesson plans designed to foster those skills directly. The OUMS Advisory program provides structured opportunities for the development of personalized relationships between students and a caring adult advisor. The advisory curriculum is heavily focused on developing positive social skills and self-esteem and reinforces OUMS's Habits of Heart and Mind. Advisory uses a school-wide, teacher-generated curriculum that borrows from such proven team-building programs such as "Tribes" and "Developmental Designs." The curriculum works to develop a sense of inclusion, value and community in each advisory, thereby overcoming risks of isolation and negative behaviors and patterns that can impact the social-emotional and academic growth of a child.

**Elements of the Advisory program are as follows:**

- Advisory meets 2 different times during the day for a total of 50 minutes daily, adding up to a total of 250 minutes per week.
- The first Advisory session occurs in the morning during Period 0. This session lasts for 20 minutes and consists of breakfast and a Morning Meeting using a social-emotional learning curriculum such as "Developmental Designs." The Morning Meeting consists of a community circle where students are given a chance to share their thoughts, feeling and ideas in a positive safe atmosphere or a short group team-building activity, and

news and announcements. The Morning Meeting sets the tone for the day for respectful learning and establishes a climate of trust. Students feel a sense of belonging and are better able to focus and participate positively throughout the remainder of the school day.

- The second Advisory session is 30 minutes and occurs after lunch. The Advisory curriculum rotates through the following activities each week:

*Journaling Activity:* students respond to journal prompts that relate to the theme for the week, such as perseverance, resilience, goal setting, or academic and study skills.

*Study Hall and Individual Conferences with Advisor:* Students work in study groups or individually to prepare for exams, write or edit essays, or complete other assignments. Students are given techniques and strategies to work effectively in study groups to make the most of their time. While students are working, the Advisor meets individually with students to check grades, check agendas to ensure they are being used, check that students are getting their print-out of their grades from PowerSchool signed by their parents on a weekly basis, and to check on the general well-being of the student. These meetings ensure that each student has at least one-on-one meeting per week with their Advisor so that better understand the needs of the student and how to best support them.

*Team-Building Activity:* Students work in their Advisory groups to complete a task that provides inclusive fun. The activities bring movement, teamwork, friendly competition, and enjoyment into students' lives. These proven team-building activities have been adapted from the "Tribes" and "Developmental Designs" programs. After the activity, Advisors will lead a debrief discussion that will highlight the skills the students had to practice to complete the task such as communication, cooperation, or perseverance. These skills will relate to the theme for the week.

*Social-Emotional Curriculum:* Teachers will engage students in lessons around topics such as bullying, building healthy relationships, positive habits for a healthy body and mind, stress management and time management.

- Advisors also run an additional 20-minute daily Silent Sustained Reading program with their advisories. This period runs after the end of the 30-minute Advisory period for a total of 100 minutes of SSR per week. The philosophy of OUMS' SSR program is detailed below.
- Advisors "loop" with their advisory and stay with the same group of students from 6th-8th grades, creating an opportunity for long-term communication and relationship building between the advisors and the students and their families.
- Advisors serve as the primary liaison between the school and students' families, ensuring strong family-school relationships, which are crucial to student achievement (Cotton, 2001).
- Advisors run Student Support Plan meetings to facilitate interactions between families, teachers, administrators, and students around individual student support and/or special education testing.



- Advisors serve as a student advocate when necessary.
- Advisors works with students that each student meets his/her academic potential and develops a plan to explore high school, college, and career options.
- **Parent-Teacher Conferences:** Parents are essential stakeholders in the education of their children. In addition to the supports mentioned above, OUMS will conduct biannual parent-teacher conference meetings in which the student's Advisor will meet with each family and their student to discuss achievement, behavior, and goal setting. One of these conferences will happen in the late fall and another will occur in the early spring. This will not preclude Advisors or Administration from contacting families in the interim to schedule Student Support Plan meetings as needed.
- **SSR Program:** The philosophy of the SSR program is based off of Nancie Atwell's Reading Workshop model, as outlined in "The Reading Zone." The following philosophies, which have met with success at OUHS, are designed to foster a lifelong love of reading in our students:
  1. Students have choice about what they would like to read. This includes, but is not limited to, texts from the school SSR library, which contains a variety of genres and reading levels.
  2. There are no tests, worksheets, projects, book reports, double-entry journals, or discussion questions for the reader to complete before, during, or after reading. Teachers will assess students' growth in ways that match what readers do: by talking with young readers about their texts.
  3. There are no rewards for reading. The rewards are intrinsic.

*a. Plan for Academically Low-Achieving Students*

We anticipate that many of the students entering OUMS at 6th grade with below average academic skills. 52% of 5<sup>th</sup> grade students across Oakland elementary schools scored at grade level in English Language Arts and 61% were at grade level for math. However, the elementary schools in East Oakland, with the same subgroups who we expect to attend OUMS, largely underperformed with ranges of 30%-40% proficiency for African American students in English Language Arts and 40%-50% proficiency for Latino students in Math (OUSD). OUMS's curriculum, pedagogical approaches, and instruction structure are developed to especially enable the success of our student population. In addition, OUMS implements the following interventions for low achievers. In the interest of creating and fostering connections with parents and families, families will always be informed about these interventions and included in the decision-making process regarding the necessary supports for their students. Parents are alerted to the larger programs at the annual intake meetings. Parents are informed of their students' participation in one of the other programs via phone and mailings.

- **Summer Success Program:** All students are encouraged to attend a pre-6th grade 4-week summer program prior to entering middle school in order to improve their basic skills in English and Math and to learn about technology at OUMS. This eases the students' transition to OUMS's middle school curriculum and provides diagnostic information for the development of class assignments for individual students. Students are divided into two sections and take an Intro to English Language Arts class, an Intro



to Math class, and a team-building class. During this time, students are not only introduced to the norms and expectations of OUMS, but are also given diagnostic tests that will help to place them in the appropriate classes for the upcoming year and ensure that they will be given support from the beginning of the year if necessary. The 6<sup>th</sup> grade math and English teachers will teach the summer program, which runs Monday-Thursday from 8-12 for 4 weeks, beginning in June and ending in July. The team-building class will be taught by a credentialed staff member using the Tribes curriculum that will also later be implemented in the Advisory program. At the end of the summer program, OUMS staff will meet to reshuffle the classes into heterogeneous Advisory groups based on academic and social need.

- **Student Support Plan:** During the school year, OUMS seeks early identification of under-performing students through formal and informal assessments and observations. Under-performing students are those performing below grade level in core academic subjects. OUMS teachers meet regularly as grade-level teams and spend a portion of that meeting discussing individual students. A Student Support Plan is usually initiated by the teachers and advisors to identify academic tutoring and other interventions for under-performing or at-risk students. Parents are also invited to contact the school if they wish to initiate the meeting. Typically, OUMS notifies and meets with parents and students of under-performing students to gather more information, to create the Student Support Plan, and to seek their assistance in supporting the students' academic or behavioral progress. Action items for the Student Support Plan might include that students will join the afterschool program to receive extra tutoring, begin mental health counseling, increased communication between parents and teachers through weekly or daily grade and homework checks, or study skill strategies that can be supported by both the teachers and families. At the end of the Student Support Plan meeting, a date is set for the next communication to be initiated by the advisor. This date usually varies between 2-4 weeks after the initial meeting. At that time, the school will contact the parent with an update. If the student has not made progress towards meeting those goals, another meeting will be convened.
- **Mandatory 6<sup>th</sup> grade Afterschool Program:** All 6<sup>th</sup> graders are required to attend a daily afterschool program, Monday-Thursday. Low-performing students will get tutorial and homework assistance in the program. Students who show effort and responsibility will not be required to stay on Fridays, as determined by classroom teachers and advisors. High-performing students will have the option to attend additional enrichment activities and low-performing students who show an aptitude or interest in a specific activity will be allowed to attend one of the additional activities on a case-by-case basis one day a week.
- **7th and 8th Grade Afterschool Program:** Based on teacher or family recommendations, low-performing 7th and 8th grade students will be required to attend a daily afterschool program, Monday-Thursday. Low-performing students will get tutorial and homework assistance in the program. Students who show effort and responsibility will not be required to stay on Fridays, as determined by classroom teachers and advisors. Teachers and advisors will use a combination of homework scores, classwork scores, and assessment scores from the week to determine if students will be required to stay for the Friday program. Low-performing students who have struggled with demonstrating a high level of effort or responsibility for the week will be required to stay on Friday for additional tutoring and homework assistance. At the end of each quarter, students have an opportunity to exit the program if deemed appropriate by all their instructors based on their individual progress and goals.



- **Mental Health Counseling:** Students who are academically under-performing or demonstrate that they are struggling with social or emotional issues are offered weekly counseling services to identify and resolve personal and/or family issues and concerns that might affect their academic performance. Students or families may request counseling services and teachers and advisors may recommend counseling for students who have demonstrated a need through their behaviors, grades, or interactions and communications with others.
- **Summer Credit Recovery:** Students who do not receive passing grades for required courses are offered 4-week summer classes as an opportunity for building and practicing necessary skills as measured by OUMS-generated benchmarks. Students who do not pass the Summer Credit recovery class may run the danger of being retained in that particular grade.

*b. Plan for Academically High-Achieving Students*

- High-achieving students will be provided with supplemental challenging curriculum to meet their learning potential. High-achieving students will be identified through not only diagnostic assessments, but also teacher observation and recommendation. Teachers will work with parents to outline strategies to use at home and in the classroom that adequately challenge high-achieving students. High-achieving students are identified through multiple measures, including: diagnostic test scores, academic performance, leadership potential, and teacher recommendation. OUMS programs provided for high-achieving students include:
  - **Afterschool Enrichment Programs:** Afterschool programs that enhance academic learning such as Techbridge, Book Club, Chess Club, and Journalism classes.
  - **Summer Enrichment Opportunities:** With the support of Advisors, students participate in summer programs offered by public and private universities or organizations, as well as enrichment opportunities outside of school, such as author readings at local universities.
  - **Differentiated Instruction:** Instruction in classrooms will be differentiated with opportunity for open-ended problem solving, all of which support acceleration.
  - **Student Mentoring:** High-achieving 8th grade students will have opportunities to mentor and tutor 6th or 7th grade students with teacher supervision.
  - **Multi-Levelled Reading Library:** As part of their Silent Sustained Reading practice, high achieving students will have access to a variety of books written at high school reading levels or above in order to further increase their reading fluency and comprehension.
  - **Blended Learning:** Our blended learning curriculum in mathematics will allow advanced students to partake high level mathematics contents in his/her own pace.

*c. Plan for English Learners*

**English Language Learners (“ELLs”)** will have full access to OUMS’s core curriculum. Many of the supports listed below have been successfully implemented at Oakland Unity High School (OUHS) over the past 10 years. In the years 2010-2012, OUHS has greatly outperformed OUSD high schools with regard to ELL API and ELL CAHSEE passage rate. Unity Schools has a proven track record of serving Oakland’s ELL population and will continue to do so at the middle school level. Below is a chart that outlines OUHS’ performance in comparison to district schools.

Oakland High Schools	ELL API 2012
Oakland Unity High School	684
Castlemont High School	552
Skyline High School	571
Oakland Technical High School	583
Oakland High School	576

Oakland High Schools	2013- ELA CAHSEE Passage Rates for ELL students (10 <sup>th</sup> )
Oakland Unity High School	74%
OUSD (district wide)	27%

While Unity Schools is proud of its achievement at the high school level and confident that the supports and structures used at OUHS will create a similar environment of success at OUMS, we recognize that many middle school students will enter with ELD levels that are below those at the high school level and have adjusted our interventions accordingly.

OUMS aim to hire CLAD certified, experienced teachers and will work with BCLAD certified teachers and other ELL specialists to meet the needs of this population. OUMS meets all applicable legal requirements for ELLs relative to annual notification to parents, student identification, placement, program options, English language development (“ELD”) and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. OUMS implements policies to ensure proper placement, evaluation, and communication regarding the rights of ELLs and their parents. If a student is classified as an ELL student, the ELL coordinator will contact the parent and explain the supports being put in place to support that student and will explain the ways in which a student can gain reclassification.

OUMS grade-level teachers meet weekly to discuss the students and curriculum. During this time, a focus will also be placed on the progress of those students designated as ELLs. OUMS will engage in a variety of measures annually in order to ensure that students are placed in the appropriate support programs from the outset and that their teachers have an understanding of how to best meet their needs. The ELL coordinator’s job description and his or her role in the classification process are outlined below.

#### *ELL Coordinator*

- The ELL Coordinator at OUMS has two main functions. The first is to ensure that classification processes are being followed for each student. The second is to educate and support the OUMS staff by running ongoing professional development on best practices for teaching ELL students. This part of the ELL coordinator’s role will also include ongoing observations of classroom teachers using the SIOP protocol and helping teachers to modify assignments and expectations for students at the Emerging and Expanding ELD levels.



- In the first year of the school, the ELL Coordinator will be one of the OUMS English Language Arts teachers, who will have a lightened teaching load. There will be a ½ ELL Coordinator position in the 2<sup>nd</sup> year of the school's operation.

### *Classification Process*

#### *1. Home Language Survey*

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

#### *2. Annual Assessments*

OUMS shall follow all California English Language Development Test (CELDT) testing timelines to ensure students receive proper instruction. OUMS shall comply with the applicable requirements of the No Child Left Behind Act with regard to ELL pupils. In addition to providing staff, students, and families with the official results of the CELDT, OUMS ESL coordinator will also provide staff, students, and families with unofficial results in a timely manner.

In addition to CELDT testing, students will also be administered a primary language assessment within 90 days of enrollment.

All students, regardless of the results of their home language survey, will be administered tests to measure language proficiency, reading level, and oral language fluency biannually.

#### *3. Reclassification to FEP Status*

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

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

### *Supplemental Pullout Instruction*

- For students at the Emerging and lower level Expanding ELD levels, supplemental pullout instruction with a focus on academic language acquisition takes place on a twice-weekly basis. In 2011-2012, 80% of 6<sup>th</sup> grade ELL students in Oakland tested at either the Early Advanced, Intermediate, or Early Intermediate CELDT levels, meaning that it would be reasonable to expect a similar percentage of students at this level which corresponds to the Emerging and Expanding ELD levels. These are students who will benefit from substantial to moderate support.
- This instruction will be taught by the grade-level English teacher to ensure continuity between the support and the English Language Arts curriculum and best practices. This teacher will attend professional development offered by Dr. Kate Kinsella around the “how” of academic language acquisition. At OUMS, the “what” of ELD instruction will be deeply connected to what the students are learning in their mainstream English classes.
- ELL students will benefit from smaller, intensive instruction with their regular English teacher. This teacher will also better be able to modify the work or reteach concepts in this setting. This class period will give them more opportunities to speak, read, and write in English. This pullout instruction does not replace the mainstream English class, but occurs during one of the students’ non-core academic classes. The ELL students are thereby receiving 50% more English instructions than the mainstream students.
- The supplemental pullout instruction will focus on 3 modes of production, as outlined in the California English Language Development standards and connected to the Common Core State standards. These modes are: collaborative, interpretive, and productive communication. The supplemental support will also focus on metalinguistic awareness and accuracy of production.
- Students will be periodically assessed for their proficiency level in each of the five categories mentioned above.

Mainstream OUMS classes will provide the necessary support to students at the Bridging level of English Language Development and above. Strategies for supporting ELLs in all classes at OUMS include:

- Project-based learning with an emphasis on multiple ways of showing mastery of knowledge. Project-based assessment will take place on a quarterly basis across disciplines. ELL students are often able to excel at projects in which they can show their intelligence and understanding in a different modality.
- Heterogeneous groupings in core academic classes such as English, Social Studies, and Math. ELL students can benefit when put in an environment with supportive classmates who have a higher level of English than they have. This can be especially true when these classmates are also bilingual in the student’s home language and can assist with basic translation and explanation when necessary.
- After-school support and tutoring available to students 4 days a week from 3-5PM. Some students may be required to attend based on their academic performance. It will be beneficial for ELL students to work in a small group on homework across disciplines.
- Ongoing professional development for all OUMS staff in Specially Designed Academic Instruction in English (SDAIE) and other sheltered instruction techniques offered at least one time per quarter either by an outside source or by the ELL coordinator. ELL



students will benefit from instructors who understand the best practices for meeting them where they are in terms of language development.

- Specialized Silent Sustained Reading library that includes a wide variety of engaging books targeted towards pre-adolescents and adolescents who are acquiring English. OUMS will purchase books from the Orca Soundings series, which is designed for pre-teens and teens who read below grade level. Books are about high-interest topics in accessible language. ELL students will benefit from increased access to and success with reading books in English.
- Instruction techniques, assessment, materials and approaches aligned with California ELD and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

#### *Monitoring and Evaluation of Program Effectiveness*

OUMS's evaluation for the program effectiveness for ELLs includes:

- Assessment of students' English language proficiency, reading level, and oral language fluency in the fall and the spring annually
- Continuous monitoring of reclassification of ELLs by the ELL Coordinator
- Measurement by classroom teachers of student growth in California ELD standards
- SBAC results
- Assessments measuring modes of communication and knowledge of language

#### *d. Plan for Special Education*

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

OUMS will apply to the Sonoma County Charter SELPA to act as a local education agency (LEA) of the Sonoma County Charter SELPA for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending OUMS shall receive special education instruction and related services in accordance with the individualized educational program ("IEP"). OUMS will identify special education students and develop their IEP in two ways:

- When a student enrolls at OUMS, his/her parents/guardians will be asked if he/she has received special education services and, if so, to provide the school with the student's individual education plan (IEP) or to provide a release for the school to access the student's IEP. OUMS will also review the cumulative education records received from the students' previous schools and identify the students with existing IEPs. For these identified students, the OUMS resource specialist will convene a meeting with the

student's parents and the appropriate teacher to review the IEP and to update the plan (to integrate the services with OUMS's high support curriculum) and to conduct reassessment if necessary.

- Instructional staff, through their daily interactions with the students, may identify students who may need extra assistance. For every identified student, the staff will hold a Student Success Team (SST) meeting to develop special intervention program or to recommend the student for special education assessment. For the latter case, the OUMS resource specialist will meet with the parents to seek approval for the assessment. If the assessment recommends special education services, the OUMS resource specialist will develop, together with the parents and the appropriate teachers, an IEP for the student. The IEP services will be designed to take advantage of OUMS's support curriculum. Written plans and records will be maintained for all students with IEPs. Students will receive services as prescribed in the IEP, as determined by local agreements. The students will be reassessed and their IEP updated periodically as prescribed in the IEPs and in compliance with the State and Federal regulations.

*Three-tier Student Success Team*

At OUMS we are committed to seeing ALL of our student graduates prepared for success in high school. In order to deliver on that commitment, we will track our students' academic progress; track progress towards OUMS graduation requirements; identify when a student is not making adequate progress towards graduation; develop a plan to intervene and accelerate that student's progress; and monitor the effectiveness of our interventions. The support program includes a three-tier Student Success Team Structure that is designed to ensure our students stay on track for graduation and secondary success. This includes our model for finding students who might have a disability.

Table 1: Summary of modifications, accommodations, and interventions for underperforming students.

	TIER 1 – IN CLASS	TIER 2 – PULLOUT/EXTENDED DAY/SUMMER SCHOOL	TIER 3 – TIER 2 INTERVENTION + ALTERNATE CURRICULUM
Focus	All students	For those students not making adequate progress at Tier 1; students who through the SST process are identified as needing additional support	For those students not making adequate progress at Tiers 1 or 2; students who through the SST process are identified as requiring an alternative curriculum
Program	Core curricula with supplemental resources as needed	Pullout intensive support in ELD, reading, or math by either the Student Success Specialist or the Resource Specialist during the day; after-school support by credentialed teachers in	Students will be offered sustained, intensive, scientifically-based alternative curriculum reflecting a pacing that meets their needs in addition to their regular



		coursework	coursework
Grouping	Individual support by teacher & homogeneous & heterogeneous grouping	As needed; pullout will be homogenous grouping by ability	Homogeneous grouping based on tier
Time	Daily	At least 30 minutes 2-3 times per week in addition to core provided in Tier 1 (can be before school, after school, weekends or during school)	TIER 2 + at least 60 minutes daily for a sustained period of time during the school day
Support staff	Classroom teacher	Classroom teacher, Student Success Specialist, Resource Specialist, Extended Day Coordinator	Resource Specialist
Setting	Regular classroom setting	Will generally take place outside the regular classroom setting (should NOT supplant core instruction)	Outside regular classroom setting (supports core program)

### *Description of Process*

We will strive to identify struggling students early. These students may or may not have the skills to complete the work, but their lack of progress requires support. Then, we have students whose low academic skills make it difficult to approach and complete assigned grade-level work. Some of these students may simply require in-class Tier 1 differentiation and modification and others may require targeted supplemental instruction.

Our theory of action around academic acceleration at the middle school level is that when students are truly engaged their performance and skill will accelerate. Differentiation and scaffolding in the classroom and our direct approach are our primary means to accelerate the academic learning and the academic outcomes of our students. Students who require additional support will receive Tier 2 and 3 supports accordingly.

All students at Tier 2 or Tier 3 are students who receive special education supports as dictated in their IEPs. Students requiring a Tier 2 or 3 intervention will receive scheduled pull-out support in English Language Development, reading, and mathematics during the school day. These sessions will be scheduled, and students needing this tier of support will be required to participate. The content of these sessions will be strategic direct instruction in the student's zone of proximal development using programs proven in accelerating learning. Students will receive this targeted intensive support for a quarter before being re-assessed for growth. This is a short term intensive intervention designed to accelerate and enable the student to successfully access the classroom curricula. Materials will be selected by the Resource Specialist based on the needs and strengths of the students. The Resource Specialist will conduct professional development with the OUMS teachers on a

regular basis to ensure that all teachers are using best practices when teaching students with IEPs. These professional development opportunities will include, but are not limited to, the following topics: alternate grading criteria, learning disability grid, what to do if one suspects a learning disability, response to intervention and 10 steps to assessment, the job description of a resource specialist, and a writing workshop.

### *Referral Process*

#### 1. Process for Documentation of modifications, Accommodations and Interventions in General Education Prior to SST

The following is the process for documentation of modification, accommodations and interventions in general education prior to SST.

##### Step 1: Advisor makes an SST referral

Student Success Team referrals will generally be submitted following the quarterly progress report. Student advisors will submit SST referrals. (As part of the OUMS support program, every incoming student is assigned a teacher as his/her advisor/advocate. The advisor/advocate will serve the same student until his/her graduation.) Teachers must go through a student's advisor to trigger the Student Success Team process.

##### Step 2: The Advisor will schedule an SST

SSTs will be scheduled in order of priority. If there are a large number of SSTs needed, the RED students will be prioritized over the YELLOW, and upper grades will be prioritized over lower grades. If there is an excessively large number of SSTs, some of the yellow students will be placed on monitor until the next quarterly progress report. SSTs must minimally include the advisor, the student, the parent/guardian and a facilitator. If there is a particular class or teacher that is of concern, that teacher should attend. All the student's teachers should be invited. Classroom teachers who are unable to attend will send detailed notes about the student's progress to the student's advisor at least 24 hours before the meeting. The Advisor will generally facilitate all SSTs. If there are an excessive number of SSTs needed, the Resource Specialist or an Administrator can also facilitate SSTs. In the event the parent or guardian fails to attend the scheduled SST and cannot attend follow-up attempts will be made. If the meeting must take place without the parent, due to extenuating circumstances, the student must be in attendance and notes must be sent home for parent signature.

##### Step 3: The Advisor will collect data for the Student Success Team

Student performance data will be analyzed at the SST meeting. Minimally, the following information will be collected in advance of the meeting:

- Teacher reports on student progress
- Transcript communicating student progress towards OUMS graduation requirements
- Last progress report/report card
- Advisor's report
- Attendance data
- Student conduct data
- Any other relevant reports from relevant staff or adults (after-school program, coaches, tutors, mentors, etc.)



Step 4: The SST will follow the process outlined below to develop a Success Plan

The SST Cycle of Inquiry uses the data presented to identify root causes for the student's performance. It is critical that the SST follows the protocol to be as accurate as possible in identifying the specific causes to the student's challenges. The root causes will identify the target areas for growth on the Success Plan. It will also indicate areas where the student may require modification of requirements or instructional pedagogy. The Advisor will provide a copy of the notes and action items for the Success Plan to a dedicated administrator who will input the Success Plan into the school's online student data platform, PowerSchool, to facilitate teacher access to the plan.

Step 5: The advisor will monitor the implementation of the Success Plans

The Advisor is the lead for the Success Plan. The Advisor will maintain a file for each student with a Success Plan and an administrator will also keep a copy on file for each student. The Advisor will monitor student attendance at assigned support sessions and perform regular check-ins with the Extended Day Coordinator to identify students who are not making good use of the time or resources provided.

## 2. SST Process

Step 1: Review the data presented

Review the student interview responses, the teachers' reports, the student's performance data, and the information presented on the referral. Ask the members of the team to make observations about:

- Student's strengths/assets
- Student's challenges
- Where the student has experienced success
- Where the student has struggled

Step 2: Make a data-based observation/statement about the student's struggles

Make a statement about the challenges the student is experiencing. Make sure this is an evidence-based statement and that the statement is significant. A significant statement is one that describes a challenge that if overcome would dramatically improve the student's performance. For example, the statement "Student A seems very unmotivated and does not engage in class" is much more significant than the statement "Student A is often tardy to class."

Step 3: Ask WHY 3-5 times.

Ask why. Apply your understanding of the student based on the data presented and based on your own experiences with the student to deeply analyze the root cause of the statement. Why is Student A unmotivated? Once the team has come to some conclusion about why Student A is unmotivated, ask why again. If the team decides Student A is unmotivated because he does not appear to see any point to school, ask why he does not appear to see any point to school. If the team decides he doesn't see the point to school because he has been retained twice already and has experienced largely failure in school, ask why that is the case. If the team decides he has largely failed because his reading and writing skills are very low and he has not received adequate support, the team might recommend remediation and pullout. If the team believes his failure is largely due to an inclination to hang out with the "wrong" crowd and "follow" vs. "lead", the team might recommend he join

an extra curricular activity. The real WHY is incredibly important in determining what course of action to take to support the student.

Step 4: Do steps 2 and 3 for another struggle.

Step 5: Do steps 2 and 3 for an area of success.

Step 6: Identify 2-3 high-leverage strategies that build upon the cause of the strength to address the struggles.

For example, if the root cause for a student's strength in his after school basketball team is a close and trusting relationship with his coach and the sense of pride that coach instills in him, then we might theorize that strong and encouraging adult allies help this student succeed. Therefore, we might identify a strong adult ally who can support the area where the student is struggling.

The final step of the process is to close the meeting by summarizing the findings of the SST team including action items, obtainable goals, and setting dates for revisiting the student's progress. Records from the meeting will be distributed to all the stakeholders via hard copy and also recorded electronically in the PowerSchool system.

#### *SPED Staff Professional Training*

OUMS SPED staff and regular staff will receive scheduled trainings from its SELPA and the Bay Area Special Education JPA. In addition, the OUMS SPED staff will lead regular professional development trainings with the OUMS staff during weekly Wednesday professional development meetings. They will model effective practices for students with learning differences as well as offer guidance in lesson development and strategies to best meet the needs of students with learning differences.

#### *Section 504 of the Rehabilitation Act*

For identified student who has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, a 504 team will be assembled by the Principal. The team shall include the parent/ guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.



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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

**Governing Law:** *The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. --California Education Code Section 47605(b)(5)(B). 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.*

### 1. Measurable Outcomes for Student Performance

Oakland Unity Middle School (OUMS) aims to provide students with a quality education with a focus on reading, writing, thinking, and applying knowledge across subject area. An OUMS education involves not only the mastery of these skills, but which also instills in them the habits of responsibility, effort, collaboration, and caring. Through a dual approach of academic and social skill building, students will be able to achieve not only their future educational and career goals, but will also be happy and contributing members of their communities.

**OUMS will achieve the following measurable school-wide outcomes:**

- OUMS performance (as measured by the Smarter Balance Assessment) will exceed that of the OUSD neighborhood schools that students would otherwise attend. [Data Sources: CDE DataQuest];
- Percentages of students who score at the "proficient" or "advanced" levels on the Smarter Balance Assessment in English-Language Arts and Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests [Data Source: STAR results.
- Students that are identified as English Language Learners when first enrolled at OUMS will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels in two of the test areas after two years of study at OUMS. [Data Source: CELDT scores].
- OUMS will attain, both school-wide and for all groups of pupils, its annual Academic Performance Index (API) growth target or in two of the last three years, or in the aggregate for the prior three years. [Data Source: API].
- OUMS will achieve Average Daily Attendance of 95% or higher [Data Source: Student information system records].
- OUMS students' interest in and motivation to attend college will increase over the course of their middle school education with 95% of OUMS 8th graders who have attended OUMS since sixth grade will express interest in attending college [Data Source: Annual student survey results].

In addition to our school-wide measurable pupil outcomes, OUMS's educational objectives for students in each of the **Core Subject Areas**, upon graduation from our program, are as follow and reflect the use of the OUMS Habits of Mind (Attachment C):

#### **English Language Arts**

- Students will be able to read, understand, and write about both the key ideas and details of a variety of texts



- Students will be able to interpret, analyze, and assess the structure, figurative meaning, point of view, and purpose of grade-level appropriate texts
- Students will be able to integrate the knowledge and ideas of multiple texts and diverse media formats
- Students will be able to use technology effectively to demonstrate understanding of a variety of texts or subjects
- Students will be able to write arguments, informative/explanatory texts, and narratives using the relevant and effective techniques of each genre to achieve their desired purpose
- Students will apply their knowledge of grammar and syntax to revise and improve their work in order that they may publish and/or share it with others
- Students will demonstrate an ability to research a variety of sources in order to both build and present knowledge
- Students will utilize multiple moods of presentation to demonstrate knowledge and ideas

### ***Mathematics***

- Students will learn the grade-level appropriate topics about the number system, expressions and equations, functions, geometry, and statistics and probability
- Students will make sense of problems and persevere in solving them
- Students will reason abstractly and quantitatively
- Students will construct viable arguments and critique the reasoning of others
- Students will apply mathematics to solve problems they see in everyday life
- Students will consider the available tools to solve a problem strategically
- Students will communicate precisely to others about math

### ***Social Studies***

- Students will be able to read, analyze, and write about primary source documents in order to understand past and current events
- Students will understand how point of view can influence an understanding of historical events
- Students will understand the role of geography, government, and economics in shaping past and current events

### ***Science***

- Students will be able to apply the process of scientific inquiry through experimentation, data collection, and observation
- Students will be able to read scientific texts and write about experiments using scientific vocabulary and conventions

Furthermore, OUMS's educational objectives in each of the **Social and Leadership Skills** are as follow and reflect the use of the OUMS Habits of Heart (Attachment C):

- **Responsibility:** Students will show a sense of responsibility for not only for meeting academic and workplace expectations, but also through following through on their commitments to themselves, their loved ones, and their larger community.
- **Effort:** Students will demonstrate effort by working hard to progress in their learning and personal growth to overcome obstacles that they may face.
- **Collaborate:** Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups in a variety of settings.
- **Care:** Students will demonstrate care for themselves through making healthy choices and exhibiting interpersonal intelligence and students will also demonstrate **care** for the world around them through their own success and their commitment to improving their communities.

These goals have been created for all core academic areas, additional academic areas, lifelong skills, and OUMS Habits of Heart. The range of assessment reflects OUMS' desire to help students express knowledge and understanding through a variety of measures. The content of the assessments reflects OUMS' mission to prepare students for success in a rigorous high school environment and later to acceptance to and success in college.

#### *School-wide Performance Targets and Methods of Measurement*

The table below details subject area performance targets and methods of measurement for OUMS.

#### **Assessment Chart**

<b>Subject Area</b>	<b>Measurable Outcomes</b>	<b>Assessment Tools</b>	<b>Frequency</b>	<b>Proficiency Goals</b>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>- Students will be able to read, write, and speak for a variety of purposes to a variety of audiences</li> <li>- Students will be able to use academic language, vocabulary, and structures to communicate effectively</li> <li>- Students will be able to use technology effectively to demonstrate understanding of a variety of texts or subjects</li> </ul>	<b>SBAC (External)</b>	1x per year	Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in English-Language Arts will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests
		Standardized Reading Level Assessment <b>(Internal)</b>	2x per year	Growth of at least one level as defined by assessment
		OUMS Common Core standards based writing assessment <b>(Internal)</b>	3x per year	Growth of 1 level per year on a 4 point rubric
		Summative Portfolio Presentation	1x per year	70% or higher on Unity Summative Presentation Rubric



		<b>(Internal)</b>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Students will be able to solve problems in a variety of different ways</li> <li>- Students will be able to communicate both written and orally about mathematical concepts and logical reasoning</li> </ul>	<b>SBAC (External)</b>	1x per year	Percentages of students who score at the “proficient” or “advanced” levels on the California Standards Tests in Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the “proficient” or “advanced” levels on the same tests
		Standardized Math Skills Assessment using Data Director <b>(Internal)</b>	2x per year	Growth of at least one level as defined by assessment
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Students will be able to read, analyze, and write about primary source documents in order to understand past and current events</li> <li>- Students will understand how point of view can influence an understanding of historical events</li> <li>- Students will understand the role of geography, government, and economics in shaping past and current events</li> </ul>	<b>SBAC (External)</b>	1x per year	Percentages of students who score at the “proficient” or “advanced” levels on the California Standards Tests in Social Studies will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the “proficient” or “advanced” levels on the same tests
		Document Based Question Writing Assessment <b>(Internal)</b>	2x per year	Growth of at least one level as defined by Unity Document Based Question Writing Rubric
		Standards based interim assessments using Data Director <b>(Internal)</b>	3x per year	Score of 70 or higher on 100 point scale
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Science</b>	<ul style="list-style-type: none"> <li>- Students will be able to apply the process of scientific inquiry through experimentation, data collection, and observation</li> <li>- Students will be able to read scientific texts and</li> </ul>	<b>SBAC (External)</b>	1x per year	Percentages of students who score at the “proficient” or “advanced” levels on the California Standards Tests in Science will exceed the percentages of students of

	write about experiments using scientific vocabulary and conventions			same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests
		Standards based interim assessments using Data Director <b>(Internal)</b>	3x per year	Score of 70 or higher on 100 point scale
		Lab Report <b>(Internal)</b>	2x per year	70% or higher on Unity Lab Report Rubric
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Additional Academic and Lifelong Learning Skills</b>				
Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>Technology</b>	- Students will effectively use technology as a tool to advance academic learning and individual/group projects and goals. - Students will also use technology as a communication tool and will also learn how to judge reliability of online sources.	Summative Portfolio Presentation	1x per year	70% or higher on the use of technology section on the Unity Summative Presentation Rubric
		Learning Lab Technology skills assessment	2x per year	70% or higher on 100 point scale
<b>Visual and/or Performing Arts</b>	- Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance). - Students will learn how to <b>read</b> a variety of different texts and art forms.	Visual and/or Performing Arts Rubric	4x per year	70% or higher on the Unity Visual and/or Performing Arts Rubric and/or growth of one level per year
<b>College and Career Preparation</b>	- Students will be familiar with and begin preparation for post-secondary education. - Students will visit college campuses and meet with college students and graduates from their communities. They will also learn about career options through a similar hands-on approach including workplace visits	Student Surveys	1x per year	80% of 8th graders expressing interest in attending college
		Counselor's Report	1x per year	Students will attend two college related events per year.



	and conducting interviews with various professionals.			
<b>Physical Education and Health</b>	- Students will understand the benefit of physical activity and proper nutrition. Students will learn how to play a variety of team-building games and how to make healthy decisions.	California Physical Fitness Test	1x per year	At least 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the end of 8th grade.

**Social and Leadership Skills**

<b>Area</b>	<b>Measurable Outcomes</b>	<b>Assessment Tools</b>	<b>Frequency</b>	<b>Proficiency Goals</b>
<b>Habits: Responsibility Effort Collaborate Care</b>	<p>- Students will show a sense of responsibility for not only for meeting academic and workplace expectations, but also through following through on their commitments to themselves, their loved ones, and their larger community.</p> <p>4. Students will demonstrate <b>effort</b> by working hard to progress in their learning and personal growth to overcome obstacles that they may face.</p> <p>5. Students will demonstrate the ability to <b>collaborate</b> and work effectively with others in cooperative groups in a variety of settings.</p> <p>6. Students will demonstrat</p>	<ul style="list-style-type: none"> <li>- Student discipline data</li> <li>- Student Success Team notes</li> <li>- Student and parent surveys</li> <li>- Report cards</li> <li>- 8th grade graduation rate</li> <li>- Attendance</li> <li>- Summative Portfolio Presentation</li> </ul>	Ongoing	- 90% of students will demonstrate growth in social and leadership skills by 8th grade graduation

	<p>e <b>care</b> for themselves through making healthy choices and exhibiting interpersonal intelligence and students will also demonstrate <b>care</b> for the world around them through their own success and their commitment to improving their communities.</p>			
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**School-wide Goals**

Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>Academic Performance Index</b>	- Students will demonstrate adequate growth in academic performance.	SBAC	1x per year	Meet or exceed yearly API growth targets
<b>Average Daily Attendance</b>	- Students will regularly attend school	School data systems	4x per year	95% or higher daily attendance

**Special Populations Goals**

Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>ELL students</b>	ELL students make gains in their English language acquisition	CELDT	1x per year	Growth of least 2 levels in 2 test areas over 2 years
		Assessment of Collaborative, Interpretive, and Productive Modes of Communication using California Department of	2x per year	Movement from early stage of level to exit stage of that level or from exit stage of one level to early stage of the next level in 1 year



		Education English Language Development Standards for grades 6 and 7		
		Assessment of Knowledge of Language (Metalinguistic Awareness and Accuracy of Production) using California Department of Education English Language Development Standards for grades 6 and 7	2x per year	Movement from early stage of level to exit stage of that level or from exit stage of one level to early stage of the next level in 1 year
		Standardized Reading Level Assessment	2x per year	Growth of at least one level as defined by assessment
<b>Special Education Students</b>	Students will be expected to meet the annual goals stipulated in the students' Individualized Education Plans (IEP)	Tri and Annual Review Assessments	3x/year	Determined to have Met Stated Goal(s) in IEP

The table below details school-wide performance targets and methods of measurement for OUMS.

School-wide measures and goals	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
API	n/a	Growth Target +5	Growth Target +10	Growth Target +15	Growth Target +15
AYA	n/a	Yes	Yes	Yes	Yes
ADA	95%	95%	95%	95%	95%

### **Target Performance Levels**

OUMS is committed to pursuing growth targets that are both ambitious and feasible. OUMS' targets and measures were created with the goal of outperforming the local middle school programs, which our students might otherwise attend. Our measurable school-wide outcomes numbers 1 and 2 both reference OUMS performance in relation to similar district schools with comparable numbers of socioeconomically disadvantaged students, African-American students, and Hispanic/Latino students. The following table reflects the 2011 CST scores of 5 middle schools located within a 5-mile radius of the proposed OUMS site and with similar demographics:

School Name	% Proficient in English	% Proficient in Math
United for Success	26%	15%
Coliseum College Prep	25%	21%
Elmhurst Community Prep	28%	30%
Roots International Academy	25%	17%
Frick Middle School	28%	19%

## 2. Documenting Outcomes for Academic Subject Matter and Other Skills

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

Oakland Unity Middle School will use a continuous cycle of internally created **benchmarks** to ensure that class and department goals are being met. The building blocks of this benchmark cycle draw on the model presented in *Driven by Data* by Paul Bambrick-Santoyo and are as follows:

- Assessment: creation of rigorous, standards-based interim assessments to provide rigorous data
- Analysis: examine the results to identify the causes of both strengths and shortcomings
- Action: teach effectively what students most need to learn based on assessment results

Oakland Unity Middle School's **benchmarks** are created with the following principles, called the Five Core Drivers of Effective Assessment:

1. Common and interim - Assessments should apply to all students in a grade level and should occur every six to eight weeks.
2. Transparent starting point - Assessments need to be written before teaching starts: they define the road map.
3. Aligned to state tests and Common Core standards- Assessments should mirror state tests (SBAC) in format, content, length
4. Aligned to instructional sequence - Assessments should be aligned to the teachers' sequence of clearly defined grade - level and content expectations, so teachers are teaching what will be assessed.
5. Reassessed - Interim benchmark assessments should continuously reassess previously taught standards.

Oakland Unity Middle 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.



## ELEMENT C: MEASUREMENT OF PUPIL OUTCOMES

**Governing Law:** *The method by which pupil progress in meeting those pupil outcomes is measured. --California Education Code Section 47605(b)(5)(C). 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. OUMS will comply with all Local Control Accountability plan regulations and compliance requirement*

OUMS will use a variety of data sources to measure pupil outcomes and ultimately the success of the school. OUMS will use a combination of both formative and summative assessments created by both internal and external sources to get the most detailed picture of student achievement.

OUMS will measure pupil outcomes in the following categories:

- Core Academic Content
- Social and Leadership Skills
- Achievement of Special Populations
- School-Wide Goals

OUMS will measure pupil outcomes using a variety of assessments, including a combination of internally and externally created assessments:

### **Formative Assessments:**

- Standardized Reading Level Assessment (external)
- Rubric-based OUMS Middle School Common Core standards based Writing Assessment (internal)
- Standards-based Mathematics Skills Assessment using Data Director (internal)
- Rubric-based Document Based Question Writing Assessment (internal)
- Standards-based Social Studies Assessment using Data Director (internal)
- Standards-based Science Assessment using Data Director (internal)
- Rubric-based Lab Report Writing Assessment (internal)
- Learning Lab Technology Skills Assessment (internal)
- Visual and/or Performing Arts Rubric-based Assessment (internal)
- California Physical Fitness Test (external)
- Discipline report generated via SIS
- Summative Assessments: Smarter Balanced Assessment Consortium (external)
- CELDT (external)
- Summative Portfolio Presentations (internal)
- ADA (PowerSchool)
- Local Control Accountability Plan
- Student grade reports (PowerSchool)
- Student and family end-of-year surveys (TriPod student survey)

### *Summative Portfolio Presentations*

OUMS students will engage in Summative Portfolio Presentations at each grade level, culminating in an 8<sup>th</sup> Grade Summative Portfolio Presentation that will be a reflection on their entire OUMS career and in which the student will make the case that he or she is ready to enter a rigorous high school environment.

OUMS believes that portfolio presentations can be an extremely rich source of data about student learning, as well as an important exercise in metacognition for the students. Students will demonstrate an understanding of individual subject matter, effective public speaking skills, ability to self-reflect, and level of growth in the Unity Habits of Heart.

OUMS students will present not only to staff members, but also to family members, peers, and members of the local community. OUMS teachers will also use the data gathered from these rubric-based Summative Portfolio Presentations to make decisions about the quality and effectiveness of their own instruction across subject-area.

### *Use and Reporting of Data:*

Since the 2010-2011 school year, OUHS has been at the forefront of using the web-based platform, Data Director, in conjunction with the California Charter Schools Association's ZOOM! Data Initiative. OUMS will build on the expertise and experience gained through 5+ years of experience with data driven instruction.

OUMS will use the Data Director platform to produce timely reports on a variety of measures. These measures can include large-scale views, such as overall performance of a certain sub-group, to more nuanced, but equally valuable information of student performance on individual standards or questions.

OUMS instructors will use the data inquiry tools created by OUHS to track individual student progress and progress of a group on various standards. OUMS instructors will use this data, in conjunction with data gathered from other assessments, to work on improvement plans for individual students, sub-groups, and their own instruction.

Since the 2004-2005 school year, OUHS has been utilizing Pearson Education Inc.'s PowerSchool, PowerTeacher, and PowerSchool Admin tools to input Student Information. OUMS teachers will utilize the same best practices used by OUHS to achieve positive student outcomes. OUMS teachers will enter a minimum of 3 grades per week across categories such as "homework", "citizenship", or "performance assessments" in order to create a rich picture of student performance in each class.

OUMS students will also be required by advisors to regularly check their grades using PowerSchool's online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Advisors will use an individual student's grade data from PowerSchool to make decisions about necessary Student Support Plan meetings and will use this data during those meeting. OUMS parents will be educated at the beginning of the year about how to monitor their own students' data via the PowerSchool online interface.

OUMS teachers and administrators will utilize PowerSchool Admin to monitor student behavioral growth. Both teachers and administrators will log behavioral incidents in order to monitor patterns of behaviors across grade levels and from individual students. The information in PowerSchool Admin will be used to decide individual student consequences. These discipline reports will be shared with parents at Student Support Plan meetings if relevant.



OUMS teachers and office staff will use PowerSchool to take attendance and monitor absences and tardies. Office staff will utilize the same best practices used by the office staff at OUHS. OUHS has consistently had an ADA of over 95% over the past 5 years. This data will be shared with parents during Student Support Plan meetings and at larger parent meetings if relevant.

#### *Improvement Plan:*

OUMS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects OUMS' commitment to repeated assessment using a variety of measures to generate data about student understanding. The OUMS staff is engaged in two levels of inquiry using data. OUMS staff uses a cycle of inquiry to move students towards improvement.

**Cycle of Inquiry-** the stages of the cycle of inquiry are as follows:

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

**Grade Level Teams:** Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the Advisors of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

**Department Teams:** Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the Advisors of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

#### *Reporting of Data to the OUMS Board and Community:*

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

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in the school's governance and other activities.

- Data regarding the number of staff working at the school and their qualifications. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the school implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the OUMS Board at the end of the school year at a public meeting. Data from the performance report is translated into the School Accountability Report Card (SARC) that is published on OUMS's website.

If Oakland Unity Middle School does not test (i.e., CELDT) with the district, Oakland Unity Middle School hereby grants authority to the State of California to provide a copy of all test results directly to OUSD as well as the charter school.

Test results for the prior year, if not provided directly to the district by the State, will be provided by the charter school to the district no later than September 1 of each year.

*Reporting of Data to Families and Students:*

Students and families will be informed of the schedule of individual summative and formative assessments. Results of these assessments will be transmitted to parents at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents during Student Support Plan meetings, and via grade reports and progress reports.

Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.



## ELEMENT D: GOVERNANCE STRUCTURE

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

### 1. Legal Status and Liability

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

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

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

Day-to-Day functions of the board are delegated to the Executive Director. The current Executive Director is Dr. Sau-Lim Tsang who is the founder of Oakland Unity High School. He has over 35 years of non-profit management, school management, and education program experience. Please see Dr. Tsang's bio in the "Founding Member" section of this charter. His resume is included in Attachment H.

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

The Unity Schools board will comply with the Brown Act in all matters.

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

### 2. Unity Schools Board of Directors

The Unity Schools Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the school. Unity Schools offers a new member orientation for new board members and also conducts a biannual retreat so that all board members can become acclimated to the important aspects of Unity Schools. Unity Schools' bylaws stipulate seven to 15 board members. The board has had an odd number of members in its ten years history in order to avoid tied votes. If needed, the board

will elect/appoint a new member to maintain the odd number. Board members serve two-year terms and may be re-elected. The Board includes at the chair of OUMS's Community Council, a business person with experience in fiscal management, and "other community members." The "other community members" on the board will have expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of charter schools. OUSD is invited to delegate a representative to serve on Unity Schools Board of Directors. See Attachment E for the listing of current Unity Schools Board members.

The Board of Directors has a responsibility to solicit input from, and the opinions of, OUMS community council regarding issues of significance and to weigh the input and opinions carefully before taking action. The Board of Directors meets monthly (except for the month of August) and as needed and is responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the OUMS Principal.
- Approving the hiring of OUMS staff after consideration of a recommendation by the Principal, including overseeing the compliance of hiring policies/procedures by the principal.
- Approving contractual agreements for amounts exceeding \$5,000 that are not included in the annual budget.
- Approving and monitoring the implementation of OUMS general policies, including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student learning.
- Approving and monitoring the OUMS annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the OUMS mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or subcommittees as needed, including but not limited to, an audit committee.



- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

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

The Board currently has two committees: Finance and Facility. An ad hoc Personnel committee is appointed when needed to conduct the performance review of the school principal. The board also appoints administrative panels for the purpose of expulsion hearings.

Unity Schools has in place Conflict of Interest Policies (Attachment P). All board members are to complete the required disclosure forms. Unity Schools' governance policies are aligned with the principles of the Brown Act and the Political Reform Act.

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties to the Unity Schools Executive Director, OUMS staff, or other responsible parties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

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

### 3. The Principal

The day-to-day management and operation of OUMS will be the responsibility of the school Principal, who will be authorized to act within the parameters set by the Unity Schools Board. The Principal reports directly to the Unity Schools Board of Director. He or she will supervise and evaluate teachers and other school staff members according to school procedures. Not a voting member of the board, The Principal will report to the OUMS Board of Directors as representative of the school administration at all scheduled board meetings. The principal will also attend monthly finance committee meetings involving school board members serving on the board finance committee. The Principal will be advised and supported by the OUMS Community Council. The Principal will be responsible for establishing a communication system to facilitate communication among the school's stakeholders including the Unity Schools Board, OUMS Community Council, teachers, parents, OUSD, and partnering agencies.

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

#### 4. OUMS Community Council

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

The UMCC consists of the Principal, teachers, parents, and other OUMS staff. UMCC will select a non-OUMS staff member as its chair, who will also serve as the parent representative on the OUMS school board. This parent representative will be responsible for sharing feedback and recommendations from UMCC to the OUMS Board of Directors.. Students and other community members may also participate in the UMCC. OUMS employees on the UMCC are selected by other OUMS employees and will not exceed 50% of the seats on the UMCC. Parents of OUMS students will comprise at least 40% of seats on the UMCC and are selected by other OUMS parents. Either the UMCC or other appropriately configured subcommittees of the UMCC constitute the School Site Council or English Language Advisory Committee for the purpose of meeting the requirements of federal and state regulations.

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

#### 5. Parent Involvement

OUMS recognizes that students learn best when parents are engaged in their education (Henderson and Berla, 1994). Staff at OUMS also recognize that a percentage of its parent population may not have attended school in the United States or had the opportunity to graduate from high school or attend college. Therefore, every school year, OUMS hosts meeting for all OUMS parents. These meetings are designed to: 1) present parents/families with important updates regarding OUMS's academic progress and 2) provide parent/guardian education on topics that will help them support their middle school student's academic achievement and social-emotional development so that they can actively support what their children are learning at OUMS 3) provide guidance and support for parents and guardians to help their children be motivated to attend and succeed in high school and apply for and attend college. Parents are also encouraged to participate in the UMCC.

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

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

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

No student will be denied enrollment nor dis-enrolled for a failure of the parent or guardian to complete volunteer hours. However, in all cases, to give the student the maximum



opportunities to succeed, OUMS will work with parent/guardians to consider all possible opportunities for parent involvement.

## **6. Addressing Parent Complaints**

Oakland Unity Middle School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Oakland Unity Middle School will not, at any time, refer parent complaints to the District. Nevertheless, OUSD will not abrogate parents' rights to take matters to the authorizer school if they so choose.

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.

Oakland Unity Middle 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 Oakland Unity Middle School alleging its noncompliance with these laws challenging any actions which would be prohibited by these laws. Oakland Unity Middle School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Oakland Unity Middle School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of OUMS students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the school, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner

## **7. District Involvement**

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

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

Oakland Unity Middle 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. Oakland Unity Middle School acknowledges that OUMS is subject to audit by

OUSD. If OUSD seeks an audit of Oakland Unity Middle School, 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 Oakland Unity Middle School by law or charter provisions.

If there is any corrective action necessary based on the findings of the audit, the Board will implement those actions at the ensuing board meeting.

OUMS will comply with the regulations stipulated by the Audit Guide for Charter Schools.

## **8. Businesses and Operations Management**

Unity Schools provides business and operations management services to OUMS. Unity Schools has over ten years of experience of providing administrative services to charter schools (Oakland Unity High School). Unity Schools staff operates under the direction of the Unity Schools Board and the Executive Director and works collaboratively with the Principal and the staff. Please see Attachment M for the list of services to be provided by Unity Schools. No contracts with outside services are currently anticipated. However, if outside services are needed, OUMS will comply with the Contracting Standards for Oakland Unity High School (Attachment N).

### ***Budget Development***

The Executive Director will prepare a preliminary budget in March of each year for the upcoming school year. The budget will be developed based on the latest revenue projections, expenditure projection of the current school year, and the projected school enrollment. The board will review the budget. The budget will be updated based on the board input, updated enrollment projection and the Governor's May budget revise and any change in State regulations. The Board will review and adopt the budget in its May meeting.

### ***Financial Monitoring***

The Executive Director is responsible to prepare month financial and cash flow reports. The board's finance committee and the school principal review the reports prior to the monthly board meeting and report to the full board the findings. The board reviews the reports and findings and will choose to accept or reject the financial and cash flow reports based on recommendation of the treasurer and the finance committee

Unity Schools will, in the event its Board intends to procure substantially all business and operation services for OUMS through a contract with another person or entity, provide for approval of such contract by the OUSD Board of Education in advance of the beginning of the contract period.

## **9. Non-Discrimination**

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



## ELEMENT E: STAFF QUALIFICATIONS

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

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

### 1. The Principal

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

- Continuing to research and implement measures to ensure the safest and most productive campus environment possible.
- Providing leadership for the development of school programs and curricula
- Managing the day-to-day operations of the school site
- Engaging parents in school programs and the development of their children
- Fostering and nurturing a positive and supportive school culture for students, staff, and parents.
- Acting as liaison between parents and teachers, and students and teachers, when appropriate.
- Ensuring that students, teachers, and parents are involved in key decisions that affect the school.
- Providing and supporting opportunities for teachers to grow professionally, including high quality professional development opportunities.
- Ensuring that vacancies are filled with highest quality staff possible.
- Observing, supporting, and evaluating teacher development and performance.
- Overseeing management of student discipline, in accordance with school’s policies.
- Providing overall supervision of all school staff, including volunteers.
- Coordinating with collaborating agencies
- Reporting to and communicating with Unity School’s board of directors
- Overseeing the preparation of the Annual Programmatic Audit
- Leading school’s community and media relation efforts, including marketing and recruitment.

- \*\*The above duties may be delegated by the Board of Directors to another employee of Oakland Unity Middle School or to an appropriate third party, as allowed by applicable law.
- \*\*The above duties may be delegated by the Board of Directors to another employee of Oakland Unity Middle School or to an appropriate third party, as allowed by applicable law.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Administrative and educational experience and appropriate credentials, per California Commission on Teacher Credentialing requirements, preferred.
- Demonstrated leadership, decision-making, and managerial skills
- Minimum of 5-years experience working with youth and/or adolescent, with a preference for experience with youth who share a similar background as the target school population
- Passionate about working with youth/adolescent and their families
- Bilingual proficiency in English and Spanish (preferred)
- Masters Degree (preferred)

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

## 2. The Teachers

While the principal is responsible for overseeing the curriculum and assessment program, OUMS teachers are primarily responsible for implementing the school's educational program. Teachers will be able to create and disseminate curriculum in their subject area. Teachers will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Teachers are also responsible for collaborating with other staff—both in their department and outside their department to deliver content and instruction in a way that maintains consistency and works towards OUMS' mission. In addition to their classroom instructional role, the duties of teachers include, but are not limited to:

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



- Communicating with parents

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

When appropriate, OUMS also employs or retains non-certificated staff to teach non-core classes in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully as a teacher. At minimum, all OUMS teachers will have a Bachelors Degree, preferably in the subject area they are teaching.

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

- Belief that all of our students can and should go to college
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Firmness and assertiveness
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to OUMS Measurable Student Outcomes
- Academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students

- Willingness and ability to hold all students to a high social and academic standard
- OUMS hires teachers who have experience and/or knowledge of the student populations at the school. All certificated teachers will have BCLAD or CLAD credentials.

### 3. Non-instructional staff

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

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

Minimum requirements for the office administrative staff include, but are not limited to, being able to fulfill the physical requirements of the job, being punctual and professional, having a strong work ethic, being able to interact with youth in a positive way.

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



## ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

Oakland Unity Middle 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

### *Procedures For Background Checks*

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

### *Role Of Staff As Mandated Child Abuse Reporters*

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

### *TB Testing*

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

### *Immunizations*

OUMS adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. Students are required to submit verification of required immunizations before enrolling in OUMS.

### *Medication in School*

OUMS adheres to Education Code Section 49423 regarding administration of medication in school. Medication policies will be included in the parent handbook and will be explained to parents during parent-student-school meeting prior to enrollment at OUMS

### *Vision/Hearing/Scoliosis*

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

### *Oral Health*

OUMS adheres to Education Code regarding oral health and will contract with community clinics to provide an annual examination of our students.

### *Emergency Preparedness*

OUMS adheres to an Emergency Preparedness Handbook developed specifically for the needs of the school site. This handbook includes, but is not limited to the following

responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook is reviewed and updated annually.

#### *Blood-borne Pathogens*

OUMS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

#### *Drug Free/Smoke Free Environment*

OUMS maintains a drug and alcohol and smoke free environment.

#### *Trainings*

OUMS staff will receive training on CPR, sexual harassment, and other safety related issues annually.

#### *Facility*

OUMS's school facility will be certified by the City of Oakland to be in compliance with all regulations for schools including ADA.



## ELEMENT G: ACHIEVING RACIAL/ETHNIC BALANCE REPRESENTATIVE OF OUSD

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

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

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

**Recruitment:** In an effort to recruit a student population that is reflective of the local East Oakland community, OUMS will engage in the following strategies (see Attachment O for more detail):

- Sending bilingual fliers to the local elementary schools
- Requesting information about parent events at local elementary schools
- Contacting local community education networks, churches, youth centers to disseminate information about our program
- Attending OUHS parent events to inform parents about OUMS' program for their younger children or family members

Specifically, OUMS will hope to create and sustain a relationship with the following elementary schools, among others, which are also reflective of the student community which we will serve: Greenleaf Elementary, Community United Elementary School, East Oakland Pride Elementary School, Encompass Academy, Fruitvale Elementary School, Aspire Schools, and Futures Elementary School.

OUMS will allocate a recruitment budget in our proposed budget that will cover, at minimum, the following items: production of recruitment materials, advertising, and personnel costs.

## ELEMENT H: STUDENT ADMISSION POLICIES

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

Oakland Unity Middle School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Educational Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 433.55 of the Penal Code or association with an individual who has any of the afore mentioned characteristics).

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

OUMS accepts all students eligible to enroll in 6th, 7th and 8th grade students up to its capacity.

Promotional materials are available in English and Spanish (and other languages if necessary), are distributed at multiple locations throughout OUSD.

The application process is as follows:

1. Interested parents are asked to fill out a one-page application which becomes available in September. This application is available in the front office.
2. Community is informed of the dates of the enrollment period and lottery, if required
3. Applications are accepted in the front office during a publicly advertised open enrollment period from January 1<sup>st</sup> to March 15<sup>th</sup> for enrollment in the following school year.
4. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, OUMS holds a public random drawing no later than March 31 to determine enrollment for the impacted grade level, with the exception of existing students (2<sup>nd</sup> year forward) who are guaranteed enrollment in the following school year. Exemption in the public drawing shall be given to siblings of currently enrolled 6th, 7th, 8th graders. Parents who do not attend the lottery receive notification of their acceptance or place on the waiting list via mail. This same mailing indicates the dates of the first parent meeting.
5. Within one month of the lottery, parents whose children have been accepted via lottery are asked to attend a meeting at the school in which they fill out and provide the school with all the necessary paperwork including emergency contact, free and reduced lunch forms, immunization records, transcripts, birth certificate, and other necessary forms. Because OUMS seeks a commitment from both students and parents to the mission and vision of the school's charter, all parents or guardians must sign the OUMS 3-way contract agreement
6. After the first round of parent meetings, the office staff contacts parents who did not attend to ascertain the status of their students. If the parent has not responded to OUMS' request for information after 3 phone calls in the ensuing week, their student will be dis-enrolled and OUMS will contact the next student on the waiting list.

As part of the Fall Information Update, Oakland Unity Middle School will notify the District in writing of the application deadline and proposed lottery date. Oakland OUMS Middle School



will ensure that all application materials will reference these dates as well as provide complete information regarding application procedure, key dates, and admission preferences and requirements consistent with approved charter.

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

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

## ELEMENT I: AUDIT PROCEDURE

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

Unity Schools has been operating Oakland Unity High School for the last ten years and is experienced with the requirements of charter school auditing procedures. The Unity Schools' Executive Director will form an Audit Committee each fiscal year to oversee the selection of an independent auditor (subject to the approval of the Board) and the completion of an annual independent fiscal audit of the school's financial affairs. The auditor will be a CPA approved by the California Department of Education to conduct audits for LEAs and will have experience in education finance. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(I).

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

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

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

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



- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

## ELEMENT J: SUSPENSION AND EXPULSION POLICIES

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

OUMS's Suspension and Expulsion Policies are outlined in Attachment G. These policies will be reviewed and amended, if appropriate, annually and by need by the Unity Schools Board to address student conduct issues that may arise during the charter term that were not contemplated in the drafting of the charter. The board will seek input from staff and the UCC prior to adoption of any revision to the policies.

Suspension and Expulsion Policies will be printed and distributed as part of the school's student handbook and will clearly describe OUMS's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will receive the student handbook upon enrollment.

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

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Stole or attempted to steal school property or private property.
- 7) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 8) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 9) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 10) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 11) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.



- 12) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 13) Committed sexual harassment.
- 14) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

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

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

#### Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1) Informal Conference

An informal conference between the Principal or the Principal's designee and the student will precede suspension, if possible. Parents will be requested to attend the conference.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

##### 2) Notice to Parents/Guardians

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

##### 3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the

pupil should be extended pending an expulsion hearing. The Principal upon either of the following determinations will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### Authority to Expel

An Administrative Panel appointed by the president of the Unity Schools Board may recommend to the full board to expel a student following a hearing. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense. The president of the Unity Schools Board may appoint an Administrative Panel at any time.

#### Expulsion Procedures

When the school principal decides that a student's disciplinary infraction(s) warrants expulsion from Unity, the principal will convene an expulsion recommendation meeting with the student's advisor and any other staff member who expresses an interest to discuss the school principal's expulsion recommendation. However, any recommendation made to the Unity Schools Board will be at the sole discretion of the school principal or his or her designee.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed by the Unity Schools Board or its appointed Administrative Panel for good cause, the hearing shall be held within thirty (30) school days after the principal or designee sends via first class mail a letter informing the Pupil that he or she will be recommended for expulsion to the Unity Schools Board.

The expulsion hearing will be presided over by an appointed Administrative Panel Chair. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of Unity disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) A statement that the student or the student's parent/guardian may appear in person at the hearing and/or employ and be represented by counsel or an advocate;
- 6) Notice of the right to inspect and obtain copies of all documents to be used at the hearing except for documents whose disclosure will cause safety concern for the school community as determined by the principal;



- 7) A statement that the student and the student's parent/guardian, or representative, has the opportunity to confront and question all witnesses who testify at the hearing;
- 8) A statement that the student and the student's parent/guardian, or representative, has the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Unity Schools Board who will make a final determination regarding the expulsion. The final decision by the Unity Schools Board shall be made at the next board meeting after the hearing.

#### Record of Hearing

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

#### Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. Sworn declarations may be admitted as testimony from any witness of whom the Administrative Panel or designee determines whose disclosure of his or her identity or testimony at the hearing may subject the witness 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.

#### Written Notice to Expel

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

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

#### Disciplinary Records

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

#### 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.

#### Rehabilitation Plans

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

#### Readmission

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

#### *Notifying School Districts*

Oakland Unity Middle School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Oakland Unity Middle School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Oakland Unity Middle School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).



## ELEMENT K: RETIREMENT SYSTEM

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

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

The Unity Schools current salary schedule is 5% higher than OUSD's. Unity Schools provides full benefits (health and dental insurance, sick and personal leaves, maternity leave, and 457 Deferred Compensation Plan) for all employees who work 90% or more and their dependents. Our benefit package is among the best in the State of California according to the Alameda County of Education. OUMS may choose to offer the Public Employees Retirement System or another retirement plan to its non-teaching staff.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

The parent or guardian of each pupil enrolled in OUMS shall be informed that the pupil has no right to admission in a particular school of any local education agency as a consequence of enrollment in OUMS, except to the extent that such a right is extended by the local education agency (California Education Code Section 47605(b)(5)(L) and Criteria for Review; CCR-5, section 11967.5.1(f)(12)).



## ELEMENT M: EMPLOYEE RIGHTS

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

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

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

## ELEMENT N: DISPUTE RESOLUTION PROCESS

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

The staff and Governing Board members of Oakland Unity Middle School agree to attempt to resolve all disputes between the District and Oakland Unity Middle 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.

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Executive Director, Unity Schools:

6038 Brann Street  
Oakland, CA 94605

To Coordinator, Office of Charter Schools:

Tilden Education Complex  
4551 Steele Street, Room 11  
Oakland, California 94619

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



(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (AAA) to have an arbitrator appointed.(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

## ELEMENT O: EDUCATION EMPLOYMENT RELATIONS ACT

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

Unity Schools is the exclusive public school employer of the employees of OUMS for the purposes of the Educational Employment Relations Act (Government Code Section 3540, et seq.). Unity Schools understands its employees' rights Under the Educational Employment Relations Act (EERA) and its responsibilities in the event employees are represented under EERA.



## ELEMENT P: CLOSURE PROTOCOL

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

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

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

The Unity Schools Board will promptly notify OUSD, Alameda County Office of Education, and OUMS's SEPLA of the closure and of the effective date of the closure.

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

As applicable, OUMS will provide parents, students and OUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). OUMS will ask OUSD or the county office of education to store original records of OUMS students. All OUMS records shall be transferred to OUSD upon closure.

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

OUMS will complete and submit all required annual/closeout reports to the OUSD, CDE, U.S. Department of Education, and other agencies that provide funding/assistance to OUMS.

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

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

## DISTRICT IMPACT STATEMENT

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

### **A. Potential Civil Liability Effects**

#### **Intent**

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

#### **Civil Liability**

OUMS is operated by a California non-profit public benefit corporation, Unity Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

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

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

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

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

### **B. Financial Reports**

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

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

### **C. District Oversight**



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

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

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

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

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

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

#### **D. Proposition 39**

OUMS reserves the right to request a school facility from OUSD under Proposition 39.

## MISCELLANEOUS CLAUSES

### *Good Faith*

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

### *Term*

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

### *Amendments*

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

### *Severability*

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

### *Public Records*

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

### *Student Records*

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

### *Facilities*

OUMS will open in August 2014 at the facility currently housing Oakland Unity High School when it will move to its new campus being developed with Proposition 1D funding. This facility, at 6038 Brann Street, Oakland, will be a rental facility from the Evangelical Lutheran



Church of Our Redeemer. The facility has a capacity for 300 students. It consists of 14 classrooms, an auditorium, a cafeteria, offices for administration and support services, and a large yard with a basketball court. PE classes will be conducted in the schoolyard or the public park adjacent to the school. This facility is in compliance with City of Oakland regulation for a school. OUMS will submit a certificate of occupancy 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. If Oakland Unity Middle School moves or expands to another facility during the term of this charter, OUMS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Oakland Unity Middle School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter School and/or the local planning department or equivalent agency.

As an alternative, OUMS also has an option to rent the school facility at 3637 Magee Avenue in Oakland if the American Indian Public Charter School vacates the facility.

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

#### *District Fee for Oversight*

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

#### *Charter Renewal*

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

#### *Charter Revocation*

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

#### *Applicable Laws*

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

*Communications*

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

Oakland Unity Middle School  
6038 Brann Street  
Oakland, CA 94605

Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606



## ASSURANCES

As the authorized representative of the applicant, I, Damon Grant, hereby certify under the penalties of perjury that the information submitted in this application for this petition for a charter for Oakland Unity Middle School (OUMS) to located at 6038 Brann Street, Oakland, is true to the best of my knowledge and belief; and further, I certify that if awarded a charter, Oakland Unity Middle School:

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

16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

17. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

18. Will at all times maintain all necessary and appropriate insurance coverage.

19. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

20. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period

21. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

22. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.



Damon Grant

Signature

September 11, 2013

Date



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## Attachment A

*Oakland Unity Middle School Backwards Design Unit Template (adapted from Understanding by Design, Wiggins, G. & McTighe, J.)*

Unit Cover Page	
<b>Unit Title:</b> _____ <b>Grade Level:</b> _____ <b>Subject/Topic Areas:</b> _____ <b>Key Words:</b> _____ <b>Designed by:</b> _____ <b>Time Frame:</b> _____	
Brief Summary of Unit (including curricular context and unit goals)	
Outcomes	
<b>Established Goals (Standards):</b>  	<b>Unity Habits (check all that apply):</b> - Read - Write - Think - Apply - Responsibility - Effort - Courage - Care - Collaborate
<b>Essential Questions:</b>  	<b>Understandings:</b> Students will understand...  
<b>Knowledge:</b> Students will know...  	<b>Skills:</b> Students will be able to...  
Assessment	
<b>Performance Tasks and Summative Assessments:</b>  	<b>Pre-Assessment and Formative Assessment:</b>  

## Attachment B

### OUMS Habits of Heart and Mind

Habits of Heart	Habits of Mind
<p><b>Care</b></p> <p>Students will care for themselves and their world by demonstrating healthy choices and practicing empathy for others.</p>	<p><b>Read</b></p> <p>Students will read and comprehend a variety of media considering bias, point of view, purpose and accuracy.</p>
<p><b>Courage</b></p> <p>Students will have courage to try new experiences and will persevere even in the face of challenges.</p>	<p><b>Write</b></p> <p>Students will write and articulate their thoughts clearly and creatively in a variety of media, considering audience and purpose.</p>
<p><b>Effort</b></p> <p>Students will demonstrate effort by working hard and being persistent in their quest to continue to grow academically and socially.</p>	<p><b>Think</b></p> <p>Students will think critically, problem solve, and ask questions to enhance their understanding of the world around them.</p>
<p><b>Responsibility</b></p> <p>Students will be responsible with their work and follow through on commitments to themselves, the school, and their families.</p>	<p><b>Apply</b></p> <p>Students will apply their knowledge, skills and understanding in a variety of formats and situations.</p>
	<p><b>Collaborate</b></p> <p>Students will collaborate effectively and honestly by working together and sharing ideas in academic and social settings.</p>



## Attachment C

### Core Academic Skills

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>English Language Arts</b>	- Students will be able to read, write, and speak for a variety of purposes to a variety of audiences - Students will be able to use academic language, vocabulary, and structures to communicate effectively - Students will be able to use technology effectively to demonstrate understanding of a variety of texts or subjects	<b>SBAC (External)</b>	1x per year	Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in English-Language Arts will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests
		<b>Standardized Reading Level Assessment (Internal)</b>	2x per year	Growth of at least one level as defined by assessment
		<b>Unity Middle School Common Core standards based writing assessment (Internal)</b>	3x per year	Growth of one level per year on a 4 point rubric
		<b>Summative Portfolio Presentation (Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Mathe-</b>	- Students will be	<b>SBAC</b>	1x per year	Percentages of

<b>maths</b>	able to solve problems in a variety of different ways - Students will be able to communicate both written and orally about mathematical concepts and logical reasoning	<b>(External)</b>		students who score at the "proficient" or "advanced" levels on the California Standards Tests in Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests
		Standardized Math Skills Assessment using Data Director <b>(Internal)</b>	2x per year	Growth of at least one level as defined by assessment
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Social Studies</b>	- Students will be able to read, analyze, and write about primary source documents in order to understand past and current events - Students will understand how point of view can influence an understanding of historical events - Students will understand the role	SBAC <b>(External)</b>	1x per year	Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in Social Studies will exceed the percentages of students of same racial/ethnic



	of geography, government, and economics in shaping past and current events			backgrounds attending all OUSD middle schools, who score at the "proficient" or "advanced" levels on the same tests
		Document Based Question Writing Assessment <b>(Internal)</b>	2x per year	Growth of at least one level as defined by Unity Document Based Question Writing Rubric
		Standards based interim assessments using Data Director <b>(Internal)</b>	3x per year	Score of 70 or higher on 100 point scale
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric
<b>Science</b>	<ul style="list-style-type: none"> <li>- Students will be able to apply the process of scientific inquiry through experimentation, data collection, and observation</li> <li>- Students will be able to read scientific texts and write about experiments using scientific vocabulary and conventions</li> </ul>	SBAC <b>(External)</b>	1x per year	Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in Science will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD middle schools, who score at the "proficient" or

				"advanced" levels on the same tests
		Standards based interim assessments using Data Director <b>(Internal)</b>	3x per year	Score of 70 or higher on 100 point scale
		Lab Report <b>(Internal)</b>	2x per year	70% or higher on Unity Lab Report Rubric
		Summative Portfolio Presentation <b>(Internal)</b>	1x per year	70% or higher on Unity Summative Presentation Rubric

**Additional Academic and Lifelong Learning Skills**

<b>Subject Area</b>	<b>Measurable Outcomes</b>	<b>Assessment Tools</b>	<b>Frequency</b>	<b>Proficiency Goals</b>
<b>Tech-nology</b>	- Students will effectively use technology as a tool to advance academic learning and individual/group projects and goals. - Students will also use technology as a communication tool and will also learn how to judge reliability of online sources.	Summative Portfolio Presentation	1x per year	70% or higher on the use of technology section on the Unity Summative Presentation Rubric
		Learning Lab Technology skills assessment	2x per year	70% or higher on 100 point scale
<b>Visual and/or Performing Arts</b>	- Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance). - Students will learn how to <b>read</b> a variety of different texts and art forms.	Visual and/or Performing Arts Rubric	4x per year	70% or higher on the Unity Visual and/or Performing Arts Rubric and/or growth of one level per year



<b>College and Career Preparation</b>	<ul style="list-style-type: none"> <li>- Students will be familiar with and begin preparation for post-secondary education.</li> <li>- Students will visit college campuses and meet with college students and graduates from their communities. They will also learn about career options through a similar hands-on approach including workplace visits and conducting interviews with various professionals.</li> </ul>	Student Surveys	1x per year	80% of 8th graders expressing interest in attending college
		Counselor's Report	1x per year	Students will attend two college related events per year.
<b>Physical Education and Health</b>	<ul style="list-style-type: none"> <li>- Students will understand the benefit of physical activity and proper nutrition. Students will learn how to play a variety of team-building games and how to make healthy decisions.</li> </ul>	California Physical Fitness Test	1x per year	At least 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the end of 8th grade.
<b>Social and Leadership Skills</b>				
<b>Area</b>	<b>Measurable Outcomes</b>	<b>Assessment Tools</b>	<b>Frequency</b>	<b>Proficiency Goals</b>
<b>Habits: Responsibility Effort Collaborate Care</b>	<ul style="list-style-type: none"> <li>- Students will show a sense of responsibility for not only meeting academic and workplace expectations, but also by following through on their commitments to themselves, their loved ones, and their larger community.</li> </ul>	<ul style="list-style-type: none"> <li>- Student discipline data</li> <li>- Student Success Team notes</li> <li>- Student and parent surveys</li> <li>- Report cards</li> <li>- 8th grade graduation rate</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>- 90% of students will demonstrate growth in social and leadership skills by 8th grade graduation</li> </ul>

	<p>-Students will demonstrate <b>effort</b> by working hard to progress in their learning and personal growth to overcome obstacles that they may face. Students will demonstrate the ability to <b>collaborate</b> and work effectively with others in cooperative groups in a variety of settings.</p> <p>-Students will demonstrate <b>care</b> for themselves through making healthy choices and exhibiting interpersonal intelligence and students will also demonstrate <b>care</b> for the world around them through their own success and their commitment to improving their communities.</p>	<p>- Attendance</p> <p>- Summative Portfolio Presentation</p>		
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**School-wide Goals**

Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>Academic Performance Index</b>	- Students will demonstrate adequate growth in academic performance.	SBAC	1x per year	Meet or exceed yearly API growth targets
<b>Average Daily Attendance</b>	- Students will regularly attend school	School data systems	4x per year	95% or higher daily attendance


**Special Populations Goals**

Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goals
<b>ELL students</b>	<b>ELL</b> students make gains in their English	CELDT	1x per year	Growth of least two




	language acquisition			levels in two test areas over two years
		Standardized Reading Level Assessment	2x per year	Growth of at least one level as defined by assessment
		Unity Middle School Common Core standards based writing assessment	3x per year	Growth of one level per year on a four point rubric
<b>Special Education Students</b>	Students will be expected to meet the annual goals stipulated in the students' Individualized Education Plans (IEP)	Tri and Annual Review Assessments	3x/year	Determined to have Met Stated Goal(s) in IEP

Attachment D

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

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

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

129120

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

Dear Taxpayer:

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

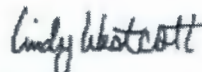
Our records indicate that a determination letter was issued in October 2003, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

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

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

Sincerely yours,



Cindy Westcott  
Manager, EO Determinations



## Attachment E

Unity Schools Board of Directors

September 2013

Edward Opton, Chair  
eopton@youthlaw.org  
Attorney  
March 2009 – August 2013

David Castillo, Vice-Chair  
dcastillo@calcharters.org  
California Charter School Association  
January 2013- December 2015

Timothy O'Toole, Treasurer  
Timothy.Otoole@wellsfargo.com  
Banker  
July 2011 – June 2013

Damon Grant, Secretary  
dgrant@unityhigh.org  
Teacher at Oakland OUMS High School  
September 2008 to August 2013

Tiffany Grant  
tegrant@gmail.com  
Engineer  
March 2012-February 2014

Henning Hohnhold  
henninghohnhold@gmail.com  
Engineering Analyst  
October 1 – August 2013

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August 2003 to August 2013

## Attachment F

### BYLAWS OF Unity SCHOOLS

A California Nonprofit Public Benefit Corporation

#### SECTION 1

##### NAME

The name of this corporation is UNITY SCHOOLS.

#### SECTION 2

##### OFFICES

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

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

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

#### SECTION 3

##### CONSTRUCTION AND DEFINITIONS

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

#### SECTION 4

##### PURPOSES

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

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

are deductible under Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

#### SECTION 5

##### POLICY OF NONDISCRIMINATION

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

#### SECTION 6

##### DEDICATION OF ASSETS

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

#### SECTION 7

##### NO VOTING MEMBERS

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

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

#### SECTION 8

##### DIRECTORS

##### NUMBER

The Corporation may not have less than seven (7) nor more than fifteen (15) Directors except in its first year of operation or as a result of the resignation of one or more Directors. The number of Directors, within the range above, will be fixed by the Board from time to time.

##### VOTING DIRECTORS

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

##### QUALIFICATIONS

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

##### TERM OF OFFICE



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

#### NOMINATION

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

#### ELECTION

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

#### COMPENSATION

Directors shall received no compensation for services as a Director.

#### SECTION 9

##### MEETINGS OF BOARD OF DIRECTORS

##### CALL OF MEETINGS

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

##### PLACE OF MEETINGS

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

##### REGULAR MEETINGS

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

##### SPECIAL MEETINGS

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

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

##### QUORUM

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

##### TRANSACTIONS OF BOARD

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

#### CONDUCT OF MEETINGS

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

#### CLOSED SESSION

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

#### ADJOURNMENT

A majority of the Directors present at the meeting, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place must be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

#### ACTION WITHOUT MEETING

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

#### SECTION 10

##### REMOVAL OR RESIGNATION OF DIRECTORS; VACANCIES ON BOARD

##### REMOVAL FOR CAUSE

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

##### REMOVAL WITHOUT CAUSE

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

##### RESIGNATION OF DIRECTOR

Any Director may resign effective on giving written notice to the Board Chair or the Secretary. The notice may specify a later time for the effectiveness of the resignation. If the

resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective. A Director may not resign if the Corporation would then be left without a duly elected Director in charge of its affairs.

#### BOARD VACANCIES

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

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

#### SECTION 11

##### OFFICERS

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

#### SECTION 12

##### APPOINTMENT, REMOVAL, OR RESIGNATION OF OFFICERS

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

#### SECTION 13

##### DUTIES OF OFFICERS

##### BOARD CHAIR

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

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

##### SECRETARY

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



required by law or as may be prescribed or required from time to time by the Board of Directors.

#### TREASURER

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

#### SECTION 14

##### CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

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

#### SECTION 15

##### LOANS TO DIRECTORS AND OFFICERS

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

## SECTION 16

### INDEMNIFICATION

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

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

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

## SECTION 17

### INSURANCE

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

## SECTION 18

### CORPORATE RECORDS AND REPORTS

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

## SECTION 19

### AMENDMENT OF BYLAWS

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

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

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

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

## SECTION 20

### AMENDMENT OF ARTICLES

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

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

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

### CERTIFICATE OF SECRETARY

#### OF UNITY SCHOOLS,

A California Nonprofit Corporation

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

Executed on 5/15/2013 at Oakland, California.

Signature: \_\_\_\_\_

Printed Name: Damon Grant, Secretary



## Attachment G

### Unity Schools

#### SUSPENSION AND EXPULSION POLICIES

(Board Approved 1/16/2013)

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

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

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

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

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

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

A student identified as an individual with disabilities or for whom Unity has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Unity will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Unity has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### **Administrative Procedures For Pupil Suspension And Expulsion**

##### A. Definitions (as used in this policy)

- 1) "Expulsion" means disenrollment from Unity.
- 2) "School day" means a day upon which Unity is in session or weekdays during the summer recess.

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

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

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

- 15) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 16) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 17) 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.
- 18) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 19) Committed or attempted to commit robbery or extortion.
- 20) Stole or attempted to steal school property or private property.
- 21) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 22) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 23) 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.

- 24) 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.
- 25) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 26) 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.
- 27) Committed sexual harassment.
- 28) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

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

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

#### D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1) Informal Conference

An informal conference between the Principal or the Principal's designee and the student will precede suspension, if possible. Parents will be requested to attend the conference.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

##### 2) Notice to Parents/Guardians

At the time of the suspension, a Unity employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the



suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Principal upon either of the following determinations will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

An Administrative Panel appointed by the president of the Unity Schools Board may recommend to the full board to expel a student following a hearing. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense. The president of the Unity Schools Board may appoint an Administrative Panel at any time.

F. Expulsion Procedures

When the school principal decides that a student's disciplinary infraction(s) warrants expulsion from Unity, the principal will convene an expulsion recommendation meeting with the student's advisor and any other staff member who expresses an interest to discuss the school principal's expulsion recommendation. However, any recommendation made to the Unity Schools Board will be at the sole discretion of the school principal or his or her designee.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed by the Unity Schools Board or its appointed Administrative Panel for good cause, the hearing shall be held within thirty (30) school days after the principal or designee sends via first class mail a letter informing the Pupil that he or she will be recommended for expulsion to the Unity Schools Board.

The expulsion hearing will be presided over by an appointed Administrative Panel Chair. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be sent via first class mail 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:

- 3) The date and place of the expulsion hearing;
- 9) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 10) A copy of Unity disciplinary rules which relate to the alleged violation;
- 11) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

- 12) A statement that the student or the student's parent/guardian may appear in person at the hearing and/or employ and be represented by counsel or an advocate;
- 13) Notice of the right to inspect and obtain copies of all documents to be used at the hearing except for documents whose disclosure will cause safety concern for the school community as determined by the principal;
- 14) A statement that the student and the student's parent/guardian, or representative, has the opportunity to confront and question all witnesses who testify at the hearing;
- 15) A statement that the student and the student's parent/guardian, or representative, has the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Unity Schools Board who will make a final determination regarding the expulsion. The final decision by the Unity Schools Board shall be made at the next board meeting after the hearing.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. Sworn declarations may be admitted as testimony from any witness of whom the Administrative Panel or designee determines whose disclosure of his or her identity or testimony at the hearing may subject the witness to an unreasonable risk of physical or psychological harm.

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

#### I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

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

M. Readmission

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



## ATTACHMENT H

### Resumes of Key Personnel

**KALLIE E. BERG**

333 Willow St. #220 Alameda, CA 94501  
(510) 517-1660 ~ kberg@unityhigh.org

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**Education**

Bachelor of Arts in Sociology, Mills College, Oakland, CA, May 2011

Single Subject Foundational Level Mathematics Credential, July 2013

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**Experience**

***Teacher, Unity High School, Oakland, CA***

Aug 2013 - Present

- Developed and taught both parts of a 2-year algebra course, including designing lesson plans and designing and implementing tests to gauge student mastery.
- Continued to serve on the Advisory committee to develop and implement advisory curriculum school-wide
- Aided the college-counselor in creating the master schedule and scheduling students into their classes
- Oversaw online-credit recovery for seniors needing to make up math classes
- Coordinated, alongside another teacher, CAHSEE math preparation classes for all 10th grade students, and upperclassmen who had not yet passed
- Initiated, with a fellow teacher, the use of Google Apps for education, and assisted in migrating the school over to using it.
- Configured new chromebooks for use in the school.

***Intern Teacher, Unity High School, Oakland, CA***

Aug 2011 - July 2013

- Developed and taught pre-algebra course, including designing lesson plans and designing and implementing tests to gauge student mastery.
- Designed and implemented, alongside another teacher, an online learning program to improve students' math proficiency
- Coordinated and ran CAHSEE math preparation classes for all 10<sup>th</sup> grade students, and upperclassmen who had not yet passed
- Served on the Advisory committee to develop and implement advisory curriculum school-wide
- Served as the Student Government advisor, overseeing all student government activities
- Continued as the After School Program lead (see below)
- Taught an online math support class to incoming freshmen

**Samuel M. Brewer**  
16012 Via Cordoba  
San Lorenzo, CA 94580  
510-381-0462

**PROFILE**

A diligent, energetic teacher who is adept at forming positive relationships with students. Works hard to develop rich, meaningful lessons for students and emphasizes historical thinking and writing.

**EDUCATION**

**CA Single Subject Teaching Credential, CLAD, 10/06  
Clear Credential awarded 6/08**

Project Pipeline District Intern Teacher Credentialing Program  
2250 Central Avenue, Alameda, CA 94501

**B.A. degree in American Studies, 8/03**

University of California at Berkeley, CA

Overall GPA: 3.5

**EXPERIENCE**

**Principal, Oakland Unity High School, 7/13-present**

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

Oakland Unity High School, 8/09-6/12, Oakland, CA

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

**World History, Civics, Global Studies, Academic Support Teacher**

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

- Develop & implement dynamic, academically rigorous/standards-based lessons for four different courses and over 100 students.
- Conceive ways to form a constructive and individualized relationship with each student, involving open communication with students, parents, and collaboration with colleagues.
- Earned strong performance evaluations and high praise from colleagues, both teachers and administrators, as well as students and parents.

**World History Teacher, Oakland Technical High School, 8/04-6/08.**

Oakland Unified School District, Oakland, CA

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

**Geometry Teacher-Summer School, Alameda High School 6/04-7/04**

Alameda Unified School District, Alameda, CA



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

**Substitute Teacher**, long-term position, Alameda High School, 2/04-6/04

- Taught Algebra and Geometry classes full-time, with five classes and over 130 students.

#### **ADDITIONAL INFORMATION**

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

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

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

**Kara Duros**

**EDUCATION**

**Reach Institute for School Leadership** Anticipated 2015  
Master of Education in Instructional Leadership

**Lesley University** 2003  
Master of Education in Middle School Political Science/ Political Philosophy (Social Studies)

**University of California at Santa Cruz** 2001  
Bachelor Degree in Sociology

**LICENSE**

California Administrative Services Preliminary Credential, Anticipated 2014

California Single Subject Social Studies Clear Credential 090199871, 2009

New Mexico Provisional License Middle and Secondary for Social Studies 318069, 2006

Massachusetts Initial License for Middle School Political Science/ Political Philosophy  
Certification number 389085, 2004

**TEACHING EXPERIENCE**

**BTSA Coach** August 2012- Present  
Oakland Unity High School, Oakland, CA  
Coach beginning teachers to develop their teaching skills and habits of mind  
Observe teachers to provide data to inform their teaching practice  
Provide guidance and feedback to beginning teachers to facilitate their acquisition of the Clear Credential

**9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> Grade Social Studies Teacher** August 2008- Present  
Oakland Unity High School, Oakland, CA  
- Instruct and design differentiated, interdisciplinary units with authentic assessment for traditionally under-served population of students  
- Advisor and academic counselor to 24 students  
- Provide after school tutoring for students

**7<sup>th</sup> Grade New Mexico History and Geography** August 2007- April 2008  
De Vargas Middle School Santa Fe, NM  
- Taught in a team setting with daily meeting to discuss student progress  
- Designed differentiated and cooperative learning units  
- Participated in new teacher mentoring circles and professional development

**8<sup>th</sup> Grade American History Teacher** August 2006- June 2007  
Los Alamos Middle School Los Alamos, NM  
- Taught in a team setting with daily meeting to discuss student progress  
- Planned interdisciplinary units with the English teacher  
- Designed differentiated and cooperative learning units  
- Provided lunch tutoring twice a week for students

**9<sup>th</sup> and 10<sup>th</sup> Grade Social Studies Teacher** September 2004- June 2006  
Community Charter Early College High School Van Nuys, CA

- Taught in a collaborative setting with daily meetings to plan engaging units
- Designed case study units with authentic assessments
- Created and designed the Humanities class and course standards
- Advised 14 students in homeroom
- Provided after school and lunch time tutoring twice a week for students

**7<sup>th</sup> and 8<sup>th</sup> Grade Social Studies Student Teacher** September 2003- June 2003  
Maria L. Baldwin School Cambridge, MA

- Designed and implemented lessons directly related to the MA Curriculum State Frameworks for 7<sup>th</sup> grade Social Studies for a multicultural and inclusive classroom
- Developed interdisciplinary units that incorporated cooperative learning groups
- Individualized instruction and assessment for students at all levels and abilities
- Provided after-school help on a daily basis for students

**Outdoor Education Instructor** September 2001- May 2002  
Santa Cruz Residential Outdoor Education School Santa Cruz, CA

- Created and implemented lessons around ecology concepts for students in 5<sup>th</sup> and 6<sup>th</sup> grades
- Used journaling and creative writing as a tool to help students understand the concepts of ecology
- Led lessons with hands-on activities such as stream studies and community comparisons
- Developed team building activities that fostered group cohesion and growth

**Outdoor Education Instructor** August 1998- November 1998  
Horizons for Youth Sharon, MA

- Designed and taught day and night lessons around environmental concepts for students in grades 2-9
- Led "Challenge", a low ropes course and team building workshop



# DAMON GRANT

damongrant1@gmail.com

## EXPERIENCE

- 9/07-present **Lead English Teacher**, Oakland Unity High School, *Oakland, Ca*
- Teaching five sections of twelfth and ninth grade English.
  - Writing the curriculum for and teaching one section of English as a Second Language.
  - Running and operating the school-wide library, specializing in young adult literature.
  - Mentoring 1st year English teacher through daily collaboration meetings and observation
  - Advisor and academic counselor for 23 10<sup>th</sup> grade students
  - Coaching Varsity Girls Volleyball and Varsity Girls Basketball
  - Coordinated fundraising efforts for over \$5000 that contributed to a school-wide Silent Sustained Reading library.
  - Acted as an advisor and academic counselor over the course of four years to 16 students now attending colleges such as UCLA, UCSB, CSU Stanislaus, SF State, and CSU East Bay.
  - Wrote The Unity High School Language Arts Guide, a guide for the writing conventions' expectations at each grade level.
  - Created The Unity High School 9<sup>th</sup> Grade Grammar Workbook, currently being used by all 9<sup>th</sup> grade English classes.
  - Led effort to implement the SIOP method for teaching English Language Learners across subjects and grade levels
  - Collaborated with Biology, Cultural Geography, Health, Government, College Prep, and Art teachers on a variety of cross-curricular projects and authentic assessments.
- 9/10-present **Curriculum and Instruction Committee Member**, Unity High School, *Oakland*
- Created and implemented school-wide benchmark schedule
  - Fostered a data-driven instructional culture through the creation of various data protocols for teachers and administrators.
- 6/08-present **Board Secretary**, Oakland Unity High School Board, *Oakland CA*
- Serve as primary teacher representative on the Unity High School Board.
  - Act as liaison between board members and Unity teaching staff by documenting key meeting takeaways and facilitating ongoing communication between both entities.
- 2/08-9/11 **Unity Teacher's Association Representative**, Unity High School, *Oakland, CA*
- Coordinated, facilitated and managed monthly meetings for the 12 teaching staff members.
  - Acted as lead liaison for communication with principal on a regular basis regarding staff questions and concerns.

- 9/06-6/07     **Student Teacher**, Hillsdale High School, *San Mateo, CA*
- Implemented and planned lessons at both levels under the guidance of two experienced mentor teachers.
  - Taught ninth grade class on a daily basis and eleventh grade class on a weekly basis for over half of the academic year.
- 9/04-6/06     **Associate Teacher**, San Francisco Day School, *San Francisco, CA*
- Assisted head teacher in planning and implementing instruction for language arts and social studies.
  - Provided support to students across subject matters (art, science, and music).
  - Honed behavior and classroom management skills.

## EDUCATION and CERTIFICATION

- Present        **Emerging Leaders Program**, *Bay Area, CA*
- Intensive adult leadership program operated by New Leaders for New Schools
  - Expected completion date: March, 2014
- 11/12         **National Board Certification**
- Teaching of English Language Arts to Adolescents and Young Adults
- 6/06-6/07     **Stanford University**, *Palo Alto, CA*
- Master of Arts degree in Education.
  - California Single Subject Credential in English.
- 9/00-6/04     **Dartmouth College**, *Hanover, NH*
- Bachelor of Arts degree in English, honors distinction.
  - Varsity Squash team member for 3 years.

## ADDITIONAL INFORMATION

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- Advanced Spanish language capabilities in both written and oral communication
- Advanced digital filmmaking skills (iMovie, Avid, Final Cut Pro)
- Experienced in a variety of online learning tools for students (Edmodo, Pixton, Prezi, Diigo)
- Coaching experience in volleyball, basketball, and squash

**Patricia Jeanine Low**  
e-mail: patjlow@gmail.com

**Education:**

Ph.D., Education  
Stanford University, Language, Literacy and Culture Program  
Dissertation: Literate Learners: The Evolution of Teacher  
Research at the Bread Loaf School of English  
Multiple Subject Credential and  
Professional Clear Single Subject Credential, English  
San Francisco State University  
Cross cultural, Language and Academic Development  
Certificate, Stanford University  
M.A. English with concentration in composition  
San Francisco State University  
B.A. English literature  
University of California, Berkeley

**Research, Evaluation and other Professional Experience:**

Art, Research & Curriculum Associates, November 2002 to present.  
Educational Consultant and Staff Member for Non-Profit  
Coordinated and participated in various educational programs, research and  
evaluations, including research on English language learners in the San Francisco  
Unified School District, the establishment and support of a charter high school in  
East Oakland and the evaluation of technology and after school tutoring programs in  
Oakland.

**Albany Unified School District, November 2008 to present**

School Board Member, Albany Unified School District  
Help to set the direction/vision for the district, create and revise board policies to  
support this vision, participate on various committees related to school related issues,  
review district budgets, review student achievement data, communicate with  
stakeholders and provide transparency with regard to board decisions.

Dissertation, Stanford University, 1993  
"Literate Learners: The Evolution of Teacher Research at the Bread Loaf School of  
English."  
Conducted a study of the Program in Writing at the Bread Loaf School of English  
and its role in activating teacher research as a grass roots educational reform.

San Francisco Education Fund, January 1989 - June 1991, University Partner.  
Designed and implemented teacher research and alternative assessment, including  
portfolio evaluation, in an educational reform project focusing on restructuring and  
language development in the San Francisco USD

San Francisco USD, September 1991- June 1992, Evaluation Team Member.  
Participated in the design and implementation of an educational reform project.  
Designed data collection and analysis and wrote final report.

The Inquiring School, Stanford U, September 1989 – June 1990, Research Assistant.



Participated in the design and evaluation of a psycholinguistic program to promote reading comprehension. Also evaluated science frameworks, curriculum and textbooks to create a program based on the same psycholinguistic principles.

Stanford Teacher Education Program, July 1989 - January 1990, Supervisor of Student Teachers

Observed, evaluated and provided support and feedback to secondary school English student teachers in a variety of school settings. Organized and facilitated subject area meetings and contributed to English curriculum and instruction classes.

Stanford U, Language and Literacy course, Summer 1989, Teaching Assistant  
Assisted in preparing a course for secondary school teachers. Duties included preparing and giving lectures, demonstrating sample lesson plans, grading projects and working with individual teachers.

TESOL Summer Institute, Oral and Written Lang., Summer 1989 Teaching Assistant  
Assisted in preparing ESL teachers, kindergarten through university, to research literacy practices in their communities.

### **Teaching Experience:**

Albany Middle School, Albany, CA October 2001 to June 2002. 8<sup>th</sup> grade English/History teacher (part-time).

Vista Community College, Berkeley, CA August 2001 to December 2001.  
Lecturer, English Department Designed curriculum and taught English 1A course.

Washington School, Berkeley, CA, September 1995 to June 1997. Fifth grade teacher.  
Taught in a self-contained classroom. Used sheltered and interdisciplinary instruction for an ethnically, academic and linguistically diverse population.

Jane Lathrop Stanford Middle School, Palo Alto, CA, September 1993 to June 1995.  
Sixth grade teacher.  
Implemented new mathematics replacement units in line with state framework. Experimented with internet and on-line connections in classroom. Collaborated with 12 member sixth grade department within the context of a middle school.

McKinley Middle School, Redwood City, CA, September 1992 - June 1993. Seventh grade language arts and social studies teacher.  
Teamed with teachers to teach/counsel/support a family of students. Facilitated meetings and liaised with curriculum vice principal. Administered Performance Based Assessment. Developed service learning curriculum.

San Francisco State U, September 1983 - June 1987 Lecturer, English Department  
Taught writing, reading and study skills courses to an ethnically and socio-economically diverse student population; developed curriculum, including writing topics and exercises; supervised and trained apprentice teachers; scored university-wide writing exams; gave in-service presentations.

## Frances Free Ramos

[freeramos@gmail.com](mailto:freeramos@gmail.com)

### EDUCATION

#### University of San Francisco

Social Studies BCLAD (Spanish) Credential, June 2002

MA in Teaching English as a Second Language, December 2003

#### University of California, Berkeley

BA in Political Science and Rhetoric, emphasis in Education, May 1998

### TEACHING AND RELATED EXPERIENCE

8/04 to present

#### OAKLAND UNITY HIGH SCHOOL, Oakland, CA

Counselor: Serve as the academic guidance and college counselor, coordinate parent outreach and participation, all state testing and college entrance exams, and Special Education and ELL services. Also lead our School Site Council and facilitate parent meetings.

1/04 to 7/04

#### DIABLO VALLEY SCHOOL DISTRICT, Concord, CA

Adult ESL Substitute Teacher: Taught English to adults

6/02 to 6/04  
Oakland, CA

#### SCHOOL FOR SOCIAL JUSTICE and COMMUNITY DEVELOPMENT,

Teacher and Leadership Team Member: Taught Humanities, Advisory, and Spanish for Native Speakers to high school students. Helped design and start-up this New Small Autonomous High School. Created and implemented systems and structures for the effective running of the school.

8/00 to 6/02

#### BALBOA HIGH SCHOOL, SFUSD, San Francisco, CA

Peer Resource Teacher/ Coordinator: Taught students skills in peer counseling, conflict mediation, peer education, peer mentoring, and peer tutoring. Assisted students in developing and presenting workshops and plays on various issues affecting youth, including hate violence, adultism, drug and alcohol abuse, and violence prevention. Coordinated the Peer Resource Center and all its peer programs.

### ADDITIONAL WORK HISTORY

7/99 to 6/00

#### DEVELOPMENTAL STUDIES CENTER (DSC), Oakland, CA

After School Literature Project Mentor/Coach: Assisted in the design and implementation of staff development workshops. Provided support to youth workers and directors at community-based organizations implementing the After School Literature Project. Acted as a liaison between the sites and DSC.

9/98 to 6/00  
CA

**COMMUNITY NETWORK FOR YOUTH DEVELOPMENT, San Francisco,**

Project Coordinator: Coordinated trainings and workshops for the Youth Development Learning Project. Maintained resource files and database of Bay Area youth-serving agencies. Prepared training materials for the Youth Development Learning Network.

9/96 to 6/98

**STILES HALL, Berkeley, CA**

Community Service Coordinator: Coordinated a Big Sister/Big Brother Mentoring and Tutoring Program at Thousand Oaks Elementary School.

**PROFESSIONAL DEVELOPMENT**

August 2004-  
present

Quarterly Professional Development on various topics including: using data to inform practice, creating meaningful advisory curriculum, cultural competency, and creating safe classrooms and positive school culture.

February 2006

WASC Visiting Committee Member, Elk Grove Charter School

January 2003- Urban Dreams Project/ Center for Latin American Studies  
June 2003 OUSD

April 2000

Games Leadership and Positive Discipline  
TRUE (Training Resources for Recreation in Urban Environments)

June 2002-  
June 2004

Attended various trainings led by BayCES coaches on curriculum development and best practices in small schools

March 2000

Alliance Building Across Cultural Differences  
TODOS Institute

October 1999- Youth Development Learning Network

January 2000 CNYD (Community Network for Youth Development)

**ADDITIONAL EXPERIENCE, SKILLS & INTERESTS**

- Bay Area Boricuas, Inc. Board of Directors (2000 to present)
- Fluent in Spanish (oral and written)
- Exceptional communication and research skills
- Community activist for social justice issues, including prison reform, political prisoners, and anti-imperialist work (1994 to present)
- Passion for working with youth of all ages and of diverse cultural and linguistic backgrounds



## SAU-LIM TSANG

### Employment

*Executive Director*, ARC Associates (ARC), Oakland, CA (1980-present)

*Executive Director*, Unity Schools, Oakland, CA (2004-present)

### Highlights of Experience

#### *Organization Development*

- 2003 Founded Oakland Unity High School ([www.unityhigh.org](http://www.unityhigh.org)), a charter school serving Oakland's low-income community.
- 1999 Established ARC in Southern California to provide educational services to seasonal agricultural workers in the San Gabriel Valley and Antelope Valley.
- 1998 Collaborate with two other community based agencies to establish and operate the Computer Street Academy, a community learning providing free computer instruction and Internet access to youth and adults in Oakland's low-income neighborhood.
- 1986 Secured funding (for ten years) from the U.S. Department of Education and developed the Pacific Region Multifunctional Resource Center with offices in Honolulu and Palau to provide training and consultation to schools on improving programs for English language learners.
- 1977 Founded ARC Associates ([www.arcassociates.org](http://www.arcassociates.org)), a non-profit group that promotes quality education practices for under-served children and youth and their communities.

#### *Research*

Developed ARC's research agenda that emphasize studies that inform practice. Initiated two works in minority education: (1) a study that documented the features of successful high schools for Latino students (Lucas, Henze, and Donato. Promoting the success of Latino language minority students: An exploratory study of six high schools, Harvard Educational Review, 66(3), 1990.); and (2) a study that examined how schools mired in ethnic/racial conflicts change to become ones that are successful (Special Focus: Leading for Diversity. The Journal of Negro Education, 68(4), 1999). Recently completed a study examining the appropriateness of administering achievement tests written in English to limited-English-proficient students.

#### *Program Development*

- 2002 In collaboration with CSU, East Bay, developed the Urban Teacher Leadership Master Degree program based on ARC's experience in developing teacher leadership for school change.
- 2002 Initiated the incubation program where new community groups would receive support and mentoring at ARC to develop into independent non-profit agencies.

#### *Curriculum Development*

- 1975- Led a team of writers, and linguists to develop a K-8 Chinese language arts curriculum
- 1980 for bilingual education programs. The project was funded by the U.S. Dept. of Education

#### *Project Management*

- 1985- Served as the director of the Multifunctional Resource Center for Northern CA
- 1991 to provide training and consultant services to schools to improve their services for English Language Learners. The project is funded by the U.S. Department of Education.

- 1987- Served as associate director of the Equity Assistance Center for California, Nevada, and  
1994 Arizona. The center provided training and consultation services to schools on resolve race and language equity issues. The center was funded by the U.S. Department of Education.

#### *Other Experience*

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

*Principal Investigator (2001-2004):* "A Study of Content Area Assessment for English Language Learners." Funded by the U.S. Department of Education.

*Principal Investigator (1996-2000):* "Leading for Diversity: A Study of How School Leaders Achieve Racial and Ethnic Harmony." A study of the National Center for Research on Cultural Diversity and Second Language Learning. Funded by the U.S. Department of Education.

*Director (1992-95):* "Innovative Research and Development Project: Multimedia U.S. History Curriculum for Students of Diverse Language and Cultural Backgrounds." Funded by the California Department of Education and Encyclopaedia Britannica Educational Corporation.

*Director (1983-1984):* "Summer Institute for Educational Research on Asian and Pacific Americans." Funded by the National Institute of Education.

*Principal Investigator (1981-1982):* "Mathematics Learning Styles of Chinese Immigrant Students." Research funded by the National Institute of Education.

*Principal Investigator (1980-1982):* "An Ethnographic and Sociolinguistic Study of Bilingual Education in a Chinese Community." Research funded by the National Institute of Education.

*Site Principal Investigator (1980-1983):* "Significant Bilingual Instructional Features." Research funded by the National Institute of Education.

#### **EDUCATION**

Ph.D. Mathematics Education, Stanford University, 1976

M.S. Statistics, Stanford University, 1974

M.A. International Education Development, Stanford University, 1974

A.B. Mathematics, University of California, Berkeley, 1971

CA Teaching Credential, Mathematics and Physics, 1974

#### **SELECTED PUBLICATIONS**

"Achievement testing for English Language Learners, ready or not?" (With Katz, A., & Stack, J. (2008). Education Policy Analysis Archives, 16(1), 2008, <http://epaa.asu.edu/epaa/v16n1/>.

"Asian American Education and the National Education Goals." In Proceedings of the 1992 Center for Applied Linguistics Symposium on Language Minority Education and National Education Goals, Washington, DC, 1993.

"The National Education Longitudinal Study of 1988, Asian Pacific, and language minority students." (With M. Hirano-Nakanishi and T. Saka.) Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1991.

"Mathematics achievement profiles of Asian American students." In Cocking, R. and Mestre, J. (eds.) Language perspective on mathematics learning. New Jersey: Erlbaum Press, 1988. Beyond Angel Island: The Education of Asian Americans. (with L. Wing). New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 1985.

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## SUMMARY OF QUALIFICATIONS

- 15+ years of teaching and administrative experience at high school and college level
- California Preliminary Administrative Leadership Credential
- California Single Subject Teaching Credential (Social Science)
- Part of team that received Silver Medal by U.S. News Best High Schools report
- Recognized for integrating technology, pop culture, and travel experience into core academics

## RELEVANT EXPERIENCE

### Vice Principal/Dean of Students

July 2008-June 2013

*Oakland Unity High School, Oakland, CA*

- Assisted with school's operations including safety plan, discipline, and student support
- Part of a staff whose school's improvement on the API was among the top 7% of the state (2005-2006) and currently ranks as the 2<sup>nd</sup>-ranked public 9-12 school in Oakland, based off API scores
- Served as athletic director, overseeing operation of seven teams, including hiring of coaches
- Oversaw mental health support, servicing more than 10% of student body
- Advised student groups such as Journalism and the Black Student Union and develop collaborations with organizations such as the *Oaktown Teen Times* newspaper and The Community Rejuvenation Project art program

### High School Social Sciences Teacher

Aug. 2004-June 2008, Sept. 2010-June 2012

*Oakland Unity High School, Oakland, CA*

- Taught courses and served as student advisor while maintaining administrative responsibilities
- Designed and taught classes ranging from Ethnic Studies to U.S. Government
- Classes have been featured in the documentary *Reading Between the Rhymes* and other media such as the George Lucas Foundation's *Edutopia* magazine, *The Eastbay Express* newspaper, *The Oakland Tribune*, and *Vibe.com*
- Secure grant for music studio that has been used for after school programs and music elective
- Served on the school's Board of Directors in the position of Secretary (2006-2008)

### Summer Academic Instructor

Jul. 2004-Aug. 2004 *Stanford Upward Bound*,

*Palo Alto, CA*

- Taught Literature and Algebra I courses for potential first generation college students of diverse backgrounds
- Organized and led activities such as tutoring, field trips, guest speakers, and student chapbook

### Special Education Teacher

Jan. 2003-Feb. 2004

*Seneca Center, Fremont, CA*

- Helped adolescents diagnosed as emotionally disturbed with emotional, academic and social needs
- Developed curriculum in six subjects, including Pre-Algebra, English, Economics, and US History
- Supervised classroom Mental Health Assistants while maintaining a structured, therapeutic learning environment

### High School Substitute Teacher

Nov. 2001-Jan. 2003

*Belleville Township School District, Belleville, IL*

- Integrated issues related to social justice while holding a long-term position teaching special-needs students

### Summer Bridge Residential Counselor

Jul. 2002-Aug. 2002



*Equal Opportunity Program, San Diego State University, San Diego, CA*

- Co-planned and facilitated academic, social, and cultural programs for 100 first-generation college students

**Student Affairs Staff**

Dec. 1999-Jul. 2001

*University of Michigan, Ann Arbor, MI*

Program Coordinator for Office of Inter-Group Relations

- Instructed upper-level sociology and psychology courses related to inter-group dialogue facilitation
- Oversaw recruitment efforts for student dialogue courses; as a direct result of these efforts the program expanded from five dialogues offered in Fall 2000 to eleven dialogues offered in Fall 2001
- Initiated and oversaw the development of the first ever promotional CD for the University's Division of Student Affairs which featured students, staff, and musicians in genres ranging from Middle Eastern to techno

Interim Latino/a Student Coordinator

- Facilitated community development, conflict resolution, and identity development for 1,500 Latino/a students
- Organized events such as an appearance by Pulitzer-nominated author Alfredo Vea while collaborating with other units for programs such as the first-ever recognition ceremony for graduating Latino/a students at the University
- Advised and counseled individual students and two dozen student groups on the development of programming, including a leadership program that allowed Latino/a students to dialogue with university administrators
- Mediated and counseled students and staff during a 37-day student sit-in protest

**Youth Counselor**

Oct. 1997-Sep. 1998

*Boniface Human Services, Detroit, MI*

- Organized various activities including field trips to the University of Michigan and Toronto, Canada

**Resident Staff**

Apr. 1994-May 1997

*University of Michigan, Ann Arbor, MI*

- Coordinated social and academic activities including health workshops and community service projects
- Hired and trained junior staff, including resident advisors and Minority Peer Advisors
- Submitted a proposal that led to the founding of the first space at the University of Michigan named in honor of an Asian-American: *The Yuri Kochiyama Lounge*

**ADDITIONAL WORK EXPERIENCE**

**Educational Leadership** *California State University, East Bay*

June 2012

- California Preliminary Administrative Leadership Credential

**Japan Memorial Fulbright Foundation** *Ogaki and Tokyo, Japan*

Summer 2007

- Three weeks of workshops and activities regarding pedagogy, culture, and Japanese identity, including independent work

**Master's of Art in Secondary Education** *University of Michigan, Ann Arbor, MI*

June 1997

**Dual Bachelor's of Art in U.S. History/American Culture** *University of Michigan, Ann Arbor, MI* May 1996

**ATTACHMENT I**

**3-Year Budget and Cash Flow Projections**

## Oakland Unity Middle School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the costs to the operation of OUMS as described in the charter.

### Revenues

Revenue projections for the first year (2014-15) were based on the conservative School Services of California (SSC) estimates of revenue under LCFF for OUSD schools for the 2013-4 school year. Those rates were grown conservatively (+1.6%/ADA for 2014-5 and +2% for the following five years)..

The school will apply for admission to the Sonoma County Charter School SELPA and will provide special education services to our students as a LEA within the SELPA. The special education revenue is based on the rates provided by the Sonoma SELPA. As mentioned before, if the CA legislature approves the Governor's budget proposal, the special education revenue will also increase.

The school is conservatively estimating revenues connected with the food service program, including NSLP reimbursements for eligible students and direct sales to non-NSLP eligible students. Should the school find that fewer students request a lunch, the revenues and expenses will be adjusted accordingly.

Federal funding is based on NCLB current level of support and is based on our estimate that 80% of our students qualify for the free and reduced price lunch program.

The school has budgeted to receive school facilities reimbursement funding under SB740 from the CDE.

The budget includes the minimum amount of the Public Charter School Grant of \$250,000.

### Expenses

Expenses have been estimated based on Unity Schools' operation of Oakland Unity High School. Expense assumptions have been increased 2% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the assumptions underlying them.

#### *Staffing and benefits*

OUMS will open with a principal, four core teachers, one 50% counselor, one 50% PE teacher, a 50%special education resource specialist, an 80% office manager, a 50% custodian, and after-school tutors. The staffing growth of the ensuing years is shown after this budget narrative.

Staff salary is based on Unity Schools salary schedule, which is compatible with LEAs in the surrounding East Bay. The identified founding staff members' salaries are based on the persons' actual placement on our salary schedule. Please note that Unity teacher work year consists of 190 workdays. Ten of these are for staff development.

Unity Schools benefit plan includes fully funded health and dental insurance, sick days, and other mandatory leaves. OUMS certificated staff will participate in STRS; non-certificated staff will be part of the social security system. A 403(b) plan will also be offered.



### *Books and Supplies*

OUMS has budgeted for textbooks and instructional materials in its first few years. Initially, the school will invest \$250 per new student in textbooks and other reference books. In addition, the school has budgeted \$125 per student per year to purchase consumable instructional materials and \$65 per student for PE and art materials and educational software.

In its first year, the school has budgeted to purchase desks and chairs for students and staff and \$500 per classroom for supplies. The school will purchase one computer cart in year one for student use. Subsequent technology purchases will depend on funding.

The school will outsource major portions of its food service program. The school has budgeted to contract with Revolution Foods or a similar provider to deliver breakfast and lunch daily to the campus.

We have included budget for Chrome books and accessories for 50% of the students in the first year of operation. Chrome books and accessories are added in the second year to bring the computer to student ratio to 1:1.

### *Services and Operating*

All Services and Operating expenses were estimated based on actual expenses of Oakland Unity High School. Accounting services, insurance, portable rent, utilities, business services, and the professional development estimates come from the historical data of the Oakland Unity High School.

The school has included the required 1% oversight payment to its charter authorizer.

### *Capital Outlay*

No capital outlay is budgeted. OUMS plan to occupy the facility vacated by Oakland Unity High School. The facility is in compliance with all City regulations for school including ADA compliance.

### *Cash Flow*

Based on the latest budget project by the Governor's office, our cash forecast assumes no deferral. If necessary, the school will apply for CDE's Charter School Revolving Loan Fund. The Special Advance apportionment for growing schools has been included following historical disbursement patterns. Contingencies and Reserves: The school is maintaining a 3% budget reserve. Unity Schools has a \$80,000 credit line with Wells Fargo Bank.

Oakland Unity Middle School  
Staffing Plan (2014-2018)  
Salary and Benefit Schedule

	Effort	Start-Up	Year One	Year Two	Year Three	Year Four
		4/1-6/30/14	7/1/14-6/30/15	7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18
Principal	50%	8,125				
Principal	100%		65,000	66,300	67,626	68,979
Counselor	50%		24,000	30,000		
Counselor	100%				61,200	62,424
English Teacher 1	100%		51,798	52,834	53,891	54,969
English Teacher 2	50%			22,000		
English Teacher 2	100%				44,880	45,778
Mathematics Teacher 1	100%		49,619	50,611	51,623	52,655
Mathematics Teacher 2	50%			22,000		
Mathematics Teacher 2	100%				44,880	45,778
Science Teacher 1	100%		43,293	44,159	45,042	45,943
Science Teacher 2	50%			22,000		
Science Teacher 2	100%				44,880	45,778
P.E. Teacher	50%		21,385	21,813		
P.E. Teacher	80%				35,599	36,311
Social Science Teacher 1	100%		53,464	54,533	55,624	56,736
Social Science Teacher 2	50%			22,000		
Social Science Teacher 2	100%				44,880	45,778
EL Specialist	50%			25,000		
EL Specialist	75%				38,250	39,015
SPED Resource Teacher	50%		25,000	25,500		
SPED Resource Teacher	100%				52,020	53,060
School Secretary	80%		28,800	36,720	37,454	38,203
Custodian	50%		15,000			
Custodian	70%			21,420		
Custodian	90%				28,091	31,836
<b>TOTAL SALARY <sup>(1)</sup></b>		<b>8,125</b>	<b>377,359</b>	<b>516,890</b>	<b>705,940</b>	<b>723,243</b>
Certificated Teachers		0	244,559	362,450	511,569	521,801
Certificated Admin		8,125	89,000	96,300	128,826	131,403
Classified staff		0	43,800	58,140	65,545	70,039
		<b>8,125</b>	<b>377,359</b>	<b>516,890</b>	<b>705,940</b>	<b>723,243</b>
STRS		670	27,519	37,847	48,541	49,512
Medicare		118	5,472	7,495	10,236	10,487
S.S		0	2,716	3,605	7,289	7,632
Health		700	84,000	128,520	131,090	133,712
<b>Total Benefit(Excl. Pension, W. Comp, UI)</b>		<b>1,488</b>	<b>119,707</b>	<b>177,467</b>	<b>197,156</b>	<b>201,343</b>
# of Administrators (FTE)		1.00	1.00	1.50	2.00	2.00
# of Teachers (FTE)			5.00	7.50	10.55	10.55
# of Employees (eligible to Health Benefits)		1	10	15	15	15
# of Students		0	80	130	165	200
6th Grade			40	50	75	75
7th Grade			40	40	50	75
8th Grade				40	40	50
Students added				50	35	35
Teacher added (FTE)				2.50	3.05	0.00
Average Teacher Salary			48,912	48,327	48,490	49,460

Note 1: Salary is based on anticipated staff members.  
Note 2: 3 months' start-up for Principal at 50%

Oakland Unity Middle School  
Budget Projection 2014-2018

Description	Object Code	Start-Up	FY 14-15	FY 15-16	FY 16-17	FY 17-18
		Budget	Budget	Budget	Budget	Budget
		# of Students	# of Students	# of Students	# of Students	# of Students
		80	130	185	200	
<b>A. REVENUES</b>						
<b>1. Revenue Limit Sources</b>						
State Aid - Current Year	8011					
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	401,881	666,856	878,778	1,094,685
Charter Schools Funding in lieu of Property Taxes	8036	0	122,263	198,677	252,167	305,897
<b>Total, Revenue Limit Sources</b>		0	<b>524,144</b>	<b>865,533</b>	<b>1,130,945</b>	<b>1,400,582</b>
<b>2. Federal Revenues</b>						
No Child Left Behind	8290	0	39,680	54,490	81,840	99,200
Special Education - Federal	8181, 8182	0	0	15,132	19,206	23,280
Child Nutrition - Federal (80% of nutrition costs)	8220	0	48,080	74,880	95,040	115,200
Other Federal Revenues	8110, 8260-8270	34,752	185,344	100,000	0	0
CDE PGS Grant		34,752	185,344	100,000	0	0
<b>Total, Federal Revenues</b>		<b>34,752</b>	<b>271,104</b>	<b>254,492</b>	<b>196,086</b>	<b>237,680</b>
<b>3. Other State Revenues</b>						
Charter Schools Categorical Block Grant	8480	0	0	0	0	0
Special Education (\$400/70WADA)	StateRevSE	0	31,567	51,296	65,107	78,817
All Other State Revenues	StateRevAO	0	131,324	138,781	144,001	148,221
California Lottery		0	11,831	19,388	24,608	29,822
Facility Reimbursement (75% of facility costs)		0	119,383	119,383	119,383	119,383
<b>Total, Other State Revenues</b>		0	<b>162,891</b>	<b>190,077</b>	<b>209,108</b>	<b>228,133</b>
<b>4. Other Local Revenues</b>						
Donation/Contribution	LocalRevAO	0	20,000	20,000	20,000	20,000
<b>Total, Local Revenues</b>		0	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>5. Other Grants and Awards</b>						
Total, Other Grants & Awards		0	0	0	0	0
<b>5. TOTAL REVENUES</b>		<b>34,752</b>	<b>978,139</b>	<b>1,332,104</b>	<b>1,556,139</b>	<b>1,688,160</b>
<b>B. EXPENDITURES</b>						
<b>1. Administrators/Teachers</b>						
Teachers' Salaries (per salary & benefit schedule)	1100	0	244,539	302,450	311,589	321,801
Certificated Supervisors' and Administrators' Salaries (per salary & benefit schedule)	1300	0	89,000	96,300	126,808	131,433
Other Certificated Salaries (\$230/day for Staff Development)	1900	8,125	13,800	9,200	9,200	9,200
Other Certificated Salaries (\$230/day)	1900	0	4,600	6,900	6,900	6,900
<b>Total, Administrators/Teachers</b>		<b>8,125</b>	<b>351,959</b>	<b>474,850</b>	<b>556,495</b>	<b>569,334</b>
<b>2. Support Staff</b>						
Clerical and Office Salaries (per salary & benefit schedule)	2400	0	28,800	36,720	37,454	38,203
Other Non-certificated Salaries (per salary & benefit schedule)	2900	0	15,000	21,420	28,091	31,836
<b>Total, Support Staff</b>		0	<b>43,800</b>	<b>58,140</b>	<b>65,545</b>	<b>70,039</b>
<b>3. Employee Benefits</b>						
STRS	3101-3102	670	29,037	39,175	49,869	50,840
QASDI / Medicare / Alternative/Pension	3301-3302	118	8,455	11,333	18,853	18,352
Health and Welfare Benefits	3401-3402	700	84,000	128,920	131,090	133,712
Unemployment Insurance	3601-3602	131	6,372	8,581	11,625	11,903
Workers' Compensation Insurance	3801-3802	158	7,717	10,353	14,080	14,417
<b>Total, Employee Benefits</b>		<b>1,777</b>	<b>135,581</b>	<b>198,002</b>	<b>225,517</b>	<b>229,224</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	20,000	0	12,500	8,750	8,750
Books and Other Reference Materials	4200	0	10,000	16,250	20,625	25,000
Materials and Supplies	4300	1,000	4,000	6,500	8,250	10,000
Noncapitalized Equipment (\$250/Chrom Books + \$100/Peripherals set)	4400	1,500	14,000	31,500	12,250	12,250
Food (\$4.5/student/day x 160 days)	4700	0	57,600	93,600	118,800	144,000
<b>Total, Books and Supplies</b>		<b>22,500</b>	<b>85,600</b>	<b>160,350</b>	<b>168,675</b>	<b>200,000</b>
<b>5. Services and Other Operating Expenditures</b>						
Travel and Conferences (Field Trips... etc)	5200	0	4,000	6,500	8,250	10,000
Dues and Memberships	5300	0	1,500	1,500	1,500	1,500
Insurance	5400	0	6,000	5,750	12,375	15,000
Operations and Housekeeping Services	5500	0	24,600	24,800	24,900	24,900
Janitorial & Waste Management		0	3,600	3,600	3,600	3,600
Electricity		0	18,000	18,000	18,000	18,000
Water		0	3,000	3,000	3,000	3,000
Rentals, Leases, Repairs, and Noncap. Improvements	5600	0	158,100	158,190	158,190	158,190
Site Leases/Rent		0	152,590	152,590	152,590	152,590
Equipment Rental		0	600	600	600	600
Repair & Maintenance		0	6,000	5,000	6,000	6,000
Professional/Consulting Services and Operating Expand.	5900	2,000	104,151	139,450	163,989	185,951
Management Services		0	18,000	18,000	18,000	18,000
Back Office Support		0	20,000	32,500	41,250	50,000
Auditing		0	6,000	6,000	6,000	6,000
Security Monitoring		0	3,200	3,200	3,200	3,200
Bank Charges & Other Financial Service		0	1,200	1,200	1,200	1,200
IT Supports		0	2,200	2,200	2,200	2,200
Psychologist (10 hrs/student)		0	10,000	16,250	21,250	23,438
Other Special Ed. Consultants (15 hrs/student)		0	10,200	16,575	21,675	25,000
After School & Summer programs		0	13,750	16,760	22,260	25,760
Sports Program		0	1,200	1,950	2,475	3,000
Staff Development		0	3,000	4,000	3,000	3,000
Reproductive		0	3,800	3,800	3,800	3,800
District O'Versight Fees (1%)		0	5,241	8,675	11,309	14,003
Recruitment		2,000	300	300	300	300
Software Licensing		0	2,250	1,250	1,250	1,250
Communications	5900	300	4,200	4,200	4,200	4,200
Telephone		0	3,600	3,600	3,600	3,600
Postage (\$60/month x 12 months)		0	600	600	600	600
<b>Total, Services and Other Operating Expenditures</b>		<b>2,300</b>	<b>303,641</b>	<b>345,200</b>	<b>374,064</b>	<b>399,441</b>
<b>6. Capital Outlay</b>						
Depreciation Expense	6900	0	3,000	3,000	3,000	5,000
<b>Total, Capital Outlay</b>		0	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>5,000</b>
<b>7. Other Outgo</b>						
Total, Other Outgo		0	0	0	0	0
<b>B. TOTAL EXPENDITURES</b>		<b>34,782</b>	<b>923,561</b>	<b>1,239,542</b>	<b>1,493,318</b>	<b>1,573,009</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (AS-BE)</b>						
		0	0	0	0	0
<b>D. OTHER FINANCING SOURCES / USES</b>		0	0	0	0	0
<b>TOTAL OTHER FINANCING SOURCES / USES</b>		0	0	0	0	0
<b>E. INCREASE (DECREASE) IN FUND BALANCE</b>						
GENERAL RESERVE (3% of TOTAL EXPENDITURE)		0	27,707	37,195	44,799	47,199
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>		0	<b>28,651</b>	<b>38,378</b>	<b>48,024</b>	<b>50,992</b>



Oakland Unity Middle School  
Budget, July 1, 2014-June 30, 2015

Description	# of	# of	Eligi-	Rate		Per	Object	Budget
	Students	Students		bility	6th			
<b>A. REVENUES</b>								
1. Revenue Limit Sources								
State Aid - Current Year							8011	
LCFF Entitlement	40	40	97%	\$5,080.13	\$5,277.63	ADA	8015	401,881
Charter Schools Funding in lieu of Property Taxes	40	40	97%	\$1,575.55	\$1,575.55	ADA	8096	122,263
<b>Total, Revenue Limit Sources</b>								<b>524,144</b>
2. Federal Revenues								
No Child Left Behind	40	40	80%	\$620.00	\$620.00	ADA	8290	39,680
Special Education - Federal							8181, 8182	
Child Nutrition - Federal (80% of nutrition costs)							8220	46,080
Other Federal Revenues							8110, 8260-8299	185,344
CDE PGS Grant								185,344
<b>Total, Federal Revenues</b>								<b>271,104</b>
3. Other State Revenues								
Special Education (\$406.79/ADA)	40	40	97%	\$406.79	\$406.79		StateRevSE	31,567
All Other State Revenues							StateRevAO	131,324
California Lottery	40	40	97%	\$153.75	\$153.75	ADA		11,931
Facility Reimbursement (75% of facility costs)								119,393
<b>Total, Other State Revenues</b>								<b>162,891</b>
4. Other Local Revenues								
Donation/Contribution							LocalRevAO	20,000
All Other Local Revenues							LocalRevAO	
<b>Total, Local Revenues</b>								<b>20,000</b>
5. Other Grants and Awards								
Total, Other Grants & Awards								0
<b>5. TOTAL REVENUES</b>								<b>978,139</b>
<b>B. EXPENDITURES</b>								
1. Administrators/Teachers								
Teachers' Salaries (per salary & benefit schedule)							1100	244,559
Certificated Supervisors' and Administrators' Salaries (per salary & benefit schedule)							1300	89,000
Other Certificated Salaries (\$230/day x 15 days x 4 teachers for Staff Development)							1900	13,800
Other Certificated Salaries (Substitute \$230/day x 20 days)							1900	4,600
<b>Total, Administrators/Teachers</b>								<b>351,959</b>
2. Support Staff								
Clerical and Office Salaries (per salary & benefit schedule)							2400	28,800
Other Non-certificated Salaries (per salary & benefit schedule)							2900	15,000
<b>Total, Support Staff</b>								<b>43,800</b>
3. Employee Benefits								
STRS							3101-3102	29,037
OASDI / Medicare / Alternative/Pension							3301-3302	8,455
Health and Welfare Benefits							3401-3402	84,000
Unemployment Insurance							3501-3502	6,372
Workers' Compensation Insurance							3601-3602	7,717
<b>Total, Employee Benefits</b>								<b>135,581</b>
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	40	40		\$250.00	student		4100	
Books and Other Reference Materials	40	40		\$125.00	student		4200	10,000
Materials and Supplies	40	40		\$50.00	student		4300	4,000
Noncapitalized Equipment (\$250/Chrom Books x 40 + \$100/Peripheral set x 40)				\$350.00	unit		4400	14,000
Food (\$4.5/student/day x 160 days)	40	40		\$720.00	student		4700	57,600
<b>Total, Books and Supplies</b>								<b>85,600</b>

Oakland Unity Middle School  
Budget, July 1, 2014-June 30, 2015

Description	# of Students	# of Students	Eligibility	Rate	Rate	Per	Object Code	Budget
<b>5. Services and Other Operating Expenditures</b>								
Subagreements for Services								
Travel and Conferences (Field Trips...etc)	40	40			\$50.00	student	5200	4,000
Dues and Memberships					\$1,500.00	year	5300	1,500
Insurance	40	40			\$75.00	student	5400	6,000
Operations and Housekeeping Services							5500	24,600
Janitorial & Waste Management					\$300.00	month		3,600
Electricity					\$1,500.00	month		18,000
Water					\$250.00	month		3,000
Rentals, Leases, Repairs, and Noncap. Improvements							5600	159,190
Site Leases/Rent					\$12,715.83	month		152,590
Improvement (Non-capitalized)								
Equipment Rental					\$50.00	month		600
Repair & Maintenance					\$500.00	month		6,000
Professional/Consulting Services and Operating Expend.							5800	104,151
Management Services					\$1,500.00	month		18,000
Back Office Support	40	40			\$250.00	student		20,000
Auditing								6,000
Security Monitoring					\$800.00	quarter		3,200
Bank Charges & Other financial Service					\$100.00	month		1,200
IT Supports					\$600.00	month		7,200
Psycholoist (10 hrs/student)	4	4			\$125.00	hr		10,000
Other Special Ed. Consultants (15 hrs/student)	4	4			\$85.00	hr		10,200
After School (\$100/student x 80) & Summer programs (\$1920/teacher x 3 teachers)								13,760
Sports Program	40	40			\$15.00	student		1,200
Staff Development					\$3,000.00	year		3,000
Reprographic					\$300.00	month		3,600
District Oversight Fees (1%)								5,241
Recruitment					\$300.00	year		300
Software Licensing					\$1,250.00	year		1,250
Communications							5900	4,200
Telephone					\$300.00	month		3,600
Postage (\$50/month x 12 months)					\$50.00	month		600
Total, Services and Other Operating Expenditures								303,641
<b>6. Capital Outlay</b>								
Sites and Improvements of Sites							6100	
Depreciation Expense					\$3,000.00	year	6900	3,000
Total, Capital Outlay								3,000
<b>7. Other Outgo</b>								
All Other Transfers							7280-7299	
Debt Service:								
Total, Other Outgo								0
<b>8. TOTAL EXPENDITURES</b>								<b>923,581</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>								54,558
<b>D. OTHER FINANCING SOURCES / USES</b>								
TOTAL OTHER FINANCING SOURCES / USES								0
<b>E. INCREASE (DECREASE) IN FUND BALANCE</b>								<b>54,558</b>
GENERAL RESERVE (3% of TOTAL EXPENDITURE)								27,707
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>								<b>26,851</b>

Oakland Unity Middle School  
Budget, July 1, 2014-June 30, 2015

Description	# of		Eligi-	Rate		Per	Objct Code	Budget
	Students	Students		bility	Rate			
	6th	7th+8th		6th	7th & 8th			
<b>A. REVENUES</b>								
1. Revenue Limit Sources								
State Aid - Current Year							8011	
LCFF Entitlement	40	40	97%	\$5,080.13	\$5,277.63	ADA	8015	401,881
Charter Schools Funding in lieu of Property Taxes	40	40	97%	\$1,575.55	\$1,575.55	ADA	8096	122,263
<b>Total, Revenue Limit Sources</b>								<b>524,144</b>
2. Federal Revenues								
No Child Left Behind	40	40	80%	\$620.00	\$620.00	ADA	8290	39,680
Special Education - Federal							8181, 8182	
Child Nutrition - Federal (80% of nutrition costs)							8220	46,080
Other Federal Revenues							8110, 8260-8299	185,344
CDE PGS Grant								185,344
<b>Total, Federal Revenues</b>								<b>271,104</b>
3. Other State Revenues								
Special Education (\$406.79/ADA)	40	40	97%	\$406.79	\$406.79		StateRevSE	31,567
All Other State Revenues							StateRevAO	131,324
California Lottery	40	40	97%	\$153.75	\$153.75	ADA		11,931
Facility Reimbursement (75% of facility costs)								119,393
<b>Total, Other State Revenues</b>								<b>162,881</b>
4. Other Local Revenues								
Donation/Contribution							LocalRevAO	20,000
All Other Local Revenues							LocalRevAO	
<b>Total, Local Revenues</b>								<b>20,000</b>
5. Other Grants and Awards								
Total, Other Grants & Awards								0
<b>5. TOTAL REVENUES</b>								<b>978,139</b>
<b>B. EXPENDITURES</b>								
1. Administrators/Teachers								
Teachers' Salaries (per salary & benefit schedule)							1100	244,559
Certificated Supervisors' and Administrators' Salaries (per salary & benefit schedule)							1300	89,000
Other Certificated Salaries (\$230/day x 15 days x 4 teachers for Staff Development)							1900	13,800
Other Certificated Salaries (Substitute \$230/day x 20 days)							1900	4,600
<b>Total, Administrators/Teachers</b>								<b>351,959</b>
2. Support Staff								
Clerical and Office Salaries (per salary & benefit schedule)							2400	28,800
Other Non-certificated Salaries (per salary & benefit schedule)							2900	15,000
<b>Total, Support Staff</b>								<b>43,800</b>
3. Employee Benefits								
STRS							3101-3102	29,037
OASDI / Medicare / Alternative/Pension							3301-3302	6,455
Health and Welfare Benefits							3401-3402	64,000
Unemployment Insurance							3501-3502	6,372
Workers' Compensation Insurance							3601-3602	7,717
<b>Total, Employee Benefits</b>								<b>135,581</b>
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	40	40			\$250.00	student	4100	
Books and Other Reference Materials	40	40			\$125.00	student	4200	10,000
Materials and Supplies	40	40			\$50.00	student	4300	4,000
Noncapitalized Equipment (\$250/Chrom Books x 40 + \$100/Peripheral set x 40)					\$350.00	unit	4400	14,000
Food (\$4.5/student/day x 160 days)	40	40			\$720.00	student	4700	57,600
<b>Total, Books and Supplies</b>								<b>85,600</b>



Oakland Unity Middle School  
Budget, July 1, 2014-June 30, 2015

Description	# of Students	# of Students	Eligibility	Rate	Rate	Per	Object Code	Budget
<b>5. Services and Other Operating Expenditures</b>								
Subagreements for Services								
Travel and Conferences (Field Trips...etc)	40	40			\$50.00	student	5200	4,000
Dues and Memberships					\$1,500.00	year	5300	1,500
Insurance	40	40			\$75.00	student	5400	6,000
Operations and Housekeeping Services							5500	24,600
Janitorial & Waste Management					\$300.00	month		3,600
Electricity					\$1,500.00	month		18,000
Water					\$250.00	month		3,000
Rentals, Leases, Repairs, and Noncap. Improvements							5600	159,190
Site Leases/Rent					\$12,715.83	month		152,590
Improvement (Non-capitalized)								
Equipment Rental					\$50.00	month		600
Repair & Maintenance					\$500.00	month		6,000
Professional/Consulting Services and Operating Expend.							5800	104,151
Management Services					\$1,500.00	month		18,000
Back Office Support	40	40			\$250.00	student		20,000
Auditing								6,000
Security Monitoring					\$800.00	quarter		3,200
Bank Charges & Other financial Service					\$100.00	month		1,200
IT Supports					\$600.00	month		7,200
Psycholoist (10 hrs/student)	4	4			\$125.00	hr		10,000
Other Special Ed. Consultants (15 hrs/student )	4	4			\$85.00	hr		10,200
After Schoo (\$100/student x 80) & Summer programs (\$1920/teacher x 3 teachers)								13,760
Sports Program	40	40			\$15.00	student		1,200
Staff Development					\$3,000.00	year		3,000
Reprographic					\$300.00	month		3,600
District Oversight Fees (1%)								5,241
Recruitment					\$300.00	year		300
Software Licensing					\$1,250.00	year		1,250
<i>Communications</i>							5900	4,200
Telephone					\$300.00	month		3,600
Postage (\$50/month x 12 months)					\$50.00	month		600
Total, Services and Other Operating Expenditures								303,641
<b>6. Capital Outlay</b>								
Sites and Improvements of Sites							6100	
Depreciation Expense					\$3,000.00	year	6900	3,000
Total, Capital Outlay								3,000
<b>7. Other Outgo</b>								
All Other Transfers							7280-7299	
Debt Service:								
Total, Other Outgo								0
<b>8. TOTAL EXPENDITURES</b>								<b>923,581</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>								54,558
<b>D. OTHER FINANCING SOURCES / USES</b>								0
<b>E. INCREASE (DECREASE) IN FUND BALANCE</b>								<b>54,558</b>
GENERAL RESERVE (2% of TOTAL EXPENDITURE)								27,707
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>								<b>26,851</b>

Oakland Unity Middle School  
Budget, July 1, 2015-June 30, 2016

Description	# of	# of	Eligi-	Rate	Rate	Per	Object	Budget
	Students	Students						
<b>A. REVENUES</b>	6th	7th+8th		6th	7th & 8th			
1. Revenue Limit Sources								
Charter Schools Gen. Purpose Entitlement - State Aid	50	80	97%	5,226.56	5,428.40	ADA	8015	668,858
Charter Schools Funding in lieu of Property Taxes	50	80	97%	1,575.55	1,575.55	ADA	8096	198,677
Other Revenue Limit Transfers							8091, 8097	
<b>Total, Revenue Limit Sources</b>								<b>867,535</b>
2. Federal Revenues								
No Child Left Behind	50	80	80%	620.00	620.00	ADA	8290	64,480
Special Education - Federal	50	80	97%	120.00	120.00	ADA	8181, 8182	15,132
Child Nutrition - Federal (80% of nutrition costs)							8220	74,880
Other Federal Revenues							8110, 8260-8299	100,000
CDE PGS Grant								100,000
<b>Total, Federal Revenues</b>								<b>254,492</b>
3. Other State Revenues								
Special Education (\$406.79/ADA)	50	80	97%	406.79	406.79		StateRevSE	51,296
All Other State Revenues							StateRevAO	138,781
California Lottery	50	80	97%	153.75	153.75	ADA		19,388
Facility Reimbursement (75% of facility costs)								119,393
<b>Total, Other State Revenues</b>								<b>190,077</b>
4. Other Local Revenues								
Donation/Contribution							LocalRevAO	20,000
All Other Local Revenues							LocalRevAO	
<b>Total, Local Revenues</b>								<b>20,000</b>
5. Other Grants and Awards								
Total, Other Grants & Awards								0
<b>6. TOTAL REVENUES</b>								<b>1,332,104</b>
<b>B. EXPENDITURES</b>								
1. Administrators/Teachers								
Teachers' Salaries (per salary & benefit schedule)							1100	362,450
Certificated Supervisors' and Administrators' Salaries (per salary & benefit schedule)							1300	96,300
Other Certificated Salaries (\$230/day x 5 days x 8 teachers for Staff Development)							1900	9,200
Other Certificated Salaries (Substitute \$230/day x 30 days)							1900	6,900
<b>Total, Administrators/Teachers</b>								<b>474,850</b>
2. Support Staff								
Clerical and Office Salaries (per salary & benefit schedule)							2400	36,720
Other Non-certificated Salaries (per salary & benefit schedule)							2900	21,420
<b>Total, Support Staff</b>								<b>58,140</b>
3. Employee Benefits								
STRS							3101-3102	39,175
OASDI / Medicare / Alternative/Pension							3301-3302	11,333
Health and Welfare Benefits							3401-3402	128,520
Unemployment Insurance							3501-3502	8,581
Workers' Compensation Insurance							3601-3602	10,393
<b>Total, Employee Benefits</b>								<b>198,002</b>
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	10	40			250.00	student	4100	12,500
Books and Other Reference Materials	50	80			125.00	student	4200	16,250
Materials and Supplies	50	80			50.00	student	4300	6,500
Noncapitalized Equipment (\$250/Chrom Books x 90 + \$100/Peripheral set x 90)					\$350.00	unit	4400	31,500
Food (\$4.5/student/day x 160 days)	50	80			720.00	student	4700	93,600
<b>Total, Books and Supplies</b>								<b>160,350</b>

Oakland Unity Middle School  
Budget, July 1, 2015-June 30, 2016

Description	# of Students	# of Students	Eligibility	Rate	Rate	Per	Object Code	Budget
<b>5. Services and Other Operating Expenditures</b>								
Subagreements for Services								
Travel and Conferences (Field Trips...etc)	50	80			50.00	student	5200	6,500
Dues and Memberships					1,500.00	year	5300	1,500
Insurance	50	80			75.00	student	5400	9,750
Operations and Housekeeping Services							5500	24,600
Janitorial & Waste Management					300.00	month		3,600
Electricity					1,500.00	month		18,000
Water					250.00	month		3,000
Rentals, Leases, Repairs, and Noncap. Improvements							5600	159,190
Site Leases/Rent					12,715.83	month		152,590
Equipment Rental					50.00	month		600
Repair & Maintenance					500.00	month		6,000
Professional/Consulting Services and Operating Expend.							5800	139,460
Management Services					1,500.00	month		18,000
Back Office Support	50	80			250.00	student		32,500
Auditing								6,000
Security Monitoring					\$800.00	quarter		3,200
Bank Charges & Other financial Service					\$100.00	month		1,200
IT Supports					\$600.00	month		7,200
Psycholoist (10 hrs/student)	5	8			\$125.00	hr		16,250
Other Special Ed. Consultants (15 hrs/student )	5	8			\$85.00	hr		16,575
After School (\$100/student x 130) & Summer programs (\$1920/teacher x 3 teachers)								18,760
Sports Program	50	80			\$15.00	student		1,950
Staff Development					\$4,000.00	year		4,000
Reprographic					\$300.00	month		3,600
District Oversight Fees (1%)								8,675
Recruitment					300.00	year		300
Software Licensing					1,250.00	year		1,250
Communications							5900	4,200
Telephone					300.00	month		3,600
Postage (\$50/month x 12 months)					50.00	month		600
Total, Services and Other Operating Expenditures								345,200
<b>6. Capital Outlay</b>								
Depreciation Expense					3,000.00	year	6900	3,000
Total, Capital Outlay								3,000
<b>7. Other Outgo</b>								
All Other Transfers							7280-7299	
Debt Service:								
Total, Other Outgo								0
<b>8. TOTAL EXPENDITURES</b>								1,239,542
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.</b>								
<b>BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>								92,562
<b>D. OTHER FINANCING SOURCES / USES</b>								
TOTAL OTHER FINANCING SOURCES / USES								0
<b>E. INCREASE (DECREASE) IN FUND BALANCE</b>								92,562
GENERAL RESERVE (3% of TOTAL EXPENDITURE)								37,186
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>								55,376



Oakland Unity Middle School  
Budget, July 1, 2016-June 30, 2017

Description	# of	# of	Eligi-	Rate	Rate	Per	Object	Budget
	Students	Students						
<b>A. REVENUES</b>	6th	7th+8th		6th	7th & 8th			
<b>1. Revenue Limit Sources</b>								
State Aid - Current Year							8011	
Charter Schools Gen. Purpose Entitlement - State Aid	75	90	97%	5,396.61	5,603.49	ADA	8015	878,778
Charter Schools Funding in lieu of Property Taxes	75	90	97%	1,575.55	1,575.55	ADA	8096	252,167
<b>Total, Revenue Limit Sources</b>								<b>1,130,945</b>
<b>2. Federal Revenues</b>								
No Child Left Behind	75	90	80%	620.00	620.00	ADA	8290	81,840
Special Education - Federal	75	90	97%	120.00	120.00	ADA	8181, 8182	19,206
Child Nutrition - Federal (80% of nutrition costs)							8220	95,040
Other Federal Revenues							8110, 8260-8299	0
<b>Total, Federal Revenues</b>								<b>196,086</b>
<b>3. Other State Revenues</b>								
Special Education (\$406.79/ADA)	75	90	97%	406.79	406.79		StateRevSE	65,107
All Other State Revenues							StateRevAO	144,001
California Lottery	75	90	97%	153.75	153.75	ADA		24,608
Facility Reimbursement (75% of facility costs)								119,393
<b>Total, Other State Revenues</b>								<b>209,108</b>
<b>4. Other Local Revenues</b>								
Donation/Contribution							LocalRevAO	20,000
All Other Local Revenues							LocalRevAO	
<b>Total, Local Revenues</b>								<b>20,000</b>
<b>5. Other Grants and Awards</b>								
Total, Other Grants & Awards								0
<b>6. TOTAL REVENUES</b>								<b>1,556,139</b>
<b>B. EXPENDITURES</b>								
<b>1. Administrators/Teachers</b>								
Teachers' Salaries (per salary & benefit schedule)							1100	511,569
Certificated Supervisors' and Administrators' Salaries (per salary & benefit schedule)							1300	128,826
Other Certificated Salaries (\$230/day x 5 days x 8 teachers for Staff Development)							1900	9,200
Other Certificated Salaries (Substitute \$230/day x 30 days)							1900	6,900
<b>Total, Administrators/Teachers</b>								<b>656,495</b>
<b>2. Support Staff</b>								
Clerical and Office Salaries (per salary & benefit schedule)							2400	37,454
Other Non-certificated Salaries (per salary & benefit schedule)							2900	28,091
<b>Total, Support Staff</b>								<b>65,545</b>
<b>3. Employee Benefits</b>								
STRS							3101-3102	49,869
OASDI / Medicare / Alternative/Pension							3301-3302	18,853
Health and Welfare Benefits							3401-3402	131,090
Unemployment Insurance							3501-3502	11,625
Workers' Compensation Insurance							3601-3602	14,080
<b>Total, Employee Benefits</b>								<b>225,517</b>
<b>4. Books and Supplies</b>								
Approved Textbooks and Core Curricula Materials	25	10			250.00	student	4100	8,750
Books and Other Reference Materials	75	90			125.00	student	4200	20,625
Materials and Supplies	75	90			50.00	student	4300	8,250
Noncapitalized Equipment (\$250/Chrom Books x 35 + \$100/Peripheral set x 35)					\$350.00	unit	4400	12,250
Food (\$4.5/student/day x 160 days)	75	90			720.00	student	4700	118,800
<b>Total, Books and Supplies</b>								<b>168,675</b>

Oakland Unity Middle School  
Budget, July 1, 2016-June 30, 2017

Description	# of Students	# of Students	Eligibility	Rate	Rate	Per	Object Code	Budget
<b>5. Services and Other Operating Expenditures</b>								
Travel and Conferences (Field Trips...etc)	75	90			50.00	student	5200	8,250
Dues and Memberships					1,500.00	year	5300	1,500
Insurance	75	90			75.00	student	5400	12,375
Operations and Housekeeping Services							5500	24,600
Janitorial & Waste Management					300.00	month		3,600
Electricity					1,500.00	month		18,000
Water					250.00	month		3,000
Rentals, Leases, Repairs, and Noncap. Improvements							5600	159,190
Silte Leases/Rent					12,715.83	month		152,590
Equipment Rental					50.00	month		600
Repair & Maintenance					500.00	month		6,000
Professional/Consulting Services and Operating Expend.							5800	163,969
Management Services					1,500.00	month		18,000
Back Office Support	75	90			250.00	student		41,250
Auditing								6,000
Security Monitoring					\$800.00	quarter		3,200
Bank Charges & Other financial Service					\$100.00	month		1,200
IT Supports					\$600.00	month		7,200
Psycholoist (10 hrs/student)	8	9			\$125.00	hr		21,250
Other Special Ed. Consultants (15 hrs/stude	8	9			\$85.00	hr		21,675
After Schoo (\$100/student x 165) & Summer programs (\$1920/teacher x 3 teachers)								22,260
Sports Program	75	90			\$15.00	student		2,475
Staff Development					\$3,000.00	year		3,000
Reprographic					\$300.00	month		3,600
District Oversight Fees (1%)								11,309
Recruitment					300.00	year		300
Software Licensing					1,250.00	year		1,250
Communications							5900	4,200
Telephone					300.00	month		3,600
Postage (\$50/month x 12 months)					50.00	month		600
Total, Services and Other Operating Expenditures								374,084
<b>6. Capital Outlay</b>								
Depreciation Expense					3,000.00	year	6900	3,000
Total, Capital Outlay								3,000
<b>7. Other Outgo</b>								
Total, Other Outgo								0
<b>8. TOTAL EXPENDITURES</b>								1,493,316
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>								62,823
<b>D. OTHER FINANCING SOURCES / USES</b>								
1. Other Sources							8930-8979	0
2. Less: Other Uses							7630-7699	0
3. Contributions Between Unrestricted and Restricted Accts								0
TOTAL OTHER FINANCING SOURCES / USES								0
<b>E. INCREASE (DECREASE) IN FUND BALANCE</b>								62,823
GENERAL RESERVE (3% of TOTAL EXPENDITURE)								44,799
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>								18,024

**OAKLAND UNITY MIDDLE SCHOOL**

Cashflow Projection (July 1, 2014 - June 31, 2015)

	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
<b>BEGINNING CASH</b>	<b>185,344</b>	<b>145,707</b>	<b>131,080</b>	<b>92,990</b>	<b>79,019</b>	<b>56,721</b>	<b>45,298</b>	<b>61,175</b>	<b>38,877</b>	<b>26,899</b>	<b>19,599</b>	<b>25,928</b>
<b>A. CASH INFLOW</b>												
1. State Revenue												
<i>Gen. Purpose Entitlement - State Aid</i>		20,094	20,094	36,169	36,169	36,169	36,169	36,169	36,170	36,170	36,170	36,170
<i>State Aid - Prior Years</i>		0	0	0	0	0	0	0	0	0	0	0
<i>Other State Revenue (Lottery, Facility, Special Ed)</i>		0	0	0	0	10,875	29,848	0	2,983	7,892	29,848	10,875
<b>TOTAL STATE REVENUE</b>	<b>0</b>	<b>20,094</b>	<b>20,094</b>	<b>36,169</b>	<b>36,169</b>	<b>47,044</b>	<b>66,017</b>	<b>36,169</b>	<b>39,153</b>	<b>44,062</b>	<b>66,018</b>	<b>47,045</b>
2. Local Revenue		7,336	14,672	9,781	9,781	9,781	9,781	9,781	17,117	8,559	8,559	8,559
<i>In lieu of Property Taxes</i>		7,336	14,672	9,781	9,781	9,781	9,781	9,781	17,117	8,559	8,559	8,559
3. Federal Revenues		0	0	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608
<i>Nutrition</i>		0	0	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608
<i>Title I + Impact Aid</i>		0	0	9,920	0	0	9,920	0	0	9,920	0	0
<i>Title II, III, Va</i>		0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL FEDERAL REVENUE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14,528</b>	<b>4,608</b>	<b>4,608</b>	<b>14,528</b>	<b>4,608</b>	<b>4,608</b>	<b>14,528</b>	<b>4,608</b>	<b>4,608</b>
4. Other Revenues	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
5. TOTAL Cash Inflow	1,667	29,097	36,433	62,145	52,225	63,100	91,993	52,225	62,545	68,816	80,852	61,879
6. TOTAL Cash Available	187,011	174,804	167,513	155,135	131,244	119,821	137,291	113,400	101,422	95,715	100,451	87,807
<b>B. CASH OUTFLOW</b>												
1. Payroll	7,417	7,417	32,980	32,980	32,980	32,980	32,980	32,980	32,980	32,980	32,980	32,980
2. Benefits	8,348	10,768	10,768	12,361	10,768	10,768	12,361	10,768	10,768	12,361	10,768	10,768
3. Instructional Materials & Supplies	2,333	2,333	7,569	7,569	7,569	7,569	7,569	7,569	7,569	7,569	7,569	7,569
4. Services and Other Operating Expenditures	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206
a. Travel and Conferences	308	308	308	308	308	308	308	308	308	308	308	308
b. Dues and Memberships	115	115	115	115	115	115	115	115	115	115	115	115
c. Insurance	462	462	462	462	462	462	462	462	462	462	462	462
d. Operations & House Keeping	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892
e. Rentals, Leases, Repairs	13,224	13,224	13,224	13,224	13,224	13,224	13,224	13,224	13,224	13,224	13,224	13,224
f. Professional/Consulting Services & Operating Expend.	6,882	6,882	6,882	6,882	6,882	6,882	6,882	6,882	6,882	6,882	6,882	6,882
g. Communications	323	323	323	323	323	323	323	323	323	323	323	323
5. Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
6. TOTAL Cash Outflow	41,304	43,724	74,523	76,116	74,523	74,523	76,116	74,523	74,523	76,116	74,523	74,523
<b>C. ENDING CASH</b>	<b>145,707</b>	<b>131,080</b>	<b>92,990</b>	<b>79,019</b>	<b>56,721</b>	<b>45,298</b>	<b>61,175</b>	<b>38,877</b>	<b>26,899</b>	<b>19,599</b>	<b>25,928</b>	<b>13,284</b>



**OAKLAND UNITY MIDDLE SCHOOL**

Cashflow Projection (July 1, 2015 - June 31, 2016)

	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
<b>BEGINNING CASH</b>	13,284	154,278	127,445	90,398	93,621	82,869	89,788	122,859	112,107	118,123	137,031	154,141
<b>A. CASH INFLOW</b>												
1. State Revenue												
<i>Gen. Purpose Entitlement - State Aid</i>		33,443	33,443	60,197	60,197	60,197	60,197	60,197	60,197	60,197	60,197	60,197
<i>State Aid - Prior Years</i>	36,168	0	0	0	0	0	0	0	0	0	0	0
<i>Other State Revenue (Lottery, Facility, Special)</i>	70,570	0	0	0	0	17,671	29,848	0	4,847	17,671	29,848	22,518
<b>TOTAL STATE REVENUE</b>	<b>106,738</b>	<b>33,443</b>	<b>33,443</b>	<b>60,197</b>	<b>60,197</b>	<b>77,868</b>	<b>90,045</b>	<b>60,197</b>	<b>65,044</b>	<b>77,868</b>	<b>90,045</b>	<b>82,715</b>
2. Local Revenue												
<i>In lieu of Property Taxes</i>	8,556	11,921	23,841	15,894	15,894	15,894	15,894	15,894	27,815	13,906	13,906	13,906
3. Federal Revenues												
<i>Nutrition</i>	4,608	0	0	7,488	7,488	7,488	7,488	7,488	7,488	7,488	7,488	7,488
<i>Title I + Impact Aid</i>	9,920	0	0	16,120	0	0	16,120	0	0	16,120	0	0
<i>CDE PGS Grant</i>	100,000	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL FEDERAL REVENUE</b>	<b>114,528</b>	<b>0</b>	<b>0</b>	<b>23,608</b>	<b>7,488</b>	<b>7,488</b>	<b>23,608</b>	<b>7,488</b>	<b>7,488</b>	<b>23,608</b>	<b>7,488</b>	<b>7,488</b>
4. Other Revenues												
<i>Other Revenues</i>	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
5. <b>TOTAL Cash Inflow</b>	<b>231,489</b>	<b>47,031</b>	<b>58,951</b>	<b>101,366</b>	<b>85,246</b>	<b>102,917</b>	<b>131,214</b>	<b>85,246</b>	<b>102,014</b>	<b>117,051</b>	<b>113,108</b>	<b>105,778</b>
6. <b>TOTAL Cash Available</b>	<b>244,773</b>	<b>201,309</b>	<b>186,396</b>	<b>191,764</b>	<b>178,867</b>	<b>185,786</b>	<b>221,002</b>	<b>208,105</b>	<b>214,121</b>	<b>235,174</b>	<b>250,139</b>	<b>259,919</b>
<b>B. CASH OUTFLOW</b>												
1. Payroll	26,270	26,270	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416
2. Benefits	16,527	15,786	15,786	17,931	15,786	15,786	17,931	15,786	15,786	17,931	15,786	15,786
3. Instructional Materials & Supplies	9,765	4,521	8,509	8,509	8,509	8,509	8,509	8,509	8,509	8,509	8,509	8,509
4. Services and Other Operating Expenditures	37,933	27,287	27,287	27,287	27,287	27,287	27,287	27,287	27,287	27,287	27,287	27,287
a. Travel and Conferences	304	542	542	542	542	542	542	542	542	542	542	542
b. Dues and Memberships	120	115	115	115	115	115	115	115	115	115	115	115
c. Insurance	456	750	750	750	750	750	750	750	750	750	750	750
d. Operations & House Keeping	1,896	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892
e. Rentals, Leases, Repairs	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266
f. Professional/Consulting Services & Operating Expend.	21,567	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399
g. Communications	324	323	323	323	323	323	323	323	323	323	323	323
5. Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
6. <b>TOTAL Cash Outflow</b>	<b>90,495</b>	<b>73,864</b>	<b>95,998</b>	<b>98,143</b>	<b>95,998</b>	<b>95,998</b>	<b>98,143</b>	<b>95,998</b>	<b>95,998</b>	<b>98,143</b>	<b>95,998</b>	<b>95,998</b>
<b>C. ENDING CASH</b>	<b>154,278</b>	<b>127,445</b>	<b>90,398</b>	<b>93,621</b>	<b>82,869</b>	<b>89,788</b>	<b>122,859</b>	<b>112,107</b>	<b>116,123</b>	<b>137,031</b>	<b>154,141</b>	<b>163,921</b>

**OAKLAND UNITY MIDDLE SCHOOL**

Cashflow Projection (July 1, 2016 - June 31, 2017)

	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
<b>BEGINNING CASH</b>	163,921	237,801	203,728	175,424	177,959	203,099	213,931	262,591	287,731	313,694	313,708	382,452
<b>A. CASH INFLOW</b>												
1. State Revenue		43,939	43,939	79,090	79,090	79,090	79,090	79,090	79,090	79,090	79,090	79,090
<i>Gen. Purpose Entitlement - State Aid</i>												
<i>State Aid - Prior Years</i>	60,199	0	0	0	0	0	0	0	0	0	0	0
<i>Other State Revenue (Lottery, Facility, Special)</i>	67,674	0	0	0	0	6,152	46,125	0	6,152	0	46,125	6,152
<b>TOTAL STATE REVENUE</b>	127,873	43,939	43,939	79,090	79,090	85,242	125,215	79,090	85,242	79,090	125,215	85,242
2. Local Revenue	13,906	15,130	30,260	20,173	20,173	20,173	20,173	20,173	35,304	17,652	17,652	17,652
<i>In lieu of Property Taxes</i>	7,488	0	0	7,920	7,920	7,920	7,920	7,920	7,920	7,920	7,920	7,920
3. Federal Revenues	16,120	0	0	0	20,460	0	0	20,460	0	0	20,460	0
<i>Nutrition</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>Title I + Impact Aid</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>CDE PGS Grant</i>	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL FEDERAL REVENUE</b>	23,606	0	0	7,920	28,380	7,920	7,920	28,380	7,920	7,920	28,380	7,920
4. Other Revenues	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
5. <b>TOTAL Cash Inflow</b>	167,054	60,736	75,866	108,850	129,310	115,002	154,975	129,310	130,133	106,329	172,914	112,481
6. <b>TOTAL Cash Available</b>	330,975	298,537	279,594	284,274	307,269	318,101	366,906	391,901	417,864	420,023	486,622	494,933
<b>B. CASH OUTFLOW</b>												
1. Payroll	44,415	44,415	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416	44,416
2. Benefits	19,069	18,328	18,328	20,473	18,328	18,328	20,473	18,328	18,328	20,473	18,328	18,328
3. Instructional Materials & Supplies	4,521	4,521	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881
4. Services and Other Operating Expenditures	25,189	27,545	27,545	27,545	27,545	27,545	27,545	27,545	27,545	27,545	27,545	27,545
a. Travel and Conferences	304	542	542	542	542	542	542	542	542	542	542	542
b. Dues and Memberships	120	125	125	125	125	125	125	125	125	125	125	125
c. Insurance	456	813	813	813	813	813	813	813	813	813	813	813
d. Operations & House Keeping	1,896	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050
e. Rentals, Leases, Repairs	502	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266	13,266
f. Professional/Consulting Services & Operating Expend.	21,567	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399	10,399
g. Communications	324	350	350	350	350	350	350	350	350	350	350	350
5. Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
6. <b>TOTAL Cash Outflow</b>	93,174	94,809	104,170	106,315	104,170	104,170	106,315	104,170	104,170	106,315	104,170	104,170
<b>C. ENDING CASH</b>	237,801	203,728	175,424	177,959	203,099	213,931	262,591	287,731	313,694	313,708	382,452	390,763

## Attachment J

### A Day in the Life of an OUMS student

It's Monday morning and an OUMS 6<sup>th</sup> grader, Sara, arrives on to campus around 7:45. Sara is greeted by the principal as her mother pulls up to the curb to drop her off. She goes through the gate and into the courtyard. Sara wears her school uniform which consists of a white ti-shirt with the school logo on it and black pants. All students must only wear black, white, and khaki. No students are allowed to wear shoes that have any colors on them. She saunters over to her locker to gather her supplies for periods 1, 2, and 3. When the first bell rings at 8:10, it's the signal for students to go to their Advisories for Morning Meeting.

Sara arrives to her Advisor's classroom and sits in one of the chairs placed in a circle at the center of the room. Sara's Advisor, Ms. G., stands at the door and greets each student by name as he or she enters. Once all the students are in the classroom and seated in the circle, Ms. G. introduces the day's greeting which will be the "silly voice" greeting. Ms. G. demonstrates the "silly voice" greeting by turning the student next to her and greeting him by name in a "silly" voice while shaking his hand firmly and making eye contact. That student turns to the student next to him and greets her by name in a "silly" voice until the greeting has been passed all the way around the circle and gets back to Ms. G. Ms. G. goes over the morning announcements just in time before the bell rings for Period 1.

Sara has Ms. G. for Period 1 English, so she helps her put the chairs back at the desks while other students come in to the classroom and then takes her assigned seat. One of the two Breakfast Ambassadors in her 1<sup>st</sup> period class come in with a crate and cooler full of breakfast. They pass out a healthy and good-tasting breakfast to each student. Today's breakfast is a muffin, a piece of fruit, and a carton of milk. Students quietly eat their breakfasts during the beginning of the class. Ms. G. first asks all the students to take out their planners and write down their homework from the board. Each student has the same planner, which was given to them on the first day of school. The first thing that every teacher does at the beginning of the period is to give the students the opportunity to write down their homework. Ms. G. presents the students with a mini-lesson about end punctuation marks. She then reminds them of the step of the writing process that they are in begins writer's workshop, in which the students have the opportunity to practice the skills from the mini-lesson in their writing. They are currently writing a 1<sup>st</sup> person narrative from the point of view of an Aztec—whose culture they are learning about in Social Studies. Sara works through the second draft of her narrative while Ms. G. circulates through the room, checking in with individual students.

In 2<sup>nd</sup> period, Sara goes a few doors down to her Social Studies classroom. Her teacher, Mr. Z. begins the period with a short film about Aztec culture. He then has the students work in small groups of 3 or 4 to use images and maps to answer questions and gather information about various aspects of Aztec life. In their groups, students are asked to make inferences about Aztec life and also to make notes about details they may want to include in their 1<sup>st</sup> person narratives in English class, since they will be assessed on this project in both English and Social Studies.

Sara moves to the Art room for 3<sup>rd</sup> period. The students are learning the basics of clay sculpting. Each student wears an apron and helps the teacher prepare the room by spreading out drop cloths on the tables and distributing the tools. Mr. T., the art teacher, does a brief demonstration of the technique they will practice for that day. He also shows them images of Aztec pottery and asks for students to identify some of the stylistic qualities



of their pottery. Students then work independently as Mr. T. circulates the room. At the end of the period, each student helps to clean up the supplies and the room.

During lunch, students line up to get lunch. Lunch today is chicken tamales. There are also fresh vegetables, fruit, and milk available. In addition, any of the uneaten breakfast is available as a snack. Sara gets her lunch and sits outside in the courtyard. Since it's a nice day, the students are sitting outside. They need to eat for the first 15 minutes, but after that, students may get balls and play for the remainder of lunch.

When the bell rings, it's time to head into Advisory. Students make their way to their seats. Ms. G. reminds students of the upcoming school fair and the deadline for the final draft of their Historical Narratives. She then explains a team building game that the Advisory will partake in. The game is called "Raging River" and the students have to try to figure out how to get everyone across the "river" while walking on a set of cardboard "stones" that have been placed around the room. Once someone touches a stone, it cannot go untouched or they lose and have to go back to the beginning. The game is challenging and the students discuss a variety of strategies. They have to try it at least 4 times before they all make it to the other side of the "river", at which point they all cheer. Ms. G. leads a discussion on what made this game challenging. She asks the students what they learned about communication and teamwork from the game. The bell rings and it's time to transition to Silent Sustained Reading (SSR).

Sara takes out the book that she selected from the library and begins to read it. The time flies by as all the students in the room are absorbed in books that are about their interests and written at level appropriate for each reader. Ms. G. sits at the front of the room, reading her book as well. When the bell rings, Sara reluctantly places her bookmark back in her book and heads to the bathroom to change for Physical Education.

Sara wears black sweatpants to P.E. The P.E. teacher, Mr. K. gathers the students together in the courtyard for instructions on the rules of volleyball. The students then walk together to the park on the corner next to the school. When they first arrive at the park, Mr. K. takes them through a series of stretches and asks students to tell him the name of the muscles that are being stretched. Then Mr. K., demonstrates the skill of underhand passing the volleyball. The students break into pairs, each with a ball and work on passing back and forth. At the end of the period, Mr. K. holds a contest to see which pair can keep the ball in the air the longest. Students head back to the bathrooms to change out of their P.E. clothes.

When Sara enters the Math room for 5<sup>th</sup> period, there is a challenging problem on the board. Sara takes out a piece of paper and starts working on the problem. The class is silently working on the problem for the first 5 minutes of class. The teacher, Ms. B. then calls them together and they go over the problem as a group. Ms. B. reminds the students of the goals they have set for the number of online exercises they will complete this week. These exercises are all related to the concepts used to solve the complex problem on the board. Students get their assigned laptops from the laptop cart and begin work on their individual learning goals. Sara can pick the exercise that she wants to work on that particular period. If she gets stuck she can ask for a hint or watch a video about the topic through the online platform that the class is using. Ms. B. calls Sara over to a table at the side where she and four other students receive an extra lesson from Ms. B. about reducing fractions. Ms. B. used the reports from the online platform to see which students were struggling on this particular topic and used the opportunity to reteach the concept to them.

During 6<sup>th</sup> period science, Sara's class is working on building their own seismographs. The class has been divided into teams. Each team has their own role and is currently in the test

and redesign phase of their construction. Sara's team runs a few tests to determine if their seismograph is working. As the team recorder, Sara records the data gathered on a table in her lab journal. At the end of the period, the team discusses action items and writes down which team member will work on which aspect of the project at home.

After school, Sara takes part in a program designed to get girls interested in Science, Technology, Engineering, and Math. This program, run by both her math teacher and a teacher from an outside organization who provides the curriculum and supplies, involves working hands-on on design challenges and larger units like electrical or mechanical engineering. At 5:00PM, it's time for the students to go home and Sara goes out the gate to her mom's car. The head of the after school program escorts her to her car and says goodbye until tomorrow.



## Attachment K

### *OUMS Proposed Bell Schedule*

Regular Schedule—Non-Block Days (Monday, Thursday, Friday)

Time	Monday	Thursday	Friday
8:15-8:35	Morning Meeting w/ Advisory	Morning Meeting w/ Advisory	Morning Meeting w/ Advisory
8:38-9:28	English Language Arts	Science	Science
9:31-10:21	Social Studies	Math	Math
10:24-11:14	Visual/Performing Arts/Learning Lab	Physical Education/Health/Learning Lab	Physical Education/Health/Learning Lab
11:14-11:44	LUNCH	LUNCH	LUNCH
11:49-12:19	Advisory	Advisory	Advisory
12:22-12:31	SSR	SSR	SSR
12:34-1:24	Physical Education/Health/Learning Lab	Visual/Performing Arts/Learning Lab	Visual/Performing Arts/Learning Lab
1:27-2:17	Math	Social Studies	Social Studies
2:20-3:30	Science	English Language Arts	English Language Arts
3:35-5:00	After School Program	After School Program	After School Program

Block Day Schedule (Tuesday, Wednesday)

Time	Tuesday	Wednesday
8:15-8:35	Morning Meeting w/ Advisory	Morning Meeting w/ Advisory
8:38-9:55	English Language Arts	Math
9:58-11:15	Social Studies	Science
11:18-11:48	LUNCH	Advisory
11:53-12:23	Advisory	After School Program
12:28-12:58	SSR	
1:01-2:18	Visual/Performing Arts	
2:21-3:30	Physical Education	
3:35-5:00	After School Program	



## Attachment L

### *OUMS Social Studies Proposed Scope and Sequence: 6<sup>th</sup> Grade—The Ancient World*

<b>6th Grade- The Ancient World</b>		
Unit Subject Matter	Summative Assessments	Common Core State Standards
Early Humans and the Rise of Civilization - Investigating the Past - Early Hominids - From Hunters and Gatherers to Farmers - The Rise of Sumerian City-States - Ancient Sumer - Exploring Four Empires of Mesopotamia	- Multiple choice Data Director assessment - Historical Writing: Image Analysis paragraph - Project-Based Learning: Mechanical Dioramas	CCSS.ELA-Literacy.RH.6.2 CCSS.ELA-Literacy.RH.6.3 CCSS.ELA-Literacy.RH.6.7 CCSS.ELA-Literacy.RH.6.10 CCSS.ELA-Literacy.WHST.6.2 CCSS.ELA-Literacy.WHST.6.4 CCSS.ELA-Literacy.WHST.6.5 CCSS.ELA-Literacy.WHST.6.6 CCSS.ELA-Literacy.WHST.6.10
Ancient Egypt and the Middle East 7. Geography and the Early Settlement of Egypt, Kush, and Canaan 8. The Ancient Egyptian Pharaohs 9. Daily Life in Ancient Egypt 10. The Kingdoms of Kush 11. The Origins of Judaism 12. Learning about World Religions: Judaism and Islam	- Multiple choice Data Director assessment - Historical Writing: Postcard from Egypt - Project-Based Learning: Dramatizations of Daily Life in Egypt	<u>CCSS.ELA-Literacy.RH.6-8.1</u> <u>CCSS.ELA-Literacy.RH.6-8.2</u> <u>CCSS.ELA-Literacy.RH.6-8.3</u> <u>CCSS.ELA-Literacy.RH.6-8.6</u> <u>CCSS.ELA-Literacy.RH.6-8.9</u> <u>CCSS.ELA-Literacy.RH.6-8.10</u> <u>CCSS.ELA-Literacy.WHST.6-8.4</u> <u>CCSS.ELA-Literacy.WHST.6-8.5</u> <u>CCSS.ELA-Literacy.WHST.6-8.6</u> <u>CCSS.ELA-Literacy.WHST.6-8.10</u> <u>CCSS.ELA-Literacy.SL.6.2</u> <u>CCSS.ELA-Literacy.SL.6.4</u>
The Maya - Geography and Early	- Multiple choice Data Director assessment	<u>CCSS.ELA-Literacy.RH.6-8.1</u>

<p>Settlement of Central America</p> <ul style="list-style-type: none"> <li>- The Development of Mayan Civilization</li> <li>- Class Structure of the Maya</li> <li>- Mayan Family Life</li> <li>- Mayan Religious Beliefs and Practices</li> <li>- Agricultural Techniques</li> <li>- Achievements of the Maya</li> <li>- Comparing and Contrasting the Maya to the Inca and the Aztec</li> </ul>	<p>- Historical Writing: "Mayan Monthly" newspaper article reporting on the highlights of Mayan civilization</p>	<p><a href="#">CCSS.ELA-Literacy.RH.6-8.2</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.3</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.6</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.9</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.5</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.6</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.7</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.10</a></p>
<p>Ancient China</p> <ul style="list-style-type: none"> <li>- Geography and Early Settlement of China</li> <li>- The Shang Dynasty</li> <li>- Three Chinese Philosophies</li> <li>- The First Emperor of China</li> <li>- The Han Dynasty</li> <li>- The Silk Road</li> </ul>	<p>- Data Director assessment</p> <p>- Historical Writing: Compare and Contrast paragraphs about Chinese philosophies</p> <p>- Project-Based Learning: Presentation of the Achievements of the Han Dynasty</p>	<p><a href="#">CCSS.ELA-Literacy.RH.6-8.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.2</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.3</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.5</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.6</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.7</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.8</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.9</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.10</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.4</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.5</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.6</a></p>
<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>- Geography and the Early Settlement of</li> </ul>	<p>- Multiple choice Data Director assessment</p> <p>- Historical Writing:</p>	<p><a href="#">CCSS.ELA-Literacy.RH.6-8.1</a></p>

<p>Greece</p> <ul style="list-style-type: none"> <li>- The Rise of Democracy</li> <li>- Life in Two City-States: Athens and Sparta</li> <li>- Fighting the Persian Wars</li> <li>- The Golden Age of Athens</li> <li>- Alexander the Great and His Empire</li> <li>- The Legacy of Ancient Greece</li> </ul>	<p>Paragraph about the modern influences of Ancient Greece</p> <ul style="list-style-type: none"> <li>- Project-Based Learning: Dramatization of key events from the Persian Wars</li> </ul>	<p><a href="#">CCSS.ELA-Literacy.RH.6-8.2</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.3</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.5</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.6</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.10</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.2a-f</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.4</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.5</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.6</a></p>
<p>Ancient Rome</p> <ul style="list-style-type: none"> <li>- Geography and the Early Development of Rome</li> <li>- The Rise of the Roman Republic</li> <li>- From Republic to Empire</li> <li>- Daily Life in the Roman Empire</li> <li>- The Origins and Spread of Christianity</li> <li>- Learning about World Religions: Christianity</li> <li>- The Legacy of Rome in the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple choice Data Director assessment</li> <li>- Historical Writing: Persuasive Paragraph answering the question: "Did the benefits of Roman expansion outweigh the costs?"</li> <li>- Project-Based Learning: Presentation on the Roman influence on modern life</li> </ul>	<p><a href="#">CCSS.ELA-Literacy.RH.6-8.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.2</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.3</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.5</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.6</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.10</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.1a-e</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.4</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.5</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.6.6</a></p>

*OUMS English Proposed Scope and Sequence: 6<sup>th</sup> Grade*

**6th Grade- English Language Arts**



Reading	Writing	Summative Assessments
<p>- Nonfiction Texts: Comparing Different Articles about the Rise of Early Humans</p>	<p>- Write informative summary of a text to examine a topic and convey ideas, concepts, and information</p>	<p>- Grammar Assessment            - Vocabulary Assessment            - Writing: Paragraph Summary            - Technology: Basic Word Processing            - Project-Based Learning: Summary Poster</p>
<p>Common Core State Standards: <u>CCSS.ELA-Literacy.RI.6.1</u>, <u>CCSS.ELA-Literacy.RI.6.2</u>, <u>CCSS.ELA-Literacy.RI.6.3</u>, <u>CCSS.ELA-Literacy.RI.6.9</u>, <u>CCSS.ELA-Literacy.RI.6.10</u>, <u>CCSS.ELA-Literacy.W.6.2a-f</u>, <u>CCSS.ELA-Literacy.W.6.4</u>, <u>CCSS.ELA-Literacy.W.6.5</u>, <u>CCSS.ELA-Literacy.W.6.6</u>, <u>CCSS.ELA-Literacy.W.6.10</u>, <u>CCSS.ELA-Literacy.L.6.4a-d</u>, <u>CCSS.ELA-Literacy.L.6.6</u></p>		
<p>- Fictional Text: 1st person narrative about life in Ancient Egypt</p>	<p>-Write in a 1st person narrative using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>13. Grammar Assessment            14. Vocabulary Assessment            15. Historical Writing: Postcard from Egypt            16. Technology: Word Processing and Beginning Graphic Design            17. Project-Based Learning: Dramatizations of Daily Life in</p>

		Egypt
Common Core State Standards: <u>CCSS.ELA-Literacy.RL.6.4</u> , <u>CCSS.ELA-Literacy.RL.6.5</u> , <u>CCSS.ELA-Literacy.RL.6.6</u> , <u>CCSS.ELA-Literacy.W.6.4</u> , <u>CCSS.ELA-Literacy.W.6.5</u> , <u>CCSS.ELA-Literacy.W.6.6</u> , <u>CCSS.ELA-Literacy.W.6.10</u> , <u>CCSS.ELA-Literacy.L.6.4a-d</u> , <u>CCSS.ELA-Literacy.L.6.6</u>		
- Nonfiction Texts: Internet research on the Maya	- Conduct short research projects to answer a question, drawing in several sources and refocusing inquiry when appropriate	- Grammar Assessment - Vocabulary Assessment - Technology: Basic Powerpoint Slide Design - Project-Based Learning: Aspect of Mayan Life Group Presentation
Common Core State Standards: <u>CCSS.ELA-Literacy.W.6.4</u> , <u>CCSS.ELA-Literacy.W.6.5</u> , <u>CCSS.ELA-Literacy.W.6.6</u> , <u>CCSS.ELA-Literacy.W.6.10</u> , <u>CCSS.ELA-Literacy.L.6.4a-d</u> , <u>CCSS.ELA-Literacy.L.6.6</u> , <u>CCSS.ELA-Literacy.SL.6.4</u> , <u>CCSS.ELA-Literacy.SL.6.5</u> , <u>CCSS.ELA-Literacy.SL.6.6</u>		
- Poetry: Chinese poetry	- Write a poem using effective technique and relevant descriptive details	- Grammar Assessment - Vocabulary Assessment - Writing: Poem
Common Core State Standards: <u>CCSS.ELA-Literacy.RL.6.4</u> , <u>CCSS.ELA-Literacy.RL.6.5</u> , <u>CCSS.ELA-Literacy.RL.6.6</u> , <u>CCSS.ELA-Literacy.W.6.4</u> , <u>CCSS.ELA-Literacy.W.6.5</u> , <u>CCSS.ELA-Literacy.W.6.6</u> , <u>CCSS.ELA-Literacy.W.6.10</u> , <u>CCSS.ELA-Literacy.L.6.4a-d</u> , <u>CCSS.ELA-Literacy.L.6.6</u> , <u>CCSS.ELA-Literacy.L.6.5a-c</u>		
- Greek mythology	- Write a myth using effective technique, relevant descriptive details, and well-structure event sequences	- Grammar Assessment - Vocabulary Assessment - Writing: Greek Myth - Project-Based Learning: Dramatization of key events from the Persian Wars
Common Core State Standards: <u>CCSS.ELA-Literacy.RL.6.4</u> , <u>CCSS.ELA-Literacy.RL.6.5</u> , <u>CCSS.ELA-Literacy.RL.6.6</u> , <u>CCSS.ELA-Literacy.W.6.4</u> , <u>CCSS.ELA-Literacy.W.6.5</u> , <u>CCSS.ELA-Literacy.W.6.6</u> , <u>CCSS.ELA-Literacy.W.6.10</u> , <u>CCSS.ELA-Literacy.L.6.4a-d</u> , <u>CCSS.ELA-Literacy.L.6.6</u>		
- Fictional Text: Narrative about life in Ancient Rome	- Write an argument to support a claim with clear reasons and relevant evidence	- Multiple choice Data Director assessment - Historical Writing: Persuasive Paragraph answering the question: "Did the

		<p>benefits of Roman expansion outweigh the costs?"</p> <p>Project-Based Learning:</p> <p>Presentation on the Roman influence on modern life</p>
<p>Common Core State Standards: <u>CCSS.ELA-Literacy.RL.6.1</u>, <u>CCSS.ELA-Literacy.RL.6.2</u>, <u>CCSS.ELA-Literacy.RL.6.3</u>, <u>CCSS.ELA-Literacy.RL.6.10</u>, <u>CCSS.ELA-Literacy.L.6.2a-b</u>, <u>CCSS.ELA-Literacy.W.6.3a-e</u>, <u>CCSS.ELA-Literacy.W.6.4</u>, <u>CCSS.ELA-Literacy.W.6.5</u>, <u>CCSS.ELA-Literacy.W.6.6</u></p>		





## ATTACHMENT M

### Business and Operational Service provided by Unity Schools 4/1/2013

#### Financial Service

1. Use computerized accounting system to record all financial transactions authorized.
2. Maintain accounts receivable ledger.
  - Prepare pre-numbered invoices as needed and send to customers.
  - Prepare accounts receivable journal entries with proper account coding and cost allocation, and post.
  - Review aged receivable for follow up and make recommendation for subsequent collection or write-off.
3. Make bank deposit.
  - Keep log of all checks and cash payable to the school.
  - Prepare deposit slips and deposit checks after proper endorsement.
  - Prepare cash receipts journal according to payment received and post.
4. Make payments
  - Prepare disbursement checks twice a month or as needed if emergency. All disbursement has to be supported with document such as approved vendor's invoices.
  - Prepare cash disbursement journals according to payment made and post.
  - Voided checks are retained and placed with canceled checks for the month.
  - Prepare and submit required annual payment information such as Form 1099s.
5. Maintain accounts payable ledger.
  - Prepare accounts payable journal entries with proper account coding and cost allocations authorized for bills/invoice/reimbursement received.
  - Reviews aged payable report and recommend payment priority.
6. Purchase
  - Place orders for school according to approved purchase requisitions by purchase orders or by ATM check card. Funding source/cost allocation information has to be identified on the requisitions and approved. (The school general office is recommended to place certain order, such as general office supplies directly. However, the cost and job allocation information should be identified on the vendor's invoices before submitting for payment).
7. Maintain bank account/s authorized by the board.
  - Reconcile bank account/s monthly to ensure checkbooks are balanced and in agreement with the general ledger balance.
  - Compare canceled checks with disbursement journal as to amount, date and payee.
  - Examine canceled checks for authorized signature, irregular endorsement and alterations.
  - Report checks that are outstanding for six months or more and take necessary action as authorized. (Stop payment, issue replacement checks)
  - Compare date and amount of deposit on bank statement to cash receipt journal.
8. Payroll service
  - Process semimonthly-payroll. Make required payroll tax deposit on behalf of the school.
  - Prepare quarterly and annual payroll reports including W- 2 forms as required.
9. Maintain STRS membership, contribution, and record keeping.

10. Acct: Payroll Deduction, Contribution Reporting, Payment.
11. Keep physical inventory of school equipment and furniture and prepare depreciation schedule if necessary.
12. Prepare budget proposal as needed.
13. Setup and prepare cost allocation schedules for salaries, fringe benefits and other expenses according to the level of effort reported on staff timesheet.
14. Prepare and provide monthly financial reports and budget projection as needed.
15. Prepare year-end information return including Forms 990.
16. Provide full support to independent auditors in conducting year-end financial audits.

### **Human Resource Service**

1. Set up and maintain employee and consultant records including:  
Application, job description, I-9 and W-4 forms, transcripts, credential information, fingerprinting, reference checks, offer letters, notice of personnel action, performance review records, termination letters and other necessary documents. Monitor employment eligibility/credential progress.
2. Manage benefits such as health and dental/vision insurance, COBRA.
3. Manage Workers Compensation, Disability, FMLA, Unemployment Insurance claims, other employment/insurance matters.
4. Coordinate training/information workshops such as CPR/First Aid, Mandated Reporter, CALSTRS info, others as desired. Manage SafeSchools training.
5. Other duties as assigned.

### **General Administrative Service**

1. Assist school principal to develop and recommend personnel and operational policies to the board of directors.
2. Ensure the school's compliance with CA Education Codes and school charter.
3. Assist the board to fulfill its fiduciary function: develop school budgets and monitor revenues and expenses.
4. Assist the board in the supervision of the principal to fulfill the school mission.
5. Assist board chair to manage board meeting.
6. Assist the board in processing grievances and complaints.
7. Secure available federal, state and private funding for charter schools (e.g. Title I, EIA).
8. Long-term development including acquisition of new school facility and expansion of school(s).
9. Manage charter renewal process.



## ATTACHMENT N

### Contracting Standards

(Approved, 6/13/2003)

Oakland Unity High School (Unity) will contract with independent contractors to perform work/tasks to supplement the effort of the staff. In contracting with independent contractors, Unity will comply with the following standards.

1. A contract/agreement for services will be entered into with the independent contractor. The contract/agreement will contain:
  - the rationale of the contract;
  - the scope of work of the contract;
  - the duration of the contract;
  - the procedure used for selecting the independent contractor;
  - the cost of the contract and the method of payment to the contractor; and
  - the conditions under which the contract/agreement may be terminated, including the basis for settlement.
2. The contract/agreement up to \$5,000 and for work included in approved annual budget must be approved by the staff person responsible for the budget.
3. Contract/agreement over \$5,000 or for work that is not included in annual budget must be approved by the staff person responsible for the budget and an officer delegated by the board of directors to approve contract/agreements.
4. Independent contractors must demonstrate evidence or records of:
  - Abilities, training, and technical knowledge to perform successfully under the terms and conditions of the contract/agreement;
  - financial and technical resources to perform successfully under the terms and conditions of the contract/agreement;
  - compliance with public policies;
  - successful completion of contracting works; and
  - reasonable cost for the contracted scope of work.
5. Unity will not enter into contract/agreement with employees of Unity.
6. No Unity board member or employee will participate in the selection of an independent contractor when conflicts of interest are involved.
7. Independent contractor will invoice Unity for work satisfactorily performed according to the schedule and scope of work delineated in the contract/agreement. Invoice must include records of work performed including the date the services were performed and the purpose of the service.
8. Unity will pay independent contractor within 30 days after the receipt of the invoice.
9. Written contract/agreement, the evidence/records listed in item 4 above, together with invoices, will be maintained by the business office for the duration of the contract/agreement and five years thereafter.

## ATTACHMENT O

### Oakland Unity Middle School Community Outreach Plan

#### PLAN

There is a \$2000 recruitment budget outlined in the OUMS budget

Oakland Unity Middle School is committed to working toward a school community that is reflective of the community that we serve, both at the staff and student levels. The founding team of OUMS values the importance of a diverse student body and opportunities for student to learn from a diverse teaching staff. Toward this end, the school plans on implementing a recruitment strategy, particularly targeting African-American members of the community, that includes the following components:

1. The OUMS founding team and staff will reach out directly to elementary schools in the community, particularly in east and central Oakland to establish relationships, communication, and attend any middle-school options events that these schools may hold. This will enable us to present our mission, approach, and program to prospective parents who are looking at all options for their students' middle school experience.

School that we will reach out to include:

Greenleaf Elementary  
Brookfield Elementary  
East Oakland Pride Elementary  
Markham Elementary  
Horace Mann Elementary  
Allendale Elementary  
Hillside Academy  
Korematsu Discovery Academy  
Encompass Academy Elementary  
Burckhalter Elementary  
Parker Elementary  
Reach Academy  
Laurel Elementary  
Carl B. Munck Elementary  
Fruitvale Elementary  
Howard Elementary  
Grass Valley Elementary  
New Highland Academy  
Rise Community School  
Global Family Elementary  
Sobrante Park Elementary

2. OUMS will seek to establish partnerships with local community organizations for the purposes of recruitment and collaboration. Examples of these organizations would

include: GO Public Schools, Youth Uprising, the Dr. Martin Luther King Jr. Freedom Center, and the Partners program operated by the College Prep School.

3. Members of the OUMS school community will establish a working relationship with Chris Chatmon and the OUSD's Office of African-American Male Achievement, attending events and programs sponsored by this office in order to remain in contact with the people who are engaging in the work of supporting African-American Male Achievement and closing the academic achievement gap. Additionally, OUMS plans on working with the Office to implement the Manhood Development Program developed by Mr. Chatmon, in order to support African-American and other young males of color in the OUMS school community.
4. Representatives of Unity Schools, including members of the Board of Directors, will call upon existing contacts and perform additional outreach to members of east and central Oakland church communities, particularly those with predominantly African-American congregations. This outreach will include informational presentations about the OUMS program, as well as invitations to school visits, school events, and potential collaborative projects.
5. As recruiting a diverse population of students cannot be separate from the need for a more diverse and community-reflective teaching and school staff, OUMS will establish contact with local universities and organizations committed to placing highly qualified teachers from of color in local schools. These organizations include: Teach Tomorrow in Oakland, Holy Names University, and the local chapter of the National Alliance of Black School Educators, currently led by Oakland Principal Clifford Thompson.



# Attachment P

## Conflict of Interest Policy

Oakland Unity High School Policy No. 09-03

(Approved 9/9/09)

1. Purpose. The purpose of this Conflict of Interest Policy ("Policy") is to prevent the personal and/or financial interest of officers, board members, employees, and volunteers of Oakland Unity High School (Unity) from interfering with the performance of their duties to Unity. This Policy is designed to assist officers, board members, employees, and volunteers of Unity in identifying situations that present actual and potential Conflicts of Interest and to provide Unity with a procedure to manage such conflicts.
2. Definitions. The following terms as used throughout this Policy shall have the meanings set forth below.
  - a. *Conflict of Interest*. For purposes of this Policy, the following circumstances shall be deemed to create a Conflict of Interest:
    - i. An officer, board member, employee or volunteer, or a Family Member of any of the foregoing, is a party to a contract, or involved in a transaction with Unity for goods or services.
    - ii. An officer, board member, employee or volunteer, or a Family Member of any of the foregoing, has a material financial interest in a transaction between Unity and an entity in which the officer, board member, employee or volunteer, or a Family Member of any of the foregoing is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, guardian, custodian, or other legal representative.
    - iii. An officer, board member, employee or volunteer, or a Family Member of any of the foregoing, is engaged in some capacity or has a material financial interest in a business or enterprise that competes with Unity.
  - b. *Interested Person* is any person serving as an officer, board member, employee or volunteer, or anyone else who is in a position of control over Unity who has a personal and/or financial interest that constitutes a Conflict of Interest.
  - c. *Family Member* is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an Interested Person.

- d. *Material Financial Interest* in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect an Interested Person's or Family Member's judgment with respect to transactions to which the entity is a party.
- e. *Contract or Transaction* is any agreement or relationship involving the sale or purchase of goods or services, the providing or receipt of a loan or grant, the establishment of any other type of financial relationship, or the exercise of control over another organization. The making of a gift to Unity is not a Contract or Transaction.

3. Procedures. The following procedures shall apply.

- a. *Board Member Direct Disclosure.* Prior to board action on a Contract or Transaction involving a Conflict of Interest, a board member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting. If board members are aware that staff or other volunteers have a conflict of interest, relevant facts should be disclosed by the board member or by the interested person him/herself if invited to the board meeting as a guest for purposes of disclosure.
- b. *Board Member Indirect Disclosure.* A board member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the board president of the meeting all facts material to the Conflict of Interest. The board president shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- c. *Recusal in Event of Conflict of Interest.* An Interested Person shall not participate in or be permitted to hear the board's discussion of the matter except to disclose material facts and to respond to questions. Such Interested Person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
  - i. *Quorum.* An Interested Person shall not be counted in determining the presence of a quorum for purposes of a vote on a matter involving a Conflict of Interest.
  - ii. *Voting.* The Interested Person may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such Interested Person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Directors of Unity has a Conflict of Interest when he or she stands for

election as an officer or for re-election as a member of the Board of Directors.

- d. *Disclosure by Non-Board Members.* Interested Persons who are not members of the Board of Directors of Unity, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of board action, shall disclose to their supervisor, or the board president, or the president's designee, any Conflict of Interest that such Interested Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Interested Person. The Interested Person shall refrain from any action that may affect Unity' participation in such Contract or Transaction.
  - e. *Potential Conflict of Interest.* If it is unclear whether a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to his or her supervisor or the board president or his or her designee, who shall determine whether full board discussion is warranted.
4. Review of Policy and Disclosure Form. This Policy shall be reviewed annually by the Board of Directors of Unity. All officers, board members, employees, and volunteers of Unity shall be notified in writing of any changes to the Policy.
- a. *Initial Review and Disclosure.* Upon initial involvement with Unity, each officer, board member, employee, and volunteer of Unity shall be provided with a copy of this Policy and shall complete a written form, in substantially the same form as set forth in Exhibit A, which requires acknowledgement and understanding of this Policy and disclosure of any relationships, positions, or circumstances that he or she believes may constitute an actual or potential Conflict of Interest under this Policy.
  - b. *Annual Review and Disclosure.* In each year following the initial review and disclosure described above, each officer, board member, employee, and volunteer of Unity shall be provided with a copy of this Policy and shall complete a written form, in substantially the same form as set forth in Exhibit A, which requires acknowledgement and understanding of this Policy and disclosure of any relationships, positions, or circumstances that he or she believes may constitute an actual or potential Conflict of Interest under this Policy.
  - c. *Records Retention.* The documents completed in accordance with this paragraph shall be retained for a period of two (2) years following completion, at which time they shall be destroyed.



**EXHIBIT A**

**Basic Conflict of Interest Policy Acknowledgment and Disclosure Form**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or other circumstances that you believe may constitute an actual or potential conflict of interest between your personal and/or financial interests and the performance of your duties to Unity. Please attach additional pages, as necessary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, understand, and agree to comply with the Unity Conflict of Interest Policy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Oakland Unity Middle School Summative Portfolio Defense Rubric

Essential Question: As a graduate of \_\_\_\_\_ grade, what does this student know, what can he/she do, and how has he/she grown?

Student Presenter:		Panel Member:		
Content	Below Basic	Basic	Proficient	Advanced
<b>Mastery of Knowledge</b>  <i>As a graduate of _____ grade, what does this student know?</i>  Score: _____ /20	<input type="checkbox"/> Demonstrates limited <b>content knowledge</b> through some artifacts, and/or context of each artifact is missing <input type="checkbox"/> Provides <b>evidence</b> that does support the thesis and arguments about the contents of the portfolio <input type="checkbox"/> Describes <b>knowledge only in relation to the context of school and not the real world</b>	<input type="checkbox"/> Demonstrates detailed <b>content knowledge</b> through some artifacts, and/or explains only some context of each artifact <input type="checkbox"/> Provides <b>evidence</b> that does not consistently support the thesis and arguments about the contents of the portfolio <input type="checkbox"/> Somewhat <b>relates knowledge to the real world</b> in an authentic way	<input type="checkbox"/> Demonstrates detailed <b>content knowledge</b> through each artifact, including the context of each artifact. <input type="checkbox"/> Provides <b>appropriate and consistent evidence</b> to support the thesis and arguments about the contents of the portfolio <input type="checkbox"/> <b>Relates knowledge to the real world</b> in an authentic way	<input type="checkbox"/> Demonstrates nuanced and thorough <b>content knowledge</b> through each artifact, including the context of each artifact. <input type="checkbox"/> Provides <b>compelling evidence</b> to support the thesis and arguments about the contents of the portfolio <input type="checkbox"/> <b>Clearly relates knowledge to the real world</b> in an authentic and personal way
<b>Application of Knowledge</b>  <i>As a graduate of _____ grade, what can this student do?</i>  Score: _____ /20	<input type="checkbox"/> Does not demonstrate use of more than one the <b>Unity Habits of Heart and Mind</b> through one or more of the artifacts <input type="checkbox"/> Does not describe <b>application</b> of content knowledge in one or more of the artifacts <input type="checkbox"/> Is unable to articulate more than one part of the <b>process</b> behind one or more artifacts	<input type="checkbox"/> Demonstrates detailed use of some the <b>Unity Habits of Heart and Mind</b> through one or more of the artifacts <input type="checkbox"/> Describes <b>application</b> of content knowledge without specificity <input type="checkbox"/> Articulates only parts of the <b>process</b> behind one or more artifacts	<input type="checkbox"/> Demonstrates detailed use of the <b>Unity Habits of Heart and Mind</b> through each artifact <input type="checkbox"/> <b>Clearly describes application</b> of content knowledge <input type="checkbox"/> <b>Clearly articulates the process</b> behind the artifact	<input type="checkbox"/> Thoroughly demonstrates detailed and specific use of the <b>Unity Habits of Heart and Mind</b> through each artifact <input type="checkbox"/> Thoroughly describes <b>application</b> of content knowledge <input type="checkbox"/> Thoroughly articulates the <b>process</b> behind the artifact
<b>Demonstration of Meta-cognition</b>  <i>How reflective is this student?</i>  Score: _____ /20	<input type="checkbox"/> Does not allude to his/her <b>growth, accomplishments, and successes</b> <input type="checkbox"/> Somewhat acknowledges areas where <b>future cognitive and/or social growth and development</b> are needed OR does not have a <b>plan/strategy</b> to reach these goals	<input type="checkbox"/> Briefly mentions his/her <b>growth, accomplishments, and successes</b> lacking specific examples <input type="checkbox"/> Honestly acknowledges areas where <b>future cognitive and/or social growth and development</b> are needed but only discusses a <b>superficial plan/strategy</b> to reach these goals	<input type="checkbox"/> Recognizes and discusses his/her <b>growth, accomplishments, and successes</b> using specific examples <input type="checkbox"/> Honestly acknowledges areas where <b>future cognitive and/or social growth and development</b> are needed and discusses a <b>concrete plan/strategy</b> to reach these goals	<input type="checkbox"/> Thoroughly and proudly recognizes and discusses his/her <b>growth, accomplishments, and successes</b> using specific and compelling examples <input type="checkbox"/> Honestly acknowledges areas where <b>future cognitive and/or social growth and development</b> are needed and provides evidence of a <b>concrete plan/strategy</b> to reach these goals
<b>Total Score:</b>	10-----13	14-----15	16-----17-----18	19-----20

Last modified 9/2/13 (Grant)

Oakland Unity Middle School Summative Portfolio Defense Rubric

Public Speaking	Below Basic	Basic	Proficient	Advanced
<b>Visuals</b> Score: /8 <input type="checkbox"/> Disconnected from presentation content <input type="checkbox"/> Major grammar or spelling errors	<input type="checkbox"/> Connected to presentation content <input type="checkbox"/> Cluttered, hard to read, or distracting from presentation <input type="checkbox"/> Minor grammar or spelling errors	<input type="checkbox"/> Clear and relevant connection to presentation content <input type="checkbox"/> Easy to read with pleasing layout <input type="checkbox"/> No grammar or spelling errors	<input type="checkbox"/> Creative, unique, interesting visuals which enhance the audience's understanding of the speaker's work	
<b>Vocal Emphasis</b> Score: /8 <input type="checkbox"/> Speaker's voice was frequently inaudible <input type="checkbox"/> Speaker mispronounced many terms throughout the presentation	<input type="checkbox"/> Speaker did not speak in a completely professional tone <input type="checkbox"/> Speaker used a monotone voice <input type="checkbox"/> Speaker frequently used verbal filler ("um", "you know") <input type="checkbox"/> Speaker was speaking too fast	<input type="checkbox"/> Speaker used a completely professional tone <input type="checkbox"/> Speaker used vocal emphasis to avoid speaking in monotone <input type="checkbox"/> Speaker pronounced all the important terms/words properly	<input type="checkbox"/> Speaker used a tone and emphasis that engaged the audience <input type="checkbox"/> Speaker pronounced all terms/words properly	
<b>Eye Contact</b> Score: /8 <input type="checkbox"/> Speaker never made eye contact with the audience <input type="checkbox"/> Speaker looked at notecards or slides for the entire presentation	<input type="checkbox"/> Speaker rarely made eye contact with the audience <input type="checkbox"/> Speaker relied heavily on notecards and/or slides	<input type="checkbox"/> Speaker made frequent eye contact with the audience <input type="checkbox"/> Speaker rarely read from notecards and/or slides	<input type="checkbox"/> Speaker made constant and engaging eye contact with the audience <input type="checkbox"/> Speaker did not read from notecards and/or slides	
<b>Physical Attributes</b> Score: /8 <input type="checkbox"/> Speaker fidgeted, hid, or had other distracting body language and/or gestures <input type="checkbox"/> Speaker's attire distracts from presentation	<input type="checkbox"/> Speaker does not completely maintain presentation body language and/or use few gestures <input type="checkbox"/> Speaker makes no attempt to dress for presentation <b>OR</b> <input type="checkbox"/> Speaker makes an attempt to dress for presentation, but does not meet professional standards	<input type="checkbox"/> Speaker maintained professional body language and tries to use gestures <input type="checkbox"/> Speaker wore professional attire	<input type="checkbox"/> Speaker maintained confident body posture and used natural gestures throughout the presentation <input type="checkbox"/> Speaker wore entirely professional attire (he/she could go to work tomorrow)	
<b>Extemporaneous Speaking</b> Score: /8 <input type="checkbox"/> Responds to questions without actually answering/addressing them <input type="checkbox"/> Answer some questions without using evidence or examples	<input type="checkbox"/> Responds to questions appropriately <input type="checkbox"/> Answer some questions without using evidence or examples	<input type="checkbox"/> Responds to questions thoroughly <input type="checkbox"/> Answers all questions with evidence or examples support their response	<input type="checkbox"/> Responds to questions in a way that shows spontaneously thinking skills by making sophisticated connections <input type="checkbox"/> Uses evidence or examples that convincingly support their responses	
<b>Total Score:</b>	0-----5	5.5-----8	6.5-----7	7.5-----8
<b>TOTAL SCORE FROM BOTH SIDES:</b>				/100
<b>Comments:</b>				

Attachment Q  
Sample Summative Portfolio Rubric, pg. 2