

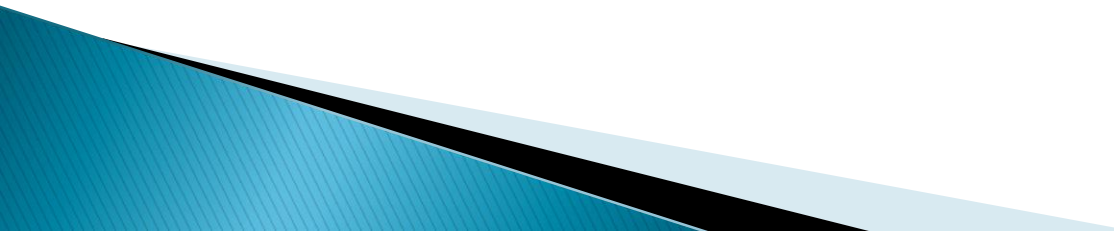
Oakland Collegiate

State Administrator and Board of Education
Meeting

March 25, 2009

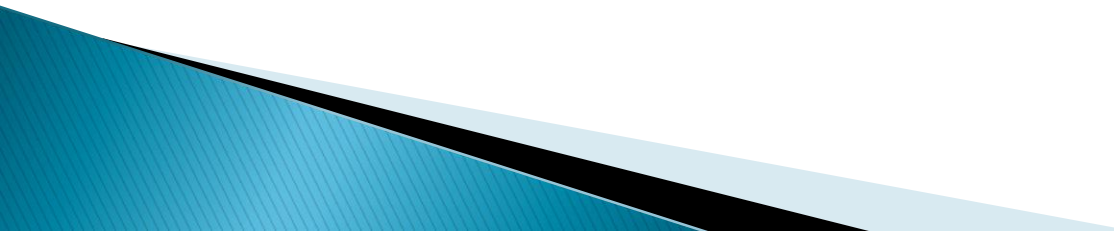
Mission

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



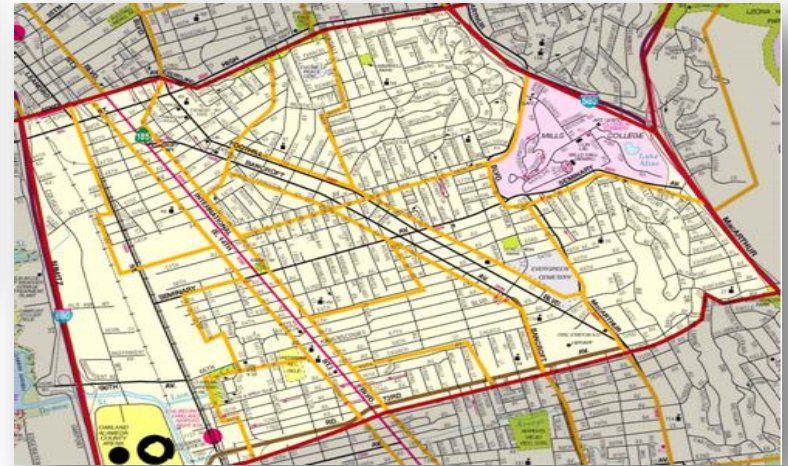
Beliefs

We hold three fundamental beliefs essential for producing a high performing college preparatory school.

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

Target Community

Oakland Collegiate targets the neighborhoods between 35th and 81st Ave. The maps below highlight the target communities.



Central East Oakland Demographics

Student Demographics

- ▶ 88% African American and Latino
- ▶ 40% English Language Learners
- ▶ 10% Students with disabilities
- ▶ 79% Students qualify for Free/Reduced Lunch

Academic Success

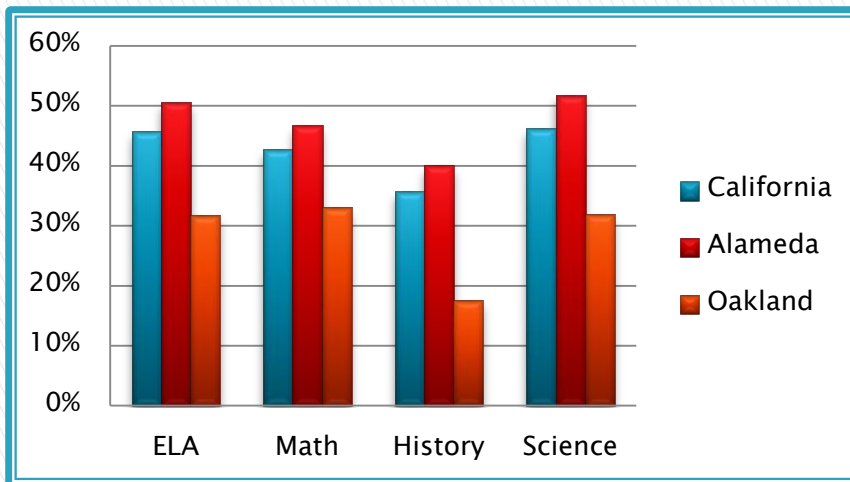
- ▶ Less than 15% of Central East Oakland students are proficient or advanced in ELA and Math compared to 27% for OUSD.

Parent Education

- ▶ 37% did not graduate from high school
- ▶ 34% received a high school diploma, but did not attend college

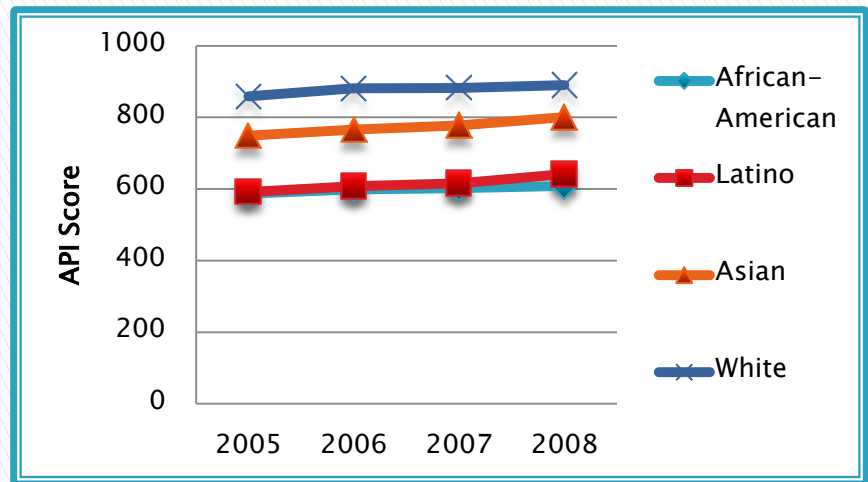
Achievement Gap

- ▶ Oakland students lag behind Alameda and California on 2008 CST exams.



Advanced/Proficient CST

- ▶ There is a significant achievement gap between African Americans/Latinos and Asian/White students as measured by API.

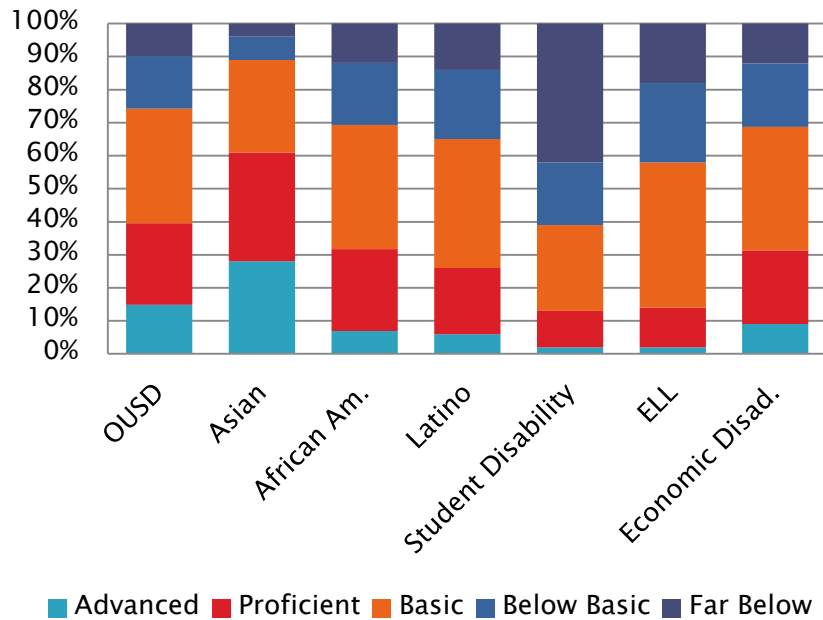


Achievement Gap

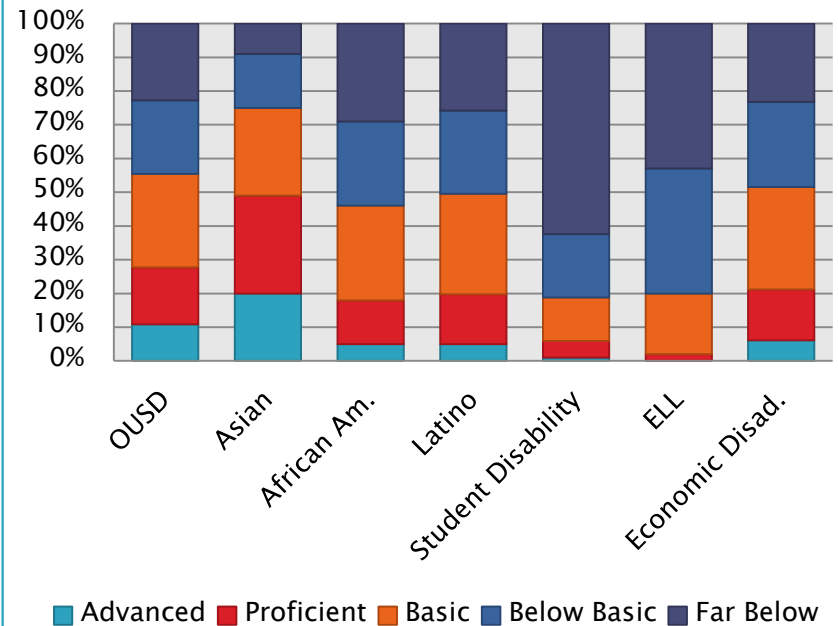
Middle School Achievement

The data below shows the performance of Oakland students at 5th and 8th grade. Across the board we see a dramatic increase in the number of students testing Below and Far Below Basic.

CST-5: ELA Comparison



CST-8: ELA Comparison



Our Instructional Philosophy

▶ Rigorous College Preparatory Education

- More Time on Task
- Focus on Literacy and Math
- Targeted Academic Support

▶ Safe and Structure School Culture

- Culture of High Expectations
- Small School Environment
- Parents as Partners

▶ Great Teachers

- Talented Teachers and Professional Development
 - Data-Driven Instruction
 - Consistent Policies and Procedures
- 

Rigorous College Preparatory Education

▶ More Time

- Longer School Year – 192 days
- Longer School Day – 7 hours of instruction/day
- Focus on ELA/Math – 140 minutes of ELA, and 110 minutes of Math instruction daily

▶ Targeted Support

- Leveled Reading Support – Daily targeted reading instruction
- In-school/out of school small group tutoring
- Saturday Academies – 15 math academies
- Summer School – 2 weeks of small group support

Safe and Structured School

- ▶ **Small School/Small Classrooms**
 - Total school population of approximately 360
 - Average class size kept to 24 students
 - Slow growth model adding one grade level at a time
- ▶ **School Culture**
 - Student Orientation
 - PREP Behavior System
 - School Uniforms
- ▶ **Parents as Partners**
 - Consistent Communication
 - Daily phone calls for absences and incomplete homework
 - Weekly Behavior PREP Reports
 - Trimester Parent Conferences
 - Parent Association – Parents on Board of Directors
 - Monthly Parent Workshops

Great Teachers

▶ Teachers as Professionals

- Daily preparation period
- Teachers are specialists focusing on one subject
- Competitive compensation and healthcare for teachers with 3–5 years teaching experience

▶ Professional Development

- Three weeks of Summer PD plus two more weeks during the school year
- Weekly time set aside for Staff, Department, and Grade level trainings/meetings

▶ Great Instruction

- Curriculum Mapping – Daily standards based objectives
 - Consistent Common Instructional Practices
 - Data Driven Instruction – Six week benchmark & trimester comprehensive exams
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Proposed Outcomes¹

By the completion of the first charter:

- Sixty percent of 8th graders will test Proficient/Advanced in ELA and Math.
- Oakland Collegiate 8th graders will outperform the comparable schools by at least 15% on CST's in ELA, History, Math, and Science.
- All ELL students will improve at least one proficiency level/year as measured on the CELDT.

Each year:

- Students will complete 25 hours of community service during their 8th grade year.
- Students will average 95% daily attendance.
- At least 85% of families will report satisfaction with the academic program.

API growth:

- Oakland Collegiate will achieve an API score of 700 within three operational years.

1. Please see the charter petition for a complete list of proposed outcomes.

Board of Directors

- ▶ Hueling Lee – Board Chair
 - ▶ Andrew Barkett – Board Vice Chair
 - ▶ LaTisha Bourelly – Treasurer
 - ▶ Tania Gutierrez – Secretary
 - ▶ Cabral Bonner
 - ▶ Michael Lassooff
 - ▶ Theo Lieu
 - ▶ Marc Lowe
 - ▶ Cheyenne Pronga
 - ▶ Antonio Tapia
- 

Contact

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