

COX ELEMENTARY CHARTER SCHOOL
CHARTER PETITION

LEGISLATIVE FILE

File ID No. 05-0453
Introduction Date 4/3/05
Enactment No.
Enactment Date
By

MARCH 25, 2005

CONTACT:

**EDUCATION FOR CHANGE
333 HEGENBERGER ROAD
SUITE 707
OAKLAND, CALIFORNIA
94621**

Petition for the Establishment of a Charter School

We the undersigned believe the attached charter merits consideration and hereby petition the Governing Board of the Oakland Unified School District and its Administrator to grant approval of the charter pursuant to Education Code Section 47605, Education for Change and Cox Elementary Charter School. Education for Change agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are permanent status teachers of Cox Elementary, which is proposed for conversion to charter status, and are meaningfully interested in teaching at the school.

By the Lead Petitioner:



Kevin Wooldridge
On behalf of Education for Change


Signature

3/25/05
Date

The petitioners recognize Kevin Wooldridge as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District Governing Board and its Administrator.

By the Petitioners


Astrid Cheney-Hutchison Name	Astrid Cheney-Hutchison Signature	3/25/05 Date
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LAWRENCE OLAGUNJU Name	 Signature	3/25/05 Date
Katherine Morrell Name	Katherine Morrell Signature	3/29/05 Date
Monique Parrish Name	 Signature	3/29/05 Date

Henrietta Hartshorn
Name


Signature

3-29-05
Date

Maya Woods-Cadiz
Name


Signature

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Date

Idu Emerie
Name


Signature

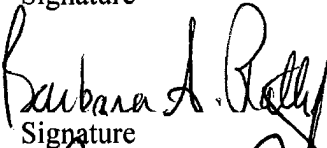
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Date

Dishawn Green
Name


Signature

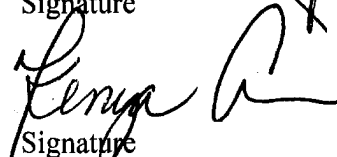
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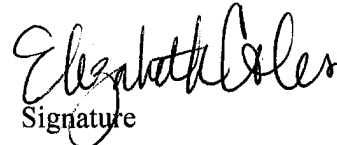
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Deanna Andersen
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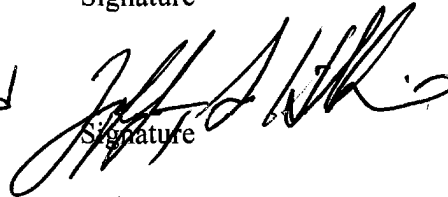
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Adam Taylor
Name


Signature

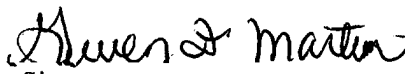
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Jeffrey S. Hilliard
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Gwen F. Martin
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Date

Melba K. Davis-Russaw
Name

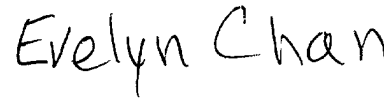

Signature

4/1/05
Date

Chansell Evans Green


4/1/05

Evelyn Chan



4/8/05

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Affirmations

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Cox Elementary Charter School to be located at California is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
- Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process according to the provisions allowed by law. *[Ref. California Education Code §47605(d)(2)(B)]*
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute,

flexibility will be given to non-core, non-college preparatory teachers. [*Ref. California Education Code §47605(l)*]

- Will at all times maintain all necessary and appropriate insurance coverage. (For Internal EFC purposes, be sure to identify OUSD's requirements and types and plan to purchase.)
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Will admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.

A handwritten signature in black ink, appearing to read "Kevin Wooldridge", with a long, sweeping horizontal stroke extending to the right.

Kevin Wooldridge, CEO-designate, Education for Change

1. FOUNDING GROUP

A. Founders' Statement/Executive Summary

Overview

Education for Change (EFC), a charter management organization organized as a nonprofit public benefit corporation under the laws of California, is the founder of the new E. Morris Cox Elementary Charter School (Cox), a charter school.

Vision

EFC believes that every child has a right to an excellent, high-quality, free public education. Therefore, if all systems are aligned and focused on supporting high quality instruction, every child can achieve at high levels.

Mission

In order to one day achieve the vision of an excellent, high-quality, free education for all children, EFC's organizational mission focuses on developing and providing this model of alignment and focus to traditionally underserved children in Oakland through high-quality instruction and community partnerships. This mission is not easily accomplished and therefore starting from the earliest years (Kindergarten) and providing an innovative and flexible environment (charter school) will be two key ingredients for ensuring that Oakland's children are making informed and thoughtful choices that set them on a path for life.

Ultimately, this excellence hinges on a number of critical factors: (1) a school's ability to recruit, support, and retain high quality teachers for all children in the school; (2) a school's ability to deliver a coherent, comprehensive, rigorous standards-based instructional program; and (3) a school's ability to foster and support relevant, timely, and effective professional development and collaboration for its teachers so that they can continue to learn, grow, and refine their skills alongside the children. EFC recognizes that one size does not fit all in education. However, EFC believes that a structured curricular foundation within a professional learning and collaborative environment will create opportunities for addressing individual student needs. Furthermore, the use of data-driven decision-making will inform differentiated instruction.

EFC recognizes that the crucial K-5 years lay the foundation for life success and will address this preparation with a sense of urgency and importance so that all children gain a love for learning and perform at high levels. Having been underserved for too long, building strength and depth of understanding for students in the core subjects of Reading and Math will solidly position students for success in middle school, high school and beyond. Without enhancement in these areas, students will continue to trail their peers in Oakland and California as well as risk being shut out of many career and personal options in their life. However, because we strongly believe that a well-rounded curriculum and the development of life-long learners lead to productive citizens, the focus on the core subjects will be enhanced with the arts and music within the core curriculum.

As schools are components of the communities in which they exist, EFC is firmly committed to developing strong relationships and opportunities for collaboration within each of the communities EFC schools operate. The engagement of the community will include parents, families, local and national community based organizations, and the Oakland Unified School District. We are committed to improving equity, opportunity, and achievement across the district and intend to mutually share our learning and insights as they evolve and emerge.

Finally, EFC looks forward to the opportunity to provide a model for excellent education for the elementary schools identified below. As mentioned, we believe school-level and community-level collaboration are keys to success. Although our approach is not complicated, it is our contention that this straightforward approach leads to success. By focusing on our teachers and on the level of instruction we offer in each classroom and every school, we firmly believe we will close the achievement gap for the highly deserving and potential-laden children of Oakland.

B. Founders' Biographies

EFC Management Team

Kevin Wooldridge

Kevin Wooldridge, founder and anticipated Chief Executive Officer, was most recently the Executive Director in OUSD supervising 13 elementary schools. He has been a bilingual educator for 24 years, working in three Bay Area school districts at school sites and in the central office. He was the principal designer of OUSD's current bilingual program model. Mr. Wooldridge also has many years of experience implementing and supporting programs that use the arts to extend and enhance core literacy and mathematics programs. In collaboration with the Museum of Children's Art in Oakland, he has developed "The Art in Open Court: Making Connections" for use in kindergartens.

Jessica Evans

Jessica Evans, anticipated Chief Academic Officer, is the Director of Elementary Education for the Oakland Unified School District (OUSD). She has focused on improving instruction in reading/language arts, English language development, and mathematics. She instituted site based professional development through the Collaborative Inquiry Cycle and Lesson Design Study. Previously she served as Principal of La Escuelita Elementary School. Ms. Evans is an experienced educator, served as a lecturer at UCLA in reading methods, and as a research assistant in the education evaluation firm Education Matters, Inc. She holds a B.A. from Stanford University, a M.Ed. from UCLA, and a M.Ed. and doctorate from Harvard University.

Ena A. Harris

Ena Harris, anticipated Director of School Operations, is an experienced teacher, facilitator, and school leader and has served OUSD for 13 years. She is currently

Principal of Garfield Elementary in OUSD. She has worked with new principals to help with day-to-day issues and concerns. She has been an Assistant Principal and was a teacher in the Mt. Diablo School District. She holds a B.A. and M.S. from the University of Wisconsin and has completed extensive post-graduate work at several universities.

FOUNDING BOARD OF DIRECTORS

Destin Broach

Destin Broach, a founding board member, is a group product manager at Sun Microsystems. He is responsible for the complete life cycle and business success of several Sun software products. Prior to joining Sun, he held similar position at America Online, Netscape Communications, and Intuit, Inc. As an aide to US Senator David Pryor, Mr. Broach focused on education. He graduated magna cum laude from Duke University with a B.A. in economics and earned an MBA from Stanford University's Graduate School of Business.

Michael Fee

Michael Fee, a founding board member, is the managing director of the Intrax International Institute, a network of accredited English language schools in North America and New Zealand. He was previously the regional director for Score Educational Centers. His career began with Teach for America where he was a secondary school English teacher in Helena, Arkansas. He went on to become the executive director for Teach for America's Mississippi Delta region and then served as its associate director of Development. He holds a B.A. and MBA from Stanford University.

Tony Swei

Tony Swei, a founding board member, is general manager for Tradar USA, which provides sophisticated software solutions to the hedge fund industry. He is responsible for three successful startups—Accessline Communications, InforNXX, and Homewarehouse.com. He has worked with the San Francisco public schools and sponsors a Meritus scholar. He holds a B.A. in economics from Princeton University and an MBA from Stanford University.

2. EDUCATIONAL PHILOSOPHY AND 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. Mission

BECOMING A 21ST CENTURY LEARNER

Through collective student, parent and faculty adherence to the EFC’s mission, the school will provide outstanding academic and personal opportunities for all its students. At Cox, becoming a 21st Century learner means:

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of reading/language arts, mathematics, science, and social studies;
- Students are effective and confident communicators, and are comfortable utilizing a wide range of technologies;
- Students are critical thinkers and problem solvers;
- Students have an appreciation for the humanities and show respect for diverse cultures;
- Students possess a life-long love of learning;
- Students possess a strong desire to serve the community in which they live; and
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

The school will also successfully link regular classroom instruction by housing its program in one location, providing instruction by a dedicated faculty, and by implementing a unified curriculum interwoven throughout the day. These strategies will create self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes thus giving them the greatest prospects for achieving fulfilling lives in the 21st century. By serving students in grades Kindergarten through five, the school will play an integral role in building this love of life-long learning in all its students.

B. Educational Philosophy

Education for Change believes good teaching through a coherent, rigorous curriculum with an environment focused on continual improvement and learning leads to high student achievement. Coupled with this approach to academics, EFC schools are populated with students, staff, and families that agree with EFC's mission and come together as a larger community to build and support the elements necessary for all students to succeed.

EFC expects to achieve our mission by focusing on:

1. **High Quality Teaching.** Every student deserves a high quality teacher in the classroom. EFC expects that teachers are committed to the belief that every student can achieve. EFC expects a commitment on the part of its teachers to continually strive toward high-level implementation of the core curriculum and high levels of student engagement. Differentiated instruction and scaffolding so all students can access the core curriculum, are vital components of high quality instruction. The goal of EFC is to create powerful, collaborative learning communities where high quality instruction is the ultimate goal. Through the Collaborative Inquiry Cycle, Lesson Design Study and grade level planning, teachers will be expected to collaborate with their colleagues to share their successes and challenges, to deepen their knowledge of instructional designs, and to continually work toward improving their instruction.

2. **Extended Time for Collaboration and Learning.** All teachers will have additional professional development and dedicated collaboration time to improve their instructional practices. Extended learning opportunities with aligned after school instructional programs will encourage students to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for middle school and high school. Each EFC managed school will have a Site Leadership Team composed of the school's administration and representative teacher leaders.

3. **Coherent, Comprehensive, Rigorous Standards Based Curriculum.** No school succeeds without focus, especially one with educationally underserved students. EFC will implement a core curriculum using Open Court Reading and Harcourt Brace Mathematics. It will coordinate this curriculum with arts and music through a partnership with the Museum of Children's Art (MOCHA). EFC will also implement the MIND Institute's Math Education Process, which combines music instruction and graphically rich computerized math games that dramatically enhance students' mathematical and problem solving abilities. Additionally, science and social studies will be offered as integrated components of the Open Court curriculum where themes will traverse subject areas. Teachers will be working as a team to analyze assessments more deeply and utilize the resulting data systematically to inform instructional practices.

4. Choice & Commitment. Students, their parents, and the faculty and administration are part of the school by choice. No one will be assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to do what is required to achieve success. While no child is assigned to the school, EFC is deeply committed to serving the children in the neighborhood. Thus all students who are interested in the school will be welcomed, unless the school is at capacity.

5. Engagement of Community. EFC is an Oakland-based organization and as such is intent on engaging each school community and collaborating with local partners including Oakland Unified School District so that the whole child can be adequately developed. Lifelong learners are not just cultivated within the boundaries of the classroom nor solely in the core subjects. In order for true success for the larger student body to be achieved, the school must engage in consistent and meaningful dialogue and partnership with its community, reaching out to engage parents and other community members who often have not participated in the school community.

C. Students to be served

EFC anticipates that the demographics of Cox Elementary Charter School (K-5) will closely align with the current population—52% Hispanic and 43% African-American. Currently, 92% of the student population qualifies for the Free and Reduced Lunch program and 43% are English Language Learners, nearly all of whom speak Spanish. The family education level is low, averaging 1.95 on 5 point scale. Non-high school graduates constitute 45% of the parent population and only 13% of parents have a college degree. Students with these characteristics struggle at a higher percentage than others in OUSD and these students will benefit most from EFC’s program and management.

	OUSD 3 rd Graders Reading Below Basic	OUSD 5 th Graders Reading Below Basic
All Students	51	39
African-American	52	43
Latino or Hispanic	68	49
Economically Disadvantaged	57	44
Parent not HS grad	66	50
White (non-Hispanic)	8	7

Cox Elementary Charter will begin operations as a fully-scaled K-5 school with projected enrollment of 700 students for the 2005-06 academic year.

D. Curriculum and Instructional Design

No single approach leads to learning for every student. However, presenting every student with a rigorous and coherent curriculum and high expectations for achievement is the foundation for learning. We believe the solid, research based curriculum from Open Court and Harcourt Brace supplemented with music and arts instruction blends a number of demonstrated successful approaches to higher achievement. EFC will emphasize differentiated instruction to better meet each student's needs and deliver a much more personalized and effective educational experience for every student.

Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, also consistently leads to higher achievement. Each teacher will work with students utilizing assessment data to personalize the learning experience and target difficulties to be overcome. On a daily basis, teachers will be accountable for developing lesson plans of their design that show alignment of the academic program with the school's mission and values. Classroom observation and weekly check-ins by the school's administrative team will be used as opportunities to explore successes in this area.

EFC will correlate its curriculum objectives to the California Content Standards adopted by the California State Board of Education. The school's focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. The California Content Standards will be combined with the pedagogical methodologies that have proven successful in other charter and traditional district schools. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at EFC's intensified pace, addressing both the grade level standards and intensive intervention for those not at grade level.

The content of the curriculum will focus on the introduction of basic skills, necessary remediation of basic skills, when applicable coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, EFC will provide the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, Visual-Performing Arts, and Technology at each grade level.

Methods of Instruction

EFC will work with the school to develop instructional methods that will successfully maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

As mentioned previously, Open Court Reading and Harcourt Brace Math will form the two legs of EFC's curriculum. While providing significant guidance and research-proven

support for classroom instruction, EFC will supplement these two programs with additional locally and nationally based curricula (i.e. arts through MOCHA, math supplemented by the Mind Institute) in order to maximize opportunities to provide every student with the instruction necessary to be successful. Specific training and professional development for all staff on these methods and instructional designs will occur on a regular basis via formal EFC-provided professional development as well as informal school-based collaboration specific to the needs of that school's community.

Instructional designs teachers will be expected to learn and incorporate into their practice include: strategy instruction, direct instruction, mnemonics, writing process, inquiry instruction, and concept formation. Each instructional design or instructional technique is aligned to the purpose of a lesson. Thus, EFC would expect that instructional designs and techniques would be used as appropriate to the purpose of the lesson. Examples of instructional techniques that the school will likely implement include whole-class instruction, small group instruction, individualized instruction, cooperative learning, peer tutoring, computer activities, educational excursions, multi-sensory instruction such as songs and dances, phonetic-based instruction, balanced literacy, research and inquiry projects.

EFC teachers will teach at all levels of learning. Students whose needs have not been met through traditional teaching methods will benefit from a number of alternative instructional techniques, which may include pre-teaching, call and response, hands-on learning, role-playing, team-teaching and other techniques. Additionally, teachers at the school will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

Curriculum Overview

The curriculum framework described herein is based upon the California Content Standards for grades Kindergarten through fifth grade. Teachers will work with the Principal to supplement this curriculum with their own innovations, research, and expertise.

English-Language Arts

The English-Language Arts program utilizing Open Court/ Foro Abierto will provide a challenging and rewarding curriculum that is theme based with wonderful literature and expository text, culturally diverse, and intellectually stimulating. A significant emphasis will be placed on developing reading and writing skills. As the program appendix states, the heart of the Open Court program is research and inquiry. The reading and writing skills that are taught are the base to allow students to access the higher order thinking skills necessary for the research and inquiry component of the program. The goal is to have all children reading on grade level so that they can access the intellectual demands of grade level text in all subject areas. To this end, the English-Language Arts curriculum will be rooted in the Open Court/ Foro Abierto Reading program. This framework has been shown to be successful in many varied educational environments but specifically with students with similar demographics as those expected to attend Cox.

Students will leave the school with a mastery of the Reading/ Language Arts skills that will be required of them in the most challenging middle schools.

Open Court/ Foro Abierto is a research based Reading/ Language Arts program. We have scientific evidence about: how children learn how to read (Ehri 2004, McCardle and Chhabra 2004, Lyon 2004, Shaywitz 2004), why some students have reading difficulties (Lyon 2004, Shaywitz 2004) how to prevent and remediate reading difficulties (Lyon 2004, Shaywitz 2004) and those components are in the Open Court/Foro Abierto Reading program (see Appendix for charts).

Mean Effect Size produced by Phonemic Awareness Instruction from Ehri 2004:

Reading Outcomes	Effect Size
Phonemic Awareness	.86*
Word Reading	.46 *
Spelling	.59*
Comprehension	.34*

Mean Effect Size Produced by Systematic Phonics Instruction (Fuchs and Fuchs)

Note: sample is over 95% African American

Reading Outcome	K-1 Effect size	Grades 2-6 effect size
Decoding regular words	.98*	.49*
Spelling Words	.67*	.09
Reading Text Orally	.23*	.24*
Comprehending Text	.51*	.12

Research on reading shows that successful readers receive:

- Systematic and explicit instruction of: phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies
- Ample opportunities for guided practice
- Systemic cueing of appropriate strategies in context
- Appropriate levels of scaffolding as children learn to apply new skills (Lyon 2004)

All of these components are included in the Open Court/Foro Abierto curriculum.

Teachers utilize various instructional designs to explicitly teach students the strategies and skills that research shows good readers and writers have. For instance, when reading the selection, teachers teaching reading strategies, model the meta-cognitive reading strategies, and then have students use those strategies themselves to better understand the text with which they are interacting.

The Open Court/ Foro Abierto program is a spiraling curriculum that builds students skills throughout the year and is designed such that skills from different sections are interconnected. For instance, a student may learn about author's point of view as part of the comprehension skills instruction while reading a selection and then later, in a writing

section be asked to write from a particular point of view. This instructional design allows students to build their knowledge and skills as they go through the program.

As a theme-based program, students continue to broaden their understanding of the theme with each selection that is read. This learning is captured on the Concept/Question Board. After each selection is read, students are to reflect on how that selection has added to their understanding of the theme and to pose new questions that they have as a result of reading the selection. The questions posed are revisited as the students are able to answer them. Questions that are of interest to students can then be utilized to further the research and inquiry component of the program.

The Open Court/ Foro Abierto program has additional components that allow teachers to meet the needs of the learners in their classroom. Workshop is built into the program to allow teachers time to differentiate instruction for their students. Furthermore, the Intervention Guide, the English Language Learner Support Guide, Challenge and re-teach all provide materials to support students whose needs range from needing scaffolding to access the core curriculum to needing extra enrichment to push them beyond the core curriculum. As parent engagement is crucial, the program also includes a home connection component, to allow parents to deepen students' understanding of the theme in the home.

Students who are in the Primary Language Program are expected to make one year's growth on the CELDT and, as in OUSD's EL Master Plan, students are expected to transition in to English Reading Language Arts in the 3rd grade. Bilingual Individual Learning Plans (BILP) are to be developed for newcomers or students who are CELDT levels 1 and 2 and may need intensive support and interventions to reach grade level proficiency in English. Teachers teaching in the Primary Language Program are expected to use the Transition Binder beginning in Kindergarten to facilitate the transition into English Language Arts. Upper grade Primary Language classes may address the primary language development through other content areas. Furthermore, schools may elect to have primary language enrichment programs as a part of their extended day academies for students.

ELD

The ELD curriculum is either Hampton Brown's Into English or Santillana's Intensive English. All ELLs must receive daily ELD instruction. Teachers are expected to utilize the Forms and Functions Supplements in conjunction with the ELD program the site has selected. ELD instruction should include high levels of oral engagement with multiple opportunities to practice the forms and functions that they have learned. Systematic and coherent ELD instruction, along with appropriate scaffolding and pre-teaching in the core content areas, is a critical component to the academic success of English Language Learners. Each site will need to develop a system for differentiated instruction for each CELDT level during ELD.

Math

The math curriculum, Harcourt Brace, will provide students with the skills they need to excel in middle school. The Harcourt Brace Math curriculum is a balanced mathematics curriculum with a strong instructional approach. Harcourt Brace Math includes the instruction of conceptual understanding, procedural skills, problem solving and mathematical reasoning.

Harcourt Brace Math program components:

- Problem solving as the focus for mathematics instruction using meaningful, challenging problems
- Practice so computational and procedural skills become routine
- Using concrete materials or pictorial models to develop conceptual understanding
- Instructional Design offers:
 - Review of prerequisite skills
 - Direct instruction
 - Guided Instruction
 - Guided Practice
 - Independent Practice
 - Assessments
- Materials for pre-teaching, re-teaching, ELLS, Advanced learners, special needs
- Materials for home connection

An area of emphasis in math instruction will be the development of conceptual understanding of mathematics. In alignment with the curriculum, students will be taught mathematics concepts using manipulatives and visual representations. Teachers will model the meta-cognitive strategies for problem solving so that students can learn those strategies as well and then apply them to mathematics applications. Automaticity in the basic skills will be developed in conjunction with learning new mathematics concepts and skills.

Furthermore, the math program will utilize technology and provide students with the knowledge of how to navigate common computer programs, and to understand computer hardware and software structures. Students will gain knowledge of the Internet throughout all of their classes. Moreover, students will benefit from exposure to the MIND Institute's Math Education Process, which combines music instruction and graphically rich computerized math games that dramatically enhance students' mathematical and problem solving abilities. This program has been especially effective for low achieving schools, raising 2nd grade math scores on the Stanford 9 by an average of 16.4 percentile points in one year compared with 13.2 percentile points in other schools and only 2.9 percentile points in non-participating schools.

Visual and Performing Arts

Students will receive a cross-curricular program in visual and performing arts featuring music performance, dramatic performance, painting and visual expression, elements of dance, and cultural representations through art. The school's visual and performing arts

curriculum will follow the state content standards and partner with the Museum of Children's Art (MOCHA). This has been shown to be highly compatible with the Open Court program therefore building bridges between these two key components of the curriculum. Teachers in all classes will strive to incorporate all learning styles and modalities into each art lesson, providing ample opportunity for students to use artistic creativity and expression.

Science

The science curriculum will place heavy emphasis on learning the processes and skills that students need in order to understand the basics of the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills that can begin to be taught at the earliest age. These processes will be learned through experimentation, investigation, and observation. The lessons will derive from the Open Court program's current focus and tying it to the Harcourt Science and FOSS Kits. For example, in the unit on plants, when literature/stories focus on plants, corresponding science lessons may involve utilizing the plants FOSS Kit and reading about plants in the science textbooks, viewing and understanding plant growth and photosynthesis, and collecting and examining the features of plants.

History-Social Studies

Similar to science, the social studies curriculum will take its lead largely from the Open Court program. The History-Social Science curriculum will also focus on the understanding of skills delineated in the standards, and will involve a large amount of group work. Students will be expected to interact with the concepts of history/ social studies and to learn the intellectual skills to engage in the inquiry and analysis necessary in this field. For the students to become active participants in society, they must be able to function effectively in group settings, and focus on problem solving, analysis, and content. Students will see their peers within the school as their family, and their class and various groups as a team. The History-Social Science curriculum and its implementation will feature constant reinforcement of the values of teamwork, citizenship, and collective goal attainment.

Physical Education

All students will receive a physical education class in accordance with the California Challenge Standards. Students will become more physically fit, and will learn the benefits of fitness and teamwork, and the rules of various sports. As teamwork will be an omnipresent theme at the school, the social rules that govern team interaction and competition will be taught and reinforced.

The Physical Education program will focus on sports-related activities and physical fitness. Students will develop competency in a variety of sports and dance techniques, will develop motor skills and coordination, and will learn different strategies for different sports. The Physical Education program will teach students the essential skills for each sport, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself.

EFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The Physical Education program will thereby be focused on improving the physical and mental health of the students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

Instructional Technology

Technology offers many tools to support high academic achievement in EFC schools. While technology is not a core curriculum to be mastered for its own sake, modern technological tools should be employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21st century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods will:

- Enhance individual achievement through assessment technologies;
- Enable teachers and students to effectively collaborate with others;
- Enable new forms of student research, inquiry and expression;
- Build higher order thinking skills by allowing students to interact with information in multiple ways; and
- Facilitate professional development opportunities and enhance instructional support, including the organization and distribution of teacher lesson plans.

Life-Long Learning Skills

Academic skills are a critical element to life success and focus for EFC, but foundational life skills will also be imparted with the academic curriculum. These contribute not only to learning, but to the development of well-rounded, productive citizens. EFC will implement the Caring School Community (CSC) program from the Developmental Studies Center in Oakland to work towards developing these skills in the classroom, across the grades in the school, and with the families.

CSC strengthens students' sense of connection to school, a critical element for promoting academic motivation and achievement as well as reducing drug use, violence, and mental health problems. It draws on the work of child development theorists such as Ainsworth, Piaget, and Dewey. CSC was derived from the Child Development Project, a program of the Developmental studies Center whose effectiveness has been extensively studied over the past 20 years.

Students who experience their school as a community when their basic psychological needs for belonging, autonomy, and competence are met develop emotional attachments to their school. Consequently, they are committed to, and able to act on, the norms and values of the school. CSC's program has demonstrated positive effects on academic

motivation, conflict resolution, empathy for others, and lowered use of alcohol and marijuana over multiple years of analysis. These effects endure into the middle school years.

Teachers use class-meeting lessons to build unity and guide students in setting norms and goals, creating plans, and making decisions. These meetings also create and strengthen students' social skills and their commitment to responsibility, helpfulness, and respect. Cross-age buddies teach students how to give and receive help, experiencing themselves as caring and competent individuals. Families are incorporated into a cycle of learning that allows them to understand the experiences and perspectives of other families and in particular to appreciate and value cultural differences.

EFC students will emerge with the following:

Social Skills

All students will develop specific social skills necessary to exist positively in society, including but not limited to:

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Addressing adults with respect; and
- Understanding where and when responses are appropriate.

Work Ethic

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance
- Integrity
- Attention to detail
- Completeness
- Accuracy
- Neatness

Study Skills

All students will develop academic skills necessary to be successful in subsequent schools, including but not limited to:

- Research techniques
- Reading for a variety of reasons
- Note-taking skills
- Organizational skills
- Literary analysis

Community Awareness and Involvement

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their communities, nation, and the world. These traits include but are not limited to:

- Compassion
- Empathy
- Optimism
- Leadership
- Helpfulness
- Friendliness
- Understanding

Promotional Standards

Mastery of the objectives at each grade level will be the basis for promotion. Teachers will assess a student's progress on a quarterly basis in order to gauge whether the student is mastering the objectives throughout the year.

The program design of EFC is to ensure that all children succeed. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle will be provided with tutoring from outside sources.

In addition to report cards, progress reports, in-class tests and teacher observations, students' CAT-6 and California Standards Test (CST) score, (together the state's STAR test), and where applicable, the California English Language Development Test (CELDT) test scores will also be taken into account for promotional purposes.

E. Plan for Special Education

EFC recognizes its responsibility to enroll and assist students with disabilities. Disability will not be used as a criterion for ineligibility for enrollment; rather, all EFC schools welcome the chance to educate any child, regardless of ability levels. EFC is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and extracurricular activities.

EFC will adhere to all laws affecting individuals with exceptional needs, including all provisions of PL 94-142, the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and EFC will not discriminate against any student based on his/her disabilities. All students with disabilities will be accorded a free, appropriate public education.

EFC will provide appropriate services for exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.) For purposes of Special Education, EFC has elected to be a public school within OUSD pursuant to Education Code Section 47641(b). The school will meet all the requirements mandated within a student's Individual Education Plan (IEP).

As a public school of the District, EFC shall seek an Agreement with OUSD delineating the combination of services and/or funding necessary to ensure that the needs of EFC students are met in compliance with the IDEA. EFC envisions an ideal arrangement to be as follows:

- 1) OUSD retains all state and federal special education funding received from the SELPA for EFC students.
- 2) OUSD and EFC shall provide EFC students with special education services in accordance with their individualized education programs (IEPs) in the same manner as special education services are coordinated between the District and its non-charter public schools.
- 3) EFC will contribute an equitable share of its charter school block grant funding to support District-wide special education costs through payment of an amount equal to a pro-rata share of the District-wide encroachment for special education costs.

EFC is eager to discuss and agree upon this arrangement or a reasonable alternative with OUSD to ensure the needs of its students are met. If OUSD is unable to provide special education services to EFC pupils, EFC shall provide special education services through a combination of its own personnel and appropriately licensed third-party contractors. EFC personnel, school administrator and other mandated IEP team members will attend staff development and/or training meetings sponsored by OUSD and or the SELPA as necessary to comply with the IDEA and its regulations. Regardless of whether OUSD or another SELPA is the service provider, EFC shall adopt a policy, which shall outline the procedures for compliance with the IDEA.

In order to comply with Child Find requirements as specified in law EFC will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of the school year, all students will be tested as a preliminary measure to determine if a referral for assessment is needed. The school's Special Education Manager will then identify any students in need of a pre-referral intervention

plan, and work with the Principal and faculty to establish a Student Success Team for that student.

A Student Success Team composed of the student requiring special education services, that students' parent or guardian, the Principal, and the Special Education Manager will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that the school refer that student for a formal special education assessment. The school may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. The school's referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Special Education Manager within 15 days. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If the school concludes that an assessment is appropriate, the parent will receive an Assessment Plan. Assessments will be done only upon receipt of written parent permission.

Assessment

The Special Education Manager will be responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include:

- Individual testing;
- Observations;
- Interviews;

- Review of school records, reports, and work samples; and
- Parent input.

The school will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The Special Education Manager will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting.

Development and Implementation of IEP

Every child who is assessed by the school will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, the school will provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. Students who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Special Education Manager;
- The Principal;
- A General Education teacher who is familiar with the curriculum appropriate to that student;
- Special education professionals qualified to interpret assessment results; and

- A District representative, as appropriate.

Others familiar with the student may be invited as needed. The school views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent.

Upon the parent or guardian's written consent, the IEP will be implemented by the school. The IEP will include all required components and be written on the Oakland Unified SELPA forms. Some of the elements the IEP will consist of include:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior; and
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

The school will employ or contract with a Special Education Manager. This person will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Special Education Manager and any other appropriate school personnel will attend staff development, in-services, and/or trainings sponsored by OUSD in compliance with IDEA regulations, California Education Code and Oakland Unified SELPA guidelines.

The Special Education Manager will:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

Reporting

The school will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from the school of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the school's Special Education Manager, as supervised by the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents or guardians of students with IEP's at school must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or

guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the District, and California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

The school will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The school intends to mainstream all of its students as much as is appropriate according to each individual IEP. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

F. Plan for English Learners (See Appendix)

EFC will comply with all federal, state, and judicial mandates for English Learners utilizing Oakland Unified School District’s English Language Learner (ELL) Master Plan, adopted December 10, 2003. The goal will be to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native-English speaking students. It will meet all requirements of federal and state law to provide equal access to the curriculum for English Language Learners. The school will be dedicated to providing these students with an exceptional education, transitioning them into English Proficiency as soon as possible. However, the school also recognizes the importance of valuing students’ native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, focus on building lifelong learners, and community engagement.

Students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction and ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible to encourage participation in the school.

EFC will seek to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training. In addition, staff will be trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), scaffolding techniques, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum. ELL students' English Language Development progress will be monitored by teachers and qualified evaluators; all ELL students will be given the CELDT at least once yearly to measure their progress towards proficiency.

All parents or guardians of students classified as English Language Learners will be notified in writing. The school will translate materials as needed to ensure that parents of ELL students understand all communications and are involved in all processes related to the English Language Development of their child.

G. Plan for Students Who Are Academically Low Achieving

EFC's program, which emphasizes differentiated instruction, focuses on system-dependent and low achieving students, which make up the vast majority of the school. The elements intended to be most effective for these students are the high expectations of its coherent curriculum, the extended learning opportunities after school aligned to classroom curriculum, and a teacher corps that will utilize data more intensively and effectively to deliver differentiated instruction. Professional development in how to analyze data and the instructional implications is a vital component of addressing the needs of low achieving students. Teacher Leaders, Administrators, and Coaches would attend these trainings together and create an action plan of how to focus site level professional development to support teachers in meeting the needs of students. The additional teacher professional development and collaboration time will allow teachers the opportunity to delve into the curriculum, study the components of the curriculum that address the needs of low achieving students, learn from one another, and plan collaboratively to improve the instruction delivered in the classroom. Some examples include:

- Analyzing student data into specific groups such as non-decoder, low non-fluent, mid-non fluent and developing plans to accelerate their learning;
- Using the curriculum resources such as the Intervention Guide or the EL Support Guide to meet students needs;
- Effectively using Workshop in both Harcourt Brace Math and Open Court Reading to differentiate instruction; and
- Scaffolding instruction for students so all can have access to the core curriculum.

Finally, parent engagement training will support and train parents to assist their children and appropriately hold the children accountable for their responsibilities in the learning process. Parent training might include how to help your child practice with decodable texts, how to utilize comprehension strategies when reading together at home, how to use situations in the home to improve addition and multiplication applications, etc.

H. Plan for Students Who Are Academically High Achieving

EFC believes that all children hold gifts and talents that are unique and precious. Unfortunately, due to its historical underserved situation, few students currently fall into state-defined high achievement categories at the school. Nevertheless, the students who do and who will become high achievers over time in the EFC program will benefit from all the same elements that low achieving students will. The curriculum has multiple opportunities for the high achieving students to expand their knowledge and skills. The expectation is that these components would be fully utilized. Instruction, especially as EFC's program remains in place during the coming years, will be highly differentiated and analyze the learning abilities and needs of each student. As student capabilities expand and the state content standards are met at an ever-increasing rate, the pace of the rigorous curriculum will also accelerate. Teachers may work with students who are exceeding expectations by providing opportunities for project-based learning, discovery learning or computer activities. The school will focus on providing the most challenging curriculum possible at all times to each of its students.

I. Schedule and Academic Calendar

Students will attend school Monday through Friday from 8:30 a.m. to 3:00 p.m. for grades 1-5 and 8:30 a.m. to 1:30 p.m. for Kindergarteners. On Wednesdays, in accordance with standard OUSD practice, school will end at 1:30 pm (minimum day) for all students in order to provide teachers with dedicated professional development time each week.

Sample Daily Schedule

Cox students will start the instructional day at 8:30 a.m. For the majority of the day, students will be engaged in the standard curriculum areas of ELA (150 minute block for grades 1-5 and 100 minute block for K) and mathematics (90 minute block for grades 3-5 and 60 minute block for grades K-2). Daily ELD will consist of a total of 50 minutes, 20 minutes of frontloading in Open Court and 30 minutes of the Into English or Intensive English. Science, social studies, arts, music, technology, physical education (200 minutes required every 2 weeks) and health will all be infused within the academic week in a coordinated and complementary fashion with the core ELA and math classes. Lunch will be approximately 35 minutes each day. Recess and lunch schedules will be set at the site level.

3:00 p.m. – 4:00 p.m. (Teacher Professional Development/Collaboration Time)

This period every day, except Wednesdays, will provide teachers with much needed and desired time for professional development and collaboration with their colleagues within the school as well as with other EFC schools. The goal is that approximately 60% of this time would be used to teachers to have additional preparation time. Providing dedicated time each day that is fully compensated will allow all teachers at each school the time to

move instruction to a high quality level and truly build an environment and culture where high expectations for student achievement can be a reality.

3:10 p.m. – 4:30 p.m. (Extended Learning Opportunities)

As community engagement and whole-child development are key areas of focus for all EFC schools, the school will look to provide opportunities for extended learning opportunities for its students and eventually for the wider community. Some activities that are being considered include:

- Small group and one-on-one tutoring
- Homework help sessions
- Extracurricular program (i.e. arts, music, sports, clubs)
- Service projects with local community groups
- School fairs
- Parent engagement courses (with topics such as assisting your child with homework, holding your child accountable at home and school, navigating a bilingual world, computer literacy)

All of these programs will be staffed by teachers wishing to participate with additional compensation, community volunteers, community groups, and service providers. Cox, along with the other EFC schools, already has initiated some of these programs. It will look to leverage those that exist and are effective while planning on expanding where community, school, and student needs dictate.

Nights and Weekends

As with all student and community service organizations, the school will occasionally hold school and/or staff functions in the evenings and on Saturdays. They may include parent-teacher conferences, IEP meetings, whole-school performances, school fairs, Data Nights, staff retreats, and other staff professional development sessions. These events/activities mainly are schedule constrained (parent work schedules, professional development provider availability schedules). Participants in events such as Data Nights will receive additional compensation. They will be announced with sufficient advance notice and will be kept to a minimum throughout the year.

Staff Prep

EFC will provide at a minimum the current release time (during the student instructional day) provided OUSD.

Class Size

EFC will implement 20 to 1 class size reduction (as does OUSD) at grades K-3. EFC's goal will be to implement upper grade class reduction to have an average fourth and fifth grade class size of 26. Upper grade class size reduction may be hampered in the short term due to facility limitations. The Vice President of Operations will work aggressively and strategically to reach EFC's ultimate upper grade class size goal as quickly as possible. At no time will EFC class size surpass OUSD contracted limits.

Annual School Calendar

All EFC schools will align its annual school calendar generally with Oakland Unified School District's in terms of length of the student year (180 days). However, it and all EFC schools, will maintain flexibility for an earlier school year start and end date in order to provide more time off during the Christmas holiday break. Given the reality that a majority of the targeted students take extended breaks out of the country during this time, the school would like to maximize its instructional effectiveness by minimizing lost student attendance days through this alteration of the school schedule. EFC will observe the same holidays and breaks (specific dates may vary) as OUSD. The school will also enhance beginning of the year and professional development time for teachers/staff by adding up to 4 additional, fully compensated (at per diem rate) professional development days to those already allocated by the State (compensated at State reimbursement rate). A majority of these days are likely to be scheduled for the week prior to the start of school to provide teachers with compensated time to prepare their classrooms as well as engage in orientation sessions focused on building the EFC culture at the school.

J. Parental Involvement

EFC operates under the premise that the teachers, parents, and students, by their own choice, must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and as such, EFC will work to encourage all parents, even those who traditionally have not engaged in the school community to participate. Throughout the school startup period and beyond, parents as key stakeholders in the school will be encouraged to be involved. During the planning phase, parents will be invited to join community input groups that the school will establish to help with facilities, funding, community support, and outreach.

Other opportunities for parent involvement include report card pick up, parent night and newsletters, school fairs, field trips and the parent engagement course (Parent University). Cox Parents will also be encouraged to take an active role in supporting all aspects of the school.

K. Community Involvement

Building strong links with the local community is critically important to the school's success. The school and EFC will seek to partner with individuals and organizations in the community that are dedicated to helping students obtain their academic goals and providing total child support and development. In addition to officials in OUSD and the community the school currently serves, EFC's outreach efforts to date have included:

- Performance Fact
- NewSchools Venture Fund
- Inglewood Unified School District

- Gibson & Associates
- MOCHA
- Luna Dance
- Sports 4 Kids

The school and EFC will continue to reach out to a wide range of organizations such as these throughout the life of the school.

The school will also create opportunities to involve members of the community in supporting the school. Its volunteer program will be composed of community members, the business community, college students, high school students, and parents. Volunteers will perform duties that include small group tutorials, office assistance, and participating in classroom lessons as determined by the teaching staff.

L. Professional Development

As a cornerstone for all EFC schools, staff professional development will be developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

Therefore the Principal will set the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development will support the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before the start of the school year, the Principal and members of EFC's academic support team will ensure that teachers fully understand and support the EFC's mission, goals, and basic values, emphasizing a rigorous, standards-based instructional program. This orientation will involve specific activities designed to align the staff and foster teamwork and the building of a professional learning community.

During the school year, staff development will continue through professional development days, whole staff meetings, and department and grade level team meetings. Professional development will typically take place during the Wednesday minimum day afternoons from 2:20 p.m. until 4:00 p.m. The School Site Leadership Teams will work with EFC's academic support team to determine session content based on identified school site needs. Some areas of training that have already been identified include:

- Deeper understanding of the educational theory and sharing of best practices around the Open Court program with SRA

- Delving into the instructional design of both Open Court and Harcourt Brace Math
- Analyzing data to inform instruction
- Integration of arts and music with the Open Court program
- Effective ELL and AED strategies
- Developing a high quality, continuous learning environment

In addition to the more formalized professional development described above, EFC schools will also be expected to leverage the extended day for teachers (3:00-4:00p.m.) and other available time throughout the day (prep times) as opportunities for informal collaboration among and across grade levels. Other topics for review might include:

- Data analysis sessions and strategies to enhance data-driven instruction
- Spiraling education plans from grade to grade to encourage coherency and consistency from year to year for students
- School-wide student management processes and policies
- Collaborative planning for upcoming lessons

In addition, teachers will be encouraged to observe each other and other excellent teachers in the community, and will receive regular feedback on their performance, goals, and growth. Teachers will be expected to consistently exchange best practices with each other and teachers at other EFC schools. Staff development will involve not only structured whole staff and small group practices, but will be individualized to best serve each teacher's needs. Every moment of staff development will be maximized and aligned with the school's and EFC's goals.

EFC will request the opportunity to attend scheduled staff development programs of interest on a seat availability basis through the OUSD. EFC will contract for staff development needs, beyond those available through the EFC support team, with either OUSD or other service providers.

The goal for EFC's focus on professional development is to create think tanks and educational laboratories for ideas, strategies, best practices, and success at each school site. Leveraging the creativity of motivated and dedicated staff across multiple schools will eventually provide Cox and the other EFC schools with a toolbox full of tools to utilize in their work towards providing an excellent education for all its students. EFC firmly believes that reinventing the wheel time and time again is not in the best interests of teachers and their students, so it hopes to provide the support and assistance to help capture the wonderful practices at each school, organize them into useful sets of materials and lessons, and disseminate to all EFC and, eventually, OUSD schools so all of Oakland's children can benefit.

3. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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)

A. Measurable Student Outcomes

EFC is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by National, State, Local, and EFC measures must be achieved. All student and school outcome goals align with California Content Standards as well as EFC's mission and vision. Goals for student and school outcomes will be continually refined and developed to reflect the changing needs of the school and EFC and be set each year by the School Site Leadership Team and EFC central staff.

STUDENT/SCHOOL OUTCOMES

The school will strive to ensure that all students will:

- Exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Mathematics as measured by the CST and benchmark assessment scores;
- Maintain progress towards benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards;
- Demonstrate continual improvement on the STAR, including the CST and the CAT 6, as well as a minimum of one year's growth for each year of instruction on the CELDT;
- Meet or exceed the School's annual Academic Performance Index (API) growth target;
- Meet or exceed Adequate Yearly Progress (AYP) goals;
- Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision;
- Students will be critical thinkers and problem-solvers;

- At least 90% of daily homework assignments will be completed and handed in;
- Student attendance will exceed OUSD's norm; and
- Student and Parent/Guardian school satisfaction surveys will exceed a 3.5 average on a 5 point scale (where 0 = Did Not Meet Expectations and 5 = Exceeds Expectations).

The School will also deliver the following Life-Long Learning outcomes:

- Students will have an appreciation for and respect diverse cultures;
- Students will possess a life-long love of learning; and
- Students will develop an appreciation for their community and a desire to serve and assist others.

B. Methods of Assessment

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

Assessment of Student Achievement and School Performance Outcomes

EFC will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment. Some form of assessment will be conducted on an annual, quarterly, weekly, and daily basis in all curricula areas. The proactive nature of these assessments will serve as an opportunity for teachers and administrators to critique their program, modify instructional approaches, and establish new goals and expectations to better serve the student population.

EFC will administer all state and national tests required for grades K-5, including California's statewide Testing and Reporting (STAR) program. STAR includes the CAT-6 nationally normed reference exam, the relevant California content standards exams, and the Primary Language SABE/2 exam. Whenever appropriate, the California English Language Development Test will also be administered.

EFC will foster a climate of continuous improvement, establishing improvement goals through regular analysis of student data, for each student in the core classes of reading and mathematics, based on a review of the CAT 6 and California standards tests as well as the school's own assessments. The immediate goal is to improve performance on the

state-mandated standardized tests each year until norm is reached. Student progress reports (with accompanying narratives) will be available four times a year. And all assessment tools will be used to classify students as advanced, proficient, basic, below basic or far below basic.

The student and school outcome and performance goals will be assessed as indicated in the following tables:

Table: Student Academic & School Outcome Goals with Corresponding Assessment

Student Outcome Goals—Academic	Assessment
Students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Mathematics as measured by the CST and benchmark assessment scores.	<ul style="list-style-type: none"> - California Standards Test examining the categories of Far Below Basic, Below Basic, Basic, Proficient, and Advanced as compared to similar schools. - Open Court Reading and Harcourt Brace Math benchmark assessments examining the categories of Red, Yellow and Green as compared to similar schools.
Students will maintain progress towards benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards.	California Standards Test, Benchmark Assessments, daily subject area monitoring, projects, unit tests, ongoing teacher assessments and examining the annual improvement rate for student progress.
Students will demonstrate continual improvement on the STAR, including the CST and the CAT 6, as well as a minimum of one year’s growth for each year of ELL instruction on the CELDT.	California Standards Test, CAT-6, SABE/2, CELDT assessments.
The School will meet or exceed its annual Academic Performance Index growth target.	STAR assessments
The School will meet or exceed Adequate Yearly Progress goals.	STAR assessments
Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision.	Open Court writing assessments, informal classroom monitoring, public speaking, and mandated assessments.
Students will be critical thinkers and problem solvers.	Research and inquiry projects within the curriculum, ability to explain mathematical reasoning, student journals, and mandated assessments.
At least 90% of daily homework will be completed and handed in.	Grade reporting and weekly progress reports to parents.
Student attendance will exceed OUSD’s norm. Student and Parent/Guardian school satisfaction surveys will exceed a 3.5 average on a 5-point scale.	<ul style="list-style-type: none"> Average Daily Attendance EFC-created surveys for students and parents/guardians requesting satisfaction assessments of the school on an annual basis, at a minimum.

Table: Student Life-Long Learning Outcome Goals & Corresponding Assessment

Student Outcome Goals – Life-Long Learning	Assessment
Students will have an appreciation for the humanities and show respect for diverse cultures.	Weekly progress report and ongoing teacher assessment.
Students will possess a life-long love of learning.	Weekly progress report and ongoing teacher assessment.
Students will possess a strong desire to serve the community in which they live.	Weekly progress report, community projects, and ongoing teacher assessment.

Assessment of student achievement will involve a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools will form the foundation of the school’s comprehensive approach to measuring student performance.

C. Use and Reporting of Data

As mentioned in prior sections of this petition, data will be a primary driver for achievement in EFC schools. EFC intends to implement sufficient technology to allow all teachers and administration at each school site to access student learning results in real time. This data will be reviewed collegially among teachers and the administration to determine whether instructional adjustments should be made or certain students identified for remediation or acceleration.

Students will take the Open Court/Foro Abierto Assessments as well as the OUSD Math benchmark assessments. Teacher will analyze these curriculum-based assessments and develop instructional plans based on the results. Furthermore, teachers are to informally assess and document student progress in all the content areas including ELD, Open Court/ Foro Abierto, Math, Art, Science and Social Studies.

EFC intends to communicate regularly with parents. All teachers will have email addresses and provide them to parents. Assessment results will be distributed to parents no less than that of other schools in OUSD.

Each spring EFC will distribute a satisfaction survey to all students, parents and legal guardians of students. It will be the primary formal means of collecting information on the effectiveness of school operations, school outreach and information dissemination, while also including student and parent perspectives of the quality of the EFC education.

EFC will be accountable to multiple constituencies: students and their families, its Board of Directors, OUSD, and ultimately the California State Department of Education. Accountability to each of these constituencies includes both fiscal and academic performance. At the end of each school year, staff and the Board of Directors will complete a cycle of inquiry in which all collected student data including test scores, daily

attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses will be identified, and a course for school wide improvement and growth will be charted for the upcoming year. Additionally, the school's fiscal health will be examined. Results of this inquiry, including data reflecting success or failure to reach outcome goals, will be reported to all stakeholders including OUSD in a published annual report.

4. 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)

The governance of all EFC schools is designed to meet the needs and interests of the Oakland Unified School District as well as students, their families and the Oakland community. EFC, as the charter petitioner, will hold and be ultimately accountable for the charter for Cox. EFC's Board of Directors will be the vehicle by which all EFC schools will be governed.

With this in mind, Education for Change will:

- Collaborate with the Oakland Unified School District (OUSD).
- Be operated as an independent 501(c) (3) tax-exempt, California Non-profit Public Benefit Corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation.
- Be a public school and will not charge tuition.
- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in all programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability.
- Be non-sectarian in its programs, admission policies, employment practices, and all other operations.

The EFC Board of Directors, at this time, will consist of at least 5 but not more than 11 voting members. EFC is currently recruiting qualified and appropriate candidates for the board from education, non-profit, community, business, and legal organizations. The goal is to eventually have a board that is diverse in skill sets, perspectives, and backgrounds that can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The board will appoint a President, Treasurer, and a Secretary.

The Governing Board of OUSD may appoint a representative as a non-voting member of the EFC Board. To prevent any real or perceived conflict of interest or incompatibility of office, this District representative will not be a District staff or board member and will sit on the

Board as a non-voting member who facilitates communications and mutual understanding between EFC and the District.

The Oakland Board of Education and Unified School District shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner, and to cooperatively pursue any necessary waivers or approvals required to implement the charter or seek appropriate funding. OUSD will not be liable for the debts or obligations of the charter school so long as it complies with its supervision and oversight responsibilities contained in the Charter Schools Act of 1992 (see Education Code Section 47604 and 47604.32).

When necessary and applicable, OUSD is responsible for providing facilities under Proposition 39 and its implementing regulations.

The Board will include an executive committee and several other special purpose committees. The EFC Board will meet monthly with the Chairman of the Board presiding over the meetings.

EFC will encourage parents to form a parent advisory committee to the governing Board. EFC and each school will also work with parents to develop and adopt a set of parent involvement policies and strategies. EFC will maintain in effect general liability and board errors and omissions insurance policies.

EFC will also form an Advisory Council to involve members of the community in the operation of the organization. The Advisory Council may assist EFC and each school with such tasks as recruitment, interviews, community outreach, resource development, extracurricular programs, and day-to-day operations if needed.

Recruitment, Selection, and Development of Education for Change Board Members

New board members will be recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change will work closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board would include but not be limited to:

- A dedication to furthering the vision and mission of EFC;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

Founding Board Members

Destin Broach

Destin Broach, a board member, is a group product manager at Sun Microsystems. He is responsible for the complete life cycle and business success of several Sun software products. Prior to joining Sun, he held similar position at America Online, Netscape Communications, and Intuit, Inc. As an aide to US Senator David Pryor, Mr. Broach focused on education. He graduated magna cum laude from Duke University with a B.A. in economics and earned an MBA from Stanford University's Graduate School of Business.

Michael Fee

Michael Fee, a board member, is the managing director of the Intrax International Institute, a network of accredited English language schools in North America and New Zealand. He was previously the regional director for Score Educational Centers. His career began with Teach for America where he was a secondary school English teacher in Helena, Arkansas. He went on to become the executive director for Teach for America's Mississippi Delta region and then served as its associate director of Development. He holds a B.A. and MBA from Stanford University.

Tony Swei

Tony Swei, a board member, is general manager for Tradar USA, which provides sophisticated software solutions to the hedge fund industry. He is responsible for three successful startups—Accessline Communications, InforNXX, and Homewarehouse.com. He has worked with the San Francisco public schools and sponsors a Meritus scholar. He holds a B.A. in economics from Princeton University and an MBA from Stanford University.

Board of Directors Responsibilities

The Board of Directors of EFC will be responsible for:

- Legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC senior management staff, which will include a Chief Executive Officer, Chief Academic Officer, and Vice President of Finance. Other staff will be retained as EFC and the Board determines to be necessary.
- Approving and monitoring the implementation of policies of the organization.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring the progress of both student and staff performance.

- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

Relationship between EFC and the Principal

EFC, as the charter management organization, will be responsible for overseeing the operations of the school and hiring the principal. Under the policies to be established by the Board of EFC, the principal will report to EFC's Chief Academic Officer for day-to-day management issues. The Principal will coordinate all campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Principal, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Specific duties shall include, but not be limited to:

- Lead the school in accordance with the EFC vision and mission.
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction.
- Manage and lead the School Site Leadership Team (will include representative(s) from administration, teachers, support staff, and parents).
- Facilitating communication between all school stakeholders.
- Hiring and termination (with cause) of all other employees according to the mission, philosophy and obligations defined in the charter petition.
- Overseeing the day-to-day operations of the school.
- Preparing credentialing paperwork and monitoring processing.
- Reporting to the school's governing board on the progress of the school in achieving educational success.
- Opening and closing the campus.
- Overseeing and supporting the development and implementation of all programs.

- Attend EFC's Administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, professional development scheduling, grant-writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting.
- Approve all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Collaborate with other EFC principals

School-Site Leadership Team

Each EFC school is expected to develop a School-Site Leadership Team (SSLT). This team will comprise of each school's principal, an assistant principal (if one exists), teacher representatives, and parent representatives. The teacher and parent representatives will be elected on an annual basis to serve one-year terms. This team will work closely together around:

- Providing input on budget and resource allocation;
- Identifying professional development needs;
- Creating partnership opportunities with the community;
- Provide input to EFC regarding the development and ongoing modification of a school profile rubric;
- Communications and coordination throughout the school

Parent Advisory Group

EFC welcomes and strongly encourages involvement of an advisory Parent Advisory Group (PAG) at each school site. The PAG is expected to operate in accordance with the EFC mission statement and in coordination with the School Site Leadership Team. It may be involved in the following activities:

- Making recommendations on policies and strategies in accordance with the mission statement, charter, and school needs.
- Facilitating communications amongst the entire school community,
- Facilitating and encouraging parents, grandparents, siblings and the community involvement.

- Fundraising programs as may be required from time to time to implement supplemental activities.

EFC intends to promote parent engagement programs at all of its schools. As enrollment at EFC schools is based on student and parental choice, consistent and continual communication with parents about the expectations that the school has for their children is critical. Parents will be expected to actively engage in their children's education by being active in school events, assisting their children to achieve at the highest levels, schedule specific homework time and provide a quiet environment for their children's studies. In addition, each school will hold an annual Open House for parents and the community as an effort to better improve communications and increase overall participation.

5. HUMAN RESOURCES

A. Qualifications of School Employees

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

EFC will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender (including sexual harassment), marital status, national origin, ancestry, physical disability, actual or perceived sexual orientation, medical condition (cancer related), sex, age or in retaliation. EFC will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide:

- Proof of a TB clearance.
- Fingerprinting for a criminal record check prior to first day of work.
- Documents establishing legal status to work in the United States.

Each EFC school will attempt to recruit employees whose aspirations and talents match EFC's mission and goals. Employees' job duties and work basis will be negotiated in individual work agreements. General job descriptions are being developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

For the academic year 2005-2006, EFC intends to retain Michael Scott as Cox Charter Elementary School's principal.

Administrative Staff

EFC will develop and coordinate the hiring and evaluation process for principals. The principal will be responsible for hiring all other school-site administrative staff (assistance principal, instructional facilitator, etc...) and to be coordinated with EFC human resource support staff. Selection will be based on proven experience in educational leadership, educational vision, demonstrated ability in program design and development, and interest and commitment to educational reform.

Teachers

As with students and parents, teachers will make a specific choice to be part of the EFC team. EFC teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (English language arts, mathematics, science, history, and special education) will hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be

required to hold. These documents will be maintained on file at EFC and at the school and will be subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non-college preparatory subjects will also meet the requirements the State allows for a charter school.

EFC will monitor the development of the regulations to implement the No Child Left Behind Act (NCLB) and ensure that the qualifications for all teachers will follow the guidelines set by the State with regards to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers will meet the following three factors unless otherwise exempt under the law:

1. Teacher possesses state certification or license;
2. Teacher holds a bachelor’s degree; and,
3. Teacher passed a rigorous test; major/course work; or state evaluation.

The Principal, with the advice of EFC’s human resources support staff, will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced/emergency credentialed teacher will be hired on educational experience, work experiences deemed beneficial to education, and resumes with good references. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day (fully compensated), and continue their professional development during the school’s prescribed professional development days (fully compensated). Additionally, all staff must meet any additional guidelines and standards set by the school and EFC.

Responsibilities for the teachers will include:

- Preparing and implementing effective lesson plans that lead to student understanding of the pre-established curriculum content.
- Assessing and facilitating student progress in line with the student and school outcome goals.
- Maintaining accurate records.
- Participating in professional development activities.
- Maintaining frequent communication with students and their families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

All EFC and school staff will commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;

- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the charter;
- File necessary reports of child abuse; and
- Maintain a high level of professional conduct.

Other Certificated Staff

A pool of day-to-day at-will (on-call) qualified substitutes, with appropriate background clearances will be established and a list of qualified substitutes will be maintained.

Classified Personnel

Classified personnel will be selected by the Principal with the support of EFC's human resources support staff on an application and interview basis. Selection will be based on the ability to perform the job duties for the positions consistent with the philosophy and mission of the school as set forth in the charter petition, and will include office personnel and custodial personnel.

Staff Evaluation Plan

The Principal will be responsible for evaluating all teachers and support staff. School staff evaluation will include input from administration, peers, and parents/guardians and be performed at least annually. The Principal may request support from the EFC academic support team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning, and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on performance outcomes, measuring students' achievement and the teacher's implementation of the curriculum.

EFC will establish clearly defined criteria for performance review that include:

- Commitment to EFC's mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in the school's staff "team".

Tools to be used in the evaluation process will include:

- Written evaluations based on classroom observations;
- Self-evaluation completed by teacher being evaluated;
- Discussion of student performance on major assessments and how the teacher has addressed the needs as evidenced in the assessment data; and
- Feedback from parents.

See below for a sample teacher evaluation plan.

Table A: Sample Staff Evaluation Plan

Pre-Conference Meeting	<ul style="list-style-type: none">• Make sure both Principal and teacher understand the purpose of evaluation
Goal Setting Conference	<ul style="list-style-type: none">• Teacher develops a performance agreement and sets goals for professional development• Review rationale for each of the teacher's professional goals• Evaluate goals in relation to observations• Require one or more different goals, if necessary• Agree on goals for professional development• For each goal, clearly establish the means of achievement and the criteria for success• Teacher writes up the agreement• Principal reviews, approves, and saves for future evaluation
Performance Progress Conference	<ul style="list-style-type: none">• Review professional goals: means of achievement and criteria for success• Describe performance related to criteria• Compare performance to criteria• Discuss observation/evaluation• Discuss goals for next period• Principal summarizes goals, criteria, and findings• If in agreement, Teacher and Principal sign and file review• (Next period begins process from the beginning with input from recently concluded review period to be incorporated)

Just as staff are expected and encouraged to grow and achieve at high levels, so will these expectations be applied to the Principal and the school. EFC plans to engage in, at a minimum, annual reviews of each school and produce a school profile report. The details

for the rubric of assessment will be developed prior to the start of the 05-06 school year by EFC staff with input from each School Site Leadership Team.

B. Compensation and Benefits

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)

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard week for all staff will be 37.5 hours per week.

Compensation

EFC will provide total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter school intends to offer compensation that will assure the successful recruitment of employees that will enable the school to fulfill its mission and goals. In particular, the school intends to provide a base compensation package that at a minimum equals that found in OUSD while providing additional compensation for the daily extended time to 4:00 p.m. Specific salaries and stipends will be identified within the individual work agreements. EFC intends to treat each school's staff as professionals and will do whatever it takes to identify and/or raise any funding necessary to ensure this level of compensation for its staff. EFC intends for the initial salary schedule to be 5% over OUSD's current 2004-2005.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) will be provided by EFC, as well as life, health, dental, vision and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement. This process will continue to operate through the OUSD payroll system and at minimum mirror the level of coverage provided by OUSD.

Retirement

Eligible certificated employees will participate in State Teachers Retirement System (STRS) in which the employer and the employee each contribute the statutory amount. Eligible classified employees will participate in Public Employee Retirement System (PERS) in which the employer and the employee each contribute the statutory amount.

C. Employee Representation

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)

EFC will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, EFC will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from the Oakland Unified School District for bargaining purposes. EFC will attempt to reach a mutually satisfactory agreement with the Oakland Education Association, but does not commit to concluding such an agreement. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually employed. The individual work agreements will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, and standards for performance evaluation.

D. Rights of School District Employees

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)

Job applicants for positions at EFC schools will be considered through an open and fair process, and those persons hired will enter into a work agreement with EFC. Any OUSD union employee who is offered employment and chooses to work for EFC will not be covered by his or her respective collective bargaining agreement unless a side letter is specifically negotiated, although comparable protections and benefits may be extended in the individual work agreements. Those District employees may be entitled to unpaid charter school leave from the District with return rights for a term to be negotiated with OUSD, without loss of seniority held at the time of starting the leave, if OUSD and the District's unions choose to agree to such an arrangement. Any such arrangements must comply with Oakland Unified School District policy, contracts, Education Code 44931, and Education Code 45309.

E. Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record

summary as described in Section 44237.—California Education Code Section 47605(b) (5) (F)

Procedures for Background Checks

All EFC schools will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contracts and volunteers and work-site participants prior to employment and/or any one-on-one contact with pupils of the school. The Principal shall monitor compliance with this policy and report on this to EFC on a quarterly basis.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

TB Testing

All staff at the school will meet the Alameda County Office of Education TB testing requirements.

Immunizations

The school will adhere 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.

Medication in School

The school will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

The school shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served.

Emergency Preparedness

The school shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of each school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Blood-Bourn Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with blood-bourn pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-bourn 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

The school shall maintain a drug and alcohol and smoke free environment.

Procedures

The school shall adopt procedures to implement the policy statements listed above prior to operation. The school shall follow the Standard Emergency Management System (SEMS) disaster plan and develop a school safety plan. The school safety plan shall be guided by Education Code 35294(a).

F. Dispute Resolution

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)

Process for Resolving Complaints/Grievances

All employees will follow state and federal laws for reporting alleged improprieties. The process for resolving complaints/grievances will be (1) to try to resolve it in person with the other person if practical and (2) if not, file a formal written complaint/grievance with the principal for resolution. If not resolved at that level, then the complaint/grievance can be appealed to the EFC governing board, or to a person or persons appointed by the governing board to make a recommendation to the governing board.

Uniform Complaint Procedures between the Charter School and Parents

Parents with complaints about the operations of the school shall first attempt to resolve the issue with the person with whom they have the dispute. If this is unsuccessful, they may file a complaint with the school principal and the school principal shall attempt to resolve the conflict. In the event that the school principal cannot resolve the conflict, the parents may request EFC and EFC’s Board assist in resolving the conflict. The decision of the EFC Board shall be final with regard to all parent complaints. OUSD shall refer all parent complaints received at the District to the principal for resolution.

Disputes between Education for Change and OUSD

1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, of the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute. 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 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. Written Notifications shall be addressed as follows:

To Charter School: Education for Change
 c/o Destin Broach
 485 Boulevard Way
 Berkeley, CA 94610

To District: Oakland Unified School District
 c/o Randolph Ward, Administrator
 1025 Second Avenue
 Oakland, CA 94606-2212

Once a Chief Executive Officer has been named, EFC will notify OUSD. The CEO will serve as the primary contact for dispute resolution and for all other matters under AB 1137.

2) A written response (“Written Response”) shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within ten (10) business days from the date the Written Response is received by the other party. 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 the 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.

3) If the controversy, claim or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference unless otherwise agreed upon by the parties. The parties shall

mutually agree upon the selection of a mediator and the protocol to be followed in mediation to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

6. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

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

A. Student Admission Policies and Procedures

Every EFC school will accept all students who are residents of the State of California and will not discriminate on the basis of race, ethnicity, gender, religion, national origin or disability. As a charter school, students living in the previous attendance area will have preference for admission. The school is a public elementary school and will not charge tuition. EFC is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student residing within the boundaries of the Oakland Unified School District shall be required to attend the charter school, and alternative school choices are available at other elementary schools within the Oakland Unified School District.

All students who are interested in enrolling at the school will be required to complete an application for admission. Parents and students must attend an orientation session prior to enrollment. Prior to admission, all parents/guardians will be required to sign an agreement indicating they understand the mission, philosophy, and program.

No specialized admission tests will be required; however, tests may be administered to determine the proper placement of students. All students who wish to enroll in the school shall be enrolled unless the number of applications exceeds the number of seats available. An open enrollment period shall be held to determine the amount of applications for enrollment.

If the number of admission applications exceeds the enrollment capacity by an enrollment deadline established by the EFC Board, a public random drawing will be held. Existing students of Cox Elementary have an automatic right to continued enrollment in the school should they wish to do so and shall not need to be included in the public random drawing. EFC will, however, grant preference in the public random drawing as follows:

- 1) Residents within the former attendance area of Cox Elementary School;
- 2) Siblings of students already attending Cox Elementary;
- 3) Children of Cox Elementary educators, administration, and staff;
- 4) Residents within the Oakland Unified School District.

Any applications not accepted through this public random drawing due to capacity limitations will be used to develop a wait list pool of applicants should space become

available. Priority will be given to those on the wait list. Additional applications will be accepted on an ongoing basis and will be added to the wait list pool.

B. Non-Discrimination

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)

All races and ethnicities will be welcome at every EFC school. EFC anticipates that at least in the early years of operation that the school will reflect the ethnic and racial make-up of its current population. As noted previously, 52% of the school is Hispanic/Latino and 43% is African-American. Over 90% qualify for the Free and Reduced Lunch Program. This population has underperformed historically and is doing so today. EFC's program is intended to reverse this pattern. It will institute a recruitment program designed to educate and inform potential students about its instructional program and seek to identify and recruit students who traditionally have been underserved and/or underperformed in traditional elementary school environments.

The recruitment program will include, but not necessarily be limited to:

- The development of promotional material, such as brochures, flyers, advertisements, a school website, and media press kits in English as well as in multiple languages reflective of the local population;
- Visits to current public elementary schools, community centers, and park and recreation facilities to publicize the school;
- Attendance and participation at local neighborhood festivals to promote the school and meet prospective students;
- Dissemination of promotional material to local businesses, supermarkets, churches, libraries, and community service organizations that serve the various racial and ethnic communities represented within OUSD;
- Maintain a media presence by inviting local television, radio, and print media to visit the school and explain the instructional program;
- Develop partnerships with local racial and ethnic community organizations as a source of referrals for prospective students;

- Organize open house and school tour visits on a regular basis to offer opportunities for prospective students and families to learn more about the curriculum;
- Utilization of teachers and staff to develop a teacher referral network from other schools for prospective students;
- Whenever possible EFC will utilize relevant foreign language-speaking teachers and staff on recruiting visits and at all school functions to provide simultaneous translation.

EFC will maintain an accurate accounting of the racial and ethnic make-up of the school on an on-going basis, as well as documentation of its outreach efforts and the results. EFC will utilize this information to refine its outreach efforts to target underrepresented populations or neighborhoods.

C. 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)

Students of Oakland Unified School District (OUSD) are free to attend the existing OUSD schools with available spaces rather than Cox Elementary Charter School. Alternatively, students may wish to seek inter-district attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student's enrollment or application to the school.

D. Suspension/Expulsion Procedures

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

Every EFC school will adopt and follow the student discipline policy already in use by the Oakland Unified School District. This policy is in compliance with California's Education Code specifying offences for which students shall or may be suspended or expelled. EFC will contract with OUSD to conduct and administer any suspension or expulsion hearing that may be necessary.

Each student and his or her parent or guardian will be provided with a copy of this discipline policy and will be required to verify that they have reviewed and understand the policies prior to enrollment.

7. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

A. Budgets

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. (Education Code Section 47605(g))*

Preliminary estimated budget for Cox Charter School is outlined below.

Operating Assumptions

Projected annual revenue inflation	3%
Projected annual expense inflation	3%
# of days in the school year	180

	Start-up Year				
	SY05	SY06	SY07	SY08	SY09
REVENUES					
State & Local Revenue					
Principal Apportionment (K-3) Per Pupil	\$ 4,717	\$ 4,859	\$ 5,004	\$ 5,154	\$ 5,309
Principal Apportionment (4-5) Per Pupil	\$ 4,787	\$ 4,931	\$ 5,079	\$ 5,231	\$ 5,388
Categorical Block Grant (K-3) Per Pupil	\$ 276	\$ 284	\$ 293	\$ 302	\$ 311
Categorical Block Grant (4-5) Per Pupil	\$ 276	\$ 284	\$ 293	\$ 302	\$ 311
In lieu of Economic Impact Aid (EIA) Per Pupil	\$ 115	\$ 118	\$ 122	\$ 126	\$ 129
Class Size Reduction (K-3) Per Pupil	\$ 930	\$ 958	\$ 987	\$ 1,016	\$ 1,047
Lottery	\$ -	\$ 130	\$ 134	\$ 138	\$ 142
PD Buy-Back for Cert	\$ 299	\$ 308	\$ 317	\$ 327	\$ 337
PD Buy Back for Non Cert	\$ 155	\$ 160	\$ 164	\$ 169	\$ 174
Other State Revenue					
(BSAC Mandated Buyback, determines ELL)	\$ (58.93)	\$ (60.69)	\$ (62.51)	\$ (64.39)	\$ (66.32)
CA Public Start-up Implementation Grant	\$ -	\$ 150,000	\$ -	\$ -	\$ -
Federal Revenue					
Title 1 per pupil	\$ 604	\$ 623	\$ 641	\$ 660	\$ 680
Fundraising					
Per enrolled pupil	\$100	\$ 103	\$ 106	\$ 109	\$ 113
OPERATING EXPENSES					
Benefits as a percent of salaries					
Health and welfare	15.65%	15.65%	15.65%	15.65%	15.65%
STRS	6.89%	6.89%	6.89%	6.89%	6.89%
PERS	1.71%	1.71%	1.71%	1.71%	1.71%
Workers Comp	5.97%	5.97%	5.97%	5.97%	5.97%
Other Certificated and Classified Benefits	4.72%	4.72%	4.72%	4.72%	4.72%
Educational Materials					
Textbooks (per new student)	\$ 150	\$ 155	\$ 159	\$ 164	\$ 169
Textbook refurbishment (per student)	\$ 15	\$ 15	\$ 16	\$ 16	\$ 17
Instructional Materials & Supplies (per student)	\$ 150	\$ 155	\$ 159	\$ 164	\$ 169
Standardized Tests (per student)	\$ 10	\$ 10	\$ 11	\$ 11	\$ 11
Teacher Supplies (per teacher)	\$ 150	\$ 155	\$ 159	\$ 164	\$ 169
Office supplies					
Postage & Delivery	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
All other office supplies	\$ 1,500	\$ 1,545	\$ 1,591	\$ 1,639	\$ 1,688
Professional Development					
PD Program Costs (per Teacher)	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
Permanent "STIP" Subs cost per school site	\$ 24,000	\$ 24,720	\$ 25,462	\$ 26,225	\$ 27,012
SPED Encroachment (per student)	\$ 400	\$ 412	\$ 424	\$ 437	\$ 450
Insurance	\$ 12,500	\$ 12,875	\$ 13,261	\$ 13,659	\$ 14,069
EFC Network Expense (as % of public %)	7%	6%	6%	6%	6%
Site Discretionary Funds	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883

Cox School Stats**School Enrollment**

Grade K	80	80	80	80	80
Grade 1	90	90	90	90	90
Grade 2	85	85	85	85	85
Grade 3	105	105	105	105	105
Grade 4	140	140	140	140	140
Grade 5	140	140	140	140	140

Total Enrollment 640 640 640 640 640

Title 1 Students	80%	513	513	513	513
LEP Students	47%	300	300	300	300
SCE Students (?)	80%	513	513	513	513

ADA	92.6%	94.5%	95.0%	95.0%	95.0%
ADA Goal	92.6%	95%	96%	97%	98%
Class Sizes (K-3)	20				
Class Size (4-5)	25				

Teachers & Staff

Certificated	30	30	30	30	30
Classified	15	15	15	15	15

**Cox Elementary
Preliminary Estimated Budget**

	<u>SY05</u>	<u>SY06</u>	<u>SY07</u>	<u>SY08</u>	<u>SY09</u>
REVENUES					
State & Local Revenue					
Principal Apportionment	\$ 2,813,632	\$ 2,938,427	\$ 3,042,593	\$ 3,133,871	\$ 3,227,887
Categorical Block Grants	\$ 163,569	\$ 171,933	\$ 178,028	\$ 183,368	\$ 188,869
In Lieu of EIA	\$ 54,629	\$ 57,423	\$ 59,458	\$ 61,242	\$ 63,079
Class Size Reduction (K-3)	\$ 334,800	\$ 344,844	\$ 355,189	\$ 365,845	\$ 376,820
Lottery	\$ -	\$ 78,624	\$ 81,411	\$ 83,854	\$ 86,369
Teacher Buy-Backs (Cert only, 3 days total)	\$ 26,641	\$ 27,440	\$ 28,263	\$ 29,111	\$ 29,985
Title III, LEP Funds			TBD		
Other State Revenue					
(BSAC Mandated Buyback? ELL)	\$ (17,678)	\$ (18,208)	\$ (18,754)	\$ (19,317)	\$ (19,896)
CA Public Start-up Implementation Grant	\$ -	\$ 150,000	\$ -	\$ -	\$ -
Federal Revenue					
Title 1	\$ 310,073	\$ 319,375	\$ 328,956	\$ 338,825	\$ 348,989
Reading First - Lump Sum	\$ 113,724	\$ 113,724	\$ 113,724	\$ 113,724	\$ 113,724
New Teacher Support (BTSA)?	\$ 21,604	\$ 22,252	\$ 22,920	\$ 23,607	\$ 24,315
Fundraising	\$ 64,000	\$ 64,000	\$ 64,000	\$ 64,000	\$ 64,000
TOTAL REVENUE	\$ 3,884,994	\$ 4,269,833	\$ 4,255,788	\$ 4,378,130	\$ 4,504,142
OPERATING EXPENSES					
Personnel					
Salaries					
Certificated Salaries	\$ 1,704,051	\$ 1,755,173	\$ 1,807,828	\$ 1,862,063	\$ 1,917,925
Classified & Other Salaries	\$ 394,966	\$ 406,815	\$ 419,019	\$ 431,590	\$ 444,537
<i>Total Salaries</i>	<i>\$ 2,099,017</i>	<i>\$ 2,161,988</i>	<i>\$ 2,226,847</i>	<i>\$ 2,293,653</i>	<i>\$ 2,362,462</i>
Taxes & Benefits					
Health and welfare	\$ 328,574	\$ 338,431	\$ 348,584	\$ 359,041	\$ 369,813
STRS	\$ 144,695	\$ 149,036	\$ 153,507	\$ 158,112	\$ 162,856
PERS	\$ 35,906	\$ 36,983	\$ 38,093	\$ 39,236	\$ 40,413
Workers Comp	\$ 125,243	\$ 129,000	\$ 132,870	\$ 136,856	\$ 140,962
Other Certificated and Classified Benefits	\$ 99,118	\$ 102,091	\$ 105,154	\$ 108,309	\$ 111,558
<i>Total Taxes and Benefits</i>	<i>\$ 733,536</i>	<i>\$ 755,542</i>	<i>\$ 778,208</i>	<i>\$ 801,554</i>	<i>\$ 825,601</i>
<i>Total Personnel</i>	<i>\$ 2,832,553</i>	<i>\$ 2,917,529</i>	<i>\$ 3,005,055</i>	<i>\$ 3,095,207</i>	<i>\$ 3,188,063</i>
Educational Materials					
Textbooks	\$ 9,600	\$ 9,888	\$ 10,185	\$ 10,490	\$ 10,805
Instructional Materials & Student Supplies	\$ 96,000	\$ 98,880	\$ 101,846	\$ 104,902	\$ 108,049
Standardized tests	\$ 6,400	\$ 6,592	\$ 6,790	\$ 6,993	\$ 7,203
Other - Teacher Supplies	\$ 4,455	\$ 4,589	\$ 4,726	\$ 4,868	\$ 5,014
<i>Total Educational Supplies</i>	<i>\$ 116,455</i>	<i>\$ 119,949</i>	<i>\$ 123,547</i>	<i>\$ 127,254</i>	<i>\$ 131,071</i>
Office Supplies					
Postage & Delivery	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
All other office supplies	\$ 1,500	\$ 1,545	\$ 1,591	\$ 1,639	\$ 1,688
<i>Total Office and Teacher Supplies</i>	<i>\$ 3,500</i>	<i>\$ 3,545</i>	<i>\$ 3,591</i>	<i>\$ 3,639</i>	<i>\$ 3,688</i>
Professional Development					
PD Program Costs	\$ 59,400	\$ 61,182	\$ 63,017	\$ 64,908	\$ 66,855
Permanent "STIP" Subs cost	\$ 24,000	\$ 24,720	\$ 25,462	\$ 26,225	\$ 27,012
<i>Total Professional Development Cost</i>	<i>\$ 83,400</i>	<i>\$ 85,902</i>	<i>\$ 88,479</i>	<i>\$ 91,133</i>	<i>\$ 93,867</i>
SPED Encroachment (per student)	\$ 256,000	\$ 263,680	\$ 271,590	\$ 279,738	\$ 288,130
Insurance	\$ 12,500	\$ 12,875	\$ 13,261	\$ 13,659	\$ 14,069
EFC Network Expense	\$ 271,950	\$ 256,190	\$ 255,347	\$ 262,688	\$ 270,249
Site Discretionary Funds (TBD by site)					
Field Trips (incl. Transportation) per student					
Library Books					
Dues and Subscriptions					
Travel and Conferences					
Other Contracted Services, as needed					
<i>Total Discretionary Fund</i>	<i>\$ 15,000</i>	<i>\$ 15,450</i>	<i>\$ 15,914</i>	<i>\$ 16,391</i>	<i>\$ 16,883</i>
Contracted Services (from OUSD)					
Property, Plant & Equipment					
Building Lease					
Building Repair and Maintenance					
Custodial Services (site and grounds)					
Furniture Lease (desk, chairs, other)					
Equipment Lease (computers, copiers, fax machines, projectors, TVs and VCR/DVD)					
Equipment Lease - All Other					
Phone and Internet Service					
Technology Support Services					
Utilities - Water, Garbage, Sewage, Recycling					
Utilities - Gas and Electric					

Utilities - All other					
Food Service					
Special Education Services					
Human Resources					
Employee Processing					
Employee Support - for services contracted via OUSD					
Fiscal Services					
Payroll					
Accounting					
Substitutes					
Software (for SIS & Formative Assessments)					
Fingerprinting					
Total Contracted Services	\$ 293,637	\$ 594,713	\$ 479,003	\$ 488,422	\$ 498,122
SCHOOL OPERATING EXPENSES	\$ 3,884,994	\$ 4,269,833	\$ 4,255,788	\$ 4,378,130	\$ 4,504,142
TOTAL SURPLUS/ DEFICIT	\$ -	\$ -	\$ -	\$ -	\$ -

B. Financial Reporting

The principal of Cox Elementary Charter School in coordination with the EFC staff will submit an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30. The Board of Directors, as per EFC by-laws to be enacted, must approve the preliminary annual budget by July 1 of each fiscal year. In the charter school's first year of operation, the budget information submitted with this charter shall satisfy this requirement. On or before December 15, the charter school will provide an interim financial report that reflects changes through October 31. On or before March 15, a second interim financial report will be provided that reflects changes through January 31. On or before September 15, a final unaudited financial report for the full prior year shall be provided. Each of the above budgets interim reports and unaudited final reports shall also be provided to both Oakland Unified School District (OUSD) and the Alameda County superintendent of schools.

EFC will develop financial planning, financial reporting systems and budgets, and the school principal will be responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The principal, EFC staff, and the EFC Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

The principal and appropriate staff will track all revenue and expenses using a financial accounting software package (to be determined in coordination with EFC). Financial records will be regularly maintained and a financial report prepared for every meeting of the EFC Board of Directors.

EFC will establish strict policies governing internal controls. These policies will ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement.

The Board of Directors will adopt policies regarding the signing of checks. At a minimum, the Treasurer of the Board will co-sign all bills, notes, receipts, acceptances, endorsements, and checks of the corporation in any amount over \$10,000. The Treasurer of the Board will also co-sign any contracts obligating the Corporation in amounts in excess of \$10,000.

Initially, EFC will use an accounting software package such as QuickBooks or Blackbaud to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be employed in parallel with the day-to-day record-keeping that EFC will use through traditional paper check register and bill-filing systems. Using a system such as this will also allow EFC and the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts. The school office manager or other person

designated by the principal will begin preparing true financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) in preparation for monthly Board meetings.

EFC may purchase a school database software package such as School Works that will track its student data. A proven software package such as School Works is designed to integrate the tracking of financial data with that of student data, and to ultimately perform better for schools than off-the-shelf systems. EFC plans to use such a system to generate financial accounting data in the format required by the State of California, and expects to eventually migrate to exclusive use of this system.

EFC will work with an accountant to prepare regular financial reports according to GAAP and will submit them to OUSD and the Alameda County superintendent of schools in accordance with the schedule provided above and Education Code 47604.33.

ATTENDANCE ACCOUNTING

The school will report attendance requirements to the State in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

PAYROLL

Payroll expenses will be the largest of EFC's total expenses. EFC may choose to contract with a private vendor or OUSD or the Alameda County Office of Education for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees. (For the 2005-2006 school year, it is expected that EFC will contract with OUSD to provide this service.) EFC plans to begin using an automated general ledger-entry feature that will format the data so that it can be transferred directly into the appropriate accounts in the accounting software.

BUDGET ALLOCATION AND VENDOR SELECTION

EFC will be responsible for approving annual budgets, with substantial input from the principal. The principal will develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Board of Directors intends to work with an outside service provider for bookkeeping services and to ensure compliance with state financial accounting procedures.

POTENTIAL USERS OF FINANCIAL INFORMATION

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by the school. Financial statements will be used by the

independent auditors who EFC hires each year. The financial statements will also be available for review as desired by any of the school's officers, managers, or Board members who want to assess the school's financial condition. In addition, Board members will use the financial statements to confirm existing policies or to create new policies. Finally, EFC will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, Alameda County Superintendent of Schools and OUSD.

C. Insurance

EFC will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by OUSD. Insurance shall also be maintained to meet requirements of the City of Oakland and other authorities to the extent that insurance is required for EFC to rent facilities or equipment from those entities should that become necessary at a future date. EFC may obtain this coverage directly or may be able to obtain it as a supplement through the current policy of OUSD if allowed by the District and its insurer. EFC is in the process of obtaining quotes from State Compensation Insurance Fund of California and other sources for budgeting purposes.

D. Administrative Services

Governing Law: The manner in which administrative services of the School are to be provided. (Education Code Section 47605(g)).

With the exception of services performed by OUSD in providing supervisory oversight to EFC as defined by Education Code Section 47604.32, all charter-requested services from OUSD are likely to be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service. EFC will establish a competitive bid process balancing quality and price to outsource many of the services not retained from OUSD.

Subject to availability, EFC may request OUSD services on a fee-for-service basis, including, but are not limited to:

- Student health and human services (including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services).
- Fingerprinting and criminal record processing.
- Processing of emergency credentials.
- Bilingual fluency testing.
- Non-stock requisition processing.
- Rubbish disposal.

- District purchasing contracts.
- Environmental health /safety consultation.
- Field trip transportation.
- School mail.
- Student information system.
- Food services.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of supervisory oversight of the EFC charter school not to exceed 1 percent of the revenue of the charter school. For purposes of this charter, “revenue of the charter school” means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632.

E. Facilities

Governing Law: The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(a).

The Cox Elementary Charter School will occupy the same facility that Cox Elementary occupied prior to charter status.

F. Transportation

Except as may be required by an individualized education program (IEP) under the IDEA, EFC will not be responsible for the transportation of pupils to and from school, and it will be responsibility of the parent or guardian of the pupil to provide transportation to the school.

G. Audits

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)

The School will facilitate an annual independent audit of the school's financial affairs. EFC will select and oversee an auditor with education audit experience.

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 in accordance with generally accepted accounting principles applicable to the school. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to OUSD, the Alameda County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. EFC, the school's principal along with an audit committee will review any audit exceptions or deficiencies and report to the EFC Board of Directors with recommendations on how to resolve them. The EFC Board will submit a report to OUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

H. School Closure Protocol

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

In the event of closure or dissolution of the school, EFC's Board of Directors shall delegate to the principal the responsibility to manage the dissolution process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school, and notification to parents of children enrolled in the school and the District. Additionally, a list of students attending the school will be sent to the Oakland Unified School District

The school shall transfer student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records.

The remaining assets of the school, after satisfaction of outstanding debts, shall be transferred to another charter school within OUSD or Alameda County or in accordance with the Articles of Incorporation and Bylaws of EFC.

I. School Management Contracts

EFC, as a charter management organization, will hold the charter for Cox Elementary Charter School and be responsible for its operation and management. EFC does not anticipate any school management contracts.

8. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. (Education Code Section 47605(g)).

Facilities

The Cox Elementary Charter School intends to occupy the facility known presently as Cox Elementary School located at 9860 Sunnyside Street in Oakland. EFC believes the impact on the district will be minimal because the charter school intends to enroll a substantially similar student population compared with the target population identified in the district's current and long-term facilities plans. By law, the charter school will automatically enroll any existing student at Cox Elementary that wishes to attend the charter school. Moreover, also by law any resident in the current attendance area for Cox Elementary will have preference for admission to the charter school. Siblings of current students will also have preference.

Administrative services

EFC may contract with the district for some of its administrative services. The EFC staff will cooperate fully with OUSD staff in the preparation and reporting of all required data and financial information. The district and the charter school may enter negotiations to provide services to the charter school. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Administrator or designee of the district is authorized to negotiate and enter into an agreement to provide services to the charter school.

EFC's plan is to rely on the internal strengths within the organization, and to not access or rely on the district for favors, services, or support in day-to-day operation of the charter school other than those for which it has specifically contracted.

EFC agrees to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. EFC shall promptly comply with all such reasonable written requests. The records of the school are public records under the California Public Records Act.

Civil liability effects

As a non-profit public benefit corporation, Education for Change will be legally independent from the Oakland Unified School District. OUSD will not be liable for EFC debts or financial obligations so long as it performs the supervisory and oversight functions required under law. (see Education Code Section 47604(c)). In addition, EFC will maintain adequate insurance coverage to further limit OUSD liability. Internal dispute processes will be put into place to decrease the incidence of legal disputes. EFC will retain services of an attorney familiar with charter school legal issues to further prevent legal problems from arising.

9. MISCELLANEOUS PROVISIONS

A. Term of Charter

The term of this charter shall be for five years beginning July 1, 2005 and expiring on June 30, 2010. Education for Change will comply with all processes and timelines set forth by the Oakland Unified School District for charter renewal. The EFC charter may be renewed by the Administrator for additional five-year terms.

B. Severability

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

C. Amendments

This petition may be altered, amended, changed, or modified only by agreement in writing executed by EFC and the Administrator of the Oakland Unified School District. Material revisions and amendments will be made pursuant to the standard, criteria, and timelines in California Education Code section 47605.

D. Force Majeure

Neither party shall be liable if the performance of any part or all of this charter petition is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, earthquake, act of terror, act of God, sabotage, accident or any other casualty beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

E. Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Charter School: Education for Change
c/o Destin Broach
485 Boulevard Way
Berkeley, CA 94610

To District:

Oakland Unified School District
c/o Randolph Ward, Administrator
1025 Second Avenue
Oakland, CA 94606-2212

OAKLAND UNIFIED SCHOOL DISTRICT

ENGLISH LANGUAGE LEARNER

MASTER PLAN

Approved by the Board of Education and
Dr. Randolph Ward, State Administrator
December 10, 2003

Reviewed by the District English Learner Advisory Committee (DELAC)
December 3, 2003

Dr. Louise Bay Waters
Associate Superintendent, Student Achievement

Gustavo Aguilar
Coordinator, Bilingual Student Assessment Center

Dr. Jessica Evans
Director, Elementary Education

Dr. Patrick Lee
Director Research and Assessment

Delia Ruiz
Coordinator, Secondary ELD and Literacy

Kevin Wooldridge
Elementary Executive Director

EL 1 Reclassification of English Language Learners

Introduction

In accordance with *No Child Left Behind*, the Oakland Unified School District seeks to move English Language Learners (ELLs) as rapidly as possible to English proficiency and full participation in the core curriculum. On average, the progress of transition from ELL to Fluent English Proficient (FEP) status proceeds at a pace of one CELDT (California English Language Development Test) level per year. The criteria and processes for reclassification and follow up are described below. To facilitate the reclassification process, as well as its documentation, forms have been designed and are included as appendices to the ELL Master Plan.

The following criteria and procedures shall be used to determine when ELLs have developed the English language skills necessary to succeed in English-only instruction and may be reclassified as Fluent English Proficient (FEP).

Criteria

Any ELL student who has met all of the following criteria can be reclassified as FEP.

English Language Proficiency

The Oakland Unified School District utilizes California English Language Development Test (CELDT) as the primary criterion for reclassification. Students who are considered for reclassification are those whose **overall proficiency level is *Early advanced or higher and***:

- English Listening & Speaking *Intermediate or higher,*
- English Reading *Intermediate or higher, and*
- English Writing *Intermediate or higher,*

Performance in Basic Skills

A score of Basic or higher on the English Language Arts (ELA) section of the California Standards Test (CST) is necessary to be considered for reclassification. Students missing CST scores may be evaluated on the basis of CELDT scores and grades with confirmation of progress through local assessments. They may not be reclassified if they are missing both CELDT and CST.

Teacher Evaluation of Student Academic Performance

Current secondary report card grades of C (satisfactory) or better in academic subjects (reading/language arts, math, social studies, and science) are necessary to be considered for reclassification. At the elementary level the average grade in each subject area must be 3, 4, or 5. (Note: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.)

Parent opinion and consultation

Parents/guardians of eligible students are provided written notice of their right to participate in the reclassification process. They are also encouraged to have a face-to-face meeting with a district official.

A student who has been reclassified as FEP may continue to participate in a bilingual program if the parent so desires and the school has additional capacity after accommodating ELL students first.

Process

The Coordinator of the Bilingual Student Assessment Center (BSAC) initiates the reclassification process by taking the following steps:

1. Identification of students who meet the English language proficiency criterion
2. Verification of minimum performance in Basic skills
3. Verification of satisfactory academic performance
4. Consultation with teachers of eligible students whose academic performance is less than satisfactory
5. Notification to parents and guardians of their right to participate in the reclassification process
6. Consultation in the primary language with parents and guardians regarding this process and their children's academic program
7. Updating school/district records
8. Notification of reclassification to the schools and provision of documentation for cum folders and Bins and Binders compliance process
9. Preparation and distribution to schools of individual certificates of recognition for students, after the process is completed

Follow-up Procedure

A three –year follow-up is required for reclassified students.

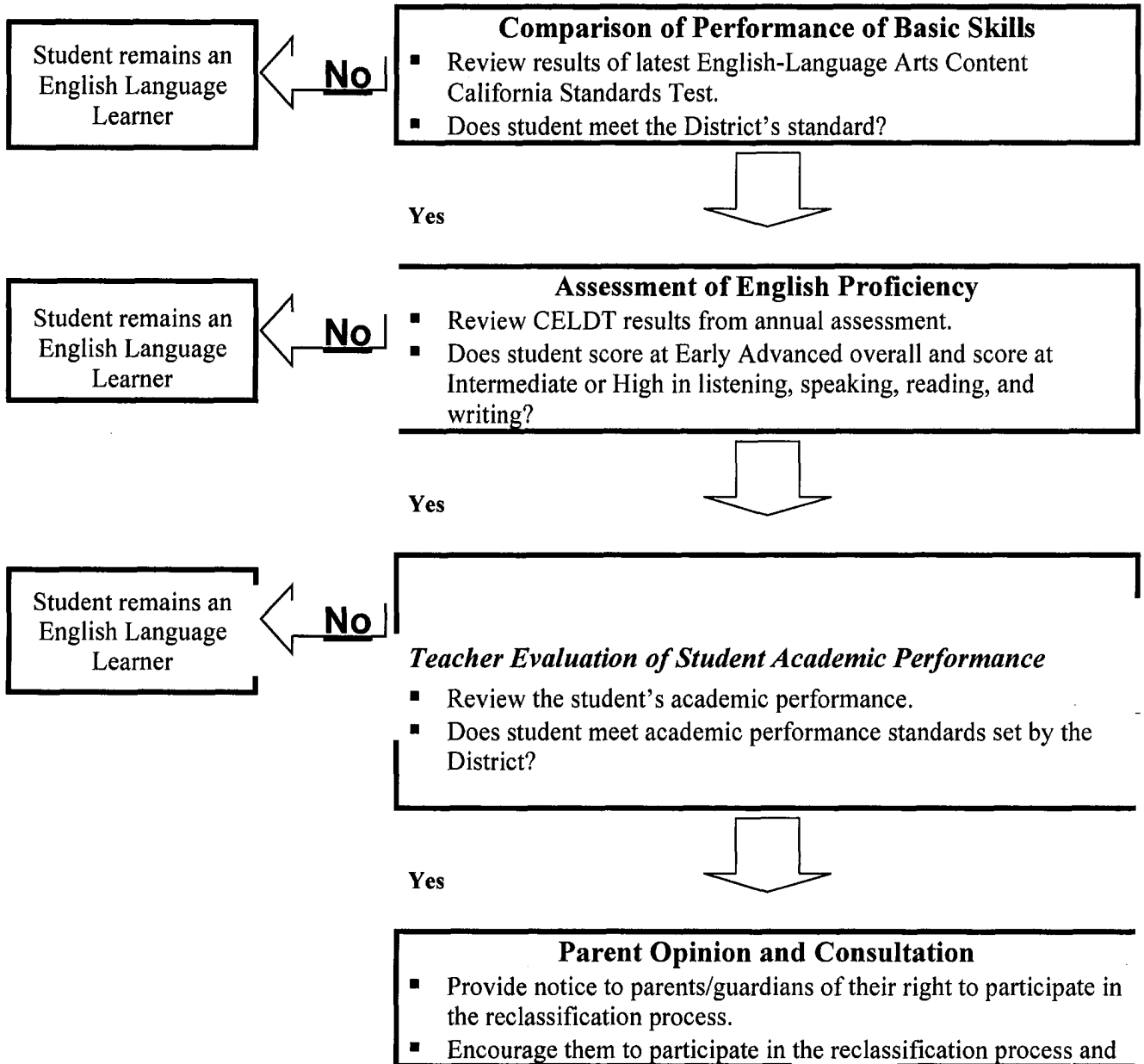
The coordinator of BSAC will be responsible for monitoring the progress of reclassified students for three years by reviewing annual CST results. He will ensure that students who meet the required ELA CST proficient standard as well as those who do not are identified and recorded in District's database. This data will be shared with principals to ensure proper support and intervention for those reclassified students who are not maintaining their progress.

The intervals of the follow-up procedures are:

- At the end of the first year after reclassification,
 - At the end of the second year after reclassification,
 - At the end of the third year after reclassification,
- or
- At any other point at which an administrator, parent or teacher feels it is necessary.

Detail on the processes along with specific reclassification monitoring forms are included in the ELL Master Plan administrative processes binder, referred to as *ELL Administrative Processes Guide*.

Bilingual Student Assessment Center Chart of Reclassification Procedure



face-to face meeting.



Yes

Reclassification

- Reclassify the student as FEP.
- Notify parents/guardians of reclassification.
- Update school/district records.
- Monitor the student's progress for 3 years.

EL 2 Monitoring and Evaluation Process

The Oakland Unified School District conducts four types of program review: compliance and process monitoring, formative evaluation of student achievement, summative evaluation of student achievement, and the portrait of Oakland's EL students provided by the R-30 Language Census Report. Each of these is designed to ensure that English Language Learners are receiving appropriate support and are improving their achievement.

Compliance and Process Monitoring

Compliance with all of the EL standards is monitored through the OUSD **Bins and Binders** process (see *ELL Administrative Processes Guide*)-that addresses all site compliance issues from state, federal and local mandates. Under this process, sites maintain "Bins" or "Binders" with documentation of their professional development, grade-level or department meetings, parent advisory meetings, teacher committee meetings and parent and student notifications. This includes documentation of the school plan process and the affiliated data analysis and budget development, individual student support for attendance and academic intervention, and copies of parent notification letters.

Site Bins and Binders are regularly reviewed by **Teachers on Special Assignment (TSAs)** who record the level of compliance on the **OUSD Accountability Website** (see *ELL Administrative Processes Guide*) including advice on how to improve areas of weakness observed. The website is in turn reviewed by the principals' supervisors, **Executive Directors**, Division of Student Achievement staff charged with supporting English Language Learner programs, the **Associate Superintendent of Student Achievement and the Superintendent or State Administrator**. In addition, the TSAs and Division of Student Achievement staff conduct classroom walk throughs with the Executive Directors to monitor classroom implementation of the ELL instructional program. This integrated process ensures accountability for program implementation and transparency of site processes.

Accountability review by **Superintendent / State Administrator, Associate Superintendent, Dept of Accountability, and Executive Directors**



Accountability Website to provide easily accessible and up-to-date information on EL compliance mandates



Teachers on Special Assignment to review Bins and Binders, provide training and technical assistance and to monitor compliance on the Accountability Website. TSAs also, conduct "walk throughs" with Executive Directors and Division of Student Achievement staff to monitor implementation of EL program.



Bins and Binders process for collecting documentation of compliance with EL mandates.

Formative Evaluation of English Language Learner Student Achievement

The District's Division of Student Achievement coordinates multiple curriculum-based assessments and results are analyzed to provide teachers with formative data that can be used to make instructional improvements. The goal of the assessments is to measure students' progress towards mastery of key content area standards and the acquisition of English.

Specifically, the District coordinates the administration of assessments in Language Arts (Open Court Reading, High Point); Mathematics (elementary and secondary); Middle School Science, and High School Social Studies. These assessments are given periodically throughout the school year (between two and six times depending upon the assessment). Results are presented to show individual student performance in relationship to key standards and strands for each subject area. These results are disaggregated by language fluency to assist teachers and administrators in examining patterns of achievement for ELL, reclassified, FEP, and English only students.

The results from the curriculum-based assessments serve as major data points to guide teachers in reflecting upon the impact of their instructional program on student achievement. The results are intended to be used by teachers to inform whole class instruction (e.g., instructional strategies, areas for enrichment and/or remediation, projects, etc.); individualized interventions (e.g., small group work, independent work time activities, tutorials, etc.); and grading. They are also used by administrators and District staff to monitor the effectiveness of instructional program implementation in an ongoing way.

Summative Evaluation of English Language Learner Student Achievement

The district's Research and Assessment Department conducts an annual review of the progress of Oakland's English Language Learners. Achievement outcomes are collected and analyzed to determine progress towards district targets and to monitor effects of the district's programs and policies on EL students.

In accordance with the district's goals for EL students, the annual evaluation addresses two central questions:

- ❖ *Are EL students demonstrating progress in achieving fluency in English language proficiency?*
- ❖ *Are EL students demonstrating progress in academic learning?*

Fluency in English language proficiency is measured via analyses of CELDT oral, reading, and writing results. Specifically, frequency distributions of overall proficiency levels are determined and compared to prior years to determine program effects both at the site level and district wide. Moreover, matched scale scores are collected and analyzed to assess specific growth within as well as across levels.

Progress towards fluency in English language proficiency is also measured via reclassification rates. The annual review examines the number of EL students

reclassified to FEP status as reported on the R30 language census. Rates are compared to prior years both at the site level and district wide. Additionally, reclassification data are analyzed to determine the rate at which EL students are reclassified according to their length of time in the district. Specifically, a 5-year rate is calculated that denotes the percentage of ELLs who are reclassified within 5 years of entering OUSD.

Progress in academic learning is measured via several indicators – STAR results, GPA, and curriculum based assessments:

STAR Results

California Standards Test proficiency-level results are disaggregated by language fluency to determine progress in English Language Arts, Math, Writing, Science, and Social Studies. CST results are also analyzed according to home language in order to assess differences among different EL language groups. Lastly, CST results are collected and analyzed for those students enrolled in High Point, the District's secondary ELD program. The data are analyzed to measure the amount of growth students at each High Point level have made in English Language Arts.

GPA Results

GPA data on EL students are annually collected and results are disaggregated by language fluency. Academic GPAs, University of California A-G GPAs, and High Point GPAs are all analyzed on an annual basis to determine progress in the district's core curriculum.

R-30 Language Census Report

The district reports English Language Learner data annually to the state via the R-30 Language Census Report. EL student enrollment data by language group, reclassification results, program services received, and staffing information are reported for individual sites. The information is sent to each school in April after the census is completed. The district's ELAC toolkit specifies the review of the R30 Language Census as one of the mandated ELAC agenda topics in the spring of each year.

EL 3 Instructional Program Elementary

To enable English Language Learners (ELLs) to succeed in school, the District offers four options at the elementary level: Structured English Immersion, Primary Language, Mainstream with ELD, and Mainstream without a separate ELD class. Parents select from these options. The purpose of the Primary Language Program is to teach students appropriate grade level literacy and mathematical skills in the primary language while they learn enough English to transition successfully to a program in which English is the predominant language of instruction. Structured English Immersion classes provide ELLs access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE). ELLs in Mainstream classes are also instructed by teachers who are certified to teach students using SDAIE strategies. These first three program options all include daily English Language Development. The Mainstream without a separate ELD class option is the same as Mainstream, but the students do not receive a separate ELD class. They do receive ELD embedded in content area instruction that is targeted to the student's level of English proficiency. Progress in the acquisition of English will be monitored no matter what program option is selected.

Structured English Immersion

The Structured English Immersion program at the Elementary Level provides ELL students with grade level core instruction in English using SDAIE strategies. Students receive English Language Development (ELD) on a daily basis, both through a General ELD program and through frontloading of Open Court Reading. When appropriate and feasible, the teacher will provide primary language support including primary language homework and extended learning. The certification requirement for teachers teaching ELLs in the Structured English Immersion program is a CLAD or BCLAD certificate or equivalent or enrollment in a state approved teacher in training program.

	Program Structure	Textbook(s)	Assessments	Embedded ELD	Primary Language Support
ELD	50 minutes -20 minutes frontloading within ELA instruction -30 minutes structured ELD	-Hampton Brown's <u>Into English</u> -Santillana's <u>Intensive English</u>	-CELDT -Hampton Brown's Assessments -Documentation of Forms and Functions*		
Language Arts	-K- 90 minutes -1 st -3 rd grade: 2 ½ hours -4 th and 5 th grade: 2 hours	Open Court	-CORE Phonics Survey -Open Court Benchmark Assessments every 6-8 weeks	- Use of ELL Matrix : a model of how to differentiate instruction for each CELDT Level - SDAIE strategies	When appropriate and feasible: primary language homework and extended learning

Content Areas	-Harcourt Brace math, Science, Social Science	-District Math Assessments 3 times a year	English instruction via SDAIE strategies	When appropriate and feasible:
Social Studies	-FOSS science	-Teacher made tests		primary language
Science		-Textbook assessments		homework
P.E.				

Primary Language Instruction

If 20 parents of ELLs from the same primary language group at the same grade level at the same school request a program in the primary language, the school must provide the program. Parents/ guardians must make this request at the school site, as per the State requirements. The Spanish Primary Language Instruction Program at the Elementary Level provides Spanish speaking ELLs grade-level instruction in Spanish in Language Arts. Students in the Chinese and Vietnamese Primary Language Programs receive instruction in English Open Court with a supplemental Language Arts program in their primary language. All students enrolled in the Primary Language program receive daily ELD as well as the introduction of appropriate parts of the English Open Court to facilitate transition. The extent of the use of the primary language depends on the student’s English language proficiency and grade level. Students who are making expected progress in English acquisition (1 CELDT level per year and therefore at Overall CELDT level 4 in third grade) are expected to transition into English Language Arts in the beginning of the third grade. Those students at Overall CELDT Levels 1-3 who are in 3rd, 4th and 5th grades will be evaluated on an individual basis to determine whether English or primary language Language Arts instruction best meets their needs. Students in this option will receive instruction in their primary language in one of the other content areas. Upper grade students will receive further primary language support from primary language homework and extended learning activities, when appropriate and feasible.

The certification requirement for teachers teaching in the Primary Language Program is to hold a BCLAD or enrollment in a state approved teacher in training program. Primary Language teachers who are in training must also pass OUSD’s requirements for language proficiency.

K-2 and 3 (for CELDT Levels 1 and 2)

	Program Structure	Textbooks	Assessments	Embedded ELD	Additional Primary Language Support
ELD	50 minutes	-Hampton Brown -Santillana	-CELDT -Hampton Brown's Assessments - Documentation of Mastery of Forms and Functions*	Introduction of appropriate parts of English Open Court	
Language Arts (Spanish) *	-K- 90 minutes -1 st -3 rd grade: 2 ½ hours	Foro Abierto	-CORE Phonics Survey in Spanish -Foro Abierto Benchmark Assessments every 6-8 weeks		When appropriate and feasible: Extended Learning
Content Areas Math (Spanish & English) Social Studies Science P.E. (English)		-Harcourt Brace math, science, social science -FOSS science	District Math Assessments 3 times a year Teacher made tests Textbook Assessments		When appropriate and feasible: Extended Learning

****Chinese and Vietnamese Primary Language classrooms teach English Open Court and supplement Language Arts with primary language texts and instruction.***

3rd Grade (CELDT Levels 3, 4, and 5), 4th and 5th grade

	Program Structure	Textbook(s)	Assessments	Embedded ELD	Primary Language Support
ELD	50 minutes -20 minutes frontloading within ELA instruction -30 minutes structured ELD	-Hampton Brown's <u>Into English</u> -Santillana's <u>Intensive English</u>	-CELDT -Hampton Brown's Assessments - Documentation of Forms and Functions*		
Language Arts (in English)	-3 rd grade: 2 ½ hours -4 th and 5 th grade: 2 hours	Open Court	-CORE Phonics Survey -Open Court Benchmark Assessments every 6-8 weeks	ELL Matrix : a model of how to differentiate instruction for each CELDT Level	When appropriate and feasible: primary language homework extended learning
Content Areas (selected ones in Spanish) Math Social Studies Science P.E.	Primary Language as determined by site or English instruction via SDAIE strategies	-Harcourt Brace math -FOSS science	-District Math Assessments 3 times a year -Teacher made tests -Textbook assessments	English instruction via SDAIE strategies	When appropriate and feasible: primary language homework

Mainstream with ELD

The “Mainstream with ELD” program is the state-mandated program designed for ELLs who are scoring 4 or 5 overall on the CELDT. Students receive all grade-level instruction in English, with teachers using SDAIE strategies when appropriate. ELL students also receive daily ELD instruction, both in structured ELD instruction and with frontloading of Open Court until they are reclassified as Fluent English Proficient (FEP).

The certification requirement for teachers teaching Mainstream with ELD is the CLAD certificate or equivalent or enrollment in a teacher in training program.

	Program Structure	Textbook(s)	Assessments	Embedded ELD	Primary Language Support
ELD	50 minutes -20 minutes frontloading within ELA instruction -30 minutes structured ELD	-Hampton Brown’s <u>Into English</u> -Santillana’s Intensive <u>English</u>	-CELDT -Hampton Brown’s Assessments - Documentation of Forms and Functions*		
Language Arts	-K- 90 minutes -1 st –3 rd grade: 2 ½ hours -4 th and 5 th grade: 2 hours	Open Court	-CORE Phonics Survey -Open Court Benchmark Assessments every 6-8 weeks	ELL Matrix : a model of how to differentiate instruction for each CELDT Level	When appropriate and feasible: primary language homework extended learning
Content Areas Math Social Studies Science P.E.	Mainstream content instruction	-Harcourt Brace math -FOSS science	-District Math Assessments 3 times a year -Teacher made tests -Textbook assessments	Optional: SDAIE strategies	When appropriate and feasible: primary language homework

Mainstream without a separate ELD class

Students in this program receive all grade-level instruction in English, with teachers using SDAIE strategies when appropriate. They receive ELD targeted to their level of English Proficiency embedded in content area instruction without any separate ELD class. Their progress is monitored until they have been reclassified as Fluent English Proficient (FEP). The matrix of services is the same as “Mainstream with ELD” with the exception of the separate ELD course.

The certification requirement for teachers teaching Mainstream without Separate ELD is the CLAD certificate or its equivalent or enrollment in a state approved teacher in training program.

Additional Support

Newcomers

Individualized programs are developed for newcomers (recent immigrants) in grades 3-5 who would benefit from primary language instruction in the areas of literacy and mathematics as well as additional support in ELD. These programs take into account the student's academic background in both the primary language as well as academic content areas and their initial knowledge of English.

Students Failing to Make Adequate Progress in English Acquisition

Students are expected to make one year's growth on the CELDT test for every year they have been in the Oakland schools. If a student is behind the expected growth, schools put in place a catch up plan to provide needed interventions. Interventions are also available for those students who qualify for support in the content areas.

Interventions

	Who qualifies:	ELD	Content Areas (Language Arts and Math)
Newcomer	New upper grade students scoring at CELDT Levels 1 or 2	Individualized support to meet both English acquisition and content area learning needs.	
Catch Up Plan: ELD	Students making less than a year's progress on the CELDT ELL students who enter after Kindergarten and need to "catch up" with their grade level peers	Academic Intervention in ELD	
Catch Up Plan: Content Areas	Students in grades 3-5 at CELDT Levels 4 or 5 who are Below Basic or Far Below Basic on the CST		Academic Interventions in Reading and Math

EL 3 Instructional Program Secondary

It is the expectation of the Oakland Unified School District that all students will pass the California High School Exit Exam (CAHSEE) and graduate high school. To enable English Language Learners (ELLs) to succeed in school, the District offers four program options. These options allow students to enroll in courses such as Newcomer classes and Advanced Placement (AP) Spanish. The Newcomer classes are for recent immigrants who will benefit from accelerated instruction in English while having additional support to access the core curriculum. The AP Spanish classes develop the student’s primary language literacy and allow students to obtain college credit while still in high school. Because the State requires that the CAHSEE be administered in English, most parents of secondary school ELLs have enrolled their children in programs that are taught in English with appropriate academic and linguistic support. For all program options other than primary language, ELLs receive ELD embedded in content area instruction that is targeted to their level of English Proficiency and monitored in an ongoing way until reclassification.

To ensure that ELLs are receiving the linguistic and academic support, all teachers of ELLs must be certified by the State of California to do so or be enrolled in training programs approved by the State. To ensure that ELLs have access to competent and qualified teachers, the District provides continuous learning opportunities for all staff. These are detailed in the sections of the Master Plan covering EL. 6 and EL. 7 and include training on SDAIE and on embedded ELD instruction through explicit teaching of English language forms and functions.

Structured English Immersion Program

This program is designed for ELLs with less than reasonable fluency in English, as measured by the California English Language Development Test (CELDT). Students with CELDT scores of 1, 2 or 3 and an overall score of less than 4 are enrolled in this program receive separate, structured English Language Development (ELD) and grade-level core subject instruction via Specially Designed Academic Instruction in English (SDAIE). Students may receive primary language support when appropriate or feasible. Teachers providing instruction to ELLs in this program must possess a Crosscultural, Language and Academic Development Certificate (CLAD), or the equivalent, or be enrolled in a State-approved CLAD training program.

	Program Structure	Assessments	ELL Support	Primary Language Support
ELD*	2 periods	High Point -DPI -Selection Tests -Unit Tests	ELD embedded in content area instruction to include strategies	

			such as front loading of vocabulary and language forms and functions	
Content Areas	Grade-level instruction in English via SDAIE strategies	-District Math Assessments 4 times per year - Publisher and teacher assessments	English instruction via SDAIE strategies	When appropriate and feasible
Math				
Social Studies				
Science				
P.E.				

**For middle school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of English with embedded ELD*

For high school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of ELD5P and 1 period of English with embedded ELD

Mainstream Program with ELD

This program is designed and state mandated for ELLs with reasonable fluency, as measured by the CELDT, by CST scores or by placement / final assessment scores on High Point assessments. ELLs whose overall CELDT scores are 4 or 5 or who have alternative indicators of sufficient progress in English enrolled in this program receive ELD, grade-level core subject instruction in English, and additional services to meet their English language and academic needs until they are reclassified as Fluent English Proficient (FEP). Continual examination of multiple placement criteria is necessary to ensure both that students receive specific, structured ELD instruction when needed and that they are not continued in this instruction when they would profit more from mainstream participation. Teachers providing instruction to ELLs in this program must possess a CLAD certificate or the equivalent or be enrolled in a State-approved training program.

	Program Structure	Assessments	ELL Support
ELD*	2 periods	High Point - DPI - Selection Tests - Unit Tests	ELD embedded in content area instruction to include front-loading of vocabulary and language forms and functions
Content Areas	Grade-level instruction in English	-District Math Assessments 4 times per year -Publisher and teacher assessments	English instruction and SDAIE strategies when appropriate
Math			
Social Studies			
Science			
P.E.			

**For middle school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of English with embedded ELD*

For high school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of ELD5P and 1 period of English with embedded ELD

Mainstream Program without a Separate ELD Course

ELLs enrolled in this program receive grade-level core subject instruction in English, ELD embedded in content area instruction targeted to their level of English proficiency, and additional services to meet their English language and academic needs until they are reclassified as Fluent English Proficient (FEP). Progress towards reclassification is monitored. Teachers providing instruction to ELLs in this program must possess CLAD certificate or the equivalent or be enrolled in a State-approved CLAD training program. These students may be enrolled in High Point Reading Intervention if their reading skills are Below Basic or Far Below Basic on the CST, unless exemption is requested by the parent. The matrix for Mainstream Program without ELD is the same as Mainstream Program with ELD with the exception of the ELD course.

Primary Language Instruction Program

If parents of 20 or more ELLs who speak the same language and require the same course at the same school request this alternative program, the school is required to provide primary language instruction. The State requires that parents/guardians personally make the request at the school site. In this program, students receive ELD, as well as grade-level instruction in the primary language for the designated core subjects. The extent of the use of the primary language depends on the student's English language proficiency and grade level. Teachers providing instruction to ELLs in this program must possess a Bilingual Cross-cultural, Language and Academic Development Certificate (BCLAD) the equivalent or be enrolled in a State-approved BCLAD training program.

	Program Structure	Assessments
ELD*	2 periods	High Point DPI Selection Tests Unit Tests
Language Arts	1 period taught in primary language	Publisher and teacher assessments
Content Areas	Grade-level instruction in the primary language	District Math Assessments 4 times per year Publisher and teacher assessments
Math		
Social Studies		
Science		

**For middle school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of English with embedded ELD*

For high school students who have passed or tested out of High Point Level C or are proficient or advanced on the CST: 1 period of ELD5P and 1 period of English with embedded ELD

Additional Support

Newcomer classes are for recent immigrants who will benefit from accelerated instruction in English while having access to the core curriculum. Students enrolled in these programs are assigned to classes for which the same teacher teaches 3 or more periods of the students' daily program.

The District provides “Catch Up” services to ELLs to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other core subjects as a result of language barriers.

Interventions	ELD	Content Areas (Mathematics, Science and Social Studies)
Newcomer Program	Self-contained cores or classes to accelerate the acquisition of English while providing access to content areas	Self-contained cores or classes to accelerate the acquisition of English while providing access to content areas
Catch Up Plan	The State requirement for ELD is 1 period; 2 nd period for ELD, Reading or English/ELD is provided	Students scoring Far Below Basic on the Mathematics Content California Standards Test (CST) or a grade of D or F should be offered intervention on an extended-day basis.

EL 3 Catch-Up (Intervention) Plan

Overview

The Oakland Unified School District serves 17,602 English Learners representing over 33 languages. The District target is to move students through ELD levels 1 – 5 (CELDT Beginning – Advanced) within five years, plus or minus a year at the 6-12 level. This differential is designed to take into account individual variations in terms of academic and primary language background as well as general language ability. These reclassification goals are aggressive but the negative consequences of not being able to successfully access the core curriculum in English are high. For individual students, lack of success on the California High School Exit Exam (CAHSEE) can mean failure to graduate from high school. For schools, failure to make adequate progress invites sanction under *No Child Left Behind*.

Given this context, the District has put in place a “Catch Up” Plan that is designed to be comprehensive and intensive and yet clear to implement and easy to monitor. Because of the difficulty of getting secondary students to attend programs outside of the school day, the primary intervention strategies have been built into students’ regular schedules. At the elementary level, more interventions take place in an extended-day setting. The plan is designed to place secondary students automatically in catch-up interventions on the basis of CELDT (California English Language Development Test) and CST (California Standards Test) results. A review of these placements by administrators and teachers is then used to remove students with testing anomalies based on the professional judgment of the staff. This is the reverse of past practice where students were reviewed and placed in intervention programs on an individual basis. Because of the high number of district students (not just English Language Learners) currently performing below grade level, this plan targets out-of-classroom intervention resources at those in most need. As achievement continues to improve, the cut points for students receiving these interventions will also rise, and a wider band of struggling students will be served. Continued improvement in the use and targeting of intervention programs will be facilitated by wider use of the Site Services Database which not only keeps attendance data and helps sites target intervention, but also allows for evaluation of the effectiveness of programs on both an individual and program basis.

Elementary Level

Minimum expectations for elementary English Language Learners is one year of growth per year of school reaching CELDT Level 5 after 5 years with reclassification occurring during the 6th year. Students are expected to move from Far Below Basic to Basic on the CST and standards-based report card by year 4 and CELDT Level 4. Students not achieving this rate of progress are offered targeted support within and, for those most in need, beyond the school day.

ELD Intervention: 4th and 5th grade students with CELDT levels 1-3 or Far Below Basic on the English Language Arts portion of the report card will be provided ELD intervention.

The expected rate of progress in English acquisition is one CELDT level per year. Since fall identification is based on CELDT scores from the prior year, a 4th grader who entered in kindergarten and obtained a CELDT 3 in 3rd grade would have been a year behind this expected progress. This student would be placed in ELD intervention unless other indicators or a more recent CELDT score argued against the placement. Students who entered later than kindergarten, although making appropriate progress in English, would still benefit from intervention because they have a greater distance to go to “catch-up” with their grade-level English peers during their 5 years toward reclassification. Thus they, too, would be eligible for ELD intervention based on the professional judgment of staff. At the elementary level, English Language Learners achieving at the Basic level are considered on track for reclassification. The needs of students at the Below Basic level should be accommodated with in-class interventions and support.

ELD Intervention: 2nd and 3rd grade students who are not making satisfactory progress on CELDT or the ELD portion of the report card, or who have received a grade of Far Below Basic in English Language Arts will be provided intervention.

Once again, English Learners achieving at the Basic level are considered on track for reclassification. The needs of students at the Below Basic level should be accommodated with in-class interventions and support.

Academic Intervention in Math: Students in 2nd – 5th grades who are Far Below Basic on the CST will be considered for math interventions. These students will be reevaluated on the basis of their report card grades and, if these are also Far Below Basic, will be placed in math intervention programs.

Secondary Level

The goal for secondary English Language Learners is also one year of growth on CELDT for each year of instruction in the District. However, because of differences in primary language proficiency and general educational background, some students may take an additional year to progress through levels 4 and 5. At the minimum, by year 4 or level 4, students are expected to have reached Below Basic in both math and English on the CST and receive a grade of C in both subjects. By their 5th year students should be achieving at the Basic level on the CST.

ELD Intervention: Students with overall CELDT Levels 1-4 will be placed in intensive ELD instruction using Hampton Brown’s High Point unless parents have requested exemption from the program by completing a High Point Waiver Request. Under this program they will be assessed approximately every 8 weeks with program placement and the level of instruction adjusted accordingly.

EL Students with CST ELA scores of Proficient or Advanced will be placed in SEI English classes with embedded ELD instruction.

Academic Intervention for Reading: Level 5 students who are Below Basic or Far Below Basic on the English Language Arts portion of the CST will be placed in intensive reading intervention using Hampton Brown's High Point.

Academic Intervention for Math: Students with CELDT Levels 1-5 who are Far Below Basic on the Math portion of the CST or receive a grade of D or F will be offered intervention on an extended-day basis.

CAHSEE Intervention: 11th and 12th grade students with CELDT Levels 3-5 who have not passed the California High School Exit Exam will be placed in CAHSEE prep programs on either a credit or non-credit basis.

Summary

The Oakland Unified School District's Intervention or "Catch-Up" Plan is purposely simple. It is designed to be comprehensive and clear to ensure both full implementation and ease of monitoring. The goal is to provide a system where no student falls through the cracks. Due to resource constraints, initial out-of-classroom interventions are targeted at students in the Far Below Basic range (although many Below Basic students will also be included). As achievement increases services will be expanded to encompass all students at the Below Basic level.

EL 4 Initial Identification and Assessment
EL 5 Placement of Students
EL 8 Parental Exception Waivers

The Oakland Unified School District is committed to the timely identification, assessment and placement of English Language Learners in the program of their parents' choice. Upon entry to the District, all families complete a Home Language Survey (HLS) that triggers the assessment process. Those students whose HLS indicate a language other than English on question 1, 2, or 3 are directed to the Bilingual Student Assessment Center (BSAC) for assessment and information concerning program options.

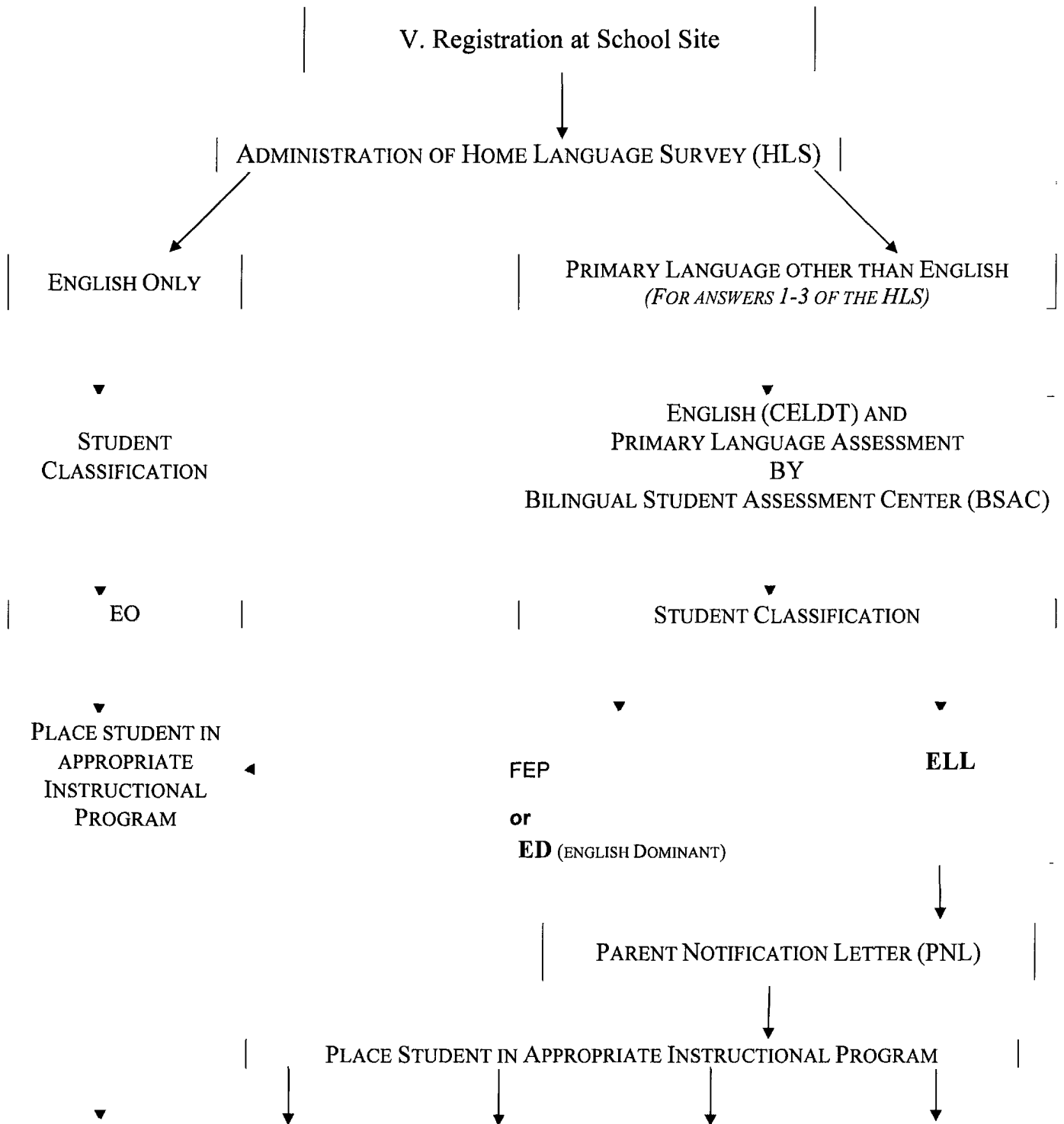
English language assessment using the CELDT must be completed within 30 days of enrollment. In addition to English, students are assessed in their primary language using the IDEA Proficiency Test (IPT) in Spanish and District-developed formal assessments in Cantonese, Cambodian, Vietnamese, oral Mien, as well as informal assessments in other languages. As described above under EL 3, students whose English is determined to be less than fluent are placed in the Structured English Immersion option unless their parents sign the exemption waiver for Mainstream with or without ELD or for the Primary Language waiver option. Waivers for Primary Language must be signed in person at the school site. While students are being assessed at BSAC, parents are also provided placement information and view a video outlining the program options as described in section EL 3.

Parents receive the preliminary results of these assessments immediately after testing when they are given the Parent Notification Letters (PNLs). At this time, they complete the selection of their program option. This information is entered into BSAC's database and schools are informed of both assessment results and parent choice so that they can enroll the student in the appropriate academic program.

Continuing students also receive yearly Parent Notification Letters (PNLs) from BSAC that include updated assessment information, program options and default placements. At this time, parents may request a change in their child's placement. Again, if this change involves placement in a primary language, or waiver, program, under State law, the signed PNL must be returned in person to the school site.

The chart below details the identification, assessment and placement process for English Language Learners. Details of the administration of the placement and identification process, including forms, are included in the *ELL Administrative Processes Guide*.

Initial Identification, Assessment and Placement of English Language Learners



ENGLISH ONLY
PROGRAM

STRUCTURED
ENGLISH
IMMERSION

(OPTION A)

ENGLISH
MAINSTREAM
PROGRAM WITH
ELD

(OPTION B)

PRIMARY
LANGUAGE
PROGRAM

(OPTION C)

ENGLISH
MAINSTREAM
PROGRAM WITHOUT
A SEPARATE ELD
CLASS

(OPTION M)

EL 6 Adequate and Qualified Staff EL 7 Professional Development

To ensure that ELLs receive appropriate linguistic and academic support, the District provides professional development activities that qualify existing and future personnel. All teachers of ELLs must be certified by the State to do so or be enrolled in approved training programs including CLAD, BCLAD, SB1969 or SB 395 certification programs. Additional professional development is provided to continuing staff through extended hours training, on-site workshops and coaching, the New Teacher Support Project and the Oakland Professional Development Institute. The District also provides professional development opportunities for executive directors, principals and assistant principals, lead teachers and instructional assistants.

Recruitment and Training of Teachers New to the District

The first step in the provision of adequate and qualified staff is the recruitment and hiring of fully credentialed teachers holding the CLAD or BCLAD certificate. Because all California credential program graduates now must hold the CLAD certificate, these teachers are much more readily available. Close collaboration is maintained with the surrounding universities to identify potential bilingual teachers and teachers with experience and interest that qualify them to teach English Language Learners. Efforts are also made to identify and support promising bilingual instructional assistants that could become teachers. To attract bilingual teachers and support the needs of bilingual families, an additional stipend is offered to teachers holding BCLAD certification and teaching in schools where at least 15% of the student population, or 75 students, are English Language Learners. In return, these teachers must provide the school at least 10 hours of verbal or written translation to facilitate home-school communication beyond that provided for their own classroom.

Teachers who do not possess the CLAD or BCLAD certificate or the equivalent must be in training and making progress toward certification in order to teach in classrooms serving English Language Learners. Courses for teachers in training are offered through the county office of education, the District, and at many sites. Those seeking to teach in primary language classrooms who are not yet certified, must be assessed for proficiency in the appropriate language by the Bilingual Student Assessment Center (BSAC) and receive a score of at least 75%. A score of 75% -95% allows them to teach in a primary language classroom if supported by a bilingual IA. A score of 95% allows them to teach in a primary language program without a bilingual IA.

Once teachers are hired and their certificate status determined, teachers in training must sign letters of agreement to complete their training within three years for CLAD and five years for BCLAD. Their progress is monitored by the District. A review committee of fully credentialed ELL teachers notifies the Human Resources Department each year whether each teacher in training will be allowed to continue in an ELL classroom the following year.

Professional Development

Teachers who are not new to the District are also provided professional development to address the needs of ELLs. Many of these teachers choose, or are required, to participate in CLAD courses or SB395 training (offered to those with 9 or more years of teaching experience). All teachers serving English Language Learners are required to be fully certified or in training by January 2004.

In addition to professional development leading to certification, the District also offers ongoing training in the following areas:

Specially Designed Academic Instruction in English (SDAIE): Training to provide teachers with the skills and techniques necessary to support English Language Learners in accessing grade-level instruction in English.

English Language Development (ELD): Training focused on three cornerstones of effective ELD instruction: Forms, Functions and Fluency.

Language and Culture: Training focused on providing teachers with appropriate knowledge of language and culture to support effective education for English Language Learners. The language component is specifically designed to build teachers' skills in doing contrastive analysis to maximize effectiveness of instruction.

Front-loading ELD Support for Open Court: Training to tailor SDAIE strategies to the Open Court instructional program.

Basic and Advanced High Point Professional Development. The five-day mandatory introduction to High Point is designed to provide teachers an understanding of this comprehensive secondary ELD program and the research base behind it. Follow-up training is provided District wide and at sites throughout the year.

Foro Abierto (Spanish Literacy, Focus K-2): Training designed to support full implementation of this standards-based Spanish language literacy program.

Literacy Transition: Training to provide teachers with a clear understanding of which skills do and do not transfer from primary language instruction to English instruction, as well as specific techniques and strategies to support a successful transition.

In addition to the professional development programs described above, the instruction of English Language Learners is supported by central and site-based coaching. All elementary teachers and teachers in appropriate secondary departments also participate in grade-level and department meetings to examine assessment data and discuss ways to improve the instruction of ELLs.

EL 9 Parent Advisory Committees

English Learner Advisory Committee (ELAC)

Each school with 21 or more English Language Learners, regardless of language, must form a functioning ELAC or subcommittee of an existing advisory committee. While it is not mandatory that all ELAC members be parents of ELLs, the percentage of parents of ELLs on the committee must be at least the same as the percentage ELLs at the school. After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee or subcommittee.

Requirements for the election of ELAC members include:

- Parents or guardians of ELLs elect parent members of the school committee or subcommittee
- All parents must be provided the opportunity to vote for committee members
- Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee (DELAC). As a district with over 31 schools, it is also permissible for Oakland to design a system of proportional or regional representation.

The purpose of the ELAC is to advise the principal and school staff on programs and services for English Language Learners. These are mandated to include, at the minimum:

- Development of a site plan for ELLs that is incorporated into the Single Plan for Student Achievement
- Development of the school's needs assessment
- Administration of the school's annual language census
- Development of parent awareness strategies related to the importance of regular school attendance

Training is provided to ELAC members using the information provided in the *ELAC Toolbox*, the ELAC Training video and the support of the Accountability TSAs (see *ELL Administrative Processes Guide*).

Compliance with the mandates for formation and the carrying out of specified duties is monitored by the Accountability TSAs review of Bins and Binders documentation and the use of the Accountability Website.

District English Learner Advisory Committee (DELAC)

Each district with 51 or more ELLs, regardless of language, must form a functioning DELAC or subcommittee or an existing district-wide advisory committee. Parents or guardians of ELLs not employed by the District must constitute a majority membership of the committee. Each ELAC must have the opportunity to elect at least one member to the DELAC.

The purpose of the DELAC is to advise (review and comment) the District Board of Education on at least the following:

- Development and revision of the ELL Master Plan
- Conducting school needs assessments in conjunction with the Single Plan for Student Achievement
- Establishment of District goals and objectives for programs and services to ELLs
- Administration of the annual language census
- The District reclassification process
- Written parent notification of initial school assessment and program options (Parent Notification Letters)
- Any waiver request affecting programs and services for English Language Learners

Training is provided to assist DELAC members in carrying out their mandated responsibilities.

EL 10 Funding

The District's English Language Learner Program is funded through multiple sources including those specifically directed at supporting English Language Learners and those designated to provide support for the wider student population but which are also being used to support the specific needs of English Language Learners. The programs directed at ELLs include:

- **EIA / LEP** funds from the State of California. 85% of these monies are directly allocated to sites on a per ELL student formula based on the most recent R-30 Language Census Report. Expenditures of these funds are incorporated into the Single Plan for Student Achievement with the advice of the site English Learner Advisory Committees (ELAC).
- **Title III** funds from the federal government which support both site and central ELL services, such as the Bilingual Student Assessment Center and CELDT administration.
- **Title VI Migrant Education** funds which provide district-wide academic assistance for migrant students

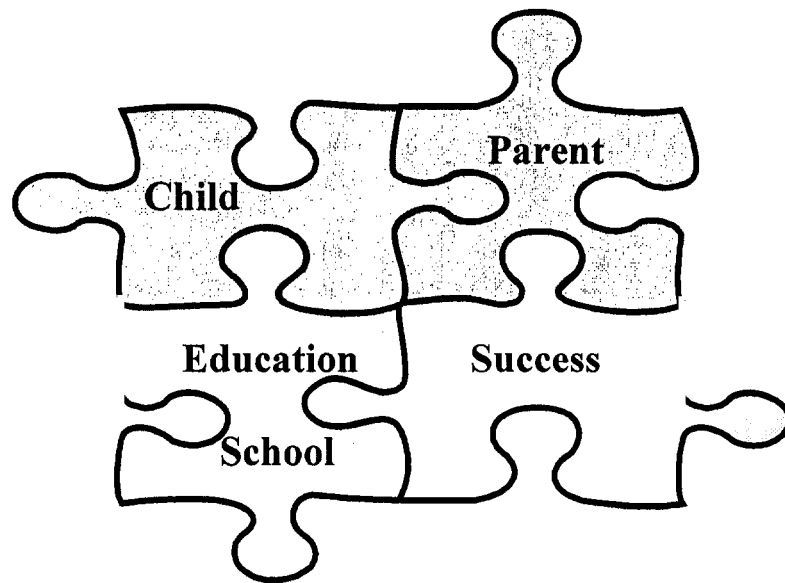
In addition, other state and federal funds are also used to support intervention and professional development programs for English Learners. These include;

- **Title I Elementary and Secondary Education Act** monies for the support of low-income students
- **Title II** funds to support the hiring and training of highly qualified teachers including bilingual teachers and those with the CLAD credential
- **EIA/SCE** state funds to support low-income students

All site expenditures of categorical funds must be included in the school plan, approved or advised upon by the appropriate advisory committee, and reviewed and approved by the Department of Accountability. Further oversight of the consolidated application including these funds is provided by the District English Learner Advisory Committee and the District Fiscal Services Division. All funds for the support of English Language Learners must supplement and not supplant district general fund expenditures.



Parent Engagement Course



Introduction

All children, regardless of background or financial status, need a basic foundation that will prepare them for the challenges and successes of life. They need guidance, time, and often financial assistance. They also need “access to education and experiences that provide them with a foundation of learning, life skills, and credentials that can help them gain the knowledge and confidence they need to succeed.”

Statistics and reality have shown us that by the time many children reach their early 20s, they are unprepared for adulthood. The estimate of 3.8 million youth in America between the ages of 18 and 24 who are neither employed or in school is staggeringly high. These young people experience an extreme degree of fear and frustration which exacerbates the problem. These feelings are largely rooted in their lack of skills, education, experience, support, and self-confidence necessary to successfully evolve into productive adults. Unfortunately, the vast majority of these young people are from minority and low-income families. If, by chance, they find work at all, the prospect of them finding jobs that pay above minimum wage are slim to none and the likelihood of them being incarcerated or becoming crime victims is greatly increased. Thus, the likelihood of them becoming adequate providers for their own children is minimized.

The purpose of this Parent Engagement Course is to combat these and other negative outcomes. The goal is to arm parents and care-givers with the skills and tools necessary to become an active part of their child’s education, so as to create a culture that values learning and high academic achievement. These skills and tools are important and necessary steps in the war against academic failure and a dismal future of poverty, unemployment, and incarceration.

In no way is this course attempting to address every issue a child or parent will ever encounter. Rather, it deals with some of the most common issues that can occur. The hope is that if you implement the learnings that you glean from this course, it will have a long-term impact on your child and their development into productive and successful individuals.

Statistics and quotation from “Moving Youth from Risk to Opportunity”, the Annie E. Casey Foundation, 2004.

Parenting: The Never-ending Story

As a parent, your job includes determining and meeting the basic and emotional needs of your child, protecting your child, and teaching them life skills for their survival. Those needs are both immediate and long term. You are responsible for imparting to the child values and the skills necessary for her or him to become an independent, responsible and productive member of society. While that child is in your care, she or he will be evolving into the person they will ultimately become. They should glean tools from you that will help them function in the bigger world that lies on the other side of your front door.

Meeting your child's basic needs involves more than providing food, shelter, and clothing. It also means being available when your child needs someone to talk to. Basic needs also include another key ingredient: love. Your child must know that you love her or him no matter what, even if you are not happy with them in the moment, the child has to be assured that you love, cherish, and adore them simply because they are your child. As a parent, you must make sure your child knows this beyond a shadow of a doubt. There are many ways this message can be conveyed. The simplest way, of course, is to say it. You can also make your love known with affection, in writing, and by spending quality time with them. Participating in your child's education and providing guidance is also a way of meeting their needs. Other means includes phone calls when you are away from home, by showing interest in what they are interested in, sharing in their joys and sorrows, honoring your promises, and any number of other ways.

Meeting the emotional needs of your child involves many of the things stated above. But it also requires that you understand your child's emotions and help them make sense of them. It does not mean that you are going to like every one of their feelings, but yours and their understanding of them is essential to your child's self-acceptance. As a parent, it is important that you teach your child how to express their emotions and how not to express them. They need to know when it is appropriate to show their feelings and when it is inappropriate. This education should come from you.

Life skills are those which enable your child to function in a world outside of your own, and to interact with others. Social skills

fall into this category. The best place for a child to learn manners is at home. The way in which your child interacts with others outside of their family is a direct reflection on you, their parent. In a society where manners seem to be a lost art, it is your responsibility to teach your child that, regardless of what others do, they are to practice good manners at all times. Above and beyond “please,” “thank you,” and “excuse me,” your child must know to place a napkin in their lap before eating, which utensils to use for which foods at the table, to cover their mouth when eating, coughing, or sneezing, not to point at or make fun of others, how to use an indoor voice, when it is appropriate and when it is inappropriate to use a cell phone (e.g., in restaurants and movie theatres), and to respect others at all times, especially their elders. Social skills also consist of knowing when to speak and when not to speak, waiting one’s turn, and not participating in gossip.

Life skills can also include values. Values, also referred to as morals, standards, or ethics, are those principals by which one lives and governs their lives. They are the basis of one’s belief system. There are various types of values, including family values, cultural values, and religious values. Part of your as a parent is to impart those values to your children to give them a foundation upon which to build a standard of living. Most of us have more than one set of values that co-exist in our lives. For example, while family values and religious values may be the same or similar, they may differ from those of the culture in which we are living. A well-adjusted child must have a full understanding of the values to which they are to adhere. It is these values that will help to shape the person they will become.

The safety of your child encompasses your ability to anticipate the various kinds of harm that might await your child. For a baby who is just starting to roll over, you must remember not to put her or him near the edge of the bed or sofa, lest they roll themselves off. For crawlers and toddlers, it will be important for you to make certain the home is child-proof, meaning there is nothing within reach with which the child might hurt themselves or put into their mouths, and there are no uncovered outlets. It also means that you’ll need to see to it that the lower cupboard doors have safety latches on them. You also have to make certain that all medicines and other toxic or potentially poisonous items are unattainable and that there is nothing else that a teether might attempt to chew on, including pet food. Prescribed medications should have child-proof caps on them. In the event that

your child does ingest a poisonous substance, you'll need to at the very least have the Poison Control phone number near your telephone and something in your medicine cabinet that will induce vomiting should you be instructed to do so by Poison Control.

When arranging for childcare, you will have to find out as much as you can about any potential child care providers *before* allowing them to care for your child. They should have adequate experience and references that you can contact prior to hiring them. If it is a child care facility, it should be licensed by the state. You'll want to find out what kind of meals and snacks they will provide for your child as well. You'll want to see if you can learn anything about their reputation, or to see if any other parents you know have used that service before. You should also know what their procedure is regarding the checking out of the child. In other words, with whom might they release the child to leave the premises? Do they check identification of those picking up the child? This investigation should be very thorough, as you are entrusting into their care your precious child. At this age, children should begin learning about personal hygiene, e.g., brushing their teeth daily, bathing or showering regularly, wearing clean underwear, and using deodorant. As well, they must learn ways in which to keep themselves safe in your absence. (S)He should know not to speak to strangers, and what to do should they get lost. Hence, they should know their address, phone number, your work phone number, and your cell phone number.

Similar information ought to be gathered about any home your child spends any time in. For instance, if your child wants to spend the night with a friend, it will be important for you to meet the parents of the child and learn as much about them as you can so that you can feel comfortable when your child is in their care. It's nice if you are able to visit the home first. This visit will give you a bit more insight into the family and their lifestyle. You'll be able to see if they live on a busy street, if they have a fenced yard, and if they have pets and if so, if they are dangerous (e.g., a pit bull or a boa constrictor). What activities will your child be participating in during their stay? You'll also be able to get a feel for how the parents interact with their own child(ren). It will be important to inquire as to whether or not they keep any fire arms in the house, and if so, whether or not the ammunition is housed separately. You'll also want to ask where the parents will be while your child is in their home. You need to ask whatever questions you need answered in order for you to feel that

your child will be safe and protected during their stay. And by all means, get the telephone, cell phone, and any other numbers as a means of contacting the parents *and* the child [in case you need to contact your child and you are not able to reach the parent].

When your child reaches puberty and is embarking on her or his teenage years, your means of protection includes educating her or him about peer pressure, promiscuous sex, sexually transmitted diseases, birth control and teen pregnancy, alcohol, tobacco, and substance abuse, and learning to say “no.” Some of this educating should begin before your child reaches adolescence. Nevertheless, it is the responsibility of the parent to educate and reinforce what you have taught them. Teen years also bring with them the need for the young person to understand the privilege of driving. If you are going to allow them to drive your car or a car that you or they purchase for themselves, protecting them means that you might need to teach them to drive and to respect the law, other drivers, and pedestrians, or you will need to least enroll them in a driving course. You will need to teach them whatever your rules are regarding the number of passengers you will allow in the car, drinking/drug use and driving, and honoring curfews that you establish. Inherent in child-rearing should be parental responsibility for teaching your children honesty, respect, and the importance of a strong work ethic.

Upon high school graduation, whether they enter college or go into the work force, parenting continues as you offer them sound advice on issues that you think they might encounter in the “real world.” The job of a parent never seems to end. Even when your child is building their own family or creating a place for themselves in life, they continue to seek direction and words of wisdom from you, because they trust that you will not lead them astray. Hopefully, you have developed a close relationship with your child such that they will seek you first when they encounter dilemmas, or just need a listening ear or a shoulder to cry on.

The role of a parent does not end when your child moves away from home, or when they reach a certain age. A parent is always a parent. Regardless of the direction your child takes in life, you will always be their parent, and they will look to you to be exactly that.

Taking on the charge of being a parent is a tall order and is not an easy one. Being a parent does not mean that you must be perfect, nor does it give you a license to be mean or have unrealistic expectations. Just as you do not have a parent’s rule book, your child

does not come into the world with guidelines on how to be a perfect little person, either. They look to you to gently instruct and guide them through childhood into adulthood. As you function in your parental role, keep in mind that you are the one your child will look up to and imitate. When you tell your child that smoking is bad, wrong, and/or harmful to their health, yet you smoke yourself, what message are you sending to them? If you are teaching them not to use foul language and you swear at other drivers while transporting your child in the car, not only will you appear hypocritical, it will also teach your child that double standards apply when it supports a behavior that might otherwise be unacceptable. Remember that you are most often the measuring stick by which your child determines right from wrong.

It would be nice if children came with an owner's manual. But they don't. You learn by trial and error. The road of parenting is filled with highs, lows, bumps, hills, and valleys along the way. You'll make mistakes, and then you'll try again. And you'll make another mistake, and you'll try yet again. It's an on-going, ever evolving process. But it is not a thankless job. While parenting can at times be very painful, it can also bring you more joy than you could ever have imagined. And so, as you take up the mantle of being a parent, do so knowing that many have gone before you and many will follow. No one has done, or will ever do it perfectly. But if you will press forward with the willingness to try different ideas and suggestions, and utilize whatever tools you find helpful, you can continue to grow and get better, and your child, along with the family, will reap the benefits.

Lesson 1 Who's in Charge?: Taking Back Your Power- Foundation for Achievement

Children learn to respect others and to respect authority by both direction and by example. You verbally instruct your children as to how to show respect, and they also learn by the way in which you model respect. Have you taught your child to respect their elders, yet argue vehemently with the senior citizen who has cut in front of you in the grocery line? Does your child hear you talking negatively about the police? When your feelings are not positive regarding something your child's teacher has done, or the way in which the school principal has handled a situation, how do you convey that in front of your child? If you have a disagreement with a friend or the parent of a friend of your child, how do you handle it in your child's presence? What happens when the referee for a sporting event your child is involved in makes a call that you perceive to be a bad one? Do you yell obscenities at the referee at the top of your lungs as your child is watching?

You as a parent or care giver are your child's number one role model. They are watching your every move very closely, even when you think they aren't. Your children will emulate what you model for them, as you are their first teacher. So, if you smoke, chances are they'll smoke. If you swear or use foul language, they probably will, too. If you yell, they'll yell; if you are respectful, they will be, too. If you practice good manners, so will they. And if you are disrespectful, that gives them license to do the same. The piece written by Dorothy Law Nolte in the front of this handbook entitled "*Children Learn What They Live,*" speaks of a child's response to the positive and negative influences to which she or he is exposed.

Have you considered the difference between how you listened to your parents when you were a child, and how your children do not seem to listen to you? In this lesson we will address your authority as a parent, and we will look at what you should expect from your child in the way of respect. Your child, in turn, should be respected by you. As a parent, being in authority means that you are in charge, you're the boss, you make and enforce the rules, and you decide what goes and what doesn't. Some rules may be open for discussion, and you

are the one who will decide which rules those are. But ultimately, you have the final word. Being in authority does *not* mean that you are an authoritarian. According to Dana Chidekel, Ph.D. in her book, *Parents in Charge*, authoritarians are rigid and inflexible in their approach to parenting. As an authoritarian you believe you are always right, and you believe that there is only one way to do things – *your* way. An authoritarian parent tends to have control issues, and their goal is to affect behavioral outcomes by using fear. Their expectations are usually way too high and often unattainable, which sets their child up for failure, and when the child does fail, they often shame, degrade, and humiliate them. Positive, effective parenting comes from a position of being a parent in authority, not from that of an authoritarian. This chapter will discuss the importance of you being in control of your home, or taking back your power. It is also about your child's role in respecting your authority. Following are examples of both. Note the difference in approach and outcome:

An authoritarian parent: Eleven-year-old Elena, who is physically well developed for her age, wants to wear her long, flowing hair down, and her father thinks she should wear it in one braid or a pony tail. Elena does not understand why she cannot decide how she wears her own hair, but her father will not discuss it with her. He says she is to wear it the way he says she should because it looks better that way, and because he said so. He said that he will make surprise visits to her school, and if he sees that she has taken it down, she will be grounded for a month. Elena angrily adheres to her father's "unfair" rule, and leaves for school in tears.

An authoritative parent: Elena wants to wear her hair down, but her father doesn't want her to. When she asked her father why she could not wear it the way she wanted to, he told her that he thought it looked better when it was managed rather than flying free. He also said that he thought she looked more mature with it down, and he was not comfortable with that. When she said that she liked it better down, he said that he did not want to worry that when she was walking to and from school, someone might see her and think she was older than what she is, and try to talk to her. He said that he would be ok

with her wearing it down for church. Elena was disappointed, but agreed to the compromise.

The rigidity of an authoritarian parent's "do or die" attitude does not allow for the child to have feelings or opinions. This parent will not allow their child to "question their authority." The opinion of the parent is all that matters and their rules are absolute. Thus, the child learns that rigidity is the way to run their own lives and the lives of their children. They perpetuate what has been modeled by their parent and set up unrealistic expectations for themselves that they will probably never attain. This approach is almost always a win-lose situation, with the child losing in more ways than one. Not only do they lose the battle with their parent, they are also taught a way of being and a method of communication that is destructive. Children of authoritarian parents more often than not become passive, bullies, impulsive, disobedient, or any combination of these.

The authoritative parent, on the other hand, is inclined toward a more humane approach, and will listen to their child as they share their feelings about the matter. She or he will help their child understand why the rule is in place, and the parent will be more willing to consider the child's feelings and perhaps come up with a compromise. From this parenting style, the child learns that listening, explaining, and trying to appreciate the other person's feelings will bring about understanding, minimize conflict, and thus create a win-win situation. The parent's authority is not undermined, and the child is able to experience a level of freedom that is not found within the authoritarian parenting style.

In order for you to better understand your parenting style, it might help to look at the parenting style of your own parents. Were they nurturing? Were they mentally and emotionally available for you? Were they interested in the things that were important to you? Did they spend quality time with you doing things that *you* wanted to do? Did they listen to you? Were they supportive? Did they allow you to express your feelings? How were you punished? How often? Were they consistent with discipline? Were the rules clear? Did they yell at you? Were they glad you had been born? If you are unsure, it will be important for you to convey to your own children that you are glad they are here. If you have siblings, did your parents play favorites? How did you know when they had had enough? Did they show you that they loved you? If so, how? Answering these and other questions might help you better understand your concept of what

a parent should be, and what you will pass on to your child. The relationship that you had with your parents will affect the way in which you relate to your children. Typically, you will either emulate what your parents modeled for you, or you will want to do the opposite because you were not pleased with the way in which you were raised.

Think back to when you were growing up. Were you the person in your home who was in charge or did your parents take the lead? Families cannot function successfully when the child is in charge, and children do not do well when the rules are blurry, poorly defined, or inconsistently enforced. Despite what they may say, children appreciate and respond well to structure. As a parent in authority, you must make certain that when you establish rules for your child, that they are clear, and that your child fully understands them. You cannot expect your child to “read between the lines,” or draw their own conclusions about what you mean. Parents sometimes mistakenly think that when they give a child a directive, the child understands what they *mean*, rather than giving them a clear message.

The following are examples of a parent expecting their child to decipher their unclear directive. Example #1: “Tamera, when I ask you to get up and do the dishes, I would appreciate it if you would do it when I ask you, not when you get ready.” Example #2: Mom is on the telephone and Sarah constantly interrupts. Mom first tries to ignore Sarah. After a while, Mom becomes annoyed with Sarah and yells at her, “I wish you would wait until I am off the phone!” Example #3: Todd always looks forward to going to Costco with his mother. But every time they go, he vanishes. She has told him repeatedly to stay close to her, but he doesn’t seem to listen. When it is time to go through the check out, his mother has no idea where he is and she spends at least 15 frustrating minutes searching for him. What’s wrong with this picture?

In establishing rules for your children, it is extremely important to be clear and concise. When you have been clear and you are certain your child understands, it is safe to assume that everyone, including your child, is on the same page. When rules are clearly defined and expectations are stated, there is opportunity for children to ask questions and parents can have the child feed it back to them to make sure they understand. The conversation can go something like this:

Tamera's lingering:

Mother: Tamera, when I ask you to do the dishes, I want you to get up and do them the moment I ask you. If you do not move and I have to ask you a second time, you will lose your television privileges for the remainder of the evening.

Tamera: But what if I am in the middle of a program? Can't I just finish it out?

Mother: No.

Tamera: I can't even wait until the next commercial?

Mother: No. I want you to do them the moment I ask you. Do you understand?

Tamera: Yes.

Mother: So, when I ask you to do the dishes, when do I expect you to do it?

Tamera: When you ask me.

Mother: What will happen if you do not do it in that very moment?

Tamera: I can't watch TV anymore that night.

Mother: Exactly. Do you have any questions?

Tamera: No.

Sarah's urgency:

Mother: Sarah, if you need to talk to me when I am on the telephone, you may say, "Excuse me," once and you will be acknowledged. If you interrupt the call again with another "Excuse me," you will be ignored. If you persist, you will be sent to your bedroom until the end of the phone call. So how many times are you allowed to say "Excuse me?"

Sarah: Once.

Mother: And what will happen the second time?

Sarah: I will be sent to my room.

Mother: Yes. And for how long?

Sarah: 'Til you're done talking.

Mother: Good. Do you understand?

Sarah: Yes.

Mother: Do you have any questions?

Sarah: Yes. What if the second time it's really, really important?

Mother: Then you say "Excuse me, it's really, really important." I will acknowledge you, but if it is not really, really important,

you will be sent to your room anyway. So what will happen if you excuse yourself a 2nd time with something “really, really important” and it turns out not to be? What will happen?

Sarah: I will have to go to my room.

Mother: That’s right. Anymore questions?

Sarah: No.

Mother: Good.

Todd and his Costco disappearing act:

Mother: Todd, when we are in Costco or any other store, I want you to remain beside me at all times. You are never to be in front of me or behind me. If you step away from my side, I will take you home and you will not be able to go with me the next time. Do you understand?

Todd: Yes.

Mother: Then what do you need to do while we’re in the store?

Todd: Stay beside you.

Mother: Is it ok for you to be in front of me or behind me?

Todd: No.

Mother: So where will you be?

Todd: Beside you.

Mother: What if you leave my side?

Todd: You will bring me home and I don’t get to go with you the next time.

Mother: Then you understand?

Todd: Yes.

Mother: Do you have any questions?

Todd: No.

In each of these examples, the parent is very clear about what they want the child to do. Each parent makes certain that the child understands that if they do not do as their parent has asked, a specific consequence will follow. Therefore, it is important for you as a parent to follow through on consequences that you have established. For instance, making sure that Tamera understands that she is to do what she is told immediately and the first time, or that Sarah does not interrupt her mother when she is on the telephone, or that Todd stays close to his mother in Costco – or the established consequence will follow.

RULES

In his book, *“Back In Control: How to Get Your Children to Behave,”* Gregory Bodenhamer discusses three different types of rules: Mandatory, optional, and discretionary. **Mandatory** rules are those that your children *must* obey. **Optional** rules are ones that parents want obeyed, but children find ways to evade. Either the rule wasn't clearly stated, or the parents haven't followed through to make sure that it is obeyed, or the parents haven't been consistent in applying the rule, or all three. **Discretionary** rules allow the child to use their own discretion. This type of rule should be age appropriate. In other words, a 7-year-old child should not decide their bedtime, but a 16-year-old is old enough to make that call.

Mandatory

In applying **mandatory** rules, consider the following situations. As you are considering the rule, circle the answer that comes closest to the method you used in teaching it to our child. Assuming you have been successful, how did you get your children to say please and thank you, not talk with their mouths full, or to not use foul language in the presence of adults? Choose your method if it is stated below:

Saying please, thank you, and excuse me:

1. Assuming you have been successful, how?: From the time they were old enough to talk, whenever it was necessary, I taught them to say please and thank you and effectively followed through to see that they did.
2. I prayed a lot.
3. I took them to an expert.
4. I gave them “freedom to fail.” After they heard friends, relatives, and others whispering about their rudeness, and being scolded and/or confronted by relatives about it, they decided that it might be a good idea to start being more polite.
5. I reasoned with them.
6. I didn't do anything. They were born knowing how to be polite.

7. I bargained, negotiated, or compromised with them.
8. I rewarded or punished them.
9. I was tough! I told them to say please and thank you or get out of the house.

Talking with mouth full:

1. From the time they began feeding themselves I reprimanded them every time they tried to talk with their mouths full. I told them how rude and ugly the behavior was and effectively followed through to see that they stopped.

2. I prayed a lot.

3. I took them to an expert.

4. I gave them “freedom to fail.” After they heard friends, relatives, and others whispering about their rudeness, and being scolded and/or confronted by relatives about it, they decided that it might be a good idea to start being more polite.

5. I reasoned with them.

6. I didn’t do anything. They were born knowing how to be polite.

7. I bargained, negotiated, or compromised with them.

8. I rewarded or punished them.

9. I was tough! I told them to say please and thank you or get out of the house.

Not using foul language in the presence of adults:

1. From the time they began speaking and mimicking others, whenever they mimicked foul language I corrected them and told them that kind of talk was rude and ugly and effectively followed through to see that they stopped.

2. I prayed a lot.

3. I took them to an expert.

4. I gave them “freedom to fail.” After they heard friends, relatives, and others whispering about their rudeness, and being scolded and/or confronted by relatives about it, they decided that it might be a good idea to start being more polite.

5. I reasoned with them.

6. I didn’t do anything. They were born knowing how to be polite.

7. I bargained, negotiated, or compromised with them.

8. I rewarded or punished them.

9. I was tough! I told them to say please and thank you or get out of the house.

If you were successful, you were clear, consistent, and followed through with your rules.

Optional

If you have spent months or years unsuccessfully trying to change your children's behavior, answer the following questions to see why you aren't in control.

Rewards and Punishments. If your primary method of getting your children to obey your rules is rewards or punishments – and they are willing to put up with your punishments and forego your rewards – who's in charge, you or the kids?

Problem Solving (Bargaining, Negotiation, Compromising). If your primary method of getting your children to obey your rules is bargaining, negotiation, or compromising – and your children are good negotiators or don't live up to their agreements – who's in charge, you or the kids?

Freedom to Fail. If your primary method of getting your children to obey your rules is "freedom to fail" – and once they've failed, they don't learn the lesson you hoped they would – who's in charge, you or the kids?

Reasoning. If your primary method of getting your children to obey your rules is reasoning – and your children don't agree with your reasoning – who's in charge, you or the kids?

Experts. If your primary method of getting your children to obey your rules is reliance on an expert – and the expert isn't able to motivate your children to change - who's in charge, you or the kids?

Inherited Insight. If your primary method of getting your children to obey your rules is reliance on the knowledge they brought with them from the womb – and their instincts don't agree with your rules – who's in charge, you or the kids?

Praying. If your primary method of getting your children to obey your rules is prayer – and God doesn't choose to make your children obey your rules – who's in charge, you or the kids?

Getting Tough. If your primary method of getting your children to obey your rules is telling them to obey or leave the house – and they are willing to leave your house instead of obeying your rules – who's in charge, you or the kids?

If you don't clearly state your rules, whose interpretation of those rules are your children likely to use, yours or theirs?

Discretionary

Depending on age and level of maturity, children should be able to use their own discretion when appropriate. These rules are always better than optional ones in that rules should be black or white – mandatory or discretionary. Parent’s choice or the child’s choice. To allow room for gray causes anger, resentment, and frustration.

Given the choice, children will sometimes do as they please. It isn’t that they want to be defiant; it’s more that they simply want to have their way, much like adults. Hence the need for rules that require the child to do what they are told whether they want to or not. These are **mandatory** rules.

Parents give their power away in several ways, such as failing to state rules clearly, failing to follow through and enforce their rules, and failing to be consistent.

Children will divert with lying, changing the subject, manipulating with swearing, trying to get their way, for instance, by leaving the house without permission, violence, and manipulation with willingness to take the punishment. In these cases and cases like them, parents have often resorted to “knee-jerk” punishments, that is, punishments that have not been thought out or previously established. These behaviors are perfect ones to target for behavior modification, which we will discuss next week.

Remember: Your children have their eyes on you at all times, and will model their behavior largely after what you model for them, including your parenting skills. Being an authoritative parent puts you in charge, but it does not give you permission to be a tyrant. Rather, it affords you the opportunity to establish clear, concise rules that, when your child abides by them, will help shape her or him into a quality individual of whom you can be proud.

Lesson 1: Homework

There are five parts to your homework assignment for this week. If there is another adult in the home, such as a spouse or partner, decide on the rules together. In establishing your rules, make certain that they are clear and understood by your children and anyone else who might be left in charge of your children (e.g., an older child left to baby sit or an outside babysitter who is caring for your children in your home). It might help you to write them down. If you chose to write them, your child might benefit from having a copy. This could serve as a reminder, and it would also insure that they have knowledge of the rules, so that they could not use the excuse that they “didn’t know.”

Assignment:

1. Establish which of your rules are mandatory and which ones are discretionary.
2. Make certain that the rules are clearly stated, and that your child(ren) *fully* understands them. As you state each rule, have your child repeat it back to you, and ask them if they understand and if they have any questions. Answer any questions they might have, to ensure clarity.
3. Determine what your follow-through will be, and again, make sure your child is clear about it.
4. Be consistent.
5. Each day, think of something that you really appreciate about your child and tell them so. Note your expressions of appreciation and your child’s response. Follow the example on the next page.

Remember: Consistency is the key!

Homework Part 2

Date	Compliment	Response
<i>Example:</i> 1/31/05	<i>Complimented Jamila on her new hairdo.</i>	<i>She smiled and said, "Thank you." I could tell she was surprised.</i>

Lección 1: Quien esta al mando: Recuperando el poder para propiciar el éxito.

Los niños aprenden a respetar a los otros y a respetar la autoridad por dirección y por ejemplo. Tu instruyes verbalmente a tu hijo para mostrar respeto, y ellos también aprenden la manera en la que tu modelas el respeto. Has enseñado alguna vez a respetar a los mayores mientras te quejas de que una persona mayor se ha colado en la línea del supermercado? Te oye tu hijo hablar negativamente de la policía? Cuando tus sentimientos no son positivos respecto a algo que el maestro de tu hijo ha hecho o la manera en la que el director/a ha tratado la situación, cómo expresas delante de tu hijo? Si no estás de acuerdo con un amigo/a o con el padre de un amigo de tu hijo, Cómo manejas esa acción en su presencia? Qué sucede cuando el árbitro en un partido en el que tu hijo participa le sanciona con una falta con la que tu no estás de acuerdo? Le gritas obscenidades al árbitro con todas tus fuerzas mientras tu hijo te está observando?

Tu, como padre o tutor eres el modelo número uno de tu hijo/a. Ellos te están observando en cada movimiento muy de cerca, incluso cuando tu piensas que no lo están haciendo. Tus hijos te copiarán y emularán, puesto que tu eres su primer maestro. Así que si tu fumas hay muchas probabilidades de que él fume. Si tu dices malas palabras él también lo hará, si tu increpas, él también increpará, si eres irrespetuoso, él también lo será. Si tu tienes buenos modales él también los tendrá. Si eres irrespetuoso le das licencia para que él lo sea. El poema escrito por Dorothy Law Nolte que se encuentra en este manual "los niños aprenden de lo que viven", habla de la respuesta positiva o negativa respecto a lo que él o ella experimenta. Has considerado la diferencia entre como tu escuchabas a tus padres cuando eras niño y cómo tus niños parece que no te escuchan a ti? En esta lección nos centraremos en tu autoridad como padre y veremos lo que deberias esperar de tu hijo respecto al modo de respetar. Tu hijo, por el contrario, debería ser respetado por ti. Como padre, tener autoridad significa que estás al mando, tu eres el jefe, tu haces y haces cumplir las reglas, tu decides que se hace y qué no. Algunas reglas podrían estar abiertas a discusión y tu decidirás cuales no lo estarán. Pero en definitiva, tu tienes la última palabra. Tener autoridad no significa que seas autoritario. Los autoritarios son rígidos e inflexibles en su forma de educar. Como autoritario te crees que siempre tienes

razón y que tu eres el único que sabe como hacer las cosas, tu manera de hacerlas. Un padre autoritario tiende a tener problemas de control y su meta es aceptar el comportamiento por medio del terror. Sus expectativas son normalmente demasiado altas y con frecuencia inalcanzables lo que predispone al niño para el fracaso y cuando el niño fracasa con frecuencia le avergüenza, degrada y humilla. Una manera positiva de educar es ser padre con autoridad y no ser autoritario. Este capítulo discutirá la importancia de como tener el control de la casa y como recuperar tu poder. También trataremos el papel de tu hijo en el respeto hacia ti. Presta atención a los siguientes ejemplos y toma nota de la forma diferente en que se resuelven y en su diferente resultado:

Un padre autoritario: Elena, de 11 años, que está desarrollada físicamente para su edad, quiere llevar su cabello suelto y su padre piensa que lo debería llevar en una trenza o amarrado. Elena no entiende por que no puede decidir como llevar su cabello. Pero su padre no lo discutirá con ella. Él dice que ella tiene que llevarlo de la manera que él dice porque parece mejor y porque él lo dice. Dice que la visitará por sorpresa en la escuela y que como la vea con el cabello suelto la castigará durante un mes. Elena enfadada acata la injusta regla de su padre y se va para la escuela llorando.

Un padre con autoridad: Elena, quiere llevar su cabello suelto, pero su padre no quiere. Cuando ella le pregunta a su padre por que no puede llevarlo como ella quiere, él le contesta que ella parece mejor de esa manera que cuando lo lleva suelto. Él también le dijo que parecía mayor con el cabello suelto y que a él esto no le parecía bien. Cuando ella dijo que le gustaba más suelto, él le contestó que él se preocuparía cuando caminase hacia y desde la escuela, porque alguien podría verla con aspecto más maduro e intentaría hablar con ella. Su padre le dijo que podría llevarlo suelto para ir a la iglesia. Elena estaba defraudada, pero accedió al compromiso.

La rigidez de un padre autoritario, con una actitud de "hazlo o muere" no le permite al hijo/a tener sentimientos u opiniones. Este padre no permitirá que su hijo cuestione su autoridad. La opinión del padre es lo que cuenta y las reglas son absolutas. Así que, el niño

aprende que la rigidez es el modo que gobierna sus vidas. Perpetuarán lo que ha sido modelado por sus padres y establecerán expectativas irrealistas para ellos mismos y que nunca podrán lograr. Este modo de ver las cosas es casi siempre una situación de ganar-perder, siendo el niño, en la mayor parte de los casos, el perdedor. No solamente pierde la batalla contra sus padres, sino que también aprende un método de comunicación que es destructivo. Los hijos de padres autoritarios con frecuencia se convierten en seres pasivos, conflictivos, impulsivos, desobedientes o cualquier combinación de todo ello. Un padre con autoridad por otro lado, se inclina más hacia un lado de ver las cosas más humano y escuchará a su hijo mientras que comparte sus sentimientos sobre el problema. Él o ella ayudarán a su hijo a entender por qué la regla existe y el padre estará más deseoso de considerar los sentimientos de su hijo y quizás adquiera un compromiso. Con este método de educación el niño aprende a escuchar, explicar, e intentar apreciar los sentimientos de sus semejantes y minimizará el conflicto para crear una situación de yo gano-tu ganas. La autoridad del padre no resulta socavada y el hijo adquiere cierto nivel de libertad que no adquiere el hijo del autoritario.

Para entender mejor este tipo de educación te ayudaría recordar el estilo de educación de tus propios padres. Eran ellos simples alimentadores? Estaban disponibles mental y emocionalmente para ti? Estaban interesados por las cosas que hacías? Pasaban parte de su tiempo haciendo cosas que tu querías hacer? Te escuchaban? Te permitían expresar tus sentimientos? Te apoyaban? Cómo te castigaban? Con qué frecuencia? Eran consistentes con la disciplina? Estaban las reglas claras? Te gritaban? Estaban contentos con tu nacimiento? Si no estás seguro es importante que hagas saber a tu hijo que estás contento de que esté aquí. Si tienes hermanos, tenían tus padres algún favorito? Cómo sabías que ellos habían tenido bastante? Mostraban que te querían? Si lo hacían, cómo? Respondiendo a estas y otras preguntas podrías entender mejor el concepto de como debería ser un padre y se lo deberías comunicar a tu hijo. La relación que tu tuviste con tus padres podría afectar el modo en que te relacionas con tu hijo. Como es típico, tu emularas lo que tus padres te modelaron y tu querrás hacer lo contrario por que no fue la manera más correcta en la que tu piensas que te educaron.

Piensa en cuando estabas creciendo. Eras la persona que estaba al mando, o eran tus padres? Las familias no pueden funcionar con éxito cuando el niño esté al cargo, los niños, no hacen las cosas bien cuando las reglas son turbias, están pobremente definidas o se hacen cumplir con inconsistencia. A pesar de lo que puedan decir, los niños aprecian y responden bien a las estructuras. Como padre con autoridad, debes asegurarte de que estableces normas para tu hijo, de que están claras y de que tu hijo las entiende totalmente. Tu no puedes esperar a que tu hijo "lea entre líneas" o saque sus propias conclusiones sobre su significado. Los padres algunas veces piensan que las directrices que dan son completamente entendidas por sus hijos aunque el mensaje sea claro.

Los siguientes ejemplos nos relatan cuando un padre espera que su hijo descifre direcciones no muy claras. Ejemplo 1: "Tamera, cuando te digo que te levantes y laves los platos me encantaría que lo hicieras cuando yo te lo mando y no cuando tu quieres." Ejemplo 2: Mamá está al teléfono y Sara la interrumpe constantemente. La madre la ignora al principio. Después la madre grita: "al menos podrías haber esperado a que colgara el teléfono!". Ejemplo 3: Todd siempre le encanta ir a Costco con su madre. Pero cada vez que van él desaparece. Ella le dice con insistencia que se quede a su lado, pero él parece no escuchar. Cuando llega la hora de ir a la caja su madre no tiene ni idea de donde está y se pasa 15 minutos desesperada buscándole. Qué está mal en este caso?

Al establecer reglas para tus hijos, es extremadamente importante que seas claro y conciso. Y te aseguras de que tu hijo lo entienda, es importante asumir que tu hijo y todo el mundo está en la misma página. Cuando las reglas están claramente definidas y las expectativas marcadas, existe la oportunidad para que los niños pregunten y los padres les puedan dar respuestas y contextos para que las entiendan. La conversación puede ir de esta manera:

El retraso de Tamera:

Madre: Tamera, cuando te digo que laves los platos quiero que te levantes y lo hagas en el momento que te lo pido. Si no te mueve y tengo que decírtelo una segunda vez te quedarás sin televisión lo que queda de la tarde.

Tamera: Y que pasa si estoy en medio de un programa? No puedo esperar a que acabe?

Madre: No.

Tamera: No puedo esperar ni siquiera al siguiente anuncio?

Madre: No, quiero que lo hagas cuando te lo pido. Me entiendes?

Tamera: Sí.

Madre: Así que cuando te pido que laves los platos, Cuándo quiero que lo hagas?

Tamera: Cuando me lo pidas.

Madre: Qué pasará si no lo haces en ese momento?

Tamera: Que no podré ver la televisión durante toda la tarde.

Madre: Exáctamente. Alguna pregunta?

Tamera: No.

La urgencia de Sara:

Madre: Sara, si necesitas hablar conmigo cuando estoy en el teléfono, podrás decir "perdón" y yo te atenderé. Si interrumpes la llamada con otro "perdón" te ignoraré. Si persistes te enviaré a tu habitación hasta que acabe la llamada. Cuántas veces se te permite decir perdón?

Sara: Una.

Madre: Qué pasará la segunda vez?

Sara: Me mandarás a mi habitación.

Madre: Sí. Cuánto tiempo?

Sara: Hasta que acabe de hablar.

Madre: Bien, lo entiendes?

Sara: Sí.

Madre: Alguna pregunta?

Sara: Sí. Qué pasa si la segunda vez es realmente importante?

Madre: Entonces dirás, "perdón, es realmente importante". Te prestaré atención pero si no es realmente importante te enviaré a tu habitación de todos modos. Así, qué pasará si pides "perdón" una segunda vez diciendo que es algo importante y realmente no lo es?

Sara: Tendré que ir a mi habitación.

Madre: Correcto. Más preguntas?

Sara: No.

Madre: Bien.

Todd y su desaparición en el Costco:

Madre: Todd, cuando estemos en el Costco o en otra tienda quiero que permanezcas a mi lado todo el tiempo. Tu no estarás delante de mi o detrás de mi, ni si quiera un paso. Te mandaré a casa y no vendrás conmigo la próxima vez. Lo entiendes?

Todd: Sí.

Madre: Entonces, qué tienes que hacer cuándo estamos en una tienda?

Todd: Permanecer a tu lado.

Madre: Está bien estar delante o detrás de mi?

Todd: No.

Madre: Entonces, dónde estarás?

Todd: A tu lado.

Madre: Y qué pasa si dejas mi lado?

Todd: Me llevarás a casa y no volveré contigo la próxima vez.

Madre: Entonces lo entiendes?

Todd: Sí.

Madre: Alguna pregunta?

Todd: No.

En cada uno de estos ejemplos el padre es muy claro respecto a lo que quiere de su hijo. Cada padre se asegura de que su hijo entienda que si no hace lo que se le pide habrá una consecuencia específica. Por tanto, es importante que el padre cumpla con las consecuencias que ha establecido. Por ejemplo asegurándose de que Tamera entienda que tiene que hacer lo que se le pide la primera vez, o que Sara no interrumpa a su madre cuando está al teléfono, o que Todd se quede al lado de su madre en el Costco o la consecuencia se acatará.

REGLAS

En su libro "De vuelta al control: como conseguir que tus hijos se comporten bien", Gregory Bodenhamer discute los tres tipos diferentes de reglas: obligatorias, opcionales y discrecionales. Las reglas obligatorias son aquellas que tus hijos deben obedecer. Las reglas opcionales son aquellas que quieres que obedezcan, pero que tus hijos encuentran maneras de evitar. Bien por que la regla no ha sido claramente especificada, o por que los padres no se han asegurado de que se cumpliera, o los padres no han sido consistentes en aplicar la regla, o los tres casos anteriores. Las reglas

discrecionales permiten a tu hijo usar su propia discreción. Este tipo de reglas deben ser acordes con la edad. En otras palabras un niño de 7 años no debería decidir cuando irse a la cama, pero un hijo de 16 años sí.

Obligatorias

Al aplicar las reglas obligatorias considera las siguientes situaciones. Cuando estés considerando la regla remarca la respuesta más cercana al método que tu utilizaste al enseñar a tu hijo. Asumiendo que has tenido éxito, cómo conseguiste que tus hijos dijeran por favor y gracias, no hablaran con la boca llena o no usasen malas palabras en presencia de adultos?

Decir por favor, gracias y perdón:

1. Asumiendo que has tenido éxito, cómo? Desde que empezaron a hablar cuando era necesario yo les enseñaba a decir por favor y gracias y ellos hacían caso a lo que yo dijera.
2. Yo rezaba mucho.
3. Les llevé a un especialista.
4. Les daba "libertad para errar". Después que escuchaban a amigos y otros hablando de su rudeza y enfrentándose con ellos decidían que era mejor idea empezar a ser más educados.
5. Razonaba con ellos.
6. No hacía nada. Nacieron sabiendo como ser educados.
7. Pactaba, negociaba o me comprometía con ellos.
8. Los premiaba o los castigaba.
9. Era duro! Les ordenaba que dijeran por favor y gracias o les pedía que se fueran.

Hablar con la boca llena:

1. Cuando empezaban a alimentarse ellos mismos les reñía cada vez que intentaban hablar con la boca llena. Les decía que era rudo y feo su comportamiento, así que ellos cesaban en el mismo.
2. Rezaba mucho.
3. Les llevé a un especialista.

4. Les daba "libertad para errar". Después que escuchaban a amigos y otros hablando de su rudeza y enfrentándose con ellos decidían que era mejor idea empezar a ser más educados.
5. Razonaba con ellos.
6. No hacía nada. Nacieron sabiendo como ser educados.
7. Pactaba, negociaba o me comprometía con ellos.
8. Los premiaba o los castigaba.
9. Era duro! Les ordenaba que dijeran por favor y gracias o les pedía que se fueran.

No usar malas palabras en presencia de adultos:

1. Cuando empezaron a hablar y a imitar a otros, cada vez que utilizaban malas palabras yo les corregía y les decía que ese tipo de habla era rudo y feo, así que ellos cesaban en su intento.
2. Rezaba mucho.
3. Les llevé a un especialista.
4. Les daba "libertad para errar". Después que escuchaban a amigos y otros hablando de su rudeza y enfrentándose con ellos decidían que era mejor idea empezar a ser más educados.
5. Razonaba con ellos.
6. No hacía nada. Nacieron sabiendo como ser educados.
7. Pactaba, negociaba o me comprometía con ellos.
8. Los premiaba o los castigaba.
9. Era duro! Les ordenaba que dijeran por favor y gracias o les pedía que se fueran.

Si tuviste éxito, fuiste claro, consistente y fuiste fiel a sus reglas.

Opcionales

Si has pasado meses o años intentando sin éxito cambiar el comportamiento de tu hijo, responde las siguientes a preguntas para ver por qué no tienes el control.

Premios y castigos. Si tu método inicial para que tus hijos obedezcan las reglas es premiar o castigar y ellos son capaces de resistir tus castigos o renunciar a tus premios, Quien está al mando, tu o los niños?

Resolución de problemas (pacto, negociación, compromiso). Si tu método inicial para que tus hijos obedezcan las reglas es pactar, negociar

o comprometerse y tus hijos son buenos negociadores o no cumplen los acuerdos, Quién está al mando, tu o tus hijos?

Libertad para errar. Si tu método inicial para que tus hijos obedezcan las reglas es "libertad para errar" y una vez que ellos han errado y no parecieron la lección que tu esperabas que hicieran, Quién está al cargo, tu o tus hijos?

Razonamiento. Si tu método inicial para que tus hijos obedezcan las reglas es el razonamiento y tus hijos no están de acuerdo con el razonamiento, Quién está al cargo, tu o tus hijos?

Expertos. Si tu método inicial para que tus hijos obedezcan las reglas es llevarlos a expertos y el experto es incapaz de motivar a tu hijo para que cambie, Quién está al cargo, tu o tus hijos?

Perspicacia inherente. Si tu método inicial para que tus hijos obedezcan las reglas es confiar en que el conocimiento que ellos traen desde el vientre de su madre y sus instintos no están de acuerdo con las reglas, Quien está al mando, tu o tus hijos?

Rezar. Si tu método inicial para que tus hijos obedezcan las reglas es rezar, y Dios no elige que tus hijos obedezcan Quien está al cargo, tu o tus hijos?

Volverse duro. Si tu método inicial de trabajo para que tus hijos obedezcan las reglas es volverse duro y decirles que obedezcan o se vayan y ellos prefieren abandonar la casa en vez de obedecer, Quien está al cargo, tu o tus hijos?

Si tu claramente no marcas las reglas, que interpretación le darán tus hijos con mayor probabilidad, la tuya o la de ellos?

Discrecionales.

Dependiendo de la edad o el nivel de madurez, los niños deberían ser capaces de usar su propia discreción cuando es adecuado. Estas reglas son siempre mejores que las opcionales. En esas reglas siempre será blanco o negro. La elección del padre es la elección del hijo. Esto a veces da lugar a furia, resentimiento y frustración.

Dando una opción algunas veces los niños hacen lo que les place. Eso no es que ellos quieran ser desafiantes, quiere decir que siempre quieren hacer las cosas a su manera, como los adultos. Desde el momento

que las reglas requieren que el niño haga lo que se le pide, quiera o no. Estas reglas son obligatorias.

Los padres renuncian a su poder de diversos modos, tales como fallando en establecer las reglas claramente, no llevándolas a cabo y siendo inconsistentes. Los niños tomarán como medidas la mentira, el cambio de tema, la manipulación con insultos y el intento de hacerlo a su manera, por ejemplo, abandonando la casa sin permiso, con violencia, induciendo a no cumplir el castigo. En estos casos y en casos como estos los padres, con frecuencia recurren a castigos reflejos, o lo que es lo mismo, que no han sido madurados o previamente establecidos. Estos comportamientos son perfectos para acometer el tema de modificación del comportamiento que discutiremos la semana que viene.

Recuerda: tus hijos tienen los ojos puestos en ti todo el tiempo y modelarás su comportamiento, ya que tu eres su modelo incluyendo tus destrezas como padre. Siendo un padre con autoridad te pone al mando pero no te da permiso para ser un tirano. Mas bien te permite la oportunidad de establecer reglas claras y concisas que tu hijo podrá acatar y que le llevaran para formarse como una persona de la que se pueda estar orgulloso.

LECCIÓN 1: TAREA.

Hay cinco apartados en tu tarea para esta semana. Si hay otro adulto en la casa, como su esposo/a o pareja, decidid juntos sobre las reglas. Al establecer las reglas, asegúrate de que están claras y que tus hijos, o cualquier persona que se pudiera quedar a su cargo, las entiende (ej. un hermano mayor que se queda en la casa a su cuidado o una babysitter). Te podría ser útil escribirlas. Si eliges escribirlas, podrías darle una copia de las mismas a tu hijo/a. Esto podría servir de recordatorio, también de este modo se aseguraría que conocen las reglas y de que no utilizan “yo no sabía” como disculpa.

1. Establecer que reglas son obligatorias y cuales discretionales.
2. Asegurarte de que las reglas son claras y que tus hijos las entienden perfectamente. Cuando crees una regla, haz que tu hijo la repita y preguntale si la entiende, y si tiene alguna pregunta. Responde cualquier pregunta que puedan tener con claridad.
3. Determina cuales serán las consecuencias, y otra vez asegúrate de que son claras y entendidas.
4. Se consistente.
5. Cada día piensa en algo que realmente aprecias de tu hijo y comunícaselo. Presta atención al cumplido y a su respuesta. Sigue el ejemplo en la siguiente página.

Recuerda: La constancia es la clave!

FECHA

Ejemplo: 31/1/05

CUMPLIDO

A Jamila se le aprecio
su nuevo peinado.

RESPUESTA

Ella sonrio y dijo
“gracias”. Te puedo
decir que se sorprendio.



PERFORMANCE

fact

educational achievement through connectedness with Source



Principals-In-Action Network™

Professional Leadership Development Program

Oakland USD Elementary School Cohort

Kevin Wooldridge, Executive Director

A Partnership Program with

Performance Fact, Inc.

Mr. Mutiu O. Fagbayi, President/CEO



Preface

The Principals-in-Action Network™ content and design for the Oakland Unified School District Elementary School cohort of principals was conceptualized by Kevin Wooldridge, Executive Director, and the Performance Fact team led by President/CEO, Mutiu Fagbayi.

Collaborative Inquiry Cycle for Leaders (CIC-L) and *Administrator-to-Administrator Reciprocal Coaching (AARC)* were Kevin Wooldridge's visions of how he wished professional learning to be constructed for the principals in his network. Performance Fact translated his vision into reality by creating a year-long framework for professional learning, facilitating the monthly sessions, and developing tools and protocols that enhance continuous inquiry and improvement of practice.

Kevin Wooldridge's clear understanding of the needs of OUSD administrators and schools was a critical first step in the design for this year's program. The successful implementation of that design reflects the customized approach to leadership development that is a hallmark of the Performance Fact approach. Furthermore, the success of the program is based on the leadership provided by Kevin Wooldridge and the sustained partnership between the principals and Performance Fact team.



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The Architecture of Principals-in-Action Network™

- Our Premise**
- The Design Principles**
- Criteria for Success**
- The Leadership Disciplines**



Our Premise

All students will learn at high levels when instruction meets their needs. What a student has not learned *yet* is that which has not been taught well *yet*.

- ❑ **Good teaching** is the single most important predictor of student learning.
- ❑ **Teacher proficiency** is the strongest driver of good teaching.
- ❑ **Leadership proficiency** is the primary enabler of teacher proficiency & instructional efficacy.
- ❑ **Collaborative learning & renewal** is the most effective process for facilitating each educator's journey towards meeting the standards for her/his profession.



The Design Principles

- 1. Standards-based, proficiency-oriented**
 - *Designed to move each administrator towards mastery of the standards for school leaders.*

- 2. Small, differentiated learning clusters, or 'networks'**
 - *Professional learning in small teams – personalized and collaborative.*

- 3. Aligned personal and organizational goals**
 - *Accommodates individual professional growth needs with continuous learning goals of the network.*

- 4. Practice-based collective inquiry**
 - *Collaborative inquiry into the impact of leadership practices on teaching practices and student learning.*

- 5. Expert-knowledge (“mastery”) of core practices**
 - *The 'curriculum' for each school year targets “vital few” high-leverage leadership practices most important to the success and growth of the team/organization.*

- 6. Responsibility for individual learning and collaborative learning**
 - *Personal ownership of own learning and accountability for collaborative learning.*

- 7. Continuous improvement & experimentation**
 - *Spirit and expectation of continuous improvement and prudent risk taking.*



The Professional Standards

California Professional Standards for Educational Leaders

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

A school administrator is an educational leader who promotes the success of all students by....

1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a **school culture and instructional program** conducive to student learning and staff professional growth.
3. Ensuring management of the **organization, operations, and resources** for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing **community resources**.
5. Model a personal **code of ethics** and developing **professional leadership capacity**.
6. Understanding, responding to, and influencing the larger **political, social, economic, legal and cultural context**.



Criteria for Success

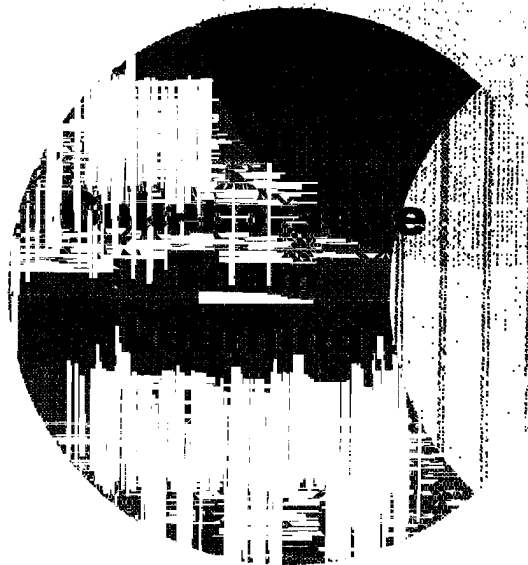
- Leadership commitment** – The Network’s executive director drives the initiative; is actively engaged in learning; monitors progress; and provides support throughout every phase.
- Ownership by participants** – Participating school leaders accept ownership of the professional learning process, and have a strong voice in its direction & implementation.
- Common agenda** – The schools, district, and Performance Fact (as facilitator) are aligned on a common set of goals and program outcomes.
- Consistent attendance** – Participation is viewed as a professional obligation.
- ‘Sacred’ time** – Persistent intrusion of ‘emergencies’ or ‘crises’ are avoided.
- Focus on high-leverage activities** – Emphasis on experiences that accelerate professional growth, improvement of educational practices, and outcomes for students.
- Less is more** – Each Cohort treats a few topics/issues (e.g., 2-3) in great depth throughout the school year. Topics are selected by mutual consent of all participants, district leaders, and Performance Fact, Inc.
- High standards of professionalism** – Participants are professionals, will act accordingly, and will be treated as such.



The Leadership Disciplines (The Curriculum)

"Being my best"

**Personal
Mastery**



**Leadership
for
Results**

*"Being our
collective best."*

*"Ensuring the best
results for all students."*



The Leadership Disciplines (The Curriculum)

Principals-in-Action Network™ curricula are designed to address the unique needs and maximize the professional learning opportunities of each unique cohort of administrators. Each customized curriculum is organized around three (3) powerful, interdependent and overlapping *Leadership Disciplines* that encompass the range of topics considered to be most important to the continuous development of successful leaders.

Personal Mastery is “the discipline of personal learning and growth.” When pursued as a *lifelong journey*, it manifests as a “special level of proficiency in every aspect of life – personal and professional”. It is a commitment to a *process* of continuous learning, whereby what one does moment-by-moment is an expression of one’s calling in life. At its foundation, personal mastery rests on recognition of continuous learning as a *spiritual* pursuit.

Collaborative Team Learning is “the discipline of aligning and developing the capacity of the team to create the results its members truly desire.” It fosters a *synergy* that produces outstanding performance, continuous improvement, and organizational renewal and facilitates the learning of others.

Leadership for Results is “the discipline of focusing the organization’s talents and resources consistently on what matters most.” It clarifies and stewards the organization’s vision, goals and essential practices; motivates and empowers performance; ensures disciplined implementation and monitoring and continuously adapts/adjusts the culture to fit ‘reality’.

Note: Statements within quotation marks [“ ”] are adapted from Peter Senge’s *The Fifth Discipline: The Art & Practice of the Learning Organization* or from Jim Collins’s *Good to Great*



2004-2005

OUSD Elementary Schools

Principals-in-Action Network™

- 2004-2005 Areas of Focus**
- 2004-2005 High Leverage Leadership Practices**
- Participating Schools**



2004-2005 OUSD Areas of Focus



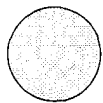
Collaborative Team Learning

**Collaborative Inquiry
Cycle for Leaders**

**Open Court/Foro
Abierto Reading**

ELD

Attendance



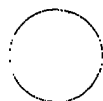
Leadership *for* Results

**Administrator-to-
Administrator
Reciprocal Coaching**

**Differentiated
Supervision**

Reciprocal Coaching

**Facilitated Team
Coaching**



Personal Mastery

Building Trust

**Modeling your
Message**

Faithful Follow-through

Inspiring Leadership



2004-2005 High Leverage Leadership Practices

Principals decided to focus their implementation on at least one of the following high-leverage leadership practices:

- 1. Ensure that teachers know the program well.**
 - Provide resources to deepen professional learning.
- 2. Observe teaching.**
 - Observe the entire grade level to gain context and perspective.
- 3. Coach specific teaching practices**
 - Use the CIC Focus Strategies as a guide to observing, giving feedback and coaching.
- 4. Help teachers to learn how to engage ALL students regardless of background or circumstances**
 - Promote efficacy-based models based on expectations that ALL students can learn.
- 5. Review implementation progress with teacher**
 - Highlight improvements and areas in need of continued improvement.
- 6. Strengthen collaboration & accountability**
 - Use benchmark assessment data to focus professional learning for individual and small groups of teachers.
- 7. Engage in Self-Reflection**
 - Utilize AARC colleague's expertise.



Principals-in-Action Network™

2004-2005 Program Participants

Executive Director

Kevin Wooldridge

Participating Schools

Allendale

Jefferson

Brookfield

Lockwood

Cox

Sobrante Park

Garfield

Stonehurst

Fruitvale

Webster

Hawthorne

Whittier

Highland

Facilitators

Performance Fact, Inc.



2 Vignettes:

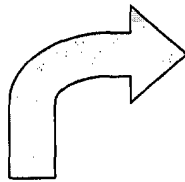
Principals-in-Action Network™ in Practice

- Collaborative Inquiry Cycle for Leaders (CIC-L)**
- Administrator-to-Administrator Reciprocal Coaching (AARC)**



Collaborative Inquiry Cycle for Leaders (CIC-L)

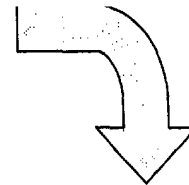
Professional development, support, monitoring & looking at data for *full implementation & full impact*



STEP 1: Provide Focused Professional Learning

Based on an OCR component, provide professional learning experiences on Focus Strategies

Use OCR end-of-year Benchmark data to determine Focus component & strategies.



STEP 2: Reaffirm Focus Strategies

Hold a 5-minute "Check-in" at next staff meeting. Briefly summarize the Focus Strategies in the next weekly bulletin.

Use OCR end-of-year Benchmark data as baseline.

STEP 6: Sustain Implementation

Affirm and acknowledge all implementation improvements and impacts on student learning.

Compare OCR end-of-year Benchmark data with Administration 1 & prior year data.

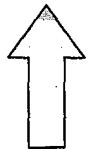
**Full Implementation
Full Impact**



STEP 3: Ensure Implementation

Collect data on how well Focus Strategies are being implemented through walk-through observations and teacher conferences

Examine OCR Benchmark Administration 1 data.



STEP 5: Deepen Implementation

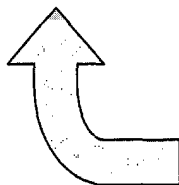
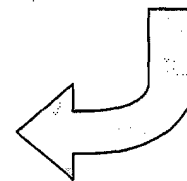
Promote collaborative inquiry on the Focus Strategies and the impact on student progress.

Analyze OCR Benchmark Administrations 2-4 data.

STEP 4: Prioritize Implementation

Value full implementation by allocating resources to support individual and groups of teachers.

Use OCR Benchmark Administrations 2 & 3 data.





Evidenced-based Differentiated Instructional Supervision & Monitoring

In Step 3 of the CIC-L, principals are supposed to collect data on how well Focus Strategies are being implemented. Below is data tool designed by Performance Fact, Inc. and custom-tailored to the needs of the OUSD Principals-in-Action Network™. After each Open Court test administration, principals take the assessments results and use the data tool to analyze the progress of each teacher and grade level. Each principal has one teacher and grade level to focus, change, or modify his or her leadership practices in order to increase student achievement after each test administration.

GRADE 3 Admin I		GRADE 3 Admin II		GRADE 3 Admin III	
Teacher 1	4	Teacher 1	2	Teacher 1	10
Teacher 2	7	Teacher 2	5	Teacher 2	12
Teacher 3	8	Teacher 3	7	Teacher 3	8
Teacher 4	5	Teacher 4	9	Teacher 4	13
Teacher 5	5	Teacher 5	5	Teacher 5	13
Teacher 6	10	Teacher 6	8	Teacher 6	15
Teacher 7	10	Teacher 7	4	Teacher 7	15
Teacher 8	6	Teacher 8	7	Teacher 8	12
GRADE 3	55	GRADE 3	47	GRADE 3	98

The principal at E. Morris Cox used Teacher 1 as the Focus Teacher and Grade 3 as the Focus Grade Level. The principal's analysis of the data is written in the text box below.

E. Morris Cox Elementary School Analysis

Changes that occurred between each Benchmark Administration:

- Focus Teacher (3rd grade, Teacher 1): reduced the number of students below basic from 10 to 0 between Administrations 1 & 3
- Focus Grade Level (3rd grade): reduced the number of students below basic from 60 to 5 between Administrations 1 & 3

Practices that contributed to the changes:

- Use of data to identify specific students needing intervention
- Sharing school-wide high-leverage fluency strategies
- Grade level agreements re: implementation of high-leverage strategies
- Follow-through on implementation of agreements

Practices that were developed & implemented based on the data:

- Focus Teacher: one-on-one support/coaching with Instructional facilitator, e.g. viewing/discussing DVD demos; component training
- Focus Grade Level: focused CIC process that allowed teachers to decide the *what* and *how* of fluency improvement based on professional literature, and strategies and processes modeled after data with data.



Administrator-to-Administrator Reciprocal Coaching (AARC)

Sample Protocol

AARC Team Protocol

Outcomes: *Leadership strategies that...*

- Provide support for teachers planning the OCR lessons. Focus on comprehension
- Increase stability in teaching staff and support full implementation of OCR
- Students will meet benchmark
- Enable teachers to use successful interventions.
- Principal is knowledgeable about and supports or provides different intervention strategies

On-site Performance and/or Practices

- Observing & giving feedback
- Exchanging exemplary practices

Documents and Artifacts

- ✓ Walk through observation data
- ✓ Formal observation tools
 - ___ Teachers use strategies of comprehension
 - ___ Principals will develop a list of strategies for comprehension interventions

Feedback

- ✓ Verbal, immediate and honest feedback
- ✓ Alternating feedback discussions after each visit

Application

- ✓ Sharing journals in network meetings



Lessons Learned

1. **Observable, evidenced-based connections** exist between the **depth and quality of implementation** and improvements in **student learning**.
 - **Deep, focused and sustainable professional learning** is essential to full implementation.
 - **Solid, reliable data** – gathered, examined and used frequently – endorses high leverage practices and **leads to deeper implementation** of leadership practices on instruction and student learning.
 - **Quality leadership** is integral to full implementation and its positive impacts on student learning.
 - **Quality leadership** is a **collaborative** process of learning and a **continuous** process of improving practice.
 - **Alignment of the learning** of district staff, site administrators and teachers is critical to deep, effective program implementation.



About Performance Fact, Inc.

Performance *fact*, Inc. exists to bring *people together* to awaken to their *own meaning*, so that they will *experience what they truly desire*.

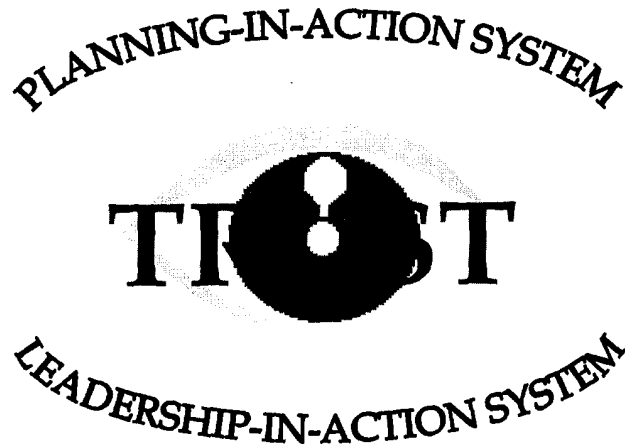


We are committed to habits of mind and practices that accelerate *learning and achievement* for all students and honor the *inherent "calling"* in educators and students alike.

- *The Performance Fact "Core Purpose" Statement*



Our Programs, Products & Services



Trust

- ❖ *Motivation for Learning*™
- ❖ *Trust: From the "A-Frame" to a "Bridge"*™
- ❖ *Building Authentic Relationships*™
- ❖ *Conscious Use of Time*™
- ❖ *Teaching-&-Learning as Spiritual Practice*™

Planning-in-Action System

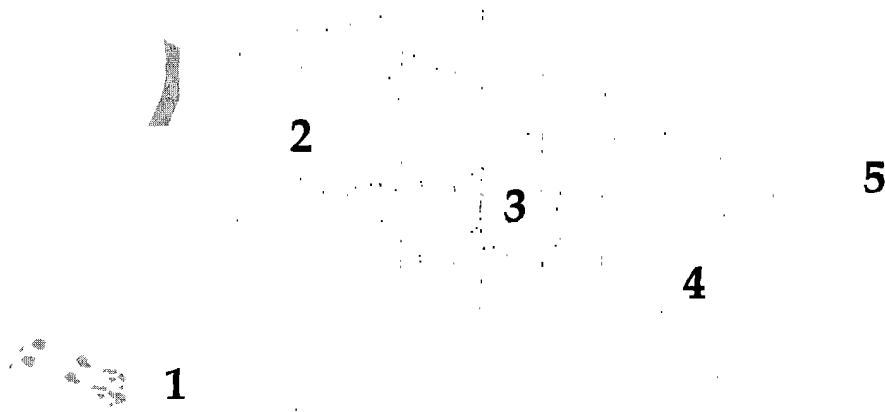
- ❖ *Leading for Learning*™ - *Strategic Planning*
- ❖ *Getting Results*™ - *School Improvement Planning*
- ❖ *Mobilizing All for Great Results*™ - *Annual Operating Plans*
- ❖ *RootFind*™ -- *Evidence-based analysis, evaluation & benchmarking*
- ❖ *Eye on the Goal*™ - *Disciplined implementation & performance monitoring*

Leadership-in-Action System

- ❖ *Principals-in-Action Network*™
- ❖ *Teacher Leaders-in-Action Network*™
- ❖ *District Leaders-in-Action Network*™
- ❖ *Coaching for High Performance*™
- ❖ *Accountability: Standing Up for the Results We Produce*™



Partial Listing of Our Clients



1. The Pacific

- Hawaii Department of Education, *Honolulu, Hawaii*

2. West Coast

- Berkeley Unified School District, *Berkeley, CA*
- California Department of Education, *Sacramento, CA*
- Claremont Unified School District, *Claremont, CA*
- Colorado Department of Education, *Denver, Colorado*
- Compton Unified School District, *Compton, CA*
- Davis Joint Unified School District, *Davis, CA +*
- Del Paso Heights School District, *Sacramento, CA*
- Galt Joint Union High School District, *Galt, CA*
- Grant Joint Union High School District, *Sacramento, CA*
- Marysville Joint Unified School District, *Marysville, CA*
- Monterey Peninsula Unified School District, *Monterey, CA*
- Oakland Unified School District, *Oakland, CA +*
- Pittsburg Unified School District, *Pittsburg, CA*
- Portland Public Schools, *Portland, OR +*
- Sacramento City Unified School District, *Sacramento, CA +*
- West Contra Costa Unified School District, *Richmond, CA*

3. Midwest

- Akron-Westfield Community School District, *Akron, IA*

4. The South

- Arkansas Department of Education, *Little Rock, AR*
- Bentonville Public Schools, *Bentonville, AR*
- Department for Adult Education & Literacy, Cabinet for Workforce Development, *Frankfort, KY*
- Hamburg School District, *Hamburg, AR*
- Helena-West Helena School District, *Helena, AR*
- Jefferson County Public Schools, *Louisville, KY*
- Kentucky Alliance, Kentucky Department of Education, *Frankfort, KY*
- Lincoln Consolidated School District, *Lincoln, AR*
- Spring Branch Independent School District, *Houston, TX +*
- Texarkana School District, *Texarkana, AR*

5. East Coast

- Allentown School District, *Allentown, PA +*
- Armstrong School District, *West Kittaning, PA +*
- Duquesne City School District, *Duquesne City, PA +*
- Harrisburg City School District, *Harrisburg, PA*
- National Center on Education & the Economy, *Washington, DC*
- Pennsylvania Department of Education, *Harrisburg, PA +*
- Pennsylvania Intermediate Units (PAIU), *PA +*
- Pittsburgh Public School, *Pittsburgh, PA*
- Rochester City School District, *Rochester, NY*
- School District of Lancaster, *Lancaster, PA*
- School District of Philadelphia, *Philadelphia,*
- Upper Darby School District, *Upper Darby, PA +*

+ Signifies Currently-Active Engagements (as of December 2004)