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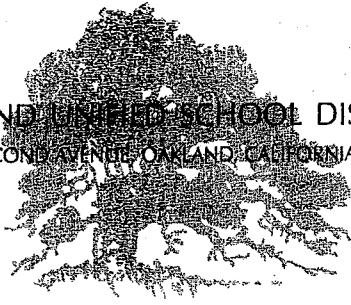
Oakland Unified School District
1025 Second Avenue
Oakland CA 94605

By the Board of Directors
Oakland Aviation High School
Connie Spinnato, Principal
Duncan Clendenin, President
7801 Edgewater Dr., Ste 2000
Oakland, CA 94621

Respectfully submitted January 12, 2011

File ID Number: 11-0128
Introduction Date: 1/12/11
Enactment Number: _____
Enactment Date: _____
By: _____

OAKLAND UNIFIED SCHOOL DISTRICT
1025 SECOND AVENUE, OAKLAND, CALIFORNIA 94606



January 25, 2006

LEGISLATIVE FILE
File ID No. _____
Introduction Date 05-11-03
Enactment No. 11-25-06
Enactment Date 06-00-03
By R. Zimny

To: Dr. Randolph E. Ward, State Administrator
& Members of the OUSD Board of Education

From: John Vacchiery, Executive Leader for Transitioning Services & Networks
Liane Zimny, Charter Schools Coordinator *Liane Zimny*

Subject: Oakland Aviation High School (OAHS)
New Charter School Proposal (Grades 9-12)

ACTION REQUESTED:

Approve the petition and charter, as revised by the attached list, to establish Oakland Aviation High School (OAHS), a new high school in Oakland, if the conditions on opening, listed below, are met and the school opens on or before September 30, 2006.

The term of this charter will be from January 25, 2006 through January 24, 2011, the maximum period allowed under the Charter Schools Act. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter. The approved charter is amended from the filed document to include these provisions, the conditions and deadlines below, and the attached revisions.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in the charter [Education Code 47607(c)(1)]. The State Administrator's approval of this report shall incorporate the conditions on opening and associated deadlines as a condition of the charter and this report as notice of intent to revoke the charter approval prior to the school's opening if the conditions on opening are not met according to deadlines associated with each condition. The un-met conditions on opening constitute the violations; meeting the conditions are the cures; and the time from charter approval until the deadlines constitutes the reasonable opportunity to implement the cures [Education Code 47607(d)].

Conditions on Opening – Present written evidence of each of the following to the Charter Schools Office.

	Deadline
Projected monthly cash flow statement for the first fiscal year, July 1, 2006 – June 30, 2007.	February 1, 2006
Student supports and best practices that will be used to help students performing below grade level.	March 1, 2006
“Brain compatible” instructional program based on California State Standards with a strong emphasis on character development.	March 1, 2006
Student recruitment packet, including written description of OAHS program, WASC accreditation status, transferability of credits to neighboring public schools, all policies and procedures pertaining to indications of interest, and lottery schedule and procedures, and enrollment schedule in all languages as distributed.	May 1, 2006
Outreach Plan (to be updated annually, per charter)	June 1, 2006
Budget, calendar, program description, and formative assessment for Summer Bridge Program for in-coming 9th graders. <i>only inception year</i>	June 1, 2006
Description of Leadership Training to be provided to parents, principals, teachers and support staff by Oakland Community Organizations (OCO).	June 1, 2006
Copy of School Information provided to CDE annually by May 31 (plus any updates in future years).	June 1, 2006
OAHS Articles of Incorporation and draft OAHS Bylaws	Included w/ charter
Names and contact information for governing board members (list to be updated annually).	July 1, 2006
Calendar of governing board meeting dates, time, location (to be updated annually).	July 1, 2006
OAHS Emergency Preparedness Handbook	July 1, 2006
Blood Borne Pathogens Exposure Control Plan	July 1, 2006
Drug, Alcohol and Smoke Free Environment Policy and Procedures	July 1, 2006
Draft of site specific Health and Safety Plan for operating at Oakland Airport	August 1, 2006
Adopted board policies aligned with the principles of the Brown Act, the Political Reform Act, and adopted policies and procedures regarding self-dealing and conflict of interest.	August 1, 2006
Student Handbook and student registration packet, including all policies and procedures pertaining to health and safety, homework, attendance, discipline, suspensions and expulsions, in all languages as distributed.	August 1, 2006
Uniform Complaint Process	August 1, 2006
Teachers hired--including name, d-o-b, assignments, credential status, qualifications (if any) to teach ELL students, evidence of current clear tuberculosis test, date of fingerprinting, date and outcome of background review by OAHS (list to be updated annually).	August 1, 2006
List of Founding Families whose children may receive admission	August 1, 2006

preference.	August 1, 2006
List of enrolled students, including name, d-o-b, last school prior to OAHS, home language, Oakland residency or not, and CSIS number (list to be updated in September and then annually). Because of the unusual focus of the OAHS program, the initial list must include at least 80 students as an indication of demand for the program.	August 1, 2006
MOU for special education services, if nonstandard agreement desired.	August 1, 2006
An executed lease for facility at Oakland Airport, or suitable comparable, noting occupancy on or before September 1, 2006.	August 1, 2006
Revised cash flow statement and 3-year projections if facility expenses are greater than amounts filed on these charter documents.	August 1, 2006
Executed agreement with College of Alameda for provision of faculty, shop facilities and training for OAHS technical program.	August 1, 2006
Executed agreement with College of Alameda to make college courses available to 11 th and 12 th grade students & description of how any fees are to be paid.	August 1, 2006
Executed agreement with local flying club to conduct flight training available in the summers to 10 th and 11 th grade students & description of how any fees are to be paid.	August 1, 2006
Standardized interdisciplinary rubrics, rules of behavior and methods of evaluation across all the disciplines	August 1, 2006
OAHS English Learner Plan	August 1, 2006
OAHS 504 Policy	August 1, 2006
OAHS Curriculum Map for first year	August 1, 2006
Schedule and location of field trips to be offered in 2006-07.	August 1, 2006
A list of which courses are non-core, non-college preparatory courses approved by OUSD.	August 1, 2006
Course catalog, or its equivalent, notifying parents about transferability of courses to other public high schools and the eligibility of courses to meet college entrance exams.	August 1, 2006
Measurable goals for project-based learning to be offered in 2006-07.	August 1, 2006
School-wide rubrics for writing, research, critical thinking, and behavior.	August 1, 2006
Formative assessments to be given at matriculation and beginning of first term courses.	August 1, 2006
12-month school calendar (to be updated annually), distinguishing dates with standard or reduced instructional time, and noting vacation days (update annually).	August 1, 2006
Certification of instructional hours to be provided in 2006-07 (update annually).	August 1, 2006
Commercial general liability insurance (naming OUSD as an additional insured) for not less than \$1,000,000 per incident and workers' compensation insurance.	August 1, 2006

SUMMARY:

This report recommends that the OUSD State Administrator and Board of Education approve the petition and charter to open OAHS in August 2006 (p. 62) at the Oakland Airport, or a comparable location, under California's Charter School Act if all conditions on opening are met and the school opens by September 30, 2006. Staff recommends approval based on factual findings, specific to this particular petition.

The OHHS petition was submitted to the OUSD State Administrator and Board of Education on November 2, 2005. Leah Casey is the Lead Petitioner. The State Administrator conducted a public hearing on the proposal on November 30, 2005. OAHS and the District have mutually agreed to extend the time for deliberation and decision-making, as allowed by Charter Law. The petition, signed by 12 teachers who are meaningfully interested in teaching at the new school, asks the State Administrator to authorize a charter that provides the following:

- a rigorous college preparatory program (p. 13);
- technical training to all students that helps students develop the technical and personal qualities necessary for a successful career in aviation and business (p. 13);
- General Aviation (GA) and Aviation Maintenance Technician (AMT) aviation lab courses beginning in 10th grade;
- Courses in private pilot license ground school training, customer service, office administration, introduction to business, and accounting (p.24);
- Students enrolled in the AMT strand can graduate high school with an FAA Aviation Maintenance Certificate - Airframe Rating and earn a Power Plant Rating with a 5th year of study at the College of Alameda;
- an extended day (7.5 hours);
- an extra period for English or math practicum to guide students to proficiency or to facilitate deeper research in an area of particular interest (p. 18);
- Spanish I and Fine Arts as an option, instead of double math or English, for students already performing at grade level (p. 26);
- periodic math Saturdays, after school tutoring, and outside tutoring (p. 19);
- at least 2 home visits each year to discuss progress in individual Personal Learning Plans (p. 19); and
- elective courses at the College of Alameda in the 11th and 12th grades, including advanced courses not available on the OAHS campus (p. 26).

The petitioners propose to open with **100 students in grade 9 in August 2006**, adding one grade per year in subsequent years, and growing to a total enrollment of 400 in grades 9-12 in 2009.

Admission Preferences

Returning OAHS students (Year 2 and beyond) are automatically admitted to the school. For all seats in Year 1 and all vacant seats in the years after, the following admission preferences would apply in order as sequenced below:

1. Siblings of current students;
2. Children of charter school employees;

3. Children whose parents served on the Charter School Design Team (Founding Families);
4. Students from E. C. Reoms Academy, up to 10% of the slots in the Charter School
[requested but deleted; OUSD consistently refuses to approve feeder school relationships among charter schools]
5. Children of Airport employees and airport tenants
6. Students from Oakland Unified School District.
7. All other California residents.

Measurable Outcomes

As part of OAHS's performance contract with OUSD, the school commits to achieving the following measurable outcomes (p. 30-31):

- Average daily attendance (ADA) at OAHS will meet or exceed 95% by end of the charter term; ✓
- 90% of OAHS students will graduate; ✓
- Each student will improve individual CST composite scores each year; ✓
- At least 15 OAHS seniors per year will graduate with General Aviation and Airframe Maintenance Certification from the FAA; ✓
- ~~At least 95% of OAHS graduates will enter college, an entry-level position in the aviation industry, or begin a business career;~~ with an introduction to the fields of aviation and business ✓
- 90% of OAHS students will pass CAHSEE by end of 12th grade; ✓
- OAHS will meet API growth rates each year; ✓
- OAHS will equal or exceed OUSD API growth rates; ✓
- OAHS will achieve AYP growth rates each year; ✓
- OAHS will equal or exceed OUSD AYP growth rates each year. ✓ almost there

The school developers comprise a strong team of individuals prepared to implement this innovative academic program serving students in Oakland. As revised, the petition contains reasonably comprehensive descriptions of all required charter elements, including measurable performance standards that will enable the District to monitor and evaluate the program's success.

BACKGROUND:

California's Charter Law is very clear regarding the approval or denial of charter school proposals. The following excerpt is taken from section 47605 of the California Charter Schools Act. This excerpt delineates charter approval and denial criteria.

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) *The petition does not contain the number of signatures required by subdivision (a).*
- (4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of all of the [required charter elements.]*

DISCUSSION:

The petition as revised contains reasonably comprehensive descriptions of all required charter elements. A summary of revisions is attached to this report. Staff believes that the OAHS instructional model is likely to succeed in preparing high school students in Oakland for higher education or satisfactory employment. Parents and students are encouraged to be mindful of the emphasis of this program when considering enrolling at OAHS.

RECOMMENDATION:

This report recommends that the Oakland Unified School District State Administrator approve the petition to establish OAHS, a new charter high school, in Oakland as revised if it fulfills all of the conditions on opening. The term of this charter would be from January 25, 2006 through January 24, 2011, the maximum period allowed under the Charter Schools Act. If OAHS does not fulfill all of the conditions on opening by the dates designated above, then approval is revoked.

1 Attachment: Charter Revisions

Attachment 1

Revisions to Oakland Aviation High School Charter

- **Conditions on opening and associated deadlines** listed in this report are incorporated as conditions of the charter.
- **Term of charter** shall commence on January 25, 2006 and expire five years later on January 24, 2011 (p. 62).
- **Table of Contents of Legal Requirements** – Page numbers are inaccurately listed. Correct the listing and include reference to the charter element(s) A-P that the listings reflect.
- **Transfer of Courses/College Entrance Requirements** – OAHS will offer [not “seek to offer”] a high school program that meets the A-G requirements for admission to UC/CSU (p. 14).
- **School-wide Outcomes** – OAHS will reach [not “strive to reach”] a CAHSEE pass rate of 90% and a four-year graduation rate of at least 90% (p.30).
- **Performance Review** – Amend and add “The Charter School and Charter Schools Office [not the District Board of Education] will jointly develop the content, evaluation criteria ... The Charter School and Charter Schools Office [not the District Board of Education] will also jointly develop...compliance with the terms of the charter. In addition, the District may inspect or observe the school at any time without prior notice and retains the authority to assign or subcontract any oversight responsibilities if it chooses.” (p. 38).
- **Board of Directors** Amend passage regarding District appointee to OAHS Board as follows (p. 39):

“The District may appoint any person to serve on the OAHS Board of Directors and may choose for this person to be either a voting or nonvoting member.”
- **Disputes between the District and the School** – Amend passage to include “or designee” following “Superintendent” at each occurrence. Amend latter portion of second paragraph, regarding mediation, as follows:

“If this joint meeting fails to resolve the dispute, the District will consider joining the School in non-binding third-party mediation. If the Superintendent or designee and the Executive Director/Principal agree to this course of action, they will jointly discuss timelines. Each party will be responsible for its own costs.”
- **Internal Disputes** – Add the following text, “...or unless the District believes there may be an immanent threat to the health or safety of any student at the school, in which case the district may immediately intervene (p. 50)
- **Student Admission Policies and Procedures** – For consistency with charter text on page 3 and 4, add the following to the list of characteristics that will not be considered when admitting students: religious preference, sexual orientation, or perceived sexual orientation (p. 51).

- **Enrollment Preferences** – Omit “Students from E.C. Reems Academy, up to 10 percent of the slots in the Charter School.” (p. 51)
- **Founding Families** – The families qualifying for admission preference because they participated on the School Design Team will be permanently established at the opening of OAHS, will not expand, and will gradually expire as the children of Founding Families complete their high school education (p. 51-52)
- **Application to the State Board of Education for a Waiver** – The District does not support OAHS’s desire for a waiver that would permit allocations of student admissions based on residency (70% from Oakland, 15% from Alameda, and 15% from San Leandro). This would totally eliminate the opportunity for youth from other California communities to choose this charter school, which is in direct opposition to Charter Law’s intent to promote school choice (p. 52).
- **Financial Statements** – Cash flow statement required by charter law should demonstrate revenue sufficient to cover expenses each month during the first year.

OAKLAND AVIATION HIGH SCHOOL CHARTER

“Table of Contents of Legal Requirements”:

This charter (*which was amended February 28, 2006 per revisions designated by OUSD*) has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

- **Sample Board Resolution for Charter Approval** page 3
- **Affirmations/Assurances** page 4
- **Introduction** page 7
 - a. Background
 - b. Founding Group
- **Educational Philosophy and Program** page 12
 - a. Mission
 - b. Vision and Intellectual Goals
 - c. Whom the School is Attempting to Educate
 - d. What is Means to Be an Educated Person in the 21st Century
 - e. How Learning Best Occurs
 - f. Transfer of Courses/College Entrance Requirements
 - g. Implementation of Educational Program
 - h. Structures and Practices Ensuring Student Success
 - i. Summary of Educational Program
 - j. Vocational Curriculum and Instruction
 - k. Professional Development
 - l. Plan for Students Who are Academically Low Achieving
 - m. Plan for Students Who are Academically High Achieving
 - n. Plan for English Learners
 - o. Plan for Special Education
 - p. Section 504/ADA
- **Measurable Student Outcomes and Other Uses of Data** page 31
 - a. Pupil Outcomes
 - b. School-Wide Outcomes
 - c. Use and Reporting of Data
- **Governance Structure** page 40
 - a. Non-Profit Public Benefit Corporation
 - b. Non-Profit Board of Directors
 - c. Executive Director/Principal
 - d. Parent Participation

e. Staff Participation

- **Human Resources** page 46
 - a. Qualifications of School Employees
 - b. Health and Safety
 - c. Dispute Resolution
- **Student Admissions, Attendance and Suspension/Expulsion Policies** page 51
 - a. Student Admissions Policies and Procedures
 - b. Non-Discrimination
 - c. Pupil Public School Attendance Alternatives
 - d. Suspension and Expulsion Procedures
- **Reporting and Accountability** page 61
 - a. Budgets and Cash Flow
 - b. Financial Reporting
 - c. Administrative Services
 - d. Facilities
 - e. Independent Fiscal Audit
 - f. Closure Protocol
- **Impact On the District** page 65
 - a. Potential Civil Liability Effects
- **Conclusion** page 66

- **Letters of Support** Appendix A
- **Resumes of Founding Staff** Appendix B
- **First Year Startup Budget including Startup Coasts, Cash Flow
And Financial Projections for First Three Years of Operations** Appendix C
- **Articles of Incorporation** Appendix D
- **Bylaws** Appendix E

**Charter for the Establishment of the Oakland Aviation High School:
A California Public Charter School**

Whereas the Oakland Unified School District received a valid charter petition on _____, duly signed by parents and submitted pursuant to Education Code Section 47605, and

Whereas the Oakland Unified School District, after holding a public hearing on [date] and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Resolved that the Oakland Unified School District hereby approves and grants this charter petition for a term of 5 years by a vote of ___ to ___ on [date].

Be it further resolved that this charter constitutes a binding contract upon the Oakland Unified School District Board of Education and the Oakland Aviation High School.

Witnessed:

(name)
Oakland Unified School District Board of Education

School Location

This charter authorizes the operation of the Oakland Aviation High School, a charter, which shall operate at one site within the geographic boundaries of Oakland Unified School District, as authorized pursuant to Education Code Section 47605.

AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Leah Casey, hereby certify that the information submitted in this application for a charter for the Oakland Aviation High School ("Charter School" or "OAHS") to be located within the boundaries of the Oakland Unified School District 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 Charter School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School shall certify that its students have participated in the state testing programs specified in Education Code Section 60600-60652 in the same manner as other students attending public schools. [Ref. Education Code Sections 47605(c), 47612.5(a)(3)]
- Will notify the superintendent of the school district of the pupil's last known address within 30 days in the event that a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This requirement only applies to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. Education Code Section 47605(d)(3)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act and will comply with Government Code Sections 3540-3549.3. [Ref. Education Code Section 47605(b)(5)(O)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Will admit all students who wish to attend the School according to the following criteria and procedures and as further outlined herein:
 - a. Admission to the Charter School shall not be determined according to the student's place of residence, or that of his/her guardians, within this state, except as allowed or required by the Charter Schools Act.
 - b. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing students of the Charter School, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the Charter School, students who reside in the District, and other preferences specified herein. In the event of a drawing, the District Board shall make reasonable efforts to accommodate the growth of the Charter School and

shall not take any action to impede the Charter School from expanding enrollment to meet student demand.

- c. Other admissions preferences permitted by the Board in this petition that are consistent with law. [Ref. Education Code Section 47605(d)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
 - Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
 - Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 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 Section 47605(l)]
 - Will ensure that no person who has been convicted of a violent or serious felony is employed in either a certificated or classified position. [Ref. California Education Code Section 44830.1, 45122.1]
 - Will at all times maintain all necessary and appropriate insurance coverage.
 - Will promptly respond to all reasonable inquiries from the District, county office of education, or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records. [Ref. California Education Code 47604.3]
 - Will follow any and all other applicable federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.

- The Charter School will comply with Education Code Sections 51745-51749.3.
- The Charter School shall offer, at a minimum, the same number of instructional minutes set forth in Education Code Section 46201 for the appropriate grade levels.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Brown Act and Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

Leah Casey

Date

I. INTRODUCTION/FOUNDING GROUP

BACKGROUND

Oakland Aviation High School (OAHS) is the result of a partnership between Oakland Community Organizations, the College of Alameda, the Port of Oakland and interested aviators, educators and community members. In the early 1990s Chuck Foster, Executive Director of the Port of Oakland, approached Oakland Community Organizations with the idea of establishing an Aviation High School in Oakland that would be modeled on the successful Aviation High School in New York City. The College of Alameda joined the effort to provide expertise in developing FAA approved curriculum. Oakland leaders took a trip to New York to visit the Aviation High School, and Mayor Elihu Harris lent his support to the project. OCO held a large public meeting in which the Oakland Unified School District agreed to establish an Aviation Program in the International Trade and Transportation Academy at Castlemont High School. The Oakland City Council provided start up funds for the program.

The Aviation Program at Castlemont began when both the OUSD and OCO were at the bottom of a very steep learning curve regarding urban school reform. By the end of the decade OUSD and OCO entered into a partnership with the Bay Area Coalition for Equitable Schools (BayCES), to open over 25 new schools in Oakland. In 2002 Castlemont High School began a conversion to small schools and the Career Academies were closed. The OAHS Design Team formed in the summer of 2002 with the same original partnering organizations and has worked diligently over the last three years to establish an aviation high school that will expand the horizons of Oakland's youth, preparing them for both college and a career. We are ready to open our doors in September of 2006.

FOUNDING GROUP

The founders of the Charter School are a well-rounded group of educators and community leaders interested in providing students with an excellent elementary school foundation. The founders bring together the combined experience in education, law, business and finance. The common denominator, however, is their belief that all children deserve the opportunity to excel academically. Attached, as Exhibit A is a listing of the main founders and a brief listing of their expertise and current and future involvement in the Charter School.

OAKLAND COMMUNITY ORGANIZATIONS

Oakland Community Organizations (OCO) is a federation of churches, schools and allied neighborhood groups representing over 40,000 families in the city of Oakland. OCO is part of People Improving Communities through Organizing (PICO) with sister organizations across the state and the country. OCO has a 27 year history of working to improve the quality of life in Oakland's flatlands neighborhoods.

OCO is nationally recognized by the Cross City Campaign for Urban School Reform, New York University and the Kennedy School of Government as one of the top five community

organizations in the country working on school reform. OCO is committed to providing organizational support for the development of leaders among all stakeholder groups at OAHS, especially parents; to nurture a relational culture of trust in the school through the practice of one to one visits; to help OAHS develop strong relationships in the community and to create the necessary political will to overcome obstacles. Lisa Blair, Principal of EC Reems Academy of Technology and Art, will represent OCO on the OAHS governing board and her resume is attached.

PERALTA COLLEGES/COLLEGE OF ALAMEDA

The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community. The College of Alameda (COA), part of the Peralta Community College District, has a highly respected Aviation Program with FAA certified courses that are transferable to the California State University and to Embry Riddle Aeronautical University. The College of Alameda is committed to providing faculty, shop facilities, and training for the OAHS technical program. Peter Simon, Dean of Vocational Education, will represent COA on the OAHS governing board and his resume is attached.

PORT OF OAKLAND

The Port of Oakland oversees the Oakland Seaport, Oakland International Airport and 19 miles of waterfront. The Oakland seaport is the 4th busiest container port in the U.S.; Oakland International Airport is one of the fastest growing airports in the nation; and Jack London Square is Oakland's premier entertainment spot along the waterfront. The Port of Oakland was established in 1927 and is an autonomous department of the City of Oakland.

Oakland International Airport (OAK) has served the San Francisco Bay Area for more than 75 years and is responsible for 4.5 billion in economic activity annually in the San Francisco Bay Area, generating over 70,000 jobs for the region. OAK is a revenue division of the Port of Oakland, and served 13.5 million passengers and handled more than 600,000 metric tons of air cargo in 2003. IN April 2004, OAK broke ground on its \$500 million Terminal Improvement Program that includes the renovation of and a five-gate addition to Terminal 2. Program completion is expected in 2007.

The Port of Oakland has made a verbal commitment to OAHS to set aside property for the school on the North Field at Oakland International Airport. The 1.8 acres of land will be grant deeded to the College of Alameda, and Oakland Aviation High School will be a sub-tenant. The land will house the 40,000 square foot school including classrooms and a multipurpose/administration building. Joanne Holloway will represent the Port of Oakland and a brief description of her qualifications is included below.

FOUNDING MEMBERS FROM OCO:

Mary Elizabeth Sullivan, OCO Lead Education Organizer, OUSD Grandparent

Administrative Credential in progress at Cal State Hayward; 30 post graduate units in Early Childhood Education, St. Mary's College, Moraga; BA in Liberal Studies and Multiple Subject Credential, SF State University; 16 years teaching experience; 9 years community organizing experience.

Lisa Blair, Principal of EC Reems Academy of Technology and Art

Lisa Blair has a Masters Degree in Political Science from the University of Southern California and a B.A. in Law and Society from the University of California, Santa Barbara. Lisa Blair has over 30 years of experience in public speaking, public relations, training/teaching, and program marketing. She has 25 years of experience in academic administration and management. Lisa Blair has been the principal of EC Reems Academy of Technology and Art charter school since August, 2000. Before coming to Oakland she was the director of workforce development for the Greater Kansas City Chamber of Commerce. Lisa Blair is on the governing board of the Oakland Aviation High School.

Bea Bernstine, Executive Board of OCO, St. Elizabeth's Local Organizing Committee

Bea Bernstine is a Secretary II, providing support to the Administrative Director of Nursing at Alta Bates Hospital. Bea has been involved in OCO for over 16 years and during that time she has served as Board Representative for St. Elizabeth's Church, Vice President and Co-chair. Bea Bernstine was part of the original group 12 years ago that worked to open an aviation high school for Oakland. She participated in a trip to the Aviation High School in Queens, New York with other community leaders. Bea Bernstine has provided an important link to the Fruitvale community and to the OCO board for the Oakland Aviation High Design team.

Deacon Al Miller, Executive Board of OCO, Community Reformed Church Local Organizing Committee, OUSD Grandparent

Al Miller is a Deacon at Community Reformed Church, the President of the Community Reformed Local Organizing Committee of OCO and an OCO board member. Al Miller also is the Vice President of the Street Academy Foundation, a nonprofit board which supports Street Academy Alternative High School. Deacon Miller brings an understanding of alternative education and provides an important link to the Sobrante Park community for the Aviation High Design Team.

Jim McClendon, Executive Board of OCO, OUSD Parent

Jim McClendon is an OCO Board Member, an OUSD parent and a member of the Toast Masters Club. Jim McClendon has been faithful to the design team in spite of the length of the process which prevented his own daughter from attending the school. Jim McClendon has brought others with Aviation experience to the design team including Jim Hager and Sam Broadnax.

FOUNDING MEMBERS FROM PERALTA/COLLEGE OF ALAMEDA

Dan Gunter, Lead Aviation Instructor at COA

Dan Gunter is the senior aircraft maintenance instructor at the College of Alameda and an FAA aviation mechanic examiner. Dan Gunter has extensive aviation experience as a pilot for airlines and the Air National Guard, and as a pilot/mechanic for the State of California air tanker fire suppression unit. Dan Gunter wrote the aircraft maintenance curriculum for the Oakland

Aviation High School and will help secure FAA approval for that curriculum. Dan Gunter will supervise the technician strand of the OAHS aviation labs.

Peter Simon, Dean of Vocational Education at COA

Peter Simon holds a Masters Degree in Adult Education from San Francisco State University. He has a broad range of experience in developing collaboration between Community Colleges, business, unions and government agencies. Peter served for three years as an appointed member of the Oakland Workforce Investment Board. He previously served on the Port of Oakland Social Justice Committee. Peter will act as a liaison to COA for Oakland Aviation High School. He will work to ensure that all logistical, curricular and instructional support from the College end of the partnership is effectively delivered.

FOUNDING MEMBER FROM THE PORT OF OAKLAND:

Joanne Holloway, Aviation Marketing Division

Qualifications

Joanne Holloway is the customer and community relations representative for the Port of Oakland in the Aviation Division. Joanne is responsible for customer service training design and facilitation at Oakland International Airport as well as community outreach projects with a goal to develop and implement programs that are accountable, socially responsible, and help build a bridge between the Oakland International Airport and the local community. Her current community project is Oakland Aviation High School where she is responsible to the Design Team to help provide strategic direction and support with research, program evaluation, and promotion on behalf of the community, and to evaluate and communicate impending issues that may have a direct impact on the Port of Oakland, an OAHS business partner. Joanne Holloway is a member of the OAHS governing board.

AVIATORS, EDUCATORS AND INTERESTED COMMUNITY MEMBERS

Mark Rader, OUSD Oakland Technical High School Math Teacher & Pilot

Mark Rader has taught mathematics and science in Oakland Public high schools for the past twelve years. Before entering teaching, Mark was a Navy pilot. He has over twenty years of flying experience, including corporate and general aviation. He has a B.S. in Geology, a Masters of Education, and an Administrative credential. Mark started a Magnet school which focused on aviation and transportation careers. He was the director of this academy for six years for which he was awarded a California State Partnership grant.

Solomon Adio, United Airlines Technician, Pilot and OUSD Parent

Solomon Adio's educational background includes two years in the Civil Engineering Program in Nigeria, and six years at the Spartan School of Aeronautics, in Tulsa, Oklahoma. Solomon has been awarded a Private Pilot Certificate; Commercial Pilot Certificate; Instrument Rating; Multi-Engine rating; Certified Flight Instructor Certificate; Certified Instrument Flight Instructor Rating; Certified Multi Engine Flight Instructor Rating. Solomon has over 3,000 hours of flight time logged and also has been awarded an A & P Certificate from the Aviation Maintenance Technician Program. Solomon Adio is currently attending Laney College, taking classes in the Media Communication Department, with a focus on television production. Solomon has been

employed as a United Airlines Aircraft Mechanic for over 16 years. Solomon provides the perspective of an airline mechanic and pilot to the OAHS team.

Ethan Clifton AIA Project Manager, Executive Board of the Western Aerospace Museum

Ethan Clifton has more than 18 years of experience working on complex projects. He is a skilled architect who brings a technical approach to his designs. He has provided project management and contract administration services on numerous renovation projects. His knowledge of both the design and construction phases of building projects, and his experience leading both efforts, lends him a unique perspective which is an asset to the clients he serves. Ethan has lectured extensively at architecture and construction-related conferences, and has also taught classes at the college level. Ethan is currently assisting the City of Alameda preparing for the start of construction of the new *Alameda Free Library Project*, and has just completed a detailed constructability review of the new \$20 million *Tracy Civic Center*. Ethan is providing facilities support to the OAHS design team, assessing and providing cost estimates for potential sites for the school. Ethan also provides an important link to the Western Aerospace Museum (WAM). OAHS hopes to partner with WAM, using the museum as a resource for instruction and curricular projects.

Jim Hager, Aviator, and Aviation Representative on the OAHS Governing Board

Jim Hager manages the Hager Hangar Club Foundation, a family foundation that was started to honor Jim's father. The foundation sends young persons from a village in Mexico to college. The foundation also gives flying lessons to financially challenged young people to become professional pilots. There have been two students to complete this program. One is a flight instructor and the other is now a first officer for Air West. Jim sits on two company boards. DPI is a world wide company founded by Jim's father, the other company is Bridge Analyzers. Jim works as a volunteer for the Northern California Organ Transplant Association. He gives presentations on organ donation and serves as an emergency pilot.

Jim helps the OAHS design team by working with the middle schools, helping with outings to the Oakland Airport and giving students first airplane rides.

Francisco Navarro, Business Development Officer, Wells Fargo Bank

Francisco Navarro holds a Bachelor's Degree in Business Administration in International Finance and Marketing from the University of Miami. Francisco is a graduate of the International Trade and Transportation Academy at Castlemont High School. He provides business banking and financial services to small businesses at the Diamond Branch of Wells Fargo Bank. Francisco lends his financial expertise to the Oakland Aviation High School Design Team.

Founding Staff:

Jay M. Dunlap, Principal (resume attached)

Jay Dunlap holds a Bachelor's Degree in English from Lewis and Clark University, and a single subject CLAD credential in English from San Jose State University. Jay worked as a teacher of multiple subjects at White Oak Charter High School in Ben Lomond, California for eight years. Jay became a New Leaders for New Schools fellow in the summer of 2005. He is currently serving in a residency as Vice Principal at Leadership High School in San Francisco.

Leah Casey, Project Manager (resume attached)

Leah holds a Masters Degree in Cultural Anthropology from California State University, Hayward and a Bachelor's Degree in Legal Studies from the University of California, Berkeley. Leah is a CORO Public Affairs Community Fellow and teaches as an adjunct instructor of Anthropology at Laney College. She also worked for three years as a paralegal with Allen Lerch and Associates in San Francisco. Leah's responsibilities include facilitating meetings, development of Bylaws, research of charter development, design of hiring process for school principal, liaison between various constituents and other duties as needed to assist project.

II. 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)

MISSION

The mission of OAHS is to serve the Oakland community's diverse population through providing a rigorous educational program that prepares high school students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

VISION AND INTELLECTUAL GOALS

At OAHS, we achieve our mission by holding high expectations for students and staff focused around on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining higher standards of excellence. We expect students and staff to demonstrate their academic, technical and social abilities in real world contexts and "on paper." OAHS will have a challenging and supportive culture that respects difference, honors diversity and strives relentlessly toward equity. Collaborative and dynamic, we will develop together as a professional learning community composed of families, students, educators, and community partners. Our hope is that through our students, educators and partnerships we will create a stronger, more equitable and economically powerful Oakland community.

OAHS is prepared to empower students to high levels of personal, technical and academic achievement, through the strategic application of brain based learning theory, data-driven instruction, regular assessments and the cultivation of effective effort. As a staff we will model the learning process by applying ourselves to the study of our students and their particular needs. We will collaborate to apply best practices proven to work for urban students and those who are just learning to function academically in English. We will monitor our success and conduct

serious inquiry into the implications of our results. When the answers just don't seem to be out there, we will innovate new techniques through opening up trust and communication with our students, families and community partners.

Many students start high school a few years behind where they need to be to be ready for college or a career. We believe we can help students who are below grade level to catch up by providing proven student supports and holding high expectations. There are multiple examples of students across the United States who have faced these same challenges and succeeded in spite of them. Schools like Roxbury Preparatory and North Star Academy have demonstrated conclusively that all students can learn and perform at high levels when given appropriate support and a positive and safe learning environment. Researchers like Rick DuFour, Robert Marzano, Nancy Love, Ruth Lohson, Mike Schmoker, and Grant Wiggins have explored what works and what doesn't work in the arena of urban education. Schools all over the country that have integrated these "best practices" have been able to transform some of the worst performing schools into the model schools of the future. Other researchers like Howard Gardner and the Commission on Behavioral and Social Sciences and Education have expanded our understanding of how people think and learn. These researchers guide our instructional practices and help to frame overarching questions about teaching and learning. OAHS is a community that fearlessly engages the hard questions about what it means to be professional educators in an urban context.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

OAHS will eventually serve 400 students in grades 9-12. We will begin with our first cohort with 100 first year students. Each year we will add another cohort until we reach our cap of 400. The school will be located at the Oakland International Airport, an appropriate "hands-on" and classroom setting. Students will be recruited from Oakland neighborhoods with historically low graduation rates and low academic achievement, including students from attendance areas in two high schools attendance areas that are currently in Program Improvement. Students will also be recruited from the cities of Alameda and San Leandro, communities in the geographic impact area of the airport.

According to the CDE, the four year drop-out rate in Oakland is 35.70%, 67.6% of students qualify for free and reduced lunch, 29.80% percent of students are learning English as a second language, 32.62% of students are Hispanic and 42.29% African American (two groups who have historically been victims of the achievement gap).

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

An educated person in the 21st Century knows her history and knows her future, with feet firmly rooted in the classics and gaze fixed on the future of quantum physics. He is self-reflective, self-motivated, and adaptable. She is artistic, musical and spirited. He is healthy an environmentally sensitive. She is multi-lingual and culturally sensitive. He reads, writes and computes in a variety of modes and media. She understands how her own learning occurs best, and is able to transfer knowledge across environmental, cultural and academic contexts with ease and grace. He is technologically competent and creative in his approach to learning and manipulating new technologies. She is curious about herself, and the great unanswerable questions of human

existence. He is moral and compassionate in his dealings with others. She is driven, goal-oriented and confident of success. He easily discriminates between fact and opinion. Together these snapshots form a composite picture of our goal to create the Renaissance thinkers of the future: self-motivated, competent, confident, life-long learners who apply their skills and knowledge to succeed socially and economically, while appreciating the aesthetic value of learning purely for the sake of learning.

HOW LEARNING BEST OCCURS

Flight involves the interaction of the human body and brain with technology and physical forces in a unique and daring way. Pilots and flight crews are required to be in top physical and mental condition. The margin for error in all aspects of the aviation enterprise is slim, requiring an individual and collective commitment to consistently perform at the level of one's personal best. Given the demanding physical, mental and ethical requirements of aviation, OAHS will develop a "brain compatible" instructional program based on California State Standards, with a strong emphasis on character development, as described by Eric Jensen in Teaching with the Brain in Mind, and by Susan Kovalik and Karen Olsen in Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom. A "brain compatible" instructional approach is particularly well suited to the needs of the students OAHS will serve, and to the unique airport location of the school.

Learning involves an inseparable partnership between body and brain, with emotion playing a key role as the gatekeeper to learning. Intelligence, defined as a problem solving or product producing capability, is a function of experiences which cause physiological growth in the brain. (Kovalik & Olsen, ApC.4) Students who succeed in school have been exposed to a rich variety of experiences, while students who struggle in school have not. An educational approach that values equity must address the experience gap which precedes the achievement gap. The brain compatible instructional model levels the experience playing field by making use of frequent field trips to nearby locations done at the beginning of units of study, and revisited regularly as students' interest and understanding deepens. The unique location of OAHS at the Oakland International Airport will offer many opportunities to connect instruction to real world aviation locations and problems, providing a rich experiential base for new learning.

The foundation for academic success will be laid by creating a school culture in which there is an absence of threat. Teachers, staff and students will adhere to a common set of norms developed by Susan Kovalik Associates and called the Life Guidelines (trustworthiness, truthfulness, active listening, no put-downs and personal best). The guideline of personal best, defined as "One's best possible performance given the time and resources available," (Kovalik & Olsen, p9.12) is particularly relevant to the field of aviation where so many people's lives depend on pilots, mechanics, air traffic controllers, screeners and ground crews performing their duties in the best possible manner. Personal best is further defined by 18 life skills including such things as effort, flexibility, initiative, integrity and organization.

TRANSFER OF COURSES/COLLEGE ENTRANCE REQUIREMENTS

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements -- California Education Code Section 47605(b)(5)(A)(ii)

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The Charter School will consult the District as to the transferability of courses to other District schools in order to ensure to the greatest extent possible a smooth transition from one school to the next. The Charter School will offer a high school program that meets the requirements for admission to the California State University or the University of California A-G requirements. Students of the Charter School will be required to pass the California High School Exit Examination before being granted a high school diploma. The Charter School shall seek accreditation with WASC within the first two years of its high school operation.

IMPLEMENTATION OF EDUCATIONAL PROGRAM

Application of brain-based research to instruction and school culture

In addition to the application of work done by Olsen and Jensen, OAHS will apply contemporary "best-practices" to the classroom in an attempt to maximize the learning potential of each student and learning context. Teachers will be given time to research and collaborate in the application of brain-based research to their classrooms.

Emphasis on project-based learning with clear objectives and measurable outcomes

Research supports the value of project-based learning in developing student motivation, knowledge transfer and ability to apply knowledge and skills in a real world context. For project-based learning to be effective it must have clear, measurable goals that are communicated effectively to students, and evaluated according to a standardized rubric aligned with the school mission and grade-appropriate benchmark skills.

Application of multiple assessments to drive instruction and program direction

Just as there are multiple learning styles, there ought to be multiple types of assessment. Research shows that using a wide variety of assessments increases student achievement and stimulates a wider variety of learning styles. Multiple assessments and the application of school-wide rubrics for writing, research, critical thinking, and behavior create a culture of excellence

while providing students with an explicit road map to success. Assessments are meaningless until they are applied directly to instruction. Teachers and students will collaborate to review and revise the learning experience based on the results of assessments.

Giving students real world experiences and challenges

Real world experience stimulates in students urgency, knowledge transferability, purpose, visceral understandings (senses), and intrinsic motivation. Portfolios and exhibitions held twice each year bring a sense of “real world” tangibility and urgency to the mastery of the most abstract concepts.

Accountable personalized learning plans for each student

We believe that every student can and will achieve high levels of academic and personal success, when given proper support and encouragement. Each student’s individual areas of need and strength will be assessed and supported through a personal educational plan written together with the family, advisory teacher and student.

Developing students’ interdisciplinary awareness and critical thinking

Students who transfer knowledge and skills across diverse content areas are more likely to face real world challenges with confidence and poise. OAHS actively encourages interdisciplinary thinking and critical problem solving through Advisory, projects, portfolios and realistic “being there” challenges.

High expectations for all students and staff

“We can do anything we set our minds and hearts to.” Failure is not an indicator of bad luck, or lack of innate ability - it is a product of not applying effective effort to the challenge.

Oakland Aviation High School Required and Elective Courses

Grade 9	Grade 10	Grade 11	Grade 12
English I/ELD	English II/ELD	English III/ELD	English IV/ELD
Algebra/Geometry	Geometry/Trig	Trig/Pre-Calculus	Sci/Math Elective
Eng./Math/ELD Practicum	World Culture	US History	Amer.Gov/Econ
Foreign Language I-V Fine Arts, Spanish for Spanish Speakers	Foreign Lang I-V, Spanish for Spanish Speakers	Foreign Language I-V Fine Arts, Spanish for Spanish Speakers	Elective/Business
Physical Science Conceptual Physics	Biology	Physics/Chemistry	Aviation Lab
PE	Aviation Lab	Aviation Lab	Aviation Lab
Geographical Studies (Physical	Eng./Math/ELD Practicum	Aviation Lab	Aviation Lab

and Cultural Geography)	/Elective course		
Advisory: Academic Literacy	Advisory: Basic Inquiry	Advisory: Critical Inquiry	Advisory: Advanced Inquiry
7.5 hrs + lunch	7.5 hrs + lunch	7.5 hrs + lunch	7.5 hrs + lunch

General Aviation and Aviation Maintenance Technician: Course Syllabus

Aviation Lab: Aviation Maintenance Technician (1380 hrs) *

10th Grade: 180 hrs

- Orientation & Shop Safety; Ground Ops; NDI; Corrosion Control; Fluid Lines & Fittings; Plastic & Bonded Structures; Wood Structures; Welding; Fabric Structures

Summer: 100 hrs

- Orientation & Shop Safety; FAR 65; FAR's; AC Drawing; Maint. Forms & Records; Electrical Circuits; Electrical Meters; Batteries; Aircraft Electrical Systems; Electrical Schematics; Alternating Current; Maint. Pubs

11th Grade: 360 hrs

- Orientation & Shop Safety; Advanced Electrical; A/C Instrument; Cabin Environmental; Ice & Rain Protection; Landing Gear Warning Sys.; Takeoff Warning Sys.; Materials & Processes

Summer: 100 hrs

- Orientation & Shop Safety; Sheet Metal; Aircraft Finishes

12th Grade: 540 hrs

- Orientation & Shop Safety; Com./Nav; Fire Detection; Assembly & Rigging; Hydraulic Sys.; Landing Gear Sys.; Wheels & Tires; Retraction Systems; Fuel Sys.; Pneumatic Power Applications; Brakes & Antiskid Sys.

Summer: 100 hrs

- Orientation & Shop Safety; Airframe Insp.; FAA Testing

* Student graduates with a FAA Aviation Mechanic Technician Certificate (Airframe Rating) with an additional year course at College of Alameda to complete the program and receive Power Plant Rating.

Aviation Lab: General Aviation

Students will complete Lab courses in Aerodynamics (10th), Aviation Business and Management (11th), and Aviation Law and Security / Aviation Design (12th). This will include Internships with aviation related businesses that serve the Oakland International Airport facility. Flight training will be conducted during the summer after the 10th and 11th grades (160 hrs) through a local flying club.

Comparison of UC and OAHS Requirements

Content Area	UC (A-G Coursework)	OAHS
History/Social Science	2 years required	4 years

English	4 years required	4-6 years
		(4 years plus 2 years of English Practicum)
Mathematics	3 years required, 4 years recommended	4-6 years
		(4 years plus 2 years of Math Practicum)
Laboratory Science	2 years required, 3 years recommended	3 years
		(3 required, plus 6 full semesters of Aviation Lab)
Language Other than English	2 years required, 3 years recommended	3 years required
		(3 years required, 5 years offered)
Visual and Performing Arts (VPA)	1 year required	1 year
		(1 year required plus Advisory projects)
College Preparatory Electives	1 year required	2 years
		(2 years required plus Aviation)
Advisory	0	4 years
Aviation General	0	3 years with FAA certification
Aviation Maintenance Technician	0	3 years with FAA certification
Pilot License	0	Optional

Structures and Practices Ensuring Student Success

High Expectations

Research shows that clearly articulated high expectations exert a major influence on student achievement. Expectations at OAHS are clearly articulated and posted in every classroom. Learning objectives and school-wide grade level benchmarks are aligned with both the California content and performance standards and standards set by each content area department. Student understanding of learning goals and objectives is supported by the use of school designed standardized interdisciplinary rubrics, performance assessments and constant communication with teachers. The school culture provides consistent rules for behavior and methods of evaluation across all the disciplines.

Summer Bridge Program

If sufficient funds are raised, a summer bridge program for 9th grade students will be conducted. The program will formatively assess incoming ninth graders and introduce them into OAHS culture, establishing early bonds with peers in Advisory and the Advisory teacher.

Extended Student-Teacher

Students spend four years with the same Advisory teacher and peer cohort.

Brain-Based Research and Project-Based Learning

OAHS offers standards-based curriculum built around overarching conceptual themes, following a brain research model developed by Susan Kovalik and Karen Olsen. Field trips will be used to introduce key concepts thereby stimulating all 19 senses for short-term memory, and allowing intrinsic meaning to emerge for each student. Key concepts will be reinforced through direct instruction. Students will develop mastery through inquiries and interdisciplinary projects in which they apply new knowledge and skills and use higher order thinking.

Looping

OAHS will establish small learning communities in which teams of core teachers “loop” for two years with the same students. The teachers in the small learning communities will share common preparation periods so they can collaborate.

Leadership Training

Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations (OCO), an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of “one to one” visits: ongoing intentional conversations for the purpose of building a culture of trust and respect.

English and Math Practicums

Built into the schedule for grades nine and ten is an extra period of math or English. Students will use Practicums to develop to areas of needed growth. Practicum objectives are established during the home visit as a part of the personal learning plan, and are developed individually for each student through collaboration between the Advisory teacher, student and parents as the year progresses. Results of formative, interim and summative assessments are used to justify and direct the student’s learning objectives. The practicum teacher will be responsible for guiding students to proficiency or facilitating deeper research into a particular area of interest for the student.

Intensive Math Saturdays

Periodically OAHS will open up on Saturday to emphasize a single math skill taught in a variety of modes.

Personal Learning Plan

Personal learning plans will be developed for all students during home visits by the Advisory teacher, the student and the family. These plans will be informed by formative assessment and the particular desires/needs of the student. The PLP will establish the student's personal academic goals and practicum objectives. Mid-year the PLP will be revised and fine-tuned at a second home visit.

Academic Intervention Process

Every four weeks teachers will issue Academic Warnings (AW) to students, parents and their Advisory teachers, if they are earning less than 75% in class. AWs are intended as warnings, not reprimands. They inform the student they are not currently meeting the course standards, the reason for the low grades, and suggestions for meeting course requirements. A copy of the AW goes to the student's Advisory teacher. In extreme cases, students may be required to meet with their Advisor and the teacher to develop an action plan.

After the first interim assessment (first 6 weeks), all students who are performing below benchmark standards will be issued an Academic Contract (AC). ACs require a meeting between the student, parents, teacher, Advisor and sometimes RSP Specialist to set student-specific learning objectives. The terms of the AC are guided by the results formative and interim assessments, and informed by the specific needs and interests of the student.

If the student fails to meet the terms of the AC, she or he will be required to seek after school tutoring or outside community resources. Every attempt will be made on the part of the school to find high quality, tutoring or support at low or on cost to the family. If more than one student is having similar trouble the principal will research the challenge and co-ordinate appropriate professional development for either the content area team or the whole staff.

Home Visits

Advisory teachers make at least two home visits each year to collaborate with the student and parents in forming a Personal Learning Plan (PLP). The PLP clearly establishes the student's individual learning objectives and the benchmark skills the student will need to develop to be successful in class.

Student Advocates

Advisory teachers play an important role as advocates for their students. They counsel students, and represent them when they get into trouble or conflict with other staff, and students. They also monitor student progress toward individual and school-wide goals.

Parent Contact

The advisory teacher is the personal contact between the family and the school. Eventually we hope to have two parent supporters for each Advisory class.

Advisory

Research shows that young people learn best when they are known, when they are cared about, and when a teacher has time to give them individual attention. Advisory at OAHS offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Students are assigned to an Advisory teacher, who comes to know them over their entire OAHS career.

In addition to leading Advisory as a clearly articulated academic course, the Advisory teacher will act as mentor, guide and advocate for her or his advisees. The Advisory teacher will participate in IEPs, behavior contracts, the development of student specific learning objectives, college preparation and be the point of contact between the school and the community for the student.

Academic Foundations

As an academic course it establishes the fundamentals of academic literacy and hones the necessary skills for success in college and life. In so doing, it helps to accelerate the A-G academic courses by teaching many of the core skills necessary to doing higher-level work. Core subjects can focus more on content because Advisory focuses on developing foundational skills. Over four years the advisory curriculum develops with students to reinforce and provide multiple opportunities to practice the foundational skills for each grade level.

Each year Advisory will have a different theme and essential question to guide students in their academic experience at OAHS. For example, the first year Advisory theme is "Initiation" and the essential question is, "What is critical thinking, and how do I demonstrate it?" The theme and essential question frame the interdisciplinary projects and final portfolio presentation guidelines and rubrics for first year students. The course objectives align with the California State content and performance standards across the curriculum. What follows is a sample of first year Advisory course objectives.

First year Advisory students will be able to:

- Discuss rationally
- Think Critically
- Differentiate fact and opinion

- Identify and avoid common logical fallacies
- Speak effectively in front of an audience
- Write a research report with correct citations and bibliography
- Compose, reflect, revise, edit and publish
- Read actively
- Recognize biased materials
- Format a paper correctly
- Design and present a Power Point document
- Define and apply the scientific method
- Conduct a scientific experiment or sociological research and publish it
- Define and emulate the rhetorical modes of non-fiction
- Identify one's own dominant learning styles and intelligences
- Choose one subordinate learning style and one intelligence to consciously develop, and demonstrate progress in using those modes
- Describe at least two theories on how learning occurs
- Apply Bloom's Taxonomy as a tool for higher level thinking and critical analysis
- Explain how different ways of framing a question effect different types of information or responses

Summary of Educational Program

Elements of OAHS Educational Philosophy	Student Support Structures Ensuring Success	Assessments	Key Players
Application of brain-based research to instruction and school culture	Intensive math Saturdays, curriculum mapping in alignment with brain-based research, differentiated instruction, School location, aviation strands of curriculum, project-based learning, personal learning plans, English and math practicums, high expectations, parent partnerships, staff professional development, small class sizes, advisory	Use of assessment cycle and student work to monitor school-wide benchmarks	Teachers, Parents, Community, Students, Principal, Outside researchers and professional development groups
Emphasis on project-based learning with clear objectives and measurable outcomes	Curriculum mapping in alignment with brain-based research, use of rubrics and exemplars, clearly written and expressed learning objectives for all projects.	Portfolios and exhibitions, daily and weekly assignments, universal rubrics, assessment cycle	Teachers, Students, Principal, Parents, Community members, NCLB, State of CA
Application of multiple assessments to drive instruction and program direction	Summer Bridge Program, projects, portfolios, academic intervention cycle, advisory, data-driven instruction, portfolios and exhibitions, aviation strands of curriculum, universal rubrics	All assessments (formal and informal) for both students and staff apply here	Teachers, Parents, Students, FAA, Principal
Giving students real world experiences and challenges	Summer Bridge Program, school location, aviation Strands, curriculum mapping in alignment with brain-based research, intensive math Saturdays, portfolios and exhibitions	Assessment cycle, data-driven instruction, regular assignments and projects	Port of Oakland, College of Alameda, Teachers, Students, Parents
Accountable personalized learning plans for each student	Assessment cycle, portfolios and exhibitions, academic intervention cycle, English and math practicums, home visits, looping, curriculum mapping in alignment with brain-based research, data-driven instruction,	Assessment cycle, regular assignments, academic intervention cycle, state tests and college admissions tests	Advisory teacher, parents, student, Principal

	personal learning plan, small class size		
Developing students' interdisciplinary awareness and critical thinking	Curriculum mapping in alignment with brain-based research, advisory, staff professional development, aviation strands	Assessment cycle, universal rubrics	Key Players
Extensive student-teacher contact	Advisory, parent partnerships, looping	Monitoring parent participation, advisory rosters, class size and effects of looping	All Staff, Students, Parents, College of Alameda
Inviting parent partnerships	Parent leadership at school (site council, governing board, etc.), leadership training, home visits, personal learning plan, portfolios and Exhibitions	Monitoring parent participation, student satisfaction, progress toward learning objective	Advisory teacher, Principal, Looped teachers, parents, students
Developing a culture of learning and educational professionalism	Staff professional development, curriculum mapping in alignment with brain-based research, assessment cycle, academic intervention cycle, data-driven instruction, leadership training, home visits, personal learning plans, advisory	Measuring staff and student efficacy, regular staff development, student progress toward learning objectives, staff progress toward high quality instruction	Whole school, Advisory teacher, Students, Parents, OCO
High expectations for all students and staff	All school structures are designed to support students and provide staff with the necessary information to establish high standards and be certain that students are achieving. Likewise, staff measures their own success by how well students are actually learning.	Assessment cycle, staff development, data-driven instruction, staff retreats and data-based inquiry, student achievement on state and college admissions tests	Principal, all staff, Governing Board, Parents, Students

Vocational Curriculum and Instruction

In addition to the college preparatory program, the Oakland Aviation High School will provide rigorous technical training to all students so that they can enter a skilled aviation career upon graduation. Beginning in the tenth grade, every student will be introduced to a variety of aviation career paths through aviation lab courses conducted in partnership with the College of Alameda (COA). These paths include general aviation (GA), and aviation maintenance technician (AMT) strands. Students enrolled in the GA strand will provide background in aeronautics and business, and offer courses such as private pilot license ground school training, customer service, office administration, introduction to business, and accounting. Students enrolled in the AMT strand will receive 1380 hours of instruction in FAA approved curriculum, and will graduate with an FAA Aviation Maintenance Technician Certificate, Airframe Rating. Students will need a fifth year at COA for the Power Plant Rating. All students will receive college credit transferable to CSU. Students will participate in internships with airlines and a wide range of support businesses and agencies at the airport.

Technology will be used as a tool for research, communication and production. Students will exercise higher order thinking skills through simulations and presentations; communication and production skills through email and publishing, and research skills through the use of electronic references, including the Internet.

Professional Development

OAHS is committed to the development of professional staff as committed to their own learning and progress toward mastery as they are to student success. As a community of learners, teachers and other staff members model the learning process for students as they develop their skill and strengthen areas of growth. Richard and Rebecca DuFour¹ have shown the positive effects of collaborative school cultures on increased student outcomes. Schools such as North Star Academy in Newark, New Jersey have combined data-driven instruction² and the professional learning community model with amazing success in an urban context. North Star Academy, with population demographics of 90% free and reduced lunch and 90% minority students has been able to achieve 90% proficiency in English and Math.

Professional development is integral to the design of all OAHS structures. The psychic rewards associated with growing as a professional educator within a community of adults committed to excellence are directly linked to student success. All too often the students who are most in need of support get overlooked, or discounted because teachers and administrators simply don't know how to help them. Teachers who are constantly encouraged and supported to develop a deeper and more extensive pallet of instructional techniques have a greater degree of success in effecting student achievement, particularly with high-risk students. For teachers to truly develop toward professional mastery they need several layers of support. Teachers need time to collaborate, access to information, clear objectives, training and constant feedback on their performance.

¹ See the following texts: Getting Started: Reculturing Schools to Become Professional Learning Communities, Professional Learning Communities at Work, Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn.

² See section on Assessments

Teams work together to clarify the intended outcomes of each grade level, course, or unit of instruction. They develop common assessments that they consider as valid measures of student mastery. They jointly analyze student achievement data, draw conclusions, and establish team improvement goals. They support one another and share strategies and materials as they work together to accomplish goals that they could not achieve by working alone. The teams have the benefit of time, focus, parameters, access to information and ongoing support as they engage in collective inquiry and action research. They work together in an ongoing effort to discover best practices and expand their professional expertise.

--Richard DuFour³

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Charter School's goal is to promote success for all students. OAHS believes that all students can achieve high standards when provided adequate time and given immediate feedback, even though they may enter the school with different strengths, weaknesses, and life experiences. Opportunities should be given to all students to engage in a rigorous curriculum. The only variable is time. For this reason, OAHS has extended the school day to 7.5 hours, one hour longer than the traditional school day. This amounts to the 180 extra hours, or five extra weeks of instruction over the course of one school year. In addition to the longer school day, OAHS also will provide after school tutorial help for students who are behind, and will offer Saturday School periodically throughout the year.

All students will be diagnostically assessed using tools such as the UC Algebra 1 readiness assessment, a reading fluency and comprehension diagnostic, and an authentic writing sample scored with a rubric. The CELDT test will be administered to determine fluency levels for English Language Learners. The results of these diagnostic assessments will inform placement decisions for each student. Young people who are below grade level will be placed in double periods for math and/or English Language Arts for the ninth grade year. The daily advisory class will have an academic focus as described above.

A personal learning plan will be co-created with the student and family during a home visit early in the school year. The personal learning plan will build off strengths and address gaps through remediation and practicums. A second home visit will be conducted midyear to adjust and revise the personal learning plan.

Finally, the OAHS explicit school wide focus on grade level content and performance standards is a high leverage practice common to successful urban schools.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Students who enter ninth grade performing at or above grade level will take Spanish 1 and Fine Arts instead of double sections of math and English language arts. The personal learning plan will set higher goals for high-achieving students and teachers will differentiate instruction accordingly.

³ Getting Started: Reculturing Schools to Become Professional Learning Communities, page 5.

Interdisciplinary inquiries and projects will provide additional learning opportunities for high achieving students. The whole school will engage in ongoing cycles of inquiry regarding student outcomes. Students will take electives at the College of Alameda in the 11th and 12th grades, including advanced courses not offered on the High School Campus.

PLAN FOR ENGLISH LEARNERS

Children from families in which English is not the language of the home represent a high percentage of students we hope to enroll. Although the effectiveness of any program model for language minority students is debatable, we believe that we understand how to approach this question with careful consideration of the needs of the students involved and the resources available.

Factors to consider in selecting a program model

Several variables will ultimately influence the type of program most likely to be appropriate and effective in our situation.

- **District or school demographics** – while our mission “targets” student populations, we have yet to determine or can predict who will ultimately attend our school. The total number of language minority students, the number of students from each language background, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of our students.
- **Student characteristics** – some language minority students enter U.S. schools with strong academic preparation in their native language that may equal or surpass that of their grade-level peers in the U.S. Others, however, may arrive in this country with little or no experience.
- **District or School resources** – because Oakland and Alameda County have significant language minority enrollment, we will strive to assemble a pool of teachers, aides and administrators trained to work with students who have limited English proficiency. Materials resources will also influence the type of program that we may be able to provide.

Our “Bottom Line” for English Learners

In our research to examine best practices for serving English learners, BayCES shared what they believe to be the most important things to be sure are in place in a school for English Language Learners (developed by Laurie Olsen for their English Language learners Work group).

- Qualified teachers (with certification or credentials for teaching English Learners)
- A dedicated ELD-standards aligned English Language Development curriculum (with specific time allotted daily – minimum of 45 minutes) focusing on all four domains (reading, writing, oral and listening) of language development.
- A consistent program across grade levels and classrooms – where teachers can articulate WHAT the program IS for English Learners.
- Students grouped by English Language proficiency levels for their English Language Development instruction – or differentiated instruction based on on-going assessments of levels of English language proficiency.
- Every English Learner in the school is receiving English Language Development unless specifically waived by parent choice.
- The “Climate,” attitudes and policies of the school are such that no damage is being done to a child’s home language and connection to family heritage.

- All English Learners at levels I, II and III (CELDT) are receiving instruction in content areas that is either specially designed academic instruction in English or in their home language (unless specifically waived out by parent choice).
- English learners have opportunities for interaction (socially and in academic tasks) with English fluent peers.
- If there is a bilingual program, it is being taught by teachers who have near-native like fluency and full biliteracy skills.

Our English Learner plan will need to demonstrate how we meet the needs of each learner while supporting the further development of their primary language. We will have a person on staff that has the role and responsibility of the following:

- Monitoring – English learners’ g.p.a., performance on state standardized tests, CELDT and progress towards English fluency;
- Assessment data – collect data to input as necessary, provide advice and counsel to the English Language Advisory Council;
- Professional Development – ensure that staff are trained on reclassification of English learners to fluent English proficiency, plan, organize & coordinate support for professional development;
- Parent/community outreach
- Communication – ensure communication and compliance with District, state and federal guidelines through reporting.

Timeline

We have become aware of three OUSD options for serving English Language learners. In the next year, we will continue to collect data that will help us determine the best model that will then be guiding our master schedule development. Our plan includes:

- November – obtain training on fluent English proficiency criteria so that we can hire staff who have the appropriate credentials or who can be reclassified.
- December and January – obtain CELDT tests or be a part of the CELDT testing of students we anticipate will be a part of our school community.
- February – begin having conversations with parents who might serve on our English Learner Services Advisory Committee and share research, best practices and begin making a decision on our model.
- March - Begin developing a master schedule that sets the needs of the English Learners at the top of our priorities. It is likely that we will need to include a “Basics” (i.e., levels I, II & III) curriculum as well as a “High point” (i.e., levels A, B & C) curriculum for students. These will also, then, determine our needs for teachers’ credentials and qualifications.
- April – Hold ELAC to receive feedback on draft master schedule. Begin ordering materials and curriculum for the academic year.
- May – Hold ELAC meeting to tune program.
- June – conduct CELDT testing for any newly anticipated students.

PLAN FOR SPECIAL EDUCATION

IDEA

The Charter School shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and related services in accordance with the individualized educational program ("IEP") in the same manner as a child with disabilities who attends another public school within the District. Accordingly, the District shall serve as the Charter School's local educational agency ("LEA") and represent the Charter School in the SELPA.

The Charter School would anticipate that a special education agreement would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will flow through the District to the students of the Charter School. The petitioners believe that the following arrangement is ideal as relates to special education services and funding for charter school students:

- The District shall receive and retain all State and Federal special education funds due to the Charter School.
- The District shall provide special education instruction and related services to charter school students in the same manner as provided to other students of the District.
- The District shall provide funding to the Charter School for any special education instruction or related services provided by the Charter School in the same manner as is currently provided to other schools of the District.
- The Charter School shall pay a pro-rata share of District-wide special education costs that are in excess of State and Federal special education funds.

This arrangement, or a reasonable alternative to this arrangement, will be discussed and codified in a memorandum of understanding between the District and the Charter School.

Nothing in this Section shall be deemed to prevent the Charter School from seeking LEA status pursuant to Education Code Section 47641(a) after two full years of operation under this charter. Nothing in this Section shall be deemed to prevent the Charter School from operating as its own LEA for special education purposes in the event the District is unwilling or unable to serve as the LEA for special education purposes.

Section 504/ADA

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the Charter School shall adopt and implement a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the Charter School and shall be accommodated.

III. 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)

PUPIL OUTCOMES

All Oakland Aviation High School graduates will be prepared for both college and employment in the aviation industry, or business community. OAHS will draw students from neighborhoods with historically high dropout rates, and low achievement. Therefore, OAHS will adopt aggressive student achievement goals in order to attain dramatic and consistent improvement among all students from year to year.

- Each student will improve individual composite scores on the CST/CAT6 from year to year.
- Each student will achieve proficiency in key concepts, knowledge and skills in A-G core academic subjects and technical aviation courses, as measured through daily and weekly assignments, portfolio assessments, graduation by exhibition, and standardized tests.
- At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.
- At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.

SCHOOL-WIDE OUTCOMES

State Content Standards

OAHS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses.

State Standardized Testing

It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests. OAHS will reach a CAHSEE pass rate of 90%.

Graduation Rate

OAHS will strive to reach a four-year senior graduation rate which is 5% more than the Oakland Unified School District average.

Attendance

It is the goal of OAHS to strive, on average, to exceed the District average for student attendance, and by the end of the charter term to reach 95% average daily attendance. **Academic Performance Index**

It is the goal of OAHS to meet its Academic Performance Index ("API") growth targets on an annual basis, and to equal or exceed District API growth rates.

Adequate Yearly Progress

It is the goal of the OAHS to make adequate yearly progress ("AYP") as defined by the No Child Left Behind Act ("NCLB"), and to equal District AYP growth rates.

Establishing Curriculum Goals and School-wide Benchmarks

Teacher teams plan curriculum through a process of backward planning by creating an overarching curriculum map aligning the California State content and proficiency standards, with central themes, essential questions, assessments, major learning experiences, the definition of an educated person and connections to aviation and the OAHS mission.

The OAHS Curriculum Map is based on the work of Heidi Hayes Jacobs, author of *Getting Results with Curriculum Mapping*, and Grant Wiggins and Jay McTighe, authors of *Understanding by Design*.

The year's theme of Academic Literacy identifies the skills framework for all courses. Teaching and learning focuses on building the foundations of mastery in each subject area. The map is designed to allow for maximum opportunity to plan **vertically** and **horizontally**. Teachers sequence skills development, align all central themes and essential questions, and work to develop common, standards-based formative, interim and summative assessments. All mapping begins by identifying all relevant state content and skills standards, which students must meet to promote. The formulation of central themes and essential questions grounds the significant learning objectives upon which all major assessments are built. Major learning experiences are designed to help all students meet state standards in authentic and brain-compatible ways. A key element of this curriculum map are **aviation & mission connections**, which ensures that teachers connect what students learn in the classroom to aviation and the OAHS and content area missions.

Example Curriculum Map:

Grade: 9th Grade	Theme: Academic Literacy	Year: 2006-2007
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<i>Course</i>	<i>Content & Central</i>	<i>Essential</i>	<i>Major</i>	<i>Assessment</i>	<i>Definition</i>	<i>Aviation/</i>
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	<i>Proficiency Standards</i>	<i>Themes</i>	<i>Questions</i>	<i>Learning Experiences</i>		<i>of Educated Person</i>	<i>Mission Connections</i>
<i>English 1</i>							
<i>Advisory</i>							
<i>Algebra 1</i>							
<i>Physical Science</i>							
<i>Spanish</i>							
<i>Physical Education</i>							

State Standardized Testing

All students will participate in all tests required by the State of California and NCLB (CAHSEE, STAR/CAT). The results of these tests will be used to evaluate the effectiveness of our backward planning model and our annual progress toward meeting and exceeding our school-wide benchmarks. The disaggregated data from these assessments will be used to monitor the equity of our program.

College Admissions Tests

Students will participate in PSAT, SAT I, and SAT II tests. Test preparation tutoring will be provided for all students who desire it. The results from these tests will be used to evaluate the effectiveness of our college preparatory courses. Areas of strength and needed growth will be examined in each core content area. Content area and interdisciplinary teams will develop goals for school-wide and program improvement in preparing students for success in college and career.

Development Teams	Time	Who	Products	Measures of Success
All staff	Fridays 1:30-4:30 pm	Principal, teachers paraprofessionals, office staff, parents, invited guests	School Codes, State of the School Report (three times each year), Support services, Direct instruction of staff, Communication and process matrixes	API and AYP growth rates competitive with OUSD, students graduating into college or aviation career, strong school culture
Content Area Teams	Tuesday one hour. (Times vary by department)	Principal (oversees) content area teachers, special education representative	Content area Benchmarks in alignment with State and CSU standards, Curriculum map, Content area rubrics, Projects	CAHSEE and CAT test scores in content area competitive with OUSD, student improvement, student success in college, or career in related subject area
Advisory Teams	Every other Thursday 8- 9 am	Principal (oversees) advisory teachers in same grade-level, paraprofessionals and office staff as necessary	Monthly, State of the Students reports. Advisory curriculum map, Projects, Community events, Home visits,	Student success in core subjects, students graduating into college, or career, parent and community participation, reduced disciplinary problems
Inter-disciplinary Teams	Every other Thursday 8- 9 am	Principal (oversees) one teacher from each content area, special education representative	Safety-net and power standards based on State CSU and content area standards, interdisciplinary curriculum map, interdisciplinary projects, school-wide rubrics for writing, formatting, exhibitions, portfolios, and discipline	Student success in core subjects, students graduating into college, or career

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)*

Content and Proficiency Standard Assessment Cycle

School culture at OAHS is collaborative, performance-based and data-driven. Teachers, staff, parents and students work together in the spirit of collegiality to set clear goals and objectives for each member of the OAHS community. At every step, data is used to measure how well teachers are teaching and students are learning. To ensure that we catch students before they fail we engage in the content and proficiency assessment cycle. The cycle begins with formative assessments that measure the current abilities of students in comparison to the California state standards and the school-wide benchmarks. It is important to note that assessments are only a measure of a student's current abilities, not an indicator of student potential. We believe all learning challenges can be overcome through effective effort and strategic student supports. To ensure that all students do learn we engage them in setting clear, obtainable academic goals based on the formative assessments, then we monitor progress, as students grow increasingly competent and independent. Celebrating success, developing each of the multiple intelligences and stimulating each learning style is central to maximizing student academic and personal growth. The OAHS staff likewise uses the assessment cycle to promote better teaching, to identify areas of need (in students and their own teaching) and to seek professional development. The assessment cycle forms a feedback loop that allows each member of the community to monitor how well the school is doing at teaching students, and offers them opportunities to take an active role with clear objectives in promoting student success.

Content and Proficiency Standard Assessment Cycle Table

Assessment	Sources	Used by Teachers to	Used by Advisors Families and Students to	Used by Principal to	Leads to
Formative Assessments will be given on matriculation and at the beginning of each course	Summer bridge program, California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Organize, plan, fine tune lessons and units	Generate personal learning plans, establish need for double Eng or math, clarify what students must to succeed in the course, Set student specific academic goals	Monitor cohort progress, establish topics for professional development, to guide goal setting	Class lesson and project design, personal and cohort goals, interim assessments, professional development
Interim Assessments will be given every 4-6 weeks during the course	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Guide instruction, identify areas that need re-teaching, personalize lessons to the specific needs of the class and individual students	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports

Summative Assessments will be given at the end of each course and during the standardized testing cycle	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams, CAHSEE, STAR/CAT, PSAT, SAT, ACT, FAA	Re-fine and re-design lessons, recommend student promotion	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports
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Formative Assessments

During the “Summer Bridge Program” and at the beginning of each course students will be given a formative assessment of the specific learning objectives of the course. The results of the formative assessments will be used by teachers to organize, plan and fine-tune lessons and units. Formative assessments will be used by students, advisors and parents to clarify the work students must do in order to succeed in the course, and to set student specific academic goals. The Administration will use the results collectively to monitor cohort progress toward school-wide benchmarks and California State content and performance standards.

Interim Assessments

Every four to six weeks students will take interim assessments to monitor their progress toward achieving both the learning objectives of the course, and student. Teachers will use the results of interim assessments to guide instruction, to identify areas that need re-teaching and to personalize lessons to the specific needs of the class and individual students. Students, parents and advisors will use results to monitor progress toward personal academic goals, to strategize around areas of difficulty and to guide the development of objectives for student practicums, if necessary. The administration will use the results to identify areas for professional development, to guide teacher efficacy and to monitor school-wide progress toward benchmark skills.

Summative Assessments

At the end of each course students will take a comprehensive exam that will summarize the specific learning objectives of the course. Areas of strength and needed improvement will be identified. The results of the summative assessment will be used to determine eligibility for promotion, setting practicum objectives and to monitor progress toward school-wide benchmarks. Teachers will use the results to re-fine and where necessary re-design lessons to increase future student achievement and personal mastery.

Comparison of Assessments

<i>Type of Assessment</i>	<i>What is this assessment?</i>	<i>How do teachers use this assessment?</i>
<i>Daily/Weekly Assignments</i>	<i>Teachers in each subject design and deliver daily and weekly assignments and quizzes that assess students' daily progress. These assessments include all class work, homework, quizzes, and mini-projects that build knowledge and skill. Each week students will complete a culminating assignment that connects the week's course work to the school-wide benchmarks and content area learning objectives.</i>	<i>Teachers use the results of daily and weekly assignments to plan better lessons and units and monitor student progress. Teachers also use these assignments to prepare students for all major tests and projects.</i>
<i>Portfolios</i>	<i>Each student will develop a portfolio documenting progress toward individual personal and academic goals, the school-wide grade-level benchmarks for academics and character, the CA State standards. This portfolio will be evaluated twice each year. Portfolios are interdisciplinary and require students to draw connections across the curriculum and apply metacognitive reflection to their own learning and community context.</i>	<i>Teachers use this assessment to measure student growth, and the student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>Exhibitions</i>	<i>Exhibitions are live expressions of the student portfolios. They can take many forms, but the key goal is for the</i>	<i>Teachers use this assessment to measure student growth, and student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>California State Tests</i>	<i>The CAHSEE and STAR/CAT are standardized tests required by the State of California and NCLB. These tests are important measures of school success.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>
<i>College Admissions Tests</i>	<i>The SAT I, SAT II, and ACT are standardized tests required by most colleges and universities for admission.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>

Daily and weekly assignments

Students will be given a variety of assignments throughout each course. Daily assignments may include readings, short writings, class discussions, projects, and tests and quizzes. At the end of each week there will be a culminating assignment designed to synthesize the lesson elements into a coherent expression of the week's learning objectives. Both teacher and student will keep daily and weekly assignments as a measure of individual progress, and for inclusion in student portfolios. Teachers will also use assignments collaboratively with other staff to standardize rubrics across disciplines and troubleshoot areas of difficulty. These artifacts become important tools in the development of best practices and data based inquiry.

Portfolios

Students will keep a portfolio that showcases progress toward individual academic goals, and the school-wide grade level benchmarks for each course. Portfolios are personal, interactive and genuine expressions of the personality and talents of each student. They can take many forms, and develop year by year with the student into an assertion of personal and academic growth. Twice each year students will participate in portfolio exhibition. Portfolios are evaluated by a group of no fewer than three teachers, two peers and a parent/community member according to a standardized rubric. Passing scores on portfolios are required for promotion.

Portfolio Exhibitions

Exhibitions of student work will be held in the winter and late spring. The exhibition can take many forms including (but not limited to) oral, dance, video, musical or written expressions in front of a live audience. Exhibitions are presented to fellow students, faculty, parents and community members. Exhibitions are a time for students to show off who they have become over the course of the year. Portfolio Exhibitions are evaluated by a group of no fewer than three teachers, two peers, one board member, and a parent/community member according to a standardized rubric based on grade level school-wide benchmarks. Passing scores in both portfolios and exhibitions is required for promotion and graduation.

School-wide outcomes will be measured as follows:

<u>OUTCOME</u>	<u>METHOD(S) OF MEASUREMENT</u>
State Content Standards	CAT6, Internal and External Assessments, Teacher Records, Work Samples, Portfolios
Standardized Testing Growth	CAT6, CELDT
Attendance	Attendance records
Academic Performance Index ("API") Growth Target	API Score
Adequate Yearly Progress	As measured by state in accordance with NCLB.

USE AND REPORTING OF DATA

The Charter School will compile and provide to the Oakland Unified School District Board of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above.
- An analysis of whether student performance is meeting the goals specified in above. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Charter School Board during the year.

- Data on the level of parent involvement in the Charter School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the Charter School implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The Charter School and Charter School Office will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

The Charter School and Charter School Office will also jointly develop a site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. In addition, the District may inspect or observe the school at any time without prior notice and retains the authority to assign or subcontract any oversight responsibilities if it chooses. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

IV. 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)

NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate with the District, the Charter School shall operate as a separate legal entity, independent of the District. The Charter School will be operated as a duly constituted California nonprofit public benefit corporation, and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School will be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

NON-PROFIT BOARD OF DIRECTORS

The Charter School will be governed by a minimum of five to a maximum of eleven voting members of a Board of Directors consisting of representatives from OCO, the College of Alameda, the Port of Oakland, an aviator, an educator with administrative experience, parent, a teacher, a finance person and fundraising person. The District may appoint any person to serve on the OAHS Board of Directors and may choose for this person to be either a voting or nonvoting member. Although the Board currently has five members, the Board will expand to nine members once the Charter is approved in accordance with the Charter School's Bylaws.

The Board will meet on a regular basis, not less than once per month, to make decisions relating to the operations of the school.

The Board of Directors has a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Directors will meet regularly and as needed and will be responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring and evaluating the Executive Director/Principal of the School.

- Hiring, discipline and dismissal of all employees of the Charter School after consideration of a recommendation by the Executive Director/Principal of the School.
- Approval of all contractual agreements.
- Approving and monitoring the implementation of general policies of the School. These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Charter School's annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the School.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- The Board will establish operational steering committees of parents, educators, and art professionals.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of Charter School programs.
- Executing all other responsibilities provided for in the California Corporations Code.
- Development, review, or revision of the Charter School's accountability and mission.
- Development of the school calendar and schedule of Board meetings.
- Development of Board policies and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual fiscal and performance audits.
- Approval of personnel discipline (suspensions or dismissals) as needed.

- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Hiring, supervision, evaluation and if necessary, termination of the Charter School's officers and administration.
- Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

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

The Charter School shall adopt governance policies, which are aligned with the principles of the Brown Act and the Political Reform Act.

A Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

EXECUTIVE DIRECTOR/PRINCIPAL

The responsibilities of the Executive Director/Principal may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board chair as directed by the Brown act.
- Make recommendations to the Board on hiring, discipline and dismissal of Charter School employees.

- Supervise, either directly or through subordinates, all employees of the school.
- Provide timely performance evaluations of all school employees at least annually.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the board.
- Communicate with School legal counsel.
- Stay abreast of school laws and regulations.
- 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.
- Grant writing.
- Establish and execute enrollment procedures.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon.
- Provide all necessary financial reports as required for proper ADA reporting.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a quarterly financial report to the Board.
- Provide assistance and coordination to the Faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.

- Attend all Board meetings and attendance as necessary at District Board of Education meetings as the charter representative.
- Site safety.
- Foster an amicable relationship between the District and School and facilitate a sharing of resources between both entities.
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the District, and between the School and the community at large.
- Establish procedures designed to carry out Board policies.
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as Officer appointed committees).
- Scheduling.
- Manage communications between the District Board and the Board of the Charter School.
- Develop the School annual performance audit.
- Present performance audit to the Board of the Charter School and after review by the School Board present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to a business administrator of the Charter School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider.

PARENT PARTICIPATION

Partnership with parents is the final design element proven to be essential for successful student outcomes. Orientation for new families will be held in late spring to prepare for the coming school year. Parents and guardians will receive a written description of the OAHS program, including WASC accreditation status, and the transferability of credits to neighboring public schools. OAHS teachers will conduct home visits with the families of students in their advisories twice a year, once in August/September, and once in January/February. An analysis of the student's proficiency on grade level standards will be shared with the parent/guardian and a personal learning plan will be created to help each student rise to a proficient or advanced level. As part of the personal learning plan, an agreement will be created between the family and the school in which parents, student and advisor share their expectations and commitments to support the student's success.

Parents will be encouraged to participate in the daily life of the school, and to affirm the educational aspirations of their children. Parents will participate on the governing board, on state and federally mandated committees such as the school site council and the English language advisory committee. Each teacher will have at least two parent leaders to support their advisory. These Parent Leaders will form a Parent Leadership Team that will advise the Governing Board and the Principal of the charter. Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations, an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of "one to one" visits: ongoing intentional conversations for the purpose of building a culture of trust and respect. The Life Guidelines and Life skills will be shared and practiced by all adults in the school, including parents and guardians. Exhibitions of student work will be held in the winter and late spring. Parents will participate on graduation committees that will evaluate student portfolios and presentations.

OAHS promotes a parent participation program because it views parents as integral partners, not just volunteers. Parents are encouraged to express their concerns, to visit our school and meet with the staff. To this end, the Charter School shall annually distribute parent surveys to all parents requesting them to give their opinions on the progress of their child and encouraging them to express suggestions of how the school might improve its services. The responses shall be returned to the school and reviewed with faculty and administration in order to address any concerns.

Parents are asked to dedicate at least 30 hours per year of participation to benefit the Charter School. To encourage additional parent involvement, the Charter School shall at a minimum do the following:

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

No student will be denied enrollment nor disenrolled for a failure of the parent or guardian to dedicate thirty (30) hours of participation to the Charter School. However, in all cases, to give the student the maximum opportunity to succeed, the Charter School will work with parent/guardians to consider all possible opportunities for parent involvement.

OAHS may establish other advisory committees to the Charter School Board, such as an English Language Advisory Council (ELAC) and school site council as appropriate.

STAFF PARTICIPATION

During operation, the Charter School will encourage staff members to develop a committee made up of all staff of the Charter School, which will act in an advisory capacity to the Board of the Charter School. This Staff Committee will be governed by bylaws adopted by the staff involved in the staff committee.

V. HUMAN RESOURCES

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)

Teachers

The Charter School will adhere to Education Code Section 47605(l), all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculty for the Charter School.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l).

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, noncollege preparatory courses and activities. The Charter School and the District shall agree in writing prior to operation as to an approved list of non-core, non-college preparatory courses.

Many of the technical aviation classes will be taught by instructors from the College of Alameda.

Non-Instructional Staff

All non-instructional staff such as the office manager, finance/human resource assistant, attendance clerk, clerical, custodian and lunch duty personnel must possess experience and expertise appropriate for their position.

Executive Director / Principal

This individual shall be responsible for implementing all the administrative and legal responsibilities of the school as well as serving as an instructional leader. This individual should be an exemplary communicator both in person and in written communications and possess the organizational and interpersonal skills necessary to run a school.

Overall Qualifications of Staff

Charter School staff shall be educators and individuals who seek to provide a quality education for a diverse population of students. They will share the desire to participate in a thematically based, internationally minded educational program.

The Charter School focuses on teacher leadership through professional development, team building, collaborative decision-making, and addressing the strengths of the school community through multiple intelligences. Charter School staff members are committed to the collaborative building of a new school program, including setting tradition and defining benchmarks.

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)

Teachers at the Charter School shall participate in STRS. Classified employees of the Charter School shall participate in PERS and the federal social security system. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School.

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)

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.

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)

Employees shall have the right to return to the District if this is permitted under the terms of the collective bargaining agreement between the District and the Charter School.

The Charter School shall not grant tenure to any teachers at the Charter School, nor will it accept tenure granted by another charter school or school district.

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

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with pupils of the Charter School. The Executive Director/Principal of the School shall monitor compliance with this policy and report to the Board of Directors 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 the District.

TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

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

Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

Emergency Preparedness

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne 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 Charter School shall maintain a drug and alcohol and smoke free environment.

Procedures

The Charter School shall adopt procedures to implement the policy statements listed above and submit at least 60 days prior to operation.

Policies Specific to Site

Since the Charter School intends to locate at the airport, the Charter School will comply with all health and safety policies of the Port of Oakland. Additionally, the Charter School will adopt specific site plans to address health and safety concerns which will be submitted to the District at least 60 days prior to opening. Since the Charter School will most likely need to operate for one year at a District school site and the lease agreement containing health and safety terms has not been negotiated with the Port of Oakland, it is not possible to submit site-specific plans at this time.

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)

Disputes between the District and the School

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between the Charter School and the District or between the staff and the Charter School Board, Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent or designee and Executive Director/Principal of the School. If this joint meeting fails to resolve the dispute, the District will consider joining the School in

non-binding third-party mediation. If the Superintendent or designee and the Executive Director/Principal agree to this course of action, they will jointly discuss timelines. Each party will be responsible for its own costs.

The Executive Director/Principal and Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent or designee and Executive Director/Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent or designee and Executive Director/Principal shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent or designee and Executive Director/ Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

All disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall not be involved with internal disputes of the Charter School unless the Charter School requests District involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked, or unless the District believes there may be an immanent threat to the health or safety of any student at school, in which case the district may immediately intervene.

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

The Charter School shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, disability, fluency in English, parent income/educational level, religious preference, sexual orientation or perceived sexual orientation.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed as follows in the order of preference listed:

1. Siblings of current students;
2. Children of Charter School employees;
3. Founding Families (children of parents who served on the Charter School Design Team);
4. Children of airport employees and/or airport tenants.
5. Students from Oakland Unified School District.
6. All other California residents

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

In order to qualify for the Founding Families preferences, parent and student leaders will be expected to actively participate in the charter design team. Activities will include regular meetings and visits to

other schools to get ideas. Parent and student leaders will be expected to conduct one-to-one visits with other families and to hold community meetings at their middle school to build a network of students and parents interested in attending Aviation High School. OCO will maintain a list of families who have met these requirements and therefore qualify for the admissions preference for children of Design Team members. The families qualifying for admission preference because they participated on the School Design Team will be permanently established at the opening of OAHS, will not expand, and will gradually expire as the children of Founding Families complete their high school education.

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)

The Charter School will consider pupils for admission without regard to ethnicity, race national origin, fluency in English, or parent income/educational level. The Charter School will strive through recruiting to achieve a racial and ethnic balance of students that reflects the general population of the District. The Charter School will rigorously recruit students and provide assistance to families in completing and returning registration applications, particularly in the cities of Oakland, San Leandro and Alameda.

The Charter School's Outreach Plan shall include a marketing plan which details significant outreach activities in the Oakland Tribune, the local libraries, community newsletters, local community groups, and local businesses. The marketing plan shall include the preparation and distribution of recruiting materials in English and other commonly spoken languages.

The Outreach Plan shall schedule dates, times, and locations of open houses, informational meetings, and other activities in a manner which insures, to the extent possible, that all interested students are able to attend. The Outreach Plan shall be updated each year and shall be considered a provision of this charter such that a material failure of the Charter School to comply with the Outreach Plan may subject the Charter School to a notice to cure and potential revocation under Education Code Section 47607(c).

The Charter School, in its annual report, shall include student enrollment indicating the racial and ethnic mix of students and the percentage of students from the District and steps taken to ensure a racial and ethnic balance as described herein. The annual report shall disaggregate racial and ethnic class, free and reduced lunch participation percentage, English Learners, and shall include the percentage versus total of those who applied and those who were admitted.

PUPIL PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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 who reside within the District who choose not to attend the charter school may attend school within their District of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

The Executive Director/Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Executive Director/Principal's office.

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

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

A. Definitions (as used in this policy):

1. "Board" means governing body of the Charter School.
2. "Expulsion" means dis-enrollment from the Charter School.

3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Executive Director/Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director/Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class

work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

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

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

E. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Charter School Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Charter School Board President or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter School Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written recommendation to the Charter School Board who will make a final determination regarding the expulsion. The final decision by the Charter School Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director/Principal or designee shall send written notice of the decision to expel to the Student's District of residence, and the Oakland Unified School District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. A copy of these records shall be sent to the District.

K. Expelled Pupils/Alternative Education

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

L. Rehabilitation Plans

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

M. Readmission

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

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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))

Attached, as Appendix C, please find the following documents:

- A projected first year budget including startup costs
- Cash flow and financial projections for the first three years of operation.

These documents are based upon the best data available to the Petitioners at this time.

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. In the event that the Charter School is permitted to locate on grounds controlled by the Port of Oakland, the Charter School shall at a minimum maintain insurance sufficient to meet the terms of a lease contract or other agreement with the Port of Oakland.

Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

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

A school site Executive Director/Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the School's Board of Directors. The petitioners anticipate that the Charter School will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. The petitioners have hired EdTech to provide business and back office services to the Charter School. The petitioners are interested in discussing the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding ("MOU") between the Charter School and the District and subject to District availability.

Timeline

Upon approval of the charter, if not completed during the charter approval process, the Charter School shall begin MOU negotiations with the District over contracted services. Should services be unavailable, or by August 1, 2006, if no MOU has been executed between the Parties, the Charter School shall obtain its own administrative services either in house or through a third party contractor.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

The Charter School has begun discussions with the Port of Oakland to locate the school site at the airport in close proximity to technology that will be used in the aviation training program. In the event that the facility is not ready for fall 2006, the Charter School will file a Proposition 39 facilities request with the District to accommodate the Charter School for its first year of operations.

A separate written agreement between the District and the Charter School shall be executed regarding the use of District facilities.

INDEPENDENT FISCAL AUDIT

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

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

The audit will verify the accuracy of the Charter 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 Charter School. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Charter School's Executive Director/Principal along with an audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

CLOSURE PROTOCOL

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

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

Closure of the Charter School will be documented by official action of the Board. The action will identify the reason for closure.

The Board will promptly notify the District of the closure and of the effective date of the closure.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of

Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is organized as a nonprofit public benefit corporation, the Charter School Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE DISTRICT

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

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

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

Civil Liability

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

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

Further, the Charter School and the District shall enter into a memorandum of understanding ("MOU"), which shall provide for indemnification of the District.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

IX. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work together with the District to set the highest standard for what an elementary school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a five-year charter to begin operation in August 2006. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and/or applicable law.

OAKLAND AVIATION HIGH SCHOOL CHARTER

“Table of Contents of Legal Requirements”:

This charter (*which was amended February 28, 2006 per revisions designated by OUSD*) has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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- **Affirmations/Assurances** page 4
- **Introduction** page 7
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- **Educational Philosophy and Program** page 12
 - a. Mission
 - b. Vision and Intellectual Goals
 - c. Whom the School is Attempting to Educate
 - d. What is Means to Be an Educated Person in the 21st Century
 - e. How Learning Best Occurs
 - f. Transfer of Courses/College Entrance Requirements
 - g. Implementation of Educational Program
 - h. Structures and Practices Ensuring Student Success
 - i. Summary of Educational Program
 - j. Vocational Curriculum and Instruction
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 - l. Plan for Students Who are Academically Low Achieving
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 - a. Pupil Outcomes
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- **Human Resources** **page 46**
 - a. Qualifications of School Employees
 - b. Health and Safety
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 - a. Student Admissions Policies and Procedures
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 - c. Pupil Public School Attendance Alternatives
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 - a. Budgets and Cash Flow
 - b. Financial Reporting
 - c. Administrative Services
 - d. Facilities
 - e. Independent Fiscal Audit
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- **Letters of Support** **Appendix A**
- **Resumes of Founding Staff** **Appendix B**
- **First Year Startup Budget including Startup Coasts, Cash Flow
And Financial Projections for First Three Years of Operations** **Appendix C**
- **Articles of Incorporation** **Appendix D**
- **Bylaws** **Appendix E**

**Charter for the Establishment of the Oakland Aviation High School:
A California Public Charter School**

Whereas the Oakland Unified School District received a valid charter petition on _____, duly signed by parents and submitted pursuant to Education Code Section 47605, and

Whereas the Oakland Unified School District, after holding a public hearing on [date] and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Resolved that the Oakland Unified School District hereby approves and grants this charter petition for a term of 5 years by a vote of ___ to ___ on [date].

Be it further resolved that this charter constitutes a binding contract upon the Oakland Unified School District Board of Education and the Oakland Aviation High School.

Witnessed:

_____ (name)
Oakland Unified School District Board of Education

School Location

This charter authorizes the operation of the Oakland Aviation High School, a charter, which shall operate at one site within the geographic boundaries of Oakland Unified School District, as authorized pursuant to Education Code Section 47605.

AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Duncan Clendenin, hereby certify that the information submitted in this application for a charter renewal for the Oakland Aviation High School ("Charter School" or "OAHS") to be located within the boundaries of the Oakland Unified School District 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 Charter School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School shall certify that its students have participated in the state testing programs specified in Education Code Section 60600-60652 in the same manner as other students attending public schools. [Ref. Education Code Sections 47605(c), 47612.5(a)(3)]
- Will notify the superintendent of the school district of the pupil's last known address within 30 days in the event that a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This requirement only applies to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. Education Code Section 47605(d)(3)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act and will comply with Government Code Sections 3540-3549.3. [Ref. Education Code Section 47605(b)(5)(O)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Will admit all students who wish to attend the School according to the following criteria and procedures and as further outlined herein:
 - a. Admission to the Charter School shall not be determined according to the student's place of residence, or that of his/her guardians, within this state, except as allowed or required by the Charter Schools Act.
 - b. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing students of the Charter School, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the Charter School, students who reside in the District, and other preferences specified herein. In the event of a drawing, the District Board shall make reasonable efforts to accommodate the growth of the Charter School and

shall not take any action to impede the Charter School from expanding enrollment to meet student demand.

- c. Other admissions preferences permitted by the Board in this petition that are consistent with law. [Ref. Education Code Section 47605(d)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
 - Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
 - Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 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 Section 47605(1)]
 - Will ensure that no person who has been convicted of a violent or serious felony is employed in either a certificated or classified position. [Ref. California Education Code Section 44830.1, 45122.1]
 - Will at all times maintain all necessary and appropriate insurance coverage.
 - Will promptly respond to all reasonable inquiries from the District, county office of education, or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records. [Ref. California Education Code 47604.3]
 - Will follow any and all other applicable federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.

- The Charter School will comply with Education Code Sections 51745-51749.3.
- The Charter School shall offer, at a minimum, the same number of instructional minutes set forth in Education Code Section 46201 for the appropriate grade levels.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Brown Act and Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

Leah Casey

Date

I. INTRODUCTION/FOUNDING GROUP

BACKGROUND

Oakland Aviation High School (OAHS) is the result of a partnership between Oakland Community Organizations, the College of Alameda, the Port of Oakland and interested aviators, educators and community members. In the early 1990s Chuck Foster, Executive Director of the Port of Oakland, approached Oakland Community Organizations with the idea of establishing an Aviation High School in Oakland that would be modeled on the successful Aviation High School in New York City. The College of Alameda joined the effort to provide expertise in developing FAA approved curriculum. Oakland leaders took a trip to New York to visit the Aviation High School, and Mayor Elihu Harris lent his support to the project. OCO held a large public meeting in which the Oakland Unified School District agreed to establish an Aviation Program in the International Trade and Transportation Academy at Castlemont High School. The Oakland City Council provided start up funds for the program.

The Aviation Program at Castlemont began when both the OUSD and OCO were at the bottom of a very steep learning curve regarding urban school reform. By the end of the decade OUSD and OCO entered into a partnership with the Bay Area Coalition for Equitable Schools (BayCES), to open over 25 new schools in Oakland. In 2002 Castlemont High School began a conversion to small schools and the Career Academies were closed. The OAHS Design Team formed in the summer of 2002 with the same original partnering organizations and has worked diligently over the last three years to establish an aviation high school that will expand the horizons of Oakland's youth, preparing them for both college and a career. We are ready to open our doors in September of 2006.

FOUNDING GROUP

The founders of the Charter School are a well-rounded group of educators and community leaders interested in providing students with an excellent elementary school foundation. The founders bring together the combined experience in education, law, business and finance. The common denominator, however, is their belief that all children deserve the opportunity to excel academically. Attached, as Exhibit A is a listing of the main founders and a brief listing of their expertise and current and future involvement in the Charter School.

OAKLAND COMMUNITY ORGANIZATIONS

Oakland Community Organizations (OCO) is a federation of churches, schools and allied neighborhood groups representing over 40,000 families in the city of Oakland. OCO is part of People Improving Communities through Organizing (PICO) with sister organizations across the state and the country. OCO has a 27 year history of working to improve the quality of life in Oakland's flatlands neighborhoods.

OCO is nationally recognized by the Cross City Campaign for Urban School Reform, New York University and the Kennedy School of Government as one of the top five community

organizations in the country working on school reform. OCO is committed to providing organizational support for the development of leaders among all stakeholder groups at OAHS, especially parents; to nurture a relational culture of trust in the school through the practice of one to one visits; to help OAHS develop strong relationships in the community and to create the necessary political will to overcome obstacles. Lisa Blair, Principal of EC Reems Academy of Technology and Art, will represent OCO on the OAHS governing board and her resume is attached.

PERALTA COLLEGES/COLLEGE OF ALAMEDA

The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community. The College of Alameda (COA), part of the Peralta Community College District, has a highly respected Aviation Program with FAA certified courses that are transferable to the California State University and to Embry Riddle Aeronautical University. The College of Alameda is committed to providing faculty, shop facilities, and training for the OAHS technical program. Peter Simon, Dean of Vocational Education, will represent COA on the OAHS governing board and his resume is attached.

PORT OF OAKLAND

The Port of Oakland oversees the Oakland Seaport, Oakland International Airport and 19 miles of waterfront. The Oakland seaport is the 4th busiest container port in the U.S.; Oakland International Airport is one of the fastest growing airports in the nation; and Jack London Square is Oakland's premier entertainment spot along the waterfront. The Port of Oakland was established in 1927 and is an autonomous department of the City of Oakland.

Oakland International Airport (OAK) has served the San Francisco Bay Area for more than 75 years and is responsible for 4.5 billion in economic activity annually in the San Francisco Bay Area, generating over 70,000 jobs for the region. OAK is a revenue division of the Port of Oakland, and served 13.5 million passengers and handled more than 600,000 metric tons of air cargo in 2003. IN April 2004, OAK broke ground on its \$500 million Terminal Improvement Program that includes the renovation of and a five-gate addition to Terminal 2. Program completion is expected in 2007.

The Port of Oakland has made a verbal commitment to OAHS to set aside property for the school on the North Field at Oakland International Airport. The 1.8 acres of land will be grant deeded to the College of Alameda, and Oakland Aviation High School will be a sub-tenant. The land will house the 40,000 square foot school including classrooms and a multipurpose/administration building. Joanne Holloway will represent the Port of Oakland and a brief description of her qualifications is included below.

FOUNDING MEMBERS FROM OCO:

Mary Elizabeth Sullivan, OCO Lead Education Organizer, OUSD Grandparent

Administrative Credential in progress at Cal State Hayward; 30 post graduate units in Early Childhood Education, St. Mary's College, Moraga; BA in Liberal Studies and Multiple Subject Credential, SF State University; 16 years teaching experience; 9 years community organizing experience.

Lisa Blair, Principal of EC Reems Academy of Technology and Art

Lisa Blair has a Masters Degree in Political Science from the University of Southern California and a B.A. in Law and Society from the University of California, Santa Barbara. Lisa Blair has over 30 years of experience in public speaking, public relations, training/teaching, and program marketing. She has 25 years of experience in academic administration and management. Lisa Blair has been the principal of EC Reems Academy of Technology and Art charter school since August, 2000. Before coming to Oakland she was the director of workforce development for the Greater Kansas City Chamber of Commerce. Lisa Blair is on the governing board of the Oakland Aviation High School.

Bea Bernstine, Executive Board of OCO, St. Elizabeth's Local Organizing Committee

Bea Bernstine is a Secretary II, providing support to the Administrative Director of Nursing at Alta Bates Hospital. Bea has been involved in OCO for over 16 years and during that time she has served as Board Representative for St. Elizabeth's Church, Vice President and Co-chair. Bea Bernstine was part of the original group 12 years ago that worked to open an aviation high school for Oakland. She participated in a trip to the Aviation High School in Queens, New York with other community leaders. Bea Bernstine has provided an important link to the Fruitvale community and to the OCO board for the Oakland Aviation High Design team.

Deacon Al Miller, Executive Board of OCO, Community Reformed Church Local Organizing Committee, OUSD Grandparent

Al Miller is a Deacon at Community Reformed Church, the President of the Community Reformed Local Organizing Committee of OCO and an OCO board member. Al Miller also is the Vice President of the Street Academy Foundation, a nonprofit board which supports Street Academy Alternative High School. Deacon Miller brings an understanding of alternative education and provides an important link to the Sobrante Park community for the Aviation High Design Team.

Jim McClendon, Executive Board of OCO, OUSD Parent

Jim McClendon is an OCO Board Member, an OUSD parent and a member of the Toast Masters Club. Jim McClendon has been faithful to the design team in spite of the length of the process which prevented his own daughter from attending the school. Jim McClendon has brought others with Aviation experience to the design team including Jim Hager and Sam Broadnax.

FOUNDING MEMBERS FROM PERALTA/COLLEGE OF ALAMEDA

Dan Gunter, Lead Aviation Instructor at COA

Dan Gunter is the senior aircraft maintenance instructor at the College of Alameda and an FAA aviation mechanic examiner. Dan Gunter has extensive aviation experience as a pilot for airlines and the Air National Guard, and as a pilot/mechanic for the State of California air tanker fire suppression unit. Dan Gunter wrote the aircraft maintenance curriculum for the Oakland

Aviation High School and will help secure FAA approval for that curriculum. Dan Gunter will supervise the technician strand of the OAHS aviation labs.

Peter Simon, Dean of Vocational Education at COA

Peter Simon holds a Masters Degree in Adult Education from San Francisco State University. He has a broad range of experience in developing collaboration between Community Colleges, business, unions and government agencies. Peter served for three years as an appointed member of the Oakland Workforce Investment Board. He previously served on the Port of Oakland Social Justice Committee. Peter will act as a liaison to COA for Oakland Aviation High School. He will work to ensure that all logistical, curricular and instructional support from the College end of the partnership is effectively delivered.

FOUNDING MEMBER FROM THE PORT OF OAKLAND:

Joanne Holloway, Aviation Marketing Division

Qualifications

Joanne Holloway is the customer and community relations representative for the Port of Oakland in the Aviation Division. Joanne is responsible for customer service training design and facilitation at Oakland International Airport as well as community outreach projects with a goal to develop and implement programs that are accountable, socially responsible, and help build a bridge between the Oakland International Airport and the local community. Her current community project is Oakland Aviation High School where she is responsible to the Design Team to help provide strategic direction and support with research, program evaluation, and promotion on behalf of the community, and to evaluate and communicate impending issues that may have a direct impact on the Port of Oakland, an OAHS business partner. Joanne Holloway is a member of the OAHS governing board.

AVIATORS, EDUCATORS AND INTERESTED COMMUNITY MEMBERS

Mark Rader, OUSD Oakland Technical High School Math Teacher & Pilot

Mark Rader has taught mathematics and science in Oakland Public high schools for the past twelve years. Before entering teaching, Mark was a Navy pilot. He has over twenty years of flying experience, including corporate and general aviation. He has a B.S. in Geology, a Masters of Education, and an Administrative credential. Mark started a Magnet school which focused on aviation and transportation careers. He was the director of this academy for six years for which he was awarded a California State Partnership grant.

Solomon Adio, United Airlines Technician, Pilot and OUSD Parent

Solomon Adio's educational background includes two years in the Civil Engineering Program in Nigeria, and six years at the Spartan School of Aeronautics, in Tulsa, Oklahoma. Solomon has been awarded a Private Pilot Certificate; Commercial Pilot Certificate; Instrument Rating; Multi-Engine rating; Certified Flight Instructor Certificate; Certified Instrument Flight Instructor Rating; Certified Multi Engine Flight Instructor Rating. Solomon has over 3,000 hours of flight time logged and also has been awarded an A & P Certificate from the Aviation Maintenance Technician Program. Solomon Adio is currently attending Laney College, taking classes in the Media Communication Department, with a focus on television production. Solomon has been

employed as a United Airlines Aircraft Mechanic for over 16 years. Solomon provides the perspective of an airline mechanic and pilot to the OAHS team.

Ethan Clifton AIA Project Manager, Executive Board of the Western Aerospace Museum

Ethan Clifton has more than 18 years of experience working on complex projects. He is a skilled architect who brings a technical approach to his designs. He has provided project management and contract administration services on numerous renovation projects. His knowledge of both the design and construction phases of building projects, and his experience leading both efforts, lends him a unique perspective which is an asset to the clients he serves. Ethan has lectured extensively at architecture and construction-related conferences, and has also taught classes at the college level. Ethan is currently assisting the City of Alameda preparing for the start of construction of the new *Alameda Free Library Project*, and has just completed a detailed constructability review of the new \$20 million *Tracy Civic Center*. Ethan is providing facilities support to the OAHS design team, assessing and providing cost estimates for potential sites for the school. Ethan also provides an important link to the Western Aerospace Museum (WAM). OAHS hopes to partner with WAM, using the museum as a resource for instruction and curricular projects.

Jim Hager, Aviator, and Aviation Representative on the OAHS Governing Board

Jim Hager manages the Hager Hangar Club Foundation, a family foundation that was started to honor Jim's father. The foundation sends young persons from a village in Mexico to college. The foundation also gives flying lessons to financially challenged young people to become professional pilots. There have been two students to complete this program. One is a flight instructor and the other is now a first officer for Air West. Jim sits on two company boards. DPI is a world wide company founded by Jim's father, the other company is Bridge Analyzers. Jim works as a volunteer for the Northern California Organ Transplant Association. He gives presentations on organ donation and serves as an emergency pilot.

Jim helps the OAHS design team by working with the middle schools, helping with outings to the Oakland Airport and giving students first airplane rides.

Francisco Navarro, Business Development Officer, Wells Fargo Bank

Francisco Navarro holds a Bachelor's Degree in Business Administration in International Finance and Marketing from the University of Miami. Francisco is a graduate of the International Trade and Transportation Academy at Castlemont High School. He provides business banking and financial services to small businesses at the Diamond Branch of Wells Fargo Bank. Francisco lends his financial expertise to the Oakland Aviation High School Design Team.

Founding Staff:

Jay M. Dunlap, Principal (resume attached)

Jay Dunlap holds a Bachelor's Degree in English from Lewis and Clark University, and a single subject CLAD credential in English from San Jose State University. Jay worked as a teacher of multiple subjects at White Oak Charter High School in Ben Lomond, California for eight years. Jay became a New Leaders for New Schools fellow in the summer of 2005. He is currently serving in a residency as Vice Principal at Leadership High School in San Francisco.

Leah Casey, Project Manager (resume attached)

Leah holds a Masters Degree in Cultural Anthropology from California State University, Hayward and a Bachelor's Degree in Legal Studies from the University of California, Berkeley. Leah is a CORO Public Affairs Community Fellow and teaches as an adjunct instructor of Anthropology at Laney College. She also worked for three years as a paralegal with Allen Lerch and Associates in San Francisco. Leah's responsibilities include facilitating meetings, development of Bylaws, research of charter development, design of hiring process for school principal, liaison between various constituents and other duties as needed to assist project.

II. 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)

MISSION

The mission of OAHS is to serve the Oakland community's diverse population through providing a rigorous educational program that prepares high school students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

VISION AND INTELLECTUAL GOALS

At OAHS, we achieve our mission by holding high expectations for students and staff focused around on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining higher standards of excellence. We expect students and staff to demonstrate their academic, technical and social abilities in real world contexts and "on paper." OAHS will have a challenging and supportive culture that respects difference, honors diversity and strives relentlessly toward equity. Collaborative and dynamic, we will develop together as a professional learning community composed of families, students, educators, and community partners. Our hope is that through our students, educators and partnerships we will create a stronger, more equitable and economically powerful Oakland community.

OAHS is prepared to empower students to high levels of personal, technical and academic achievement, through the strategic application of brain based learning theory, data-driven instruction, regular assessments and the cultivation of effective effort. As a staff we will model the learning process by applying ourselves to the study of our students and their particular needs. We will collaborate to apply best practices proven to work for urban students and those who are just learning to function academically in English. We will monitor our success and conduct

serious inquiry into the implications of our results. When the answers just don't seem to be out there, we will innovate new techniques through opening up trust and communication with our students, families and community partners.

Many students start high school a few years behind where they need to be to be ready for college or a career. We believe we can help students who are below grade level to catch up by providing proven student supports and holding high expectations. There are multiple examples of students across the United States who have faced these same challenges and succeeded in spite of them. Schools like Roxbury Preparatory and North Star Academy have demonstrated conclusively that all students can learn and perform at high levels when given appropriate support and a positive and safe learning environment. Researchers like Rick DuFour, Robert Marzano, Nancy Love, Ruth Lohson, Mike Schmoker, and Grant Wiggins have explored what works and what doesn't work in the arena of urban education. Schools all over the country that have integrated these "best practices" have been able to transform some of the worst performing schools into the model schools of the future. Other researchers like Howard Gardner and the Commission on Behavioral and Social Sciences and Education have expanded our understanding of how people think and learn. These researchers guide our instructional practices and help to frame overarching questions about teaching and learning. OAHS is a community that fearlessly engages the hard questions about what it means to be professional educators in an urban context.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

OAHS will eventually serve 400 students in grades 9-12. We will begin with our first cohort with 100 first year students. Each year we will add another cohort until we reach our cap of 400. The school will be located at the Oakland International Airport, an appropriate "hands-on" and classroom setting. Students will be recruited from Oakland neighborhoods with historically low graduation rates and low academic achievement, including students from attendance areas in two high schools attendance areas that are currently in Program Improvement. Students will also be recruited from the cities of Alameda and San Leandro, communities in the geographic impact area of the airport.

According to the CDE, the four year drop-out rate in Oakland is 35.70%, 67.6% of students qualify for free and reduced lunch, 29.80% percent of students are learning English as a second language, 32.62% of students are Hispanic and 42.29% African American (two groups who have historically been victims of the achievement gap).

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

An educated person in the 21st Century knows her history and knows her future, with feet firmly rooted in the classics and gaze fixed on the future of quantum physics. He is self-reflective, self-motivated, and adaptable. She is artistic, musical and spirited. He is healthy an environmentally sensitive. She is multi-lingual and culturally sensitive. He reads, writes and computes in a variety of modes and media. She understands how her own learning occurs best, and is able to transfer knowledge across environmental, cultural and academic contexts with ease and grace. He is technologically competent and creative in his approach to learning and manipulating new technologies. She is curious about herself, and the great unanswerable questions of human

existence. He is moral and compassionate in his dealings with others. She is driven, goal-oriented and confident of success. He easily discriminates between fact and opinion. Together these snapshots form a composite picture of our goal to create the Renaissance thinkers of the future: self-motivated, competent, confident, life-long learners who apply their skills and knowledge to succeed socially and economically, while appreciating the aesthetic value of learning purely for the sake of learning.

HOW LEARNING BEST OCCURS

Flight involves the interaction of the human body and brain with technology and physical forces in a unique and daring way. Pilots and flight crews are required to be in top physical and mental condition. The margin for error in all aspects of the aviation enterprise is slim, requiring an individual and collective commitment to consistently perform at the level of one's personal best. Given the demanding physical, mental and ethical requirements of aviation, OAHS will develop a "brain compatible" instructional program based on California State Standards, with a strong emphasis on character development, as described by Eric Jensen in Teaching with the Brain in Mind, and by Susan Kovalik and Karen Olsen in Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom. A "brain compatible" instructional approach is particularly well suited to the needs of the students OAHS will serve, and to the unique airport location of the school.

Learning involves an inseparable partnership between body and brain, with emotion playing a key role as the gatekeeper to learning. Intelligence, defined as a problem solving or product producing capability, is a function of experiences which cause physiological growth in the brain. (Kovalik & Olsen, ApC.4) Students who succeed in school have been exposed to a rich variety of experiences, while students who struggle in school have not. An educational approach that values equity must address the experience gap which precedes the achievement gap. The brain compatible instructional model levels the experience playing field by making use of frequent field trips to nearby locations done at the beginning of units of study, and revisited regularly as students' interest and understanding deepens. The unique location of OAHS at the Oakland International Airport will offer many opportunities to connect instruction to real world aviation locations and problems, providing a rich experiential base for new learning.

The foundation for academic success will be laid by creating a school culture in which there is an absence of threat. Teachers, staff and students will adhere to a common set of norms developed by Susan Kovalik Associates and called the Life Guidelines (trustworthiness, truthfulness, active listening, no put-downs and personal best). The guideline of personal best, defined as "One's best possible performance given the time and resources available," (Kovalik & Olsen, p9.12) is particularly relevant to the field of aviation where so many people's lives depend on pilots, mechanics, air traffic controllers, screeners and ground crews performing their duties in the best possible manner. Personal best is further defined by 18 life skills including such things as effort, flexibility, initiative, integrity and organization.

TRANSFER OF COURSES/COLLEGE ENTRANCE REQUIREMENTS

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements -- California Education Code Section 47605(b)(5)(A)(ii)

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The Charter School will consult the District as to the transferability of courses to other District schools in order to ensure to the greatest extent possible a smooth transition from one school to the next. The Charter School will offer a high school program that meets the requirements for admission to the California State University or the University of California A-G requirements. Students of the Charter School will be required to pass the California High School Exit Examination before being granted a high school diploma. The Charter School shall seek accreditation with WASC within the first two years of its high school operation.

IMPLEMENTATION OF EDUCATIONAL PROGRAM

Application of brain-based research to instruction and school culture

In addition to the application of work done by Olsen and Jensen, OAHS will apply contemporary "best-practices" to the classroom in an attempt to maximize the learning potential of each student and learning context. Teachers will be given time to research and collaborate in the application of brain-based research to their classrooms.

Emphasis on project-based learning with clear objectives and measurable outcomes

Research supports the value of project-based learning in developing student motivation, knowledge transfer and ability to apply knowledge and skills in a real world context. For project-based learning to be effective it must have clear, measurable goals that are communicated effectively to students, and evaluated according to a standardized rubric aligned with the school mission and grade-appropriate benchmark skills.

Application of multiple assessments to drive instruction and program direction

Just as there are multiple learning styles, there ought to be multiple types of assessment. Research shows that using a wide variety of assessment tests within classes, benchmark tests and the use of data director to compare STAR test scores, increases student achievement and stimulates a wider variety of learning styles. Multiple assessments and the application of school-

wide rubrics for writing, research, critical thinking, and behavior create a culture of excellence while providing students with an explicit road map to success. Assessments are meaningless until they are applied directly to instruction. Teachers and students will collaborate to review and revise the learning experience based on the results of assessments.

Giving students real world experiences and challenges

Real world experience stimulates in students urgency, knowledge transferability, purpose, visceral understandings (senses), and intrinsic motivation. Portfolios and exhibitions held twice each year bring a sense of “real world” tangibility and urgency to the mastery of the most abstract concepts. Internship opportunities and Andale restaurant at Oakland Airport hired one student intern, Anna Karen and David Rodriguez interned with Jim Hager.

Accountable personalized learning plans for each student

We believe that every student can and will achieve high levels of academic and personal success, when given proper support and encouragement. Each student’s individual areas of need and strength will be assessed and supported through a personal educational plan written together with the family, advisory teacher and student.

Developing students’ interdisciplinary awareness and critical thinking

Students who transfer knowledge and skills across diverse content areas are more likely to face real world challenges with confidence and poise. OAHS actively encourages interdisciplinary thinking and critical problem solving through Advisory, projects, portfolios and realistic “being there” challenges. Inter-disciplinary advisory projects on aviation each year, teachers collaborate weekly to create connections across the curriculum.

High expectations for all students and staff

“We can do anything we set our minds and hearts to.” Failure is not an indicator of bad luck, or lack of innate ability - it is a product of not applying effective effort to the challenge.

Oakland Aviation High School Required and Elective Courses

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Algebra/Geometry	Geometry/ALG II	ALG II/Pre-Calculus	Pre-Calculus
Elective Geography	World History	US History	Amer.Gov/Econ
Intro. to Aviation Private pilot/ground school	Aircraft Maintenance, AMT (80/81)	AMT (83/84) prerequisite AMT (82 in summer at COA)	Elective, Intro. Art History, or Spanish IA taken at COA
Biology	Chemistry	Physics/Environmental Science	Physics/Environmental Science
PE	AMT/LAB	AMT/LAB	AMT/LAB

Geographical Studies (Physical and Cultural Geography) Geography	Elective	Elective	AMT (86/87) prerequisite AMT (85 in summer at COA) *AMT 88 must be taken after Graduation for certificate.
Advisory: Academic Literacy	Advisory: Basic Inquiry	Advisory: Critical Inquiry	Advisory: Advanced Inquiry
Elective			
7.5 hrs + lunch	7.5 hrs + lunch	7.5 hrs + lunch	7.5 hrs + lunch

General Aviation and Aviation Maintenance Technician: Course Syllabus

Aviation Lab: Aviation Maintenance Technician (1380 hrs) *

10th Grade: 180 hrs

- Orientation & Shop Safety; Ground Ops; NDI; Corrosion Control; Fluid Lines & Fittings; Plastic & Bonded Structures; Wood Structures; Welding; Fabric Structures

Summer: 100 hrs

- Orientation & Shop Safety; FAR 65; FAR's; AC Drawing; Maint. Forms & Records; Electrical Circuits; Electrical Meters; Batteries; Aircraft Electrical Systems; Electrical Schematics; Alternating Current; Maint. Pubs

11th Grade: 360 hrs

- Orientation & Shop Safety; Advanced Electrical; A/C Instrument; Cabin Environmental; Ice & Rain Protection; Landing Gear Warning Sys.; Takeoff Warning Sys.; Materials & Processes

Summer: 100 hrs

- Orientation & Shop Safety; Sheet Metal; Aircraft Finishes

12th Grade: 540 hrs

- Orientation & Shop Safety; Com./Nav; Fire Detection; Assembly & Rigging; Hydraulic Sys.; Landing Gear Sys.; Wheels & Tires; Retraction Systems; Fuel Sys.; Pneumatic Power Applications; Brakes & Antiskid Sys.

Summer: 100 hrs

- Orientation & Shop Safety; Airframe Insp.; FAA Testing

* Student graduates with a FAA Aviation Mechanic Technician Certificate (Airframe Rating) with an additional year course at College of Alameda to complete the program and receive Power Plant Rating.

Aviation Lab: General Aviation

Students will complete Lab courses in Aerodynamics (10th), Aviation Business and Management (11th), and Aviation Law and Security / Aviation Design (12th). This will include Internships with aviation related businesses that serve the Oakland International Airport facility. Flight training will be conducted during the summer after the 10th and 11th grades (160 hrs) through a local flying club.

Comparison of UC and OAHS Requirements

Content Area	UC (A-G Coursework)	OAHS
History/Social Science	2 years required	4 years, Geography, World History, Us History, Govt/Econ
English	4 years required	4 years
		English 9,10,11,12
Mathematics	3 years required, 4 years recommended	3-years
		Algebra 1, Geometry, Algebra II/Trig, Pre-Calculus, Calculus, (<i>Pending A-G approval</i>)
Laboratory Science	2 years required, 3 years recommended	3 years
		Biology, Chemistry, Physics, Astronomy /Rocketry, Environmental Science
Language Other than English	2 years required, 3 years recommended	2 years required
		Spanish 1, Spanish II, Spanish III, Spanish IV (<i>Pending A-G approval</i>)
Visual and Performing Arts (VPA)	1 year required	1 year
		The Visual Experience
Advisory	0	4 years
Aviation General	0	3 years with FAA certification
Aviation Maintenance Technician	0	3 years with FAA certification
Pilot License	0	Optional

Structures and Practices Ensuring Student Success

High Expectations

Research shows that clearly articulated high expectations exert a major influence on student achievement. Expectations at OAHS are clearly articulated and posted in every classroom. Learning objectives and school-wide grade level benchmarks are aligned with both the California

content and performance standards and standards set by each content area department. Student understanding of learning goals and objectives is supported by the use of school designed standardized interdisciplinary rubrics, performance assessments and constant communication with teachers. The school culture provides consistent rules for behavior and methods of evaluation across all the disciplines.

Summer Bridge Program

If sufficient funds are raised, a summer bridge program for 9th grade students will be conducted. The program will formatively assess incoming ninth graders and introduce them into OAHS culture, establishing early bonds with peers in Advisory and the Advisory teacher. In '06-07 only year Summer Bridge was hosted by Port of Oakland and United Airlines to introduce students to the world of aviation.

Extended Student-Teacher

Students spend four years with the same Advisory teacher and peer cohort.

Brain-Based Research and Project-Based Learning

OAHS offers standards-based curriculum built around overarching conceptual themes, following a brain research model developed by Susan Kovalik and Karen Olsen. Field trips will be used to introduce key concepts thereby stimulating all 19 senses for short-term memory, and allowing intrinsic meaning to emerge for each student. Key concepts will be reinforced through direct instruction. Students will develop mastery through inquiries and interdisciplinary projects in which they apply new knowledge and skills and use higher order thinking.

Looping

OAHS will establish small learning communities in which teams of core teachers “loop” for two years with the same students. The teachers in the small learning communities will share common preparation periods so they can collaborate.

Leadership Training

Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations (OCO), an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of “one to one” visits: ongoing intentional conversations for the purpose of building a culture of trust and respect.

English and Math Practicums

Built into the schedule for grades nine and ten is an extra period of math or English. Students will use Practicums to develop to areas of needed growth. Practicum objectives are established during the home visit as a part of the personal learning plan, and are developed individually for

each student through collaboration between the Advisory teacher, student and parents as the year progresses. Results of formative, interim and summative assessments are used to justify and direct the student's learning objectives. The practicum teacher will be responsible for guiding students to proficiency or facilitating deeper research into a particular area of interest for the student.

Intensive Math Saturdays

Periodically OAHS will open up on Saturday to emphasize a single math skill taught in a variety of modes.

Personal Learning Plan

Personal learning plans will be developed for all students during home visits by the Advisory teacher, the student and the family. These plans will be informed by formative assessment and the particular desires/needs of the student. The PLP will establish the student's personal academic goals and practicum objectives. Mid-year the PLP will be revised and fine-tuned at a second home visit.

Academic Intervention Process

Every four weeks teachers will issue Academic Warnings (AW) to students, parents and their Advisory teachers, if they are earning less than 75% in class. AWs are intended as warnings, not reprimands. They inform the student they are not currently meeting the course standards, the reason for the low grades, and suggestions for meeting course requirements. A copy of the AW goes to the student's Advisory teacher. In extreme cases, students may be required to meet with their Advisor and the teacher to develop an action plan.

After the first interim assessment (first 6 weeks), all students who are performing below benchmark standards will be issued an Academic Contract (AC). ACs require a meeting between the student, parents, teacher, Advisor and sometimes RSP Specialist to set student-specific learning objectives. The terms of the AC are guided by the results formative and interim assessments, and informed by the specific needs and interests of the student. All students failing courses or close to failing courses will be attending mandatory tutoring from 3-4pm everyday after school.

If the student fails to meet the terms of the AC, she or he will be required to seek after school tutoring or outside community resources. Every attempt will be made on the part of the school to find high quality, tutoring or support at low or on cost to the family. If more than one student is having similar trouble the principal will research the challenge and co-ordinate appropriate professional development for either the content area team or the whole staff.

Home Visits

Advisory teachers make at least two home visits each year to collaborate with the student and parents in forming a Personal Learning Plan (PLP). The PLP clearly establishes the student's individual learning objectives and the benchmark skills the student will need to develop to be successful in class. Home Visits are embedded in BITSA training and requirements.

Student Advocates

Advisory teachers play an important role as advocates for their students. They counsel students, and represent them when they get into trouble or conflict with other staff, and students. They also monitor student progress toward individual and school-wide goals.

Parent Contact

The advisory teacher is the personal contact between the family and the school. Eventually we hope to have two parent supporters for each Advisory class. Ongoing relationships through phone calls, meeting, attending school events, grade reports and portfolio conferences. And also teachers are required to make parent contacts every month regarding their child's academic progress.

Advisory

Research shows that young people learn best when they are known, when they are cared about, and when a teacher has time to give them individual attention. Advisory at OAHS offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Students are assigned to an Advisory teacher, who comes to know them over their entire OAHS career.

In addition to leading Advisory as a clearly articulated academic course, the Advisory teacher will act as mentor, guide and advocate for her or his advisees. The Advisory teacher will participate in IEPs, behavior contracts, the development of student specific learning objectives, college preparation and be the point of contact between the school and the community for the student.

Academic Foundations

As an academic course it establishes the fundamentals of academic literacy and hones the necessary skills for success in college and life. In so doing, it helps to accelerate the A-G academic courses by teaching many of the core skills necessary to doing higher-level work. Core subjects can focus more on content because Advisory focuses on developing foundational skills. Over four years the advisory curriculum develops with students to reinforce and provide multiple opportunities to practice the foundational skills for each grade level.

Each year Advisory will have a different theme and essential question to guide students in their academic experience at OAHS. For example, the first year Advisory theme is "Initiation" and the essential question is, "What is critical thinking, and how do I demonstrate it?" The theme and essential question frame the interdisciplinary projects and final portfolio presentation guidelines and rubrics for first year students. The course objectives align with the California State content and performance standards across the curriculum. What follows is a sample of first year Advisory course objectives.

First year Advisory students will be able to:

- Discuss rationally
- Think Critically
- Differentiate fact and opinion
- Identify and avoid common logical fallacies
- Speak effectively in front of an audience
- Write a research report with correct citations and bibliography
- Compose, reflect, revise, edit and publish
- Read actively
- Recognize biased materials
- Format a paper correctly
- Design and present a Power Point document
- Define and apply the scientific method
- Conduct a scientific experiment or sociological research and publish it
- Define and emulate the rhetorical modes of non-fiction
- Identify one's own dominant learning styles and intelligences
- Choose one subordinate learning style and one intelligence to consciously develop, and demonstrate progress in using those modes
- Describe at least two theories on how learning occurs
- Apply Bloom's Taxonomy as a tool for higher level thinking and critical analysis
- Explain how different ways of framing a question effect different types of information or responses

Summary of Educational Program

Elements of OAHS Educational Philosophy	Student Support Structures Ensuring Success	Assessments	Key Players
Application of brain-based research to instruction and school culture	Intensive math Saturdays, curriculum mapping in alignment with brain-based research, differentiated instruction, School location, aviation strands of curriculum, project-based learning, personal learning plans, English and math practicums, high expectations, parent partnerships, staff professional development, small class sizes, advisory	Use of assessment cycle and student work to monitor school-wide benchmarks	Teachers, Parents, Community, Students, Principal, Outside researchers and professional development groups
Emphasis on project-based learning with clear objectives and measurable outcomes	Curriculum mapping in alignment with brain-based research, use of rubrics and exemplars, clearly written and expressed learning objectives for all projects.	Portfolios and exhibitions, daily and weekly assignments, universal rubrics, assessment cycle	Teachers, Students, Principal, Parents, Community members, NCLB, State of CA
Application of multiple assessments to drive instruction and program direction	Summer Bridge Program, projects, portfolios, academic intervention cycle, advisory, data-driven instruction, portfolios and exhibitions, aviation strands of curriculum, universal rubrics	All assessments (formal and informal) for both students and staff apply here	Teachers, Parents, Students, FAA, Principal
Giving students real world experiences and challenges	Summer Bridge Program, school location, aviation Strands, curriculum mapping in alignment with brain-based research, intensive math Saturdays, portfolios and exhibitions	Assessment cycle, data-driven instruction, regular assignments and projects	Port of Oakland, College of Alameda, Teachers, Students, Parents
Accountable personalized learning plans for each student	Assessment cycle, portfolios and exhibitions, academic intervention cycle, English and math practicums, home visits, looping, curriculum mapping in alignment with brain-based research, data-driven instruction,	Assessment cycle, regular assignments, academic intervention cycle, state tests and college admissions tests	Advisory teacher, parents, student, Principal



	personal learning plan, small class size		
Developing students' interdisciplinary awareness and critical thinking	Curriculum mapping in alignment with brain-based research, advisory, staff professional development, aviation strands	Assessment cycle, universal rubrics	Key Players
Extensive student-teacher contact	Advisory, parent partnerships, looping	Monitoring parent participation, advisory rosters, class size and effects of looping	All Staff, Students, Parents, College of Alameda
Inviting parent partnerships	Parent leadership at school (site council, governing board, etc.), leadership training, home visits, personal learning plan, portfolios and Exhibitions	Monitoring parent participation, student satisfaction, progress toward learning objective	Advisory teacher, Principal, Looped teachers, parents, students
Developing a culture of learning and educational professionalism	Staff professional development, curriculum mapping in alignment with brain-based research, assessment cycle, academic intervention cycle, data-driven instruction, leadership training, home visits, personal learning plans, advisory	Measuring staff and student efficacy, regular staff development, student progress toward learning objectives, staff progress toward high quality instruction	Whole school, Advisory teacher, Students, Parents, OCO
High expectations for all students and staff	All school structures are designed to support students and provide staff with the necessary information to establish high standards and be certain that students are achieving. Likewise, staff measures their own success by how well students are actually learning.	Assessment cycle, staff development, data-driven instruction, staff retreats and data-based inquiry, student achievement on state and college admissions tests	Principal, all staff, Governing Board, Parents, Students

Vocational Curriculum and Instruction

In addition to the college preparatory program, the Oakland Aviation High School will provide rigorous technical training to all students so that they can enter a skilled aviation career upon graduation. Beginning in the tenth grade, every student will be introduced to a variety of aviation career paths through aviation lab courses conducted in partnership with the College of Alameda (COA). These paths include general aviation (GA), and aviation maintenance technician (AMT) strands. Students enrolled in the GA strand will provide background in aeronautics and business, and offer courses such as private pilot license ground school training, customer service, office administration, introduction to business, and accounting. Students enrolled in the AMT strand will receive 1380 hours of instruction in FAA approved curriculum, and will graduate with an FAA Aviation Maintenance Technician Certificate, Airframe Rating. Students will need a fifth year at COA for the Power Plant Rating. All students will receive college credit transferable to CSU. Students will participate in internships with airlines and a wide range of support businesses and agencies at the airport.

Technology will be used as a tool for research, communication and production. Students will exercise higher order thinking skills through simulations and presentations; communication and production skills through email and publishing, and research skills through the use of electronic references, including the Internet.

Professional Development

OAHS is committed to the development of professional staff as committed to their own learning and progress toward mastery as they are to student success. As a community of learners, teachers and other staff members model the learning process for students as they develop their skill and strengthen areas of growth. Richard and Rebecca DuFour¹ have shown the positive effects of collaborative school cultures on increased student outcomes. Schools such as North Star Academy in Newark, New Jersey have combined data-driven instruction² and the professional learning community model with amazing success in an urban context. North Star Academy, with population demographics of 90% free and reduced lunch and 90% minority students has been able to achieve 90% proficiency in English and Math.

Professional development is integral to the design of all OAHS structures. The psychic rewards associated with growing as a professional educator within a community of adults committed to excellence are directly linked to student success. All too often the students who are most in need of support get overlooked, or discounted because teachers and administrators simply don't know how to help them. Teachers who are constantly encouraged and supported to develop a deeper and more extensive pallet of instructional techniques have a greater degree of success in effecting student achievement, particularly with high-risk students. For teachers to truly develop toward professional mastery they need several layers of support. Teachers need time to collaborate, access to information, clear objectives, training and constant feedback on their performance. Every Wednesday and Thursday is professional development time with focus on Marzano and classroom reform and academic

¹ See the following texts: Getting Started: Reculturing Schools to Become Professional Learning Communities, Professional Learning Communities at Work, Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn.

² See section on Assessments

vocabulary and walkthroughs. Also individual collaboration time across the curriculum. Guest speakers and conferences to add to teachers backgrounds.

Teams work together to clarify the intended outcomes of each grade level, course, or unit of instruction. They develop common assessments that they consider as valid measures of student mastery. They jointly analyze student achievement data, draw conclusions, and establish team improvement goals. They support one another and share strategies and materials as they work together to accomplish goals that they could not achieve by working alone. The teams have the benefit of time, focus, parameters, access to information and ongoing support as they engage in collective inquiry and action research. They work together in an ongoing effort to discover best practices and expand their professional expertise.

--Richard DuFour³

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Charter School's goal is to promote success for all students. OAHS believes that all students can achieve high standards when provided adequate time and given immediate feedback, even though they may enter the school with different strengths, weaknesses, and life experiences. Opportunities should be given to all students to engage in a rigorous curriculum. The only variable is time. For this reason, OAHS has extended the school day to 7.5 hours, one hour longer than the traditional school day. This amounts to the 180 extra hours, or five extra weeks of instruction over the course of one school year. In addition to the longer school day, OAHS also will provide after school tutorial help for students who are behind, and will offer Saturday School periodically throughout the year.

All students will be diagnostically assessed using tools such as the UC Algebra 1 readiness assessment, a reading fluency and comprehension diagnostic, and an authentic writing sample scored with a rubric. The CELDT test will be administered to determine fluency levels for English Language Learners. The results of these diagnostic assessments will inform placement decisions for each student. Young people who are below grade level will be placed in double periods for math and/or English Language Arts for the ninth grade year. The daily advisory class will have an academic focus as described above.

A personal learning plan will be co-created with the student and family during a home visit early in the school year. The personal learning plan will build off strengths and address gaps through remediation and practicums. A second home visit will be conducted midyear to adjust and revise the personal learning plan.

Finally, the OAHS explicit school wide focus on grade level content and performance standards is a high leverage practice common to successful urban schools.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

³ Getting Started: Reculturing Schools to Become Professional Learning Communities, page 5.

Students who enter ninth grade performing at or above grade level will take Spanish 1 and Fine Arts instead of double sections of math and English language arts. The personal learning plan will set higher goals for high-achieving students and teachers will differentiate instruction accordingly. Interdisciplinary inquiries and projects will provide additional learning opportunities for high achieving students. The whole school will engage in ongoing cycles of inquiry regarding student outcomes. Students will take electives at the College of Alameda in the 11th and 12th grades, including advanced courses not offered on the High School Campus.

PLAN FOR ENGLISH LEARNERS

Children from families in which English is not the language of the home represent a high percentage of students we hope to enroll. Although the effectiveness of any program model for language minority students is debatable, we believe that we understand how to approach this question with careful consideration of the needs of the students involved and the resources available. All teachers CLAD certified.

Factors to consider in selecting a program model

Several variables will ultimately influence the type of program most likely to be appropriate and effective in our situation.

- **District or school demographics** – while our mission “targets” student populations, we have yet to determine or can predict who will ultimately attend our school. The total number of language minority students, the number of students from each language background, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of our students.
- **Student characteristics** – some language minority students enter U.S. schools with strong academic preparation in their native language that may equal or surpass that of their grade-level peers in the U.S. Others, however, may arrive in this country with little or no experience.
- **District or School resources** – because Oakland and Alameda County have significant language minority enrollment, we will strive to assemble a pool of teachers, aides and administrators trained to work with students who have limited English proficiency. Materials resources will also influence the type of program that we may be able to provide.

Our “Bottom Line” for English Learners

In our research to examine best practices for serving English learners, BayCES shared what they believe to be the most important things to be sure are in place in a school for English Language Learners (developed by Laurie Olsen for their English Language learners Work group).

- Qualified teachers (with certification or credentials for teaching English Learners)
- A dedicated ELD-standards aligned English Language Development curriculum (with specific time allotted daily – minimum of 45 minutes) focusing on all four domains (reading, writing, oral and listening) of language development.
- A consistent program across grade levels and classrooms – where teachers can articulate WHAT the program IS for English Learners.
- Students grouped by English Language proficiency levels for their English Language Development instruction – or differentiated instruction based on on-going assessments of levels of English language proficiency.

- Every English Learner in the school is receiving English Language Development unless specifically waived by parent choice.
- The “Climate,” attitudes and policies of the school are such that no damage is being done to a child’s home language and connection to family heritage.
- All English Learners at levels I, II and III (CELDT) are receiving instruction in content areas that is either specially designed academic instruction in English or in their home language (unless specifically waived out by parent choice).
- English learners have opportunities for interaction (socially and in academic tasks) with English fluent peers.
- If there is a bilingual program, it is being taught by teachers who have near-native like fluency and full biliteracy skills.

Our English Learner plan will need to demonstrate how we meet the needs of each learner while supporting the further development of their primary language. We will have a person on staff that has the role and responsibility of the following:

- Monitoring – English learners’ g.p.a., performance on state standardized tests, CELDT and progress towards English fluency;
- Assessment data – collect data to input as necessary, provide advice and counsel to the English Language Advisory Council;
- Professional Development – ensure that staff are trained on reclassification of English learners to fluent English proficiency, plan, organize & coordinate support for professional development;
- Parent/community outreach
- Communication – ensure communication and compliance with District, state and federal guidelines through reporting.

Timeline

We have become aware of three OUSD options for serving English Language learners. In the next year, we will continue to collect data that will help us determine the best model that will then be guiding our master schedule development. Our plan includes:

- November – obtain training on fluent English proficiency criteria so that we can hire staff who have the appropriate credentials or who can be reclassified.
- December and January – obtain CELDT tests or be a part of the CELDT testing of students we anticipate will be a part of our school community.
- February – begin having conversations with parents who might serve on our English Learner Services Advisory Committee and share research, best practices and begin making a decision on our model.
- March - Begin developing a master schedule that sets the needs of the English Learners at the top of our priorities. It is likely that we will need to include a “Basics” (i.e., levels I, II & III) curriculum as well as a “High point” (i.e., levels A, B & C) curriculum for students. These will also, then, determine our needs for teachers’ credentials and qualifications.
- April – Hold ELAC to receive feedback on draft master schedule. Begin ordering materials and curriculum for the academic year.
- May – Hold ELAC meeting to tune program.
- June – conduct CELDT testing for any newly anticipated students.

PLAN FOR SPECIAL EDUCATION

IDEA

The Charter School shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and related services in accordance with the individualized educational program ("IEP") in the same manner as a child with disabilities who attends another public school within the District. Accordingly, the District shall serve as the Charter School's local educational agency ("LEA") and represent the Charter School in the SELPA. Mrs. Hodge OUSD District Resource Teacher serves OAHS.

The Charter School would anticipate that a special education agreement would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will flow through the District to the students of the Charter School. The petitioners believe that the following arrangement is ideal as relates to special education services and funding for charter school students:

- The District shall receive and retain all State and Federal special education funds due to the Charter School.
- The District shall provide special education instruction and related services to charter school students in the same manner as provided to other students of the District.
- The District shall provide funding to the Charter School for any special education instruction or related services provided by the Charter School in the same manner as is currently provided to other schools of the District.
- The Charter School shall pay a pro-rata share of District-wide special education costs that are in excess of State and Federal special education funds.

This arrangement, or a reasonable alternative to this arrangement, will be discussed and codified in a memorandum of understanding between the District and the Charter School.

Nothing in this Section shall be deemed to prevent the Charter School from seeking LEA status pursuant to Education Code Section 47641(a) after two full years of operation under this charter. Nothing in this Section shall be deemed to prevent the Charter School from operating as its own LEA for special education purposes in the event the District is unwilling or unable to serve as the LEA for special education purposes.

Section 504/ADA

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the Charter School shall adopt and implement a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the Charter School and shall be accommodated.

III. 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)

PUPIL OUTCOMES

All Oakland Aviation High School graduates will be prepared for both college and employment in the aviation industry, or business community. OAHS will draw students from neighborhoods with historically high dropout rates, and low achievement. Therefore, OAHS will adopt aggressive student achievement goals in order to attain dramatic and consistent improvement among all students from year to year.

- Each student will improve individual composite scores on the CST/CAT6 from year to year.
- Each student will achieve proficiency in key concepts, knowledge and skills in A-G core academic subjects and technical aviation courses, as measured through daily and weekly assignments, portfolio assessments, graduation by exhibition, and standardized tests.
- At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.
- At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.

SCHOOL-WIDE OUTCOMES

State Content Standards

OAHS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses.

State Standardized Testing

It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests. OAHS will reach a CAHSEE pass rate of 90%.

Graduation Rate

OAHS will strive to reach a four-year senior graduation rate which is 5% more than the Oakland Unified School District average.

Attendance

It is the goal of OAHS to strive, on average, to exceed the District average for student attendance, and by the end of the charter term to reach 95% average daily attendance. **Academic Performance Index**

It is the goal of OAHS to meet its Academic Performance Index ('API') growth targets on an annual basis, and to equal or exceed District API growth rates.

Adequate Yearly Progress

It is the goal of the OAHS to make adequate yearly progress ("AYP") as defined by the No Child Left Behind Act ("NCLB"), and to equal District AYP growth rates.

Establishing Curriculum Goals and School-wide Benchmarks

Teacher teams plan curriculum through a process of backward planning by creating an overarching curriculum map aligning the California State content and proficiency standards, with central themes, essential questions, assessments, major learning experiences, the definition of an educated person and connections to aviation and the OAHS mission.

The OAHS Curriculum Map is based on the work of Heidi Hayes Jacobs, author of *Getting Results with Curriculum Mapping*, and Grant Wiggins and Jay McTighe, authors of *Understanding by Design*.

The year's theme of Academic Literacy identifies the skills framework for all courses. Teaching and learning focuses on building the foundations of mastery in each subject area. The map is designed to allow for maximum opportunity to plan **vertically** and **horizontally**. Teachers sequence skills development, align all central themes and essential questions, and work to develop common, standards-based formative, interim and summative assessments. All mapping begins by identifying all relevant state content and skills standards, which students must meet to promote. The formulation of central themes and essential questions grounds the significant learning objectives upon which all major assessments are built. Major learning experiences are designed to help all students meet state standards in authentic and brain-compatible ways. A key element of this curriculum map are **aviation & mission connections**, which ensures that teachers connect what students learn in the classroom to aviation and the OAHS and content area missions.

Example Curriculum Map:

<i>Grade: 9th Grade</i>	<i>Theme: Academic Literacy</i>	<i>Year: 2006-2007</i>
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<i>Course</i>	<i>Content & Proficiency</i>	<i>Central Themes</i>	<i>Essential Questions</i>	<i>Major Learning</i>	<i>Assessment</i>	<i>Definition of Educated</i>	<i>Aviation/ Mission</i>
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Development Teams	Time	Who	Products	Measures of Success
All staff	Fridays 1:30-4:30 pm	Principal, teachers paraprofessionals, office staff, parents, invited guests	School Codes, State of the School Report (three times each year), Support services, Direct instruction of staff, Communication and process matrixes	API and AYP growth rates competitive with OUSD, students graduating into college or aviation career, strong school

	<i>Standards</i>			Experiences		<i>Person</i>	<i>Connections</i>
<i>English 1</i>							
<i>Advisory</i>							
<i>Algebra 1</i>							
<i>Physical Science</i>							
<i>Spanish</i>							
<i>Physical Education</i>							

State Standardized Testing

All students will participate in all tests required by the State of California and NCLB (CAHSEE, STAR/CAT). The results of these tests will be used to evaluate the effectiveness of our backward planning model and our annual progress toward meeting and exceeding our school-wide benchmarks. The disaggregated data from these assessments will be used to monitor the equity of our program.

College Admissions Tests

Students will participate in PSAT, SAT I, and SAT II tests. Test preparation tutoring will be provided for all students who desire it. The results from these tests will be used to evaluate the effectiveness of our college preparatory courses. Areas of strength and needed growth will be examined in each core content area. Content area and interdisciplinary teams will develop goals for school-wide and program improvement in preparing students for success in college and career.

				culture
Content Area Teams	Tuesday one hour. (Times vary by department)	Principal (oversees) content area teachers, special education representative	Content area Benchmarks in alignment with State and CSU standards, Curriculum map, Content area rubrics, Projects	CAHSEE and CAT test scores in content area competitive with OUSD, student improvement, student success in college, or career in related subject area
Advisory Teams	Every other Thursday 8-9 am	Principal (oversees) advisory teachers in same grade-level, paraprofessionals and office staff as necessary	Monthly, State of the Students reports. Advisory curriculum map, Projects, Community events, Home visits,	Student success in core subjects, students graduating into college, or career, parent and community participation, reduced disciplinary problems
Inter-disciplinary Teams	Every other Thursday 8-9 am	Principal (oversees) one teacher from each content area, special education representative	Safety-net and power standards based on State CSU and content area standards, interdisciplinary curriculum map, interdisciplinary projects, school-wide rubrics for writing, formatting, exhibitions, portfolios, and discipline	Student success in core subjects, students graduating into college, or career

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)*

Content and Proficiency Standard Assessment Cycle

School culture at OAHS is collaborative, performance-based and data-driven. Teachers, staff, parents and students work together in the spirit of collegiality to set clear goals and objectives for each member of the OAHS community. At every step, data is used to measure how well teachers are teaching and students are learning. To ensure that we catch students before they fail we engage in the content and proficiency assessment cycle. The cycle begins with formative assessments that measure the current abilities of students in comparison to the California state standards and the school-wide benchmarks. It is important to note that assessments are only a measure of a student's current abilities, not an indicator of student potential. We believe all learning challenges can be overcome through effective effort and strategic student supports. To ensure that all students do learn we engage them in setting clear, obtainable academic goals based on the formative assessments, then we monitor progress, as students grow increasingly competent and independent. Celebrating success, developing each of the multiple intelligences and stimulating each learning style is central to maximizing student academic and personal growth. The OAHS staff likewise uses the assessment cycle to promote better teaching, to identify areas of need (in students and their own teaching) and to seek professional development. The assessment cycle forms a feedback loop that allows each member of the community to monitor how well the school is doing at teaching students, and offers them opportunities to take an active role with clear objectives in promoting student success.

Content and Proficiency Standard Assessment Cycle Table

Assessment	Sources	Used by Teachers to	Used by Advisors Families and Students to	Used by Principal to	Leads to
Formative Assessments will be given on matriculation and at the beginning of each course	Summer bridge program, California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Organize, plan, fine tune lessons and units	Generate personal learning plans, establish need for double Eng or math, clarify what students must to succeed in the course, Set student specific academic goals	Monitor cohort progress, establish topics for professional development, to guide goal setting	Class lesson and project design, personal and cohort goals, interim assessments, professional development
Interim Assessments will be given every 4-6 weeks during the course	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Guide instruction, identify areas that need re-teaching, personalize lessons to the specific needs of the class and individual students	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports

Summative Assessments will be given at the end of each course and during the standardized testing cycle	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams, CAHSEE, STAR/CAT, PSAT, SAT, ACT, FAA	Re-fine and re-design lessons, recommend student promotion	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports
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Formative Assessments

During the “Summer Bridge Program” and at the beginning of each course students will be given a formative assessment of the specific learning objectives of the course. The results of the formative assessments will be used by teachers to organize, plan and fine-tune lessons and units. Formative assessments will be used by students, advisors and parents to clarify the work students must do in order to succeed in the course, and to set student specific academic goals. The Administration will use the results collectively to monitor cohort progress toward school-wide benchmarks and California State content and performance standards.

Interim Assessments

Every four to six weeks students will take interim assessments to monitor their progress toward achieving both the learning objectives of the course, and student. Teachers will use the results of interim assessments to guide instruction, to identify areas that need re-teaching and to personalize lessons to the specific needs of the class and individual students. Students, parents and advisors will use results to monitor progress toward personal academic goals, to strategize around areas of difficulty and to guide the development of objectives for student practicums, if necessary. The administration will use the results to identify areas for professional development, to guide teacher efficacy and to monitor school-wide progress toward benchmark skills.

Summative Assessments

At the end of each course students will take a comprehensive exam that will summarize the specific learning objectives of the course. Areas of strength and needed improvement will be identified. The results of the summative assessment will be used to determine eligibility for promotion, setting practicum objectives and to monitor progress toward school-wide benchmarks. Teachers will use the results to re-fine and where necessary re-design lessons to increase future student achievement and personal mastery.

Comparison of Assessments

<i>Type of Assessment</i>	<i>What is this assessment?</i>	<i>How do teachers use this assessment?</i>
<i>Daily/Weekly Assignments</i>	<i>Teachers in each subject design and deliver daily and weekly assignments and quizzes that assess students' daily progress. These assessments include all class work, homework, quizzes, and mini-projects that build knowledge and skill. Each week students will complete a culminating assignment that connects the week's course work to the school-wide benchmarks and content area learning objectives.</i>	<i>Teachers use the results of daily and weekly assignments to plan better lessons and units and monitor student progress. Teachers also use these assignments to prepare students for all major tests and projects.</i>
<i>Portfolios</i>	<i>Each student will develop a portfolio documenting progress toward individual personal and academic goals, the school-wide grade-level benchmarks for academics and character, the CA State standards. This portfolio will be evaluated twice each year. Portfolios are interdisciplinary and require students to draw connections across the curriculum and apply metacognitive reflection to their own learning and community context.</i>	<i>Teachers use this assessment to measure student growth, and the student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>Exhibitions</i>	<i>Exhibitions are live expressions of the student portfolios. They can take many forms, but the key goal is for the</i>	<i>Teachers use this assessment to measure student growth, and student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>California State Tests</i>	<i>The CAHSEE and STAR/CAT are standardized tests required by the State of California and NCLB. These tests are important measures of school success.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>
<i>College Admissions Tests</i>	<i>The SAT I, SAT II, and ACT are standardized tests required by most colleges and universities for admission.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>

Daily and weekly assignments

Students will be given a variety of assignments throughout each course. Daily assignments may include readings, short writings, class discussions, projects, and tests and quizzes. At the end of each week there will be a culminating assignment designed to synthesize the lesson elements into a coherent expression of the week's learning objectives. Both teacher and student will keep daily and weekly assignments as a measure of individual progress, and for inclusion in student portfolios. Teachers will also use assignments collaboratively with other staff to standardize rubrics across disciplines and troubleshoot areas of difficulty. These artifacts become important tools in the development of best practices and data based inquiry.

Portfolios

Students will keep a portfolio that showcases progress toward individual academic goals, and the school-wide grade level benchmarks for each course. Portfolios are personal, interactive and genuine expressions of the personality and talents of each student. They can take many forms, and develop year by year with the student into an assertion of personal and academic growth. Twice each year students will participate in portfolio exhibition. Portfolios are evaluated by a group of no fewer than three teachers, two peers and a parent/community member according to a standardized rubric. Passing scores on portfolios are required for promotion.

Portfolio Exhibitions

Exhibitions of student work will be held in the winter and late spring. The exhibition can take many forms including (but not limited to) oral, dance, video, musical or written expressions in front of a live audience. Exhibitions are presented to fellow students, faculty, parents and community members. Exhibitions are a time for students to show off who they have become over the course of the year. Portfolio Exhibitions are evaluated by a group of no fewer than three teachers, two peers, one board member, and a parent/community member according to a standardized rubric based on grade level school-wide benchmarks. Passing scores in both portfolios and exhibitions is required for promotion and graduation.

School-wide outcomes will be measured as follows:

OUTCOME	METHOD(S) OF MEASUREMENT
State Content Standards	CAT6, Internal and External Assessments, Teacher Records, Work Samples, Portfolios
Standardized Testing Growth	CAT6, CELDT
Attendance	Attendance records
Academic Performance Index ("API") Growth Target	API Score
Adequate Yearly Progress	As measured by state in accordance with NCLB.

USE AND REPORTING OF DATA

The Charter School will compile and provide to the Oakland Unified School District Board of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above.
- An analysis of whether student performance is meeting the goals specified in above. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Charter School Board during the year.

- Data on the level of parent involvement in the Charter School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the Charter School implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The Charter School and Charter School Office will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

The Charter School and Charter School Office will also jointly develop a site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. In addition, the District may inspect or observe the school at any time without prior notice and retains the authority to assign or subcontract any oversight responsibilities if it chooses. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

IV. 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)

NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate with the District, the Charter School shall operate as a separate legal entity, independent of the District. The Charter School will be operated as a duly constituted California nonprofit public benefit corporation, and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School will be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

NON-PROFIT BOARD OF DIRECTORS

The Charter School will be governed by a minimum of five to a maximum of eleven voting members of a Board of Directors consisting of representatives from OCO, the College of Alameda, the Port of Oakland, an aviator, an educator with administrative experience, parent, a teacher, a finance person and fundraising person. The District may appoint any person to serve on the OAHS Board of Directors and may chose for this person to be either a voting or nonvoting member. Although the Board currently has five members, the Board will expand to nine members once the Charter is approved in accordance with the Charter School's Bylaws.

The Board will meet on a regular basis, not less than once per month, to make decisions relating to the operations of the school.

The Board of Directors has a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Directors will meet regularly and as needed and will be responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring and evaluating the Executive Director/Principal of the School.

- Hiring, discipline and dismissal of all employees of the Charter School after consideration of a recommendation by the Executive Director/Principal of the School.
- Approval of all contractual agreements.
- Approving and monitoring the implementation of general policies of the School. These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Charter School's annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the School.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- The Board will establish operational steering committees of parents, educators, and art professionals.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of Charter School programs.
- Executing all other responsibilities provided for in the California Corporations Code.
- Development, review, or revision of the Charter School's accountability and mission.
- Development of the school calendar and schedule of Board meetings.
- Development of Board policies and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual fiscal and performance audits.
- Approval of personnel discipline (suspensions or dismissals) as needed.

- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Hiring, supervision, evaluation and if necessary, termination of the Charter School's officers and administration.
- Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

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

The Charter School shall adopt governance policies, which are aligned with the principles of the Brown Act and the Political Reform Act.

A Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

EXECUTIVE DIRECTOR/PRINCIPAL

The responsibilities of the Executive Director/Principal may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board chair as directed by the Brown act.
- Make recommendations to the Board on hiring, discipline and dismissal of Charter School employees.

- Supervise, either directly or through subordinates, all employees of the school.
- Provide timely performance evaluations of all school employees at least annually.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the board.
- Communicate with School legal counsel.
- Stay abreast of school laws and regulations.
- 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.
- Grant writing.
- Establish and execute enrollment procedures.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon.
- Provide all necessary financial reports as required for proper ADA reporting.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a quarterly financial report to the Board.
- Provide assistance and coordination to the Faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.

- Attend all Board meetings and attendance as necessary at District Board of Education meetings as the charter representative.
- Site safety.
- Foster an amicable relationship between the District and School and facilitate a sharing of resources between both entities.
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the District, and between the School and the community at large.
- Establish procedures designed to carry out Board policies.
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as Officer appointed committees).
- Scheduling.
- Manage communications between the District Board and the Board of the Charter School.
- Develop the School annual performance audit.
- Present performance audit to the Board of the Charter School and after review by the School Board present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to a business administrator of the Charter School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider.

PARENT PARTICIPATION

Partnership with parents is the final design element proven to be essential for successful student outcomes. Orientation for new families will be held in late spring to prepare for the coming school year. Parents and guardians will receive a written description of the OAHS program, including WASC accreditation status, and the transferability of credits to neighboring public schools. OAHS teachers will conduct home visits with the families of students in their advisories twice a year, once in August/September, and once in January/February. An analysis of the student's proficiency on grade level standards will be shared with the parent/guardian and a personal learning plan will be created to help each student rise to a proficient or advanced level. As part of the personal learning plan, an agreement will be created between the family and the school in which parents, student and advisor share their expectations and commitments to support the student's success.

Parents will be encouraged to participate in the daily life of the school, and to affirm the educational aspirations of their children. Parents will participate on the governing board, on state and federally mandated committees such as the school site council and the English language advisory committee. Each teacher will have at least two parent leaders to support their advisory. These Parent Leaders will form a Parent Leadership Team that will advise the Governing Board and the Principal of the charter. Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations, an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of "one to one" visits: ongoing intentional conversations for the purpose of building a culture of trust and respect. The Life Guidelines and Life skills will be shared and practiced by all adults in the school, including parents and guardians. Exhibitions of student work will be held in the winter and late spring. Parents will participate on graduation committees that will evaluate student portfolios and presentations.

OAHS promotes a parent participation program because it views parents as integral partners, not just volunteers. Parents are encouraged to express their concerns, to visit our school and meet with the staff. To this end, the Charter School shall annually distribute parent surveys to all parents requesting them to give their opinions on the progress of their child and encouraging them to express suggestions of how the school might improve its services. The responses shall be returned to the school and reviewed with faculty and administration in order to address any concerns.

Parents are asked to dedicate at least 30 hours per year of participation to benefit the Charter School. To encourage additional parent involvement, the Charter School shall at a minimum do the following:

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

No student will be denied enrollment nor disenrolled for a failure of the parent or guardian to dedicate thirty (30) hours of participation to the Charter School. However, in all cases, to give the student the maximum opportunity to succeed, the Charter School will work with parent/guardians to consider all possible opportunities for parent involvement.

OAHS may establish other advisory committees to the Charter School Board, such as an English Language Advisory Council (ELAC) and school site council as appropriate.

STAFF PARTICIPATION

During operation, the Charter School will encourage staff members to develop a committee made up of all staff of the Charter School, which will act in an advisory capacity to the Board of the Charter School. This Staff Committee will be governed by bylaws adopted by the staff involved in the staff committee.

V. HUMAN RESOURCES

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)

Teachers

The Charter School will adhere to Education Code Section 47605(l), all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculty for the Charter School.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l).

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, noncollege preparatory courses and activities. The Charter School and the District shall agree in writing prior to operation as to an approved list of non-core, non-college preparatory courses.

Many of the technical aviation classes will be taught by instructors from the College of Alameda.

Non-Instructional Staff

All non-instructional staff such as the office manager, finance/human resource assistant, attendance clerk, clerical, custodian and lunch duty personnel must possess experience and expertise appropriate for their position.

Executive Director / Principal

This individual shall be responsible for implementing all the administrative and legal responsibilities of the school as well as serving as an instructional leader. This individual should be an exemplary communicator both in person and in written communications and possess the organizational and interpersonal skills necessary to run a school.

Overall Qualifications of Staff

Charter School staff shall be educators and individuals who seek to provide a quality education for a diverse population of students. They will share the desire to participate in a thematically based, internationally minded educational program.

The Charter School focuses on teacher leadership through professional development, team building, collaborative decision-making, and addressing the strengths of the school community through multiple intelligences. Charter School staff members are committed to the collaborative building of a new school program, including setting tradition and defining benchmarks.

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)

Teachers at the Charter School shall participate in STRS. Classified employees of the Charter School shall participate in PERS and the federal social security system. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School.

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)

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.

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)

Employees shall have the right to return to the District if this is permitted under the terms of the collective bargaining agreement between the District and the Charter School.

The Charter School shall not grant tenure to any teachers at the Charter School, nor will it accept tenure granted by another charter school or school district.

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

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with pupils of the Charter School. The Executive Director/Principal of the School shall monitor compliance with this policy and report to the Board of Directors 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 the District.

TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

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

Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

Emergency Preparedness

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne 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 Charter School shall maintain a drug and alcohol and smoke free environment.

Procedures

The Charter School shall adopt procedures to implement the policy statements listed above and submit at least 60 days prior to operation.

Policies Specific to Site

Since the Charter School intends to locate at the airport, the Charter School will comply with all health and safety policies of the Port of Oakland. Additionally, the Charter School will adopt specific site plans to address health and safety concerns which will be submitted to the District at least 60 days prior to opening. Since the Charter School will most likely need to operate for one year at a District school site and the lease agreement containing health and safety terms has not been negotiated with the Port of Oakland, it is not possible to submit site-specific plans at this time.

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)

Disputes between the District and the School

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between the Charter School and the District or between the staff and the Charter School Board, Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent or designee and Executive Director/Principal of the School. If this joint meeting fails to resolve the dispute, the District will consider joining the School in

non-binding third-party mediation. If the Superintendent or designee and the Executive Director/Principal agree to this course of action, they will jointly discuss timelines. Each party will be responsible for its own costs.

The Executive Director/Principal and Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent or designee and Executive Director/Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent or designee and Executive Director/Principal shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent or designee and Executive Director/Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

All disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall not be involved with internal disputes of the Charter School unless the Charter School requests District involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked, or unless the District believes there may be an immanent threat to the health or safety of any student at school, in which case the district may immediately intervene.

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

The Charter School shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, disability, fluency in English, parent income/educational level, religious preference, sexual orientation or perceived sexual orientation.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed as follows in the order of preference listed:

1. Siblings of current students;
2. Children of Charter School employees;
3. Founding Families (children of parents who served on the Charter School Design Team);
4. Children of airport employees and/or airport tenants.
5. Students from Oakland Unified School District.
6. All other California residents

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

In order to qualify for the Founding Families preferences, parent and student leaders will be expected to actively participate in the charter design team. Activities will include regular meetings and visits to

other schools to get ideas. Parent and student leaders will be expected to conduct one-to-one visits with other families and to hold community meetings at their middle school to build a network of students and parents interested in attending Aviation High School. OCO will maintain a list of families who have met these requirements and therefore qualify for the admissions preference for children of Design Team members. The families qualifying for admission preference because they participated on the School Design Team will be permanently established at the opening of OAHS, will not expand, and will gradually expire as the children of Founding Families complete their high school education.

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)

The Charter School will consider pupils for admission without regard to ethnicity, race national origin, fluency in English, or parent income/educational level. The Charter School will strive through recruiting to achieve a racial and ethnic balance of students that reflects the general population of the District. The Charter School will rigorously recruit students and provide assistance to families in completing and returning registration applications, particularly in the cities of Oakland, San Leandro and Alameda.

The Charter School's Outreach Plan shall include a marketing plan which details significant outreach activities in the Oakland Tribune, the local libraries, community newsletters, local community groups, and local businesses. The marketing plan shall include the preparation and distribution of recruiting materials in English and other commonly spoken languages.

The Outreach Plan shall schedule dates, times, and locations of open houses, informational meetings, and other activities in a manner which insures, to the extent possible, that all interested students are able to attend. The Outreach Plan shall be updated each year and shall be considered a provision of this charter such that a material failure of the Charter School to comply with the Outreach Plan may subject the Charter School to a notice to cure and potential revocation under Education Code Section 47607(c).

The Charter School, in its annual report, shall include student enrollment indicating the racial and ethnic mix of students and the percentage of students from the District and steps taken to ensure a racial and ethnic balance as described herein. The annual report shall disaggregate racial and ethnic class, free and reduced lunch participation percentage, English Learners, and shall include the percentage versus total of those who applied and those who were admitted.

PUPIL PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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 who reside within the District who choose not to attend the charter school may attend school within their District of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

The Executive Director/Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Executive Director/Principal's office.

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

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

A. Definitions (as used in this policy):

1. "Board" means governing body of the Charter School.
2. "Expulsion" means dis-enrollment from the Charter School.

3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Executive Director/Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director/Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal/Administrator of designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class

work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

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

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

E. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Charter School Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Charter School Board President or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter School Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written recommendation to the Charter School Board who will make a final determination regarding the expulsion. The final decision by the Charter School Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director/Principal or designee shall send written notice of the decision to expel to the Student's District of residence, and the Oakland Unified School District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. A copy of these records shall be sent to the District.

K. Expelled Pupils/Alternative Education

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

L. Rehabilitation Plans

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

M. Readmission

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

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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))

Attached, as Appendix C, please find the following documents:

- A projected first year budget including startup costs
- Cash flow and financial projections for the first three years of operation.

These documents are based upon the best data available to the Petitioners at this time.

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. In the event that the Charter School is permitted to locate on grounds controlled by the Port of Oakland, the Charter School shall at a minimum maintain insurance sufficient to meet the terms of a lease contract or other agreement with the Port of Oakland.

Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

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

A school site Executive Director/Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the School's Board of Directors. The petitioners anticipate that the Charter School will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. The petitioners have hired EdTech to provide business and back office services to the Charter School. The petitioners are interested in discussing the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding ("MOU") between the Charter School and the District and subject to District availability.

Timeline

Upon approval of the charter, if not completed during the charter approval process, the Charter School shall begin MOU negotiations with the District over contracted services. Should services be unavailable, or by August 1, 2006, if no MOU has been executed between the Parties, the Charter School shall obtain its own administrative services either in house or through a third party contractor.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

The Charter School has begun discussions with the Port of Oakland to locate the school site at the airport in close proximity to technology that will be used in the aviation training program. In the event that the facility is not ready for fall 2006, the Charter School will file a Proposition 39 facilities request with the District to accommodate the Charter School for its first year of operations.

A separate written agreement between the District and the Charter School shall be executed regarding the use of District facilities.

INDEPENDENT FISCAL AUDIT

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

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

The audit will verify the accuracy of the Charter 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 Charter School. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Charter School's Executive Director/Principal along with an audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

CLOSURE PROTOCOL

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

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

Closure of the Charter School will be documented by official action of the Board. The action will identify the reason for closure.

The Board will promptly notify the District of the closure and of the effective date of the closure.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of

Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is organized as a nonprofit public benefit corporation, the Charter School Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE DISTRICT

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

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

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

Civil Liability

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

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

Further, the Charter School and the District shall enter into a memorandum of understanding ("MOU"), which shall provide for indemnification of the District.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

IX. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work together with the District to set the highest standard for what an elementary school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a five-year charter to begin operation in August 2006. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and/or applicable law.

AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Leah Casey, hereby certify that the information submitted in this application for a charter for the Oakland Aviation High School ("Charter School" or "OAHS") to be located within the boundaries of the Oakland Unified School District 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 Charter School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School shall certify that its students have participated in the state testing programs specified in Education Code Section 60600-60652 in the same manner as other students attending public schools. [Ref. Education Code Sections 47605(c), 47612.5(a)(3)]
- Will notify the superintendent of the school district of the pupil's last known address within 30 days in the event that a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This requirement only applies to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. Education Code Section 47605(d)(3)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act and will comply with Government Code Sections 3540-3549.3. [Ref. Education Code Section 47605(b)(5)(O)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Will admit all students who wish to attend the School according to the following criteria and procedures and as further outlined herein:
 - a. Admission to the Charter School shall not be determined according to the student's place of residence, or that of his/her guardians, within this state, except as allowed or required by the Charter Schools Act.
 - b. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing students of the Charter School, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the Charter School, students who reside in the District, and other preferences specified herein. In the event of a drawing, the District Board shall make reasonable efforts to accommodate the growth of the Charter School and

shall not take any action to impede the Charter School from expanding enrollment to meet student demand.

- c. Other admissions preferences permitted by the Board in this petition that are consistent with law. [Ref. Education Code Section 47605(d)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
 - Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
 - Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 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 Section 47605(1)]
 - Will ensure that no person who has been convicted of a violent or serious felony is employed in either a certificated or classified position. [Ref. California Education Code Section 44830.1, 45122.1]
 - Will at all times maintain all necessary and appropriate insurance coverage.
 - Will promptly respond to all reasonable inquiries from the District, county office of education, or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records. [Ref. California Education Code 47604.3]
 - Will follow any and all other applicable federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.

- The Charter School will comply with Education Code Sections 51745-51749.3.
- The Charter School shall offer, at a minimum, the same number of instructional minutes set forth in Education Code Section 46201 for the appropriate grade levels.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Brown Act and Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

D. M. Clendenin
Duncan Clendenin

10 Jan 11
Date



Petition for the Renewal of

Oakland Aviation High School

We the undersigned believe that the attached Charter renewal deserves considerations and hereby petition the governing board of the Oakland Unified School Board to grant renewal of this charter. In accordance with provisions of California's revised Charter Schools Act we hereby exercise right as granted in section 47605 (A) of the Education Code – namely that the charter petition is "signed by a number of teachers that is equivalent to at least one-half (6) of the number of teachers (8) the charter school estimates will be employed in the charter school during operation.

Name of Teacher	Home Address and Zip Code	Home Phone Number	Meaningfully Interested in Teaching at the Charter	Current School	Type of Credential Held	Signature	Date
Mary Ann Fajardo	520 Grand Ave SSF	650 834-4405	Yes.	Oakland Aviation	Prelim-Single		1/10/11
Christopher Freeze	1521 Ridgewood Martinez, CA	925 890-7860	Yes	Oakland Aviation	Federal (CFI)		10 Jan 2011
Mukta Sambrao	1812 Delaware street, 401 Berkeley CA	510 684 9006	Yes	Oakland Aviation	Clear-Single	M.V. Sambrao	10 Jan 2011
Krista Werner	2055 Ricardo Dr Concord, CA	510-559 679-3980	Yes	Oakland Aviation	PPS		1/10/11
Glenn McMillon	14400 E 14th St #11 San Leandro, CA 94578	510-3861368	Yes	Oakland Aviation	Prelim-Single		1/10/11
Josh Frisman	2501 Fay Dr. Oakland, 94608	430-3055 203	Yes	Oakland Aviation	Prelim-Single		1/10/11
Todd Evans	636 Port Dr. 94404	530-574-7979	Yes	Oakland Aviation	Preliminary S.S		1/10/11



Jeffrey G. Martin	1954 S. Van Ness St. (1919) San Francisco, CA 94133	Yes	Oakland	Preliminary	Jeffrey G. Martin	1/10/14
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OAKLAND AVIATION HIGH SCHOOL CHARTER

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I. INTRODUCTION/FOUNDING GROUP

BACKGROUND

Oakland Aviation High School (OAHS) is the result of a partnership between Oakland Community Organizations, the College of Alameda, the Port of Oakland and interested aviators, educators and community members. In the early 1990s Chuck Foster, Executive Director of the Port of Oakland, approached Oakland Community Organizations with the idea of establishing an Aviation High School in Oakland that would be modeled on the successful Aviation High School in New York City. The College of Alameda joined the effort to provide expertise in developing FAA approved curriculum. Oakland leaders took a trip to New York to visit the Aviation High School, and Mayor Elihu Harris lent his support to the project. OCO held a large public meeting in which the Oakland Unified School District agreed to establish an Aviation Program in the International Trade and Transportation Academy at Castlemont High School. The Oakland City Council provided start up funds for the program.

The Aviation Program at Castlemont began when both the OUSD and OCO were at the bottom of a very steep learning curve regarding urban school reform. By the end of the decade OUSD and OCO entered into a partnership with the Bay Area Coalition for Equitable Schools (BayCES), to open over 25 new schools in Oakland. In 2002 Castlemont High School began a conversion to small schools and the Career Academies were closed. The OAHS Design Team formed in the summer of 2002 with the same original partnering organizations and has worked diligently over the last three years to establish an aviation high school that will expand the horizons of Oakland's youth, preparing them for both college and a career. We are ready to open our doors in September of 2006.

FOUNDING GROUP

The founders of the Charter School are a well-rounded group of educators and community leaders interested in providing students with an excellent elementary school foundation. The founders bring together the combined experience in education, law, business and finance. The common denominator, however, is their belief that all children deserve the opportunity to excel academically. Attached, as Exhibit A is a listing of the main founders and a brief listing of their expertise and current and future involvement in the Charter School.

OAKLAND COMMUNITY ORGANIZATIONS

Oakland Community Organizations (OCO) is a federation of churches, schools and allied neighborhood groups representing over 40,000 families in the city of Oakland. OCO is part of People Improving Communities through Organizing (PICO) with sister organizations across the state and the country. OCO has a 27 year history of working to improve the quality of life in Oakland's flatlands neighborhoods.

OCO is nationally recognized by the Cross City Campaign for Urban School Reform, New York University and the Kennedy School of Government as one of the top five community

organizations in the country working on school reform. OCO is committed to providing organizational support for the development of leaders among all stakeholder groups at OAHS, especially parents; to nurture a relational culture of trust in the school through the practice of one to one visits; to help OAHS develop strong relationships in the community and to create the necessary political will to overcome obstacles. Lisa Blair, Principal of EC Reems Academy of Technology and Art, will represent OCO on the OAHS governing board and her resume is attached.

PERALTA COLLEGES/COLLEGE OF ALAMEDA

The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community. The College of Alameda (COA), part of the Peralta Community College District, has a highly respected Aviation Program with FAA certified courses that are transferable to the California State University and to Embry Riddle Aeronautical University. The College of Alameda is committed to providing faculty, shop facilities, and training for the OAHS technical program. Peter Simon, Dean of Vocational Education, will represent COA on the OAHS governing board and his resume is attached.

PORT OF OAKLAND

The Port of Oakland oversees the Oakland Seaport, Oakland International Airport and 19 miles of waterfront. The Oakland seaport is the 4th busiest container port in the U.S.; Oakland International Airport is one of the fastest growing airports in the nation; and Jack London Square is Oakland's premier entertainment spot along the waterfront. The Port of Oakland was established in 1927 and is an autonomous department of the City of Oakland.

Oakland International Airport (OAK) has served the San Francisco Bay Area for more than 75 years and is responsible for 4.5 billion in economic activity annually in the San Francisco Bay Area, generating over 70,000 jobs for the region. OAK is a revenue division of the Port of Oakland, and served 13.5 million passengers and handled more than 600,000 metric tons of air cargo in 2003. IN April 2004, OAK broke ground on its \$500 million Terminal Improvement Program that includes the renovation of and a five-gate addition to Terminal 2. Program completion is expected in 2007.

The Port of Oakland has made a verbal commitment to OAHS to set aside property for the school on the North Field at Oakland International Airport. The 1.8 acres of land will be grant deeded to the College of Alameda, and Oakland Aviation High School will be a sub-tenant. The land will house the 40,000 square foot school including classrooms and a multipurpose/administration building. Joanne Holloway will represent the Port of Oakland and a brief description of her qualifications is included below.

FOUNDING MEMBERS FROM OCO:

Mary Elizabeth Sullivan, OCO Lead Education Organizer, OUSD Grandparent

Administrative Credential in progress at Cal State Hayward; 30 post graduate units in Early Childhood Education, St. Mary's College, Moraga; BA in Liberal Studies and Multiple Subject Credential, SF State University; 16 years teaching experience; 9 years community organizing experience.

Lisa Blair, Principal of EC Reems Academy of Technology and Art

Lisa Blair has a Masters Degree in Political Science from the University of Southern California and a B.A. in Law and Society from the University of California, Santa Barbara. Lisa Blair has over 30 years of experience in public speaking, public relations, training/teaching, and program marketing. She has 25 years of experience in academic administration and management. Lisa Blair has been the principal of EC Reems Academy of Technology and Art charter school since August, 2000. Before coming to Oakland she was the director of workforce development for the Greater Kansas City Chamber of Commerce. Lisa Blair is on the governing board of the Oakland Aviation High School.

Bea Bernstine, Executive Board of OCO, St. Elizabeth's Local Organizing Committee

Bea Bernstine is a Secretary II, providing support to the Administrative Director of Nursing at Alta Bates Hospital. Bea has been involved in OCO for over 16 years and during that time she has served as Board Representative for St. Elizabeth's Church, Vice President and Co-chair. Bea Bernstine was part of the original group 12 years ago that worked to open an aviation high school for Oakland. She participated in a trip to the Aviation High School in Queens, New York with other community leaders. Bea Bernstine has provided an important link to the Fruitvale community and to the OCO board for the Oakland Aviation High Design team.

Deacon Al Miller, Executive Board of OCO, Community Reformed Church Local Organizing Committee, OUSD Grandparent

Al Miller is a Deacon at Community Reformed Church, the President of the Community Reformed Local Organizing Committee of OCO and an OCO board member. Al Miller also is the Vice President of the Street Academy Foundation, a nonprofit board which supports Street Academy Alternative High School. Deacon Miller brings an understanding of alternative education and provides an important link to the Sobrante Park community for the Aviation High Design Team.

Jim McClendon, Executive Board of OCO, OUSD Parent

Jim McClendon is an OCO Board Member, an OUSD parent and a member of the Toast Masters Club. Jim McClendon has been faithful to the design team in spite of the length of the process which prevented his own daughter from attending the school. Jim McClendon has brought others with Aviation experience to the design team including Jim Hager and Sam Broadnax.

FOUNDING MEMBERS FROM PERALTA/COLLEGE OF ALAMEDA

Dan Gunter, Lead Aviation Instructor at COA

Dan Gunter is the senior aircraft maintenance instructor at the College of Alameda and an FAA aviation mechanic examiner. Dan Gunter has extensive aviation experience as a pilot for airlines and the Air National Guard, and as a pilot/mechanic for the State of California air tanker fire suppression unit. Dan Gunter wrote the aircraft maintenance curriculum for the Oakland

Aviation High School and will help secure FAA approval for that curriculum. Dan Gunter will supervise the technician strand of the OAHS aviation labs.

Peter Simon, Dean of Vocational Education at COA

Peter Simon holds a Masters Degree in Adult Education from San Francisco State University. He has a broad range of experience in developing collaboration between Community Colleges, business, unions and government agencies. Peter served for three years as an appointed member of the Oakland Workforce Investment Board. He previously served on the Port of Oakland Social Justice Committee. Peter will act as a liaison to COA for Oakland Aviation High School. He will work to ensure that all logistical, curricular and instructional support from the College end of the partnership is effectively delivered.

FOUNDING MEMBER FROM THE PORT OF OAKLAND:

Joanne Holloway, Aviation Marketing Division

Qualifications

Joanne Holloway is the customer and community relations representative for the Port of Oakland in the Aviation Division. Joanne is responsible for customer service training design and facilitation at Oakland International Airport as well as community outreach projects with a goal to develop and implement programs that are accountable, socially responsible, and help build a bridge between the Oakland International Airport and the local community. Her current community project is Oakland Aviation High School where she is responsible to the Design Team to help provide strategic direction and support with research, program evaluation, and promotion on behalf of the community, and to evaluate and communicate impending issues that may have a direct impact on the Port of Oakland, an OAHS business partner. Joanne Holloway is a member of the OAHS governing board.

AVIATORS, EDUCATORS AND INTERESTED COMMUNITY MEMBERS

Mark Rader, OUSD Oakland Technical High School Math Teacher & Pilot

Mark Rader has taught mathematics and science in Oakland Public high schools for the past twelve years. Before entering teaching, Mark was a Navy pilot. He has over twenty years of flying experience, including corporate and general aviation. He has a B.S. in Geology, a Masters of Education, and an Administrative credential. Mark started a Magnet school which focused on aviation and transportation careers. He was the director of this academy for six years for which he was awarded a California State Partnership grant.

Solomon Adio, United Airlines Technician, Pilot and OUSD Parent

Solomon Adio's educational background includes two years in the Civil Engineering Program in Nigeria, and six years at the Spartan School of Aeronautics, in Tulsa, Oklahoma. Solomon has been awarded a Private Pilot Certificate; Commercial Pilot Certificate; Instrument Rating; Multi-Engine rating; Certified Flight Instructor Certificate; Certified Instrument Flight Instructor Rating; Certified Multi Engine Flight Instructor Rating. Solomon has over 3,000 hours of flight time logged and also has been awarded an A & P Certificate from the Aviation Maintenance Technician Program. Solomon Adio is currently attending Laney College, taking classes in the Media Communication Department, with a focus on television production. Solomon has been

employed as a United Airlines Aircraft Mechanic for over 16 years. Solomon provides the perspective of an airline mechanic and pilot to the OAHS team.

Ethan Clifton AIA Project Manager, Executive Board of the Western Aerospace Museum

Ethan Clifton has more than 18 years of experience working on complex projects. He is a skilled architect who brings a technical approach to his designs. He has provided project management and contract administration services on numerous renovation projects. His knowledge of both the design and construction phases of building projects, and his experience leading both efforts, lends him a unique perspective which is an asset to the clients he serves. Ethan has lectured extensively at architecture and construction-related conferences, and has also taught classes at the college level. Ethan is currently assisting the City of Alameda preparing for the start of construction of the new *Alameda Free Library Project*, and has just completed a detailed constructability review of the new \$20 million *Tracy Civic Center*. Ethan is providing facilities support to the OAHS design team, assessing and providing cost estimates for potential sites for the school. Ethan also provides an important link to the Western Aerospace Museum (WAM). OAHS hopes to partner with WAM, using the museum as a resource for instruction and curricular projects.

Jim Hager, Aviator, and Aviation Representative on the OAHS Governing Board

Jim Hager manages the Hager Hangar Club Foundation, a family foundation that was started to honor Jim's father. The foundation sends young persons from a village in Mexico to college. The foundation also gives flying lessons to financially challenged young people to become professional pilots. There have been two students to complete this program. One is a flight instructor and the other is now a first officer for Air West. Jim sits on two company boards. DPI is a world wide company founded by Jim's father, the other company is Bridge Analyzers. Jim works as a volunteer for the Northern California Organ Transplant Association. He gives presentations on organ donation and serves as an emergency pilot.

Jim helps the OAHS design team by working with the middle schools, helping with outings to the Oakland Airport and giving students first airplane rides.

Francisco Navarro, Business Development Officer, Wells Fargo Bank

Francisco Navarro holds a Bachelor's Degree in Business Administration in International Finance and Marketing from the University of Miami. Francisco is a graduate of the International Trade and Transportation Academy at Castlemont High School. He provides business banking and financial services to small businesses at the Diamond Branch of Wells Fargo Bank. Francisco lends his financial expertise to the Oakland Aviation High School Design Team.

Founding Staff:

Jay M. Dunlap, Principal (resume attached)

Jay Dunlap holds a Bachelor's Degree in English from Lewis and Clark University, and a single subject CLAD credential in English from San Jose State University. Jay worked as a teacher of multiple subjects at White Oak Charter High School in Ben Lomond, California for eight years. Jay became a New Leaders for New Schools fellow in the summer of 2005. He is currently serving in a residency as Vice Principal at Leadership High School in San Francisco.

Leah Casey, Project Manager (resume attached)

Leah holds a Masters Degree in Cultural Anthropology from California State University, Hayward and a Bachelor's Degree in Legal Studies from the University of California, Berkeley. Leah is a CORO Public Affairs Community Fellow and teaches as an adjunct instructor of Anthropology at Laney College. She also worked for three years as a paralegal with Allen Lerch and Associates in San Francisco. Leah's responsibilities include facilitating meetings, development of Bylaws, research of charter development, design of hiring process for school principal, liaison between various constituents and other duties as needed to assist project.

II. 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)

MISSION

The mission of OAHS is to serve the Oakland community's diverse population through providing a rigorous educational program that prepares high school students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

VISION AND INTELLECTUAL GOALS

At OAHS, we achieve our mission by holding high expectations for students and staff focused around on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining higher standards of excellence. We expect students and staff to demonstrate their academic, technical and social abilities in real world contexts and "on paper." OAHS will have a challenging and supportive culture that respects difference, honors diversity and strives relentlessly toward equity. Collaborative and dynamic, we will develop together as a professional learning community composed of families, students, educators, and community partners. Our hope is that through our students, educators and partnerships we will create a stronger, more equitable and economically powerful Oakland community.

OAHS is prepared to empower students to high levels of personal, technical and academic achievement, through the strategic application of brain based learning theory, data-driven instruction, regular assessments and the cultivation of effective effort. As a staff we will model the learning process by applying ourselves to the study of our students and their particular needs. We will collaborate to apply best practices proven to work for urban students and those who are just learning to function academically in English. We will monitor our success and conduct

serious inquiry into the implications of our results. When the answers just don't seem to be out there, we will innovate new techniques through opening up trust and communication with our students, families and community partners.

Many students start high school a few years behind where they need to be to be ready for college or a career. We believe we can help students who are below grade level to catch up by providing proven student supports and holding high expectations. There are multiple examples of students across the United States who have faced these same challenges and succeeded in spite of them. Schools like Roxbury Preparatory and North Star Academy have demonstrated conclusively that all students can learn and perform at high levels when given appropriate support and a positive and safe learning environment. Researchers like Rick DuFour, Robert Marzano, Nancy Love, Ruth Johnson, Mike Schmoker, and Grant Wiggins have explored what works and what doesn't work in the arena of urban education. Schools all over the country that have integrated these "best practices" have been able to transform some of the worst performing schools into the model schools of the future. Other researchers like Howard Gardner and the Commission on Behavioral and Social Sciences and Education have expanded our understanding of how people think and learn. These researchers guide our instructional practices and help to frame overarching questions about teaching and learning. OAHS is a community that fearlessly engages the hard questions about what it means to be professional educators in an urban context.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

OAHS will eventually serve 400 students in grades 9-12. We will begin with our first cohort with 100 first year students. Each year we will add another cohort until we reach our cap of 400. The school will be located at the Oakland International Airport, an appropriate "hands-on" and classroom setting. Students will be recruited from Oakland neighborhoods with historically low graduation rates and low academic achievement, including students from attendance areas in two high schools attendance areas that are currently in Program Improvement. Students will also be recruited from the cities of Alameda and San Leandro, communities in the geographic impact area of the airport.

According to the CDE, the four year drop-out rate in Oakland is 35.70%, 67.6% of students qualify for free and reduced lunch, 29.80% percent of students are learning English as a second language, 32.62% of students are Hispanic and 42.29% African American (two groups who have historically been victims of the achievement gap).

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

An educated person in the 21st Century knows her history and knows her future, with feet firmly rooted in the classics and gaze fixed on the future of quantum physics. He is self-reflective, self-motivated, and adaptable. She is artistic, musical and spirited. He is healthy an environmentally sensitive. She is multi-lingual and culturally sensitive. He reads, writes and computes in a variety of modes and media. She understands how her own learning occurs best, and is able to transfer knowledge across environmental, cultural and academic contexts with ease and grace. He is technologically competent and creative in his approach to learning and manipulating new technologies. She is curious about herself, and the great unanswerable questions of human

existence. He is moral and compassionate in his dealings with others. She is driven, goal-oriented and confident of success. He easily discriminates between fact and opinion. Together these snapshots form a composite picture of our goal to create the Renaissance thinkers of the future: self-motivated, competent, confident, life-long learners who apply their skills and knowledge to succeed socially and economically, while appreciating the aesthetic value of learning purely for the sake of learning.

HOW LEARNING BEST OCCURS

Flight involves the interaction of the human body and brain with technology and physical forces in a unique and daring way. Pilots and flight crews are required to be in top physical and mental condition. The margin for error in all aspects of the aviation enterprise is slim, requiring an individual and collective commitment to consistently perform at the level of one's personal best. Given the demanding physical, mental and ethical requirements of aviation, OAHHS will develop a "brain compatible" instructional program based on California State Standards, with a strong emphasis on character development, as described by Eric Jensen in Teaching with the Brain in Mind, and by Susan Kovalik and Karen Olsen in Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom. A "brain compatible" instructional approach is particularly well suited to the needs of the students OAHHS will serve, and to the unique airport location of the school.

Learning involves an inseparable partnership between body and brain, with emotion playing a key role as the gatekeeper to learning. Intelligence, defined as a problem solving or product producing capability, is a function of experiences which cause physiological growth in the brain. (Kovalik & Olsen, ApC.4) Students who succeed in school have been exposed to a rich variety of experiences, while students who struggle in school have not. An educational approach that values equity must address the experience gap which precedes the achievement gap. The brain compatible instructional model levels the experience playing field by making use of frequent field trips to nearby locations done at the beginning of units of study, and revisited regularly as students' interest and understanding deepens. The unique location of OAHHS at the Oakland International Airport will offer many opportunities to connect instruction to real world aviation locations and problems, providing a rich experiential base for new learning.

The foundation for academic success will be laid by creating a school culture in which there is an absence of threat. Teachers, staff and students will adhere to a common set of norms developed by Susan Kovalik Associates and called the Life Guidelines (trustworthiness, truthfulness, active listening, no put-downs and personal best). The guideline of personal best, defined as "One's best possible performance given the time and resources available," (Kovalik & Olsen, p9.12) is particularly relevant to the field of aviation where so many people's lives depend on pilots, mechanics, air traffic controllers, screeners and ground crews performing their duties in the best possible manner. Personal best is further defined by 18 life skills including such things as effort, flexibility, initiative, integrity and organization.

TRANSFER OF COURSES/COLLEGE ENTRANCE REQUIREMENTS

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements -- California Education Code Section 47605(b)(5)(A)(ii)

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The Charter School will consult the District as to the transferability of courses to other District schools in order to ensure to the greatest extent possible a smooth transition from one school to the next. The Charter School will offer a high school program that meets the requirements for admission to the California State University or the University of California A-G requirements. Students of the Charter School will be required to pass the California High School Exit Examination before being granted a high school diploma. The Charter School shall seek accreditation with WASC within the first two years of its high school operation.

IMPLEMENTATION OF EDUCATIONAL PROGRAM

Application of brain-based research to instruction and school culture

In addition to the application of work done by Olsen and Jensen, OAHS will apply contemporary "best-practices" to the classroom in an attempt to maximize the learning potential of each student and learning context. Teachers will be given time to research and collaborate in the application of brain-based research to their classrooms.

Emphasis on project-based learning with clear objectives and measurable outcomes

Research supports the value of project-based learning in developing student motivation, knowledge transfer and ability to apply knowledge and skills in a real world context. For project-based learning to be effective it must have clear, measurable goals that are communicated effectively to students, and evaluated according to a standardized rubric aligned with the school mission and grade-appropriate benchmark skills.

Application of multiple assessments to drive instruction and program direction

Just as there are multiple learning styles, there ought to be multiple types of assessment. Research shows that using a wide variety of assessments increases student achievement and stimulates a wider variety of learning styles. Multiple assessments and the application of school-wide rubrics for writing, research, critical thinking, and behavior create a culture of excellence

Instructional Program Overview:

9th Grade Required Courses

English I
Algebra/Geometry
Biology
Geography
Aviation Private Pilot and Ground School
Elective

10th Grade Required Courses

English II
Geometry/Algebra II
Chemistry
World History
Air Craft Maintenance
Elective

11th Grade

English III
Algebra II/ Pre-Calc
Physics/Environmental Science
US History
Air Craft Maintenance
Elective

12th Grade

English IV
Pre-Calc
Physics/Environmental Science
Gov/Econ
Air Craft Maintenance
Intro to Art History (College of Alameda)
Spanish 1 A (College of Alameda)

*Physical education units are earned by participation on sports teams or independent study

Oakland Aviation High School Graduation Information: Class of 2011 and 2012

English: 4 years 40 credits

Mathematics:

Algebra: 1 year 10 credits

Geometry: 1 year 10 credits

Algebra II: 1 year 10 credits

Sciences:

Biology 1 year 10 credits

Chemistry 1 year 10 credits

Physics 1 year 10 credits

Or

Environmental Science

Social Science: 30 credits

*Visual & Performing Arts 20 credits

Or

*Modern Language

Elective 80 credits

Total: 230 credits

Note: In addition to completing required credits, all students must pass the California High School Exit Exam, which is administered in the 10th grade. A minimum of 230 credits must be earned in the required areas to participate in the graduation ceremony.

*Visual & Performing Arts or Modern Language must be completed from College of Alameda.

Oakland Aviation High School Graduation Information:

English:	4 years	40 credits
Mathematics:		
Algebra:	1 year	10 credits
Geometry:	1 year	10 credits
Algebra II:	1 year	10 credits
Sciences:		
Biology	1 year	10 credits
Chemistry	1 year	10 credits
Physics	1 year	10 credits
Or		
Environmental Science		
Social Science:		40 credits
Aviation:		40 credits
*Visual & Performing Arts		10 credits
*Modern Language		20 credits
Physical Education		10 credits
Elective		20 credits
Total:		240 credits

Note: In addition to completing required credits, all students must pass the California High School Exit Exam, which is administered in the 10th grade. Each student must also complete a minimum of 20 community service hours. A minimum of 240 credits must be earned in the required areas to participate in the graduation ceremony.

*Visual & Performing Arts or Modern Language must be completed from College of Alameda.

while providing students with an explicit road map to success. Assessments are meaningless until they are applied directly to instruction. Teachers and students will collaborate to review and revise the learning experience based on the results of assessments.

Giving students real world experiences and challenges

Real world experience stimulates in students urgency, knowledge transferability, purpose, visceral understandings (senses), and intrinsic motivation. Portfolios and exhibitions held twice each year bring a sense of “real world” tangibility and urgency to the mastery of the most abstract concepts.

Accountable personalized learning plans for each student

We believe that every student can and will achieve high levels of academic and personal success, when given proper support and encouragement. Each student’s individual areas of need and strength will be assessed and supported through a personal educational plan written together with the family, advisory teacher and student.

Developing students’ interdisciplinary awareness and critical thinking

Students who transfer knowledge and skills across diverse content areas are more likely to face real world challenges with confidence and poise. OAHS actively encourages interdisciplinary thinking and critical problem solving through Advisory, projects, portfolios and realistic “being there” challenges.

High expectations for all students and staff

“We can do anything we set our minds and hearts to.” Failure is not an indicator of bad luck, or lack of innate ability - it is a product of not applying effective effort to the challenge.

Oakland Aviation High School Required and Elective Courses

Grade 9	Grade 10	Grade 11	Grade 12
English I	English 11	English 12	English 1V
Algebra/Geometry	Geometry/Algebra II	Algebra II / Pre-Calculus	Pre-Calculus
Geography	World History	US History	Amer.Gov/Econ
Aviation Private Pilot and Ground School	Air Craft Maintenance (AMT 80/81)	AMT (83/84) Prerequisite AMT 82 in summer @ COA	AMT (86/87) Prerequisite AMT 85 in summer @ COA <i>*AMT 88 must be taken after graduation for certificate</i>
Biology	Chemistry	Physics/Environmental Science	Physics/Environmental Science
Elective		Elective	Elective
Advisory: Academic Literacy	Elective		Spanish 1A, Fine Arts, taken at COA
PE	Advisory: Basic Inquiry	Advisory: Critical Inquiry	Advisory: Advanced Inquiry

General Aviation and Aviation Maintenance Technician: Course Syllabus

Aviation Lab: Aviation Maintenance Technician (1380 hrs) *

10th Grade: 180 hrs

- Orientation & Shop Safety; Ground Ops; NDI; Corrosion Control; Fluid Lines & Fittings; Plastic & Bonded Structures; Wood Structures; Welding; Fabric Structures

Summer: 100 hrs

- Orientation & Shop Safety; FAR 65; FAR's; AC Drawing; Maint. Forms & Records; Electrical Circuits; Electrical Meters; Batteries; Aircraft Electrical Systems; Electrical Schematics; Alternating Current; Maint. Pubs

11th Grade: 360 hrs

- Orientation & Shop Safety; Advanced Electrical; A/C Instrument; Cabin Environmental; Ice & Rain Protection; Landing Gear Warning Sys.; Takeoff Warning Sys.; Materials & Processes

Summer: 100 hrs

- Orientation & Shop Safety; Sheet Metal; Aircraft Finishes

12th Grade: 540 hrs

- Orientation & Shop Safety; Com./Nav; Fire Detection; Assembly & Rigging; Hydraulic Sys.; Landing Gear Sys.; Wheels & Tires; Retraction Systems; Fuel Sys.; Pneumatic Power Applications; Brakes & Antiskid Sys.

Summer: 100 hrs

- Orientation & Shop Safety; Airframe Insp.; FAA Testing

* Student graduates with a FAA Aviation Mechanic Technician Certificate (Airframe Rating) with an additional year course at College of Alameda to complete the program and receive Power Plant Rating.

Aviation Lab: General Aviation

Students will complete Lab courses in Aerodynamics (10th), Aviation Business and Management (11th), and Aviation Law and Security / Aviation Design (12th). This will include Internships with aviation related businesses that serve the Oakland International Airport facility. Flight training will be conducted during the summer after the 10th and 11th grades (160 hrs) through a local flying club.

Comparison of UC and OAHS Requirements

Content Area	UC (A-G Coursework)	OAHS
History/Social Science	2 years required	4 years
English	4 years required	4- years
Mathematics	3 years required	3 years

Laboratory Science	2 years required, 3 years recommended	3 years
Language Other than English	2 years required, 3 years recommended	2 years required Presently at College of Alameda
Visual and Performing Arts (VPA)	1 year required	1 year Presently at College of Alameda
Advisory	0	4 years
Aviation General	0	4 years with FAA certification with summer hour

Structures and Practices Ensuring Student Success

High Expectations

Research shows that clearly articulated high expectations exert a major influence on student achievement. Expectations at OAHS are clearly articulated and posted in every classroom. Learning objectives and school-wide grade level benchmarks are aligned with both the California content and performance standards and standards set by each content area department. Student understanding of learning goals and objectives is supported by the use of school designed standardized interdisciplinary rubrics, performance assessments and constant communication with teachers. The school culture provides consistent rules for behavior and methods of evaluation across all the disciplines.

Summer Bridge Program

If sufficient funds are raised, a summer bridge program for 9th grade students will be conducted. The program will formatively assess incoming ninth graders and introduce them into OAHS culture, establishing early bonds with peers in Advisory and the Advisory teacher.

Extended Student-Teacher

Students spend four years with the same Advisory teacher and peer cohort.

Brain-Based Research and Project-Based Learning

Extended Student-Teacher

Students spend four years with the same Advisory teacher and peer cohort.

Brain-Based Research and Project-Based Learning

OAHS offers standards-based curriculum built around overarching conceptual themes, following a brain research model developed by Susan Kovalik and Karen Olsen. Field trips will be used to introduce key concepts thereby stimulating all 19 senses for short-term memory, and allowing intrinsic meaning to emerge for each student. Key concepts will be reinforced through direct instruction. Students will develop mastery through inquiries and interdisciplinary projects in which they apply new knowledge and skills and use higher order thinking.

Looping

OAHS will establish small learning communities in which teams of core teachers “loop” for two years with the same students. The teachers in the small learning communities will share common preparation periods so they can collaborate.

Leadership Training

Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations (OCO), an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of “one to one” visits: ongoing intentional conversations for the purpose of building a culture of trust and respect.

English and Math Practicums

Built into the schedule for grades nine and ten is an extra period of math or English. Students will use Practicums to develop to areas of needed growth. Practicum objectives are established during the home visit as a part of the personal learning plan, and are developed individually for each student through collaboration between the Advisory teacher, student and parents as the year progresses. Results of formative, interim and summative assessments are used to justify and direct the student’s learning objectives. The practicum teacher will be responsible for guiding students to proficiency or facilitating deeper research into a particular area of interest for the student.

Intensive Math Saturdays

Periodically OAHS will open up on Saturday to emphasize a single math skill taught in a variety of modes.

Personal Learning Plan

Personal learning plans will be developed for all students during home visits by the Advisory teacher, the student and the family. These plans will be informed by formative assessment and the particular desires/needs of the student. The PLP will establish the student's personal academic goals and practicum objectives. Mid-year the PLP will be revised and fine-tuned at a second home visit.

Academic Intervention Process

Every four weeks teachers will issue Academic Warnings (AW) to students, parents and their Advisory teachers, if they are earning less than 75% in class. AWs are intended as warnings, not reprimands. They inform the student they are not currently meeting the course standards, the reason for the low grades, and suggestions for meeting course requirements. A copy of the AW goes to the student's Advisory teacher. In extreme cases, students may be required to meet with their Advisor and the teacher to develop an action plan.

After the first interim assessment (first 6 weeks), all students who are performing below benchmark standards will be issued an Academic Contract (AC). ACs require a meeting between the student, parents, teacher, Advisor and sometimes RSP Specialist to set student-specific learning objectives. The terms of the AC are guided by the results formative and interim assessments, and informed by the specific needs and interests of the student.

If the student fails to meet the terms of the AC, she or he will be required to seek after school tutoring or outside community resources. Every attempt will be made on the part of the school to find high quality, tutoring or support at low or on cost to the family. If more than one student is having similar trouble the principal will research the challenge and co-ordinate appropriate professional development for either the content area team or the whole staff.

Home Visits

Advisory teachers make at least two home visits each year to collaborate with the student and parents in forming a Personal Learning Plan (PLP). The PLP clearly establishes the student's individual learning objectives and the benchmark skills the student will need to develop to be successful in class.

Student Advocates

Advisory teachers play an important role as advocates for their students. They counsel students, and represent them when they get into trouble or conflict with other staff, and students. They also monitor student progress toward individual and school-wide goals.

Parent Contact

The advisory teacher is the personal contact between the family and the school. Eventually we hope to have two parent supporters for each Advisory class. Teachers are required to keep monthly call logs of Parent contacts, and these call logs are turned into the Principal every month. Teachers are also required to attend SST meetings regarding student progress and student progress towards academic and personal goals.

Advisory

Research shows that young people learn best when they are known, when they are cared about, and when a teacher has time to give them individual attention. Advisory at OAHS offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Students are assigned to an Advisory teacher, who comes to know them over their entire OAHS career.

In addition to leading Advisory as a clearly articulated academic course, the Advisory teacher will act as mentor, guide and advocate for her or his advisees. The Advisory teacher will participate in IEPs, behavior contracts, the development of student specific learning objectives, college preparation and be the point of contact between the school and the community for the student.

Academic Foundations

As an academic course it establishes the fundamentals of academic literacy and hones the necessary skills for success in college and life. In so doing, it helps to accelerate the A-G academic courses by teaching many of the core skills necessary to doing higher-level work. Core subjects can focus more on content because Advisory focuses on developing foundational skills. Over four years the advisory curriculum develops with students to reinforce and provide multiple opportunities to practice the foundational skills for each grade level.

Each year Advisory will have a different theme and essential question to guide students in their academic experience at OAHS. For example, the first year Advisory theme is "Initiation" and the essential question is, "What is critical thinking, and how do I demonstrate it?" The theme and essential question frame the interdisciplinary projects and final portfolio presentation guidelines and rubrics for first year students. The course objectives align with the California State content and performance standards across the curriculum. What follows is a sample of first year Advisory course objectives.

First year Advisory students will be able to:

- Discuss rationally
- Think Critically
- Differentiate fact and opinion
- Identify and avoid common logical fallacies
- Speak effectively in front of an audience
- Write a research report with correct citations and bibliography

- Compose, reflect, revise, edit and publish
- Read actively
- Recognize biased materials
- Format a paper correctly
- Design and present a Power Point document
- Define and apply the scientific method
- Conduct a scientific experiment or sociological research and publish it
- Define and emulate the rhetorical modes of non-fiction
- Identify one's own dominant learning styles and intelligences
- Choose one subordinate learning style and one intelligence to consciously develop, and demonstrate progress in using those modes
- Describe at least two theories on how learning occurs
- Apply Bloom's Taxonomy as a tool for higher level thinking and critical analysis
- Explain how different ways of framing a question effect different types of information or responses

Summary of Educational Program

Elements of OAHS Educational Philosophy	Student Support Structures Ensuring Success	Assessments	Key Players
Application of brain-based research to instruction and school culture	Intensive math Saturdays, curriculum mapping in alignment with brain-based research, differentiated instruction, School location, aviation strands of curriculum, project-based learning, personal learning plans, English and math practicums, high expectations, parent partnerships, staff professional development, small class sizes, advisory	Use of assessment cycle and student work to monitor school-wide benchmarks	Teachers, Parents, Community, Students, Principal, Outside researchers and professional development groups
Emphasis on project-based learning with clear objectives and measurable outcomes	Curriculum mapping in alignment with brain-based research, use of rubrics and exemplars, clearly written and expressed learning objectives for all projects.	Portfolios and exhibitions, daily and weekly assignments, universal rubrics, assessment cycle	Teachers, Students, Principal, Parents, Community members, NCLB, State of CA
Application of multiple assessments to drive instruction and program direction	Summer Bridge Program, projects, portfolios, academic intervention cycle, advisory, data-driven instruction, portfolios and exhibitions, aviation strands of curriculum, universal rubrics	All assessments (formal and informal) for both students and staff apply here	Teachers, Parents, Students, FAA, Principal
Giving students real world experiences and challenges	Summer Bridge Program, school location, aviation Strands, curriculum mapping in alignment with brain-based research, intensive math Saturdays, portfolios and exhibitions	Assessment cycle, data-driven instruction, regular assignments and projects	Port of Oakland, College of Alameda, Teachers, Students, Parents
Accountable personalized learning plans for each student	Assessment cycle, portfolios and exhibitions, academic intervention cycle, English and math practicums, home visits, looping, curriculum mapping in alignment with brain-based research, data-driven instruction,	Assessment cycle, regular assignments, academic intervention cycle, state tests and college admissions tests	Advisory teacher, parents, student, Principal

	personal learning plan, small class size		
Developing students' interdisciplinary awareness and critical thinking	Curriculum mapping in alignment with brain-based research, advisory, staff professional development, aviation strands	Assessment cycle, universal rubrics	Key Players
Extensive student-teacher contact	Advisory, parent partnerships, looping	Monitoring parent participation, advisory rosters, class size and effects of looping	All Staff, Students, Parents, College of Alameda
Inviting parent partnerships	Parent leadership at school (site council, governing board, etc.), leadership training, home visits, personal learning plan, portfolios and Exhibitions	Monitoring parent participation, student satisfaction, progress toward learning objective	Advisory teacher, Principal, Looped teachers, parents, students
Developing a culture of learning and educational professionalism	Staff professional development, curriculum mapping in alignment with brain-based research, assessment cycle, academic intervention cycle, data-driven instruction, leadership training, home visits, personal learning plans, advisory	Measuring staff and student efficacy, regular staff development, student progress toward learning objectives, staff progress toward high quality instruction	Whole school, Advisory teacher, Students, Parents, OCO
High expectations for all students and staff	All school structures are designed to support students and provide staff with the necessary information to establish high standards and be certain that students are achieving. Likewise, staff measures their own success by how well students are actually learning.	Assessment cycle, staff development, data-driven instruction, staff retreats and data-based inquiry, student achievement on state and college admissions tests	Principal, all staff, Governing Board, Parents, Students

Vocational Curriculum and Instruction

In addition to the college preparatory program, the Oakland Aviation High School will provide rigorous technical training to all students so that they can enter a skilled aviation career upon graduation. Beginning in the tenth grade, every student will be introduced to a variety of aviation career paths through aviation lab courses conducted in partnership with the College of Alameda (COA). These paths include general aviation (GA), and aviation maintenance technician (AMT) strands. Students enrolled in the GA strand will provide background in aeronautics and business, and offer courses such as private pilot license ground school training, customer service, office administration, introduction to business, and accounting. Students enrolled in the AMT strand will receive 1380 hours of instruction in FAA approved curriculum, and will graduate with an FAA Aviation Maintenance Technician Certificate, Airframe Rating. Students will need a fifth year at COA for the Power Plant Rating. All students will receive college credit transferable to CSU. Students will participate in internships with airlines and a wide range of support businesses and agencies at the airport.

Technology will be used as a tool for research, communication and production. Students will exercise higher order thinking skills through simulations and presentations; communication and production skills through email and publishing, and research skills through the use of electronic references, including the Internet.

Professional Development

OAHS is committed to the development of professional staff as committed to their own learning and progress toward mastery as they are to student success. As a community of learners, teachers and other staff members model the learning process for students as they develop their skill and strengthen areas of growth. Richard and Rebecca DuFour¹ have shown the positive effects of collaborative school cultures on increased student outcomes. Schools such as North Star Academy in Newark, New Jersey have combined data-driven instruction² and the professional learning community model with amazing success in an urban context. North Star Academy, with population demographics of 90% free and reduced lunch and 90% minority students has been able to achieve 90% proficiency in English and Math.

Professional development is integral to the design of all OAHS structures. The psychic rewards associated with growing as a professional educator within a community of adults committed to excellence are directly linked to student success. All too often the students who are most in need of support get overlooked, or discounted because teachers and administrators simply don't know how to help them. Teachers who are constantly encouraged and supported to develop a deeper and more extensive pallet of instructional techniques have a greater degree of success in effecting student achievement, particularly with high-risk students. For teachers to truly develop toward professional mastery they need several layers of support. Teachers need time to collaborate, access to information, clear objectives, training and constant feedback on their performance.

¹ See the following texts: Getting Started: Reculturing Schools to Become Professional Learning Communities, Professional Learning Communities at Work, Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn.

² See section on Assessments

Teams work together to clarify the intended outcomes of each grade level, course, or unit of instruction. They develop common assessments that they consider as valid measures of student mastery. They jointly analyze student achievement data, draw conclusions, and establish team improvement goals. They support one another and share strategies and materials as they work together to accomplish goals that they could not achieve by working alone. The teams have the benefit of time, focus, parameters, access to information and ongoing support as they engage in collective inquiry and action research. They work together in an ongoing effort to discover best practices and expand their professional expertise.

--Richard DuFour³

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Charter School's goal is to promote success for all students. OAHS believes that all students can achieve high standards when provided adequate time and given immediate feedback and support, even if they enter the school with different strengths, weaknesses, and life experiences. Opportunities should be given to all students to engage in a rigorous curriculum. OAHS's school day is 7 hours Monday, Tuesday and Friday. On Wednesday and Thursdays OAHS school day is a block system in which students attend three classes a day that are ninety minutes and within the schedule is Response to Intervention(RTI) time that is allotted to support students in their academic goals and to close the achievement gap. This time is also used to enhance and support the education and the comprehension of English Language Learners that are mainstreamed in the classes. OAHS also provides mandatory tutoring every Monday, Tuesday and Friday from 3:00 to 4:00 for all students that are not achieving their academic goals or are not passing their courses with at least a 75%. OAHS will also offer Saturday School periodically throughout the year for students that need additional help or for students who work and cannot attend tutoring after school.

First, to identify low achievers and provide for early intervention, all students will be assessed upon enrollment using a review of cumulative records including standardized test scores (eg. STAR,CELDT,CAHSEE),grades, attendance history,IEP's or Section 504 plans, records of previous assessment and services. Students who are below grade level will be placed in double blocks for math and English Language Arts in their ninth grade year. The daily advisory period will also have an academic focus as described above.

These initial assessments will be used to target and support areas in which the student needs intervention to achieve proficiency, especially in the areas of numeracy and literacy initially and subsequently in science and social science. OAHS believe that both the confidence and the motivation to learn to begin by meeting the student at the current level of academic proficiency and then supporting academic challenges with effective learning strategies to engage her or his full potential. Initial and ongoing interventions for low achieving students will include:

- Mandatory after school tutoring
- Individual tutoring by the staff and peer tutoring
- increased use of computer-assisted instruction for specific subject matter and standards
- intense summer intervention for math and English Language Arts
- personal learning plan created by student and academic counselor and advisory teacher

³ Getting Started: Reculturing Schools to Become Professional Learning Communities, page 5.

- home visits when needed

Another intervention incorporated by OAHS for the 2010-2011 school years will be educating the parent to be able to monitor achievement of their child by the use of PowerSchool, which will enable the parent to access their child's grades. The staff will provide training for parents to use the grade book and will also train parents to use the computer. OAHS will also provide all parents and students with access to computers use. Parents will receive materials to support their student's studies at home. Monitoring of students will be the direct responsibility of teachers, academic counselor and principal. The advisory teacher will have the responsibility for determining when additional intervention or increased monitoring is needed. (SST, daily progress reports)

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

OAHS consider students to be high achieving academically when they have any combination of most recent STAR test scores at "advanced" in English Language Arts or math. In order to identify high achievers all students will be assessed upon enrollment at OAHS using a review of previous cumulative records including standardized test scores (eg., STAR, CELDT, CAHSEE)

The personal learning plan will set higher goals for high-achieving students and teachers will differentiate instruction accordingly. Interdisciplinary inquiries and projects will provide additional learning opportunities for high achieving students. The entire school will engage in ongoing cycles of inquiry regarding student outcomes. Students will take electives at the College of Alameda in the 11th and 12th grades, including advanced courses not offered on the OAHS campus.

PLAN FOR ENGLISH LEARNERS

OAHS believes that all English Language students that are not proficient in the English language need every opportunity to be able to become proficient in the areas of listening, speaking, reading and writing within a reasonable period of time and to achieve language proficiency as rapidly and as effectively as possible to meet OAHS academic standards in core subjects. Children from families in which English is not the primary language of the home represent a high percentage of students we hope to enroll. OAHS will use the Home Language Survey, the California Standards Test (CST) score on the English Language Arts, California English Language Development Test (CELDT), teacher evaluation of student academic performance. All English Language Learners are identified and receive English instruction daily both through Peer Parent Share and teacher instruction and pull-out. OAHS will test English Language Learners annually until they are re-classified.

The OAHS staff shall provide English Language Learners students with daily English language development instruction by proficiency level to attain grade-level proficiency as rapidly as possible through:

- full immersion in large group direct academic instruction
- peer-pair share support that focuses on peer adoption of English Language Learner in every classroom and each student has a peer support person that tutors and aids the students in the classrooms on a daily basis
- SDAIE strategies used by all teachers in every classroom
- After school tutoring
- Summer session

- Qualified teachers that are all CLAD certified, teachers fluent in language spoken at home.

OAHS has begun to implement strategies that will most benefit our English Language Learners but we are still in the process of developing a consistent program across the curriculum for our English Language Learners that include:

- A dedicated ELD-standards aligned curriculum with allotted time allowed daily (45 minutes) focusing on all four domains(reading,writing,oral and listening) of language development.
- A specific Sheltered curriculum and classroom for English Language Learners
- Development of ELAC committee to engage parents in curriculum development and concerns. Parents will be encouraged to participate in language arts activities in ways that will support their student's language acquisition. This will include regular parent meetings that will inform and educate non-English speaking parents support in learning about how to read a transcript, college information,reading CST reports and the use of the computer. OAHS will also share information with all parents of community resources to develop their own English proficiency.

PLAN FOR SPECIAL EDUCATION

IDEA

OAHS will continue to serve the needs of exceptional pupils by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education (FAPE) be provided to, individuals with exceptional needs in keeping with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 of the Rehabilitation Act of 1973. The petitioners recognize the OAHS is responsible for ensuring IDEA compliance. A child with disabilities attending the charter school shall receive special education instruction and related services in accordance with the individualized education plan(IEP) in the same manner as a child with disabilities who attends another public school within the district. Accordingly, the District shall serve as the Charter School's local educational agency (LEA) and represent the Charter School in the SELPA.

The Charter School would anticipate that a special education agreement would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will flow through the District to the students of the Charter School. The petitioners believe that the following arrangement is ideal as it relates to special education services and funding for charter school students:

- The District shall receive and retain all State and Federal special education funds due to the Charter School
- The District shall provide special education instruction and related services to charter school students in the same manner as provided to other students of the District.
- The District shall provide funding to the Charter School for any special education instruction or related services provided by the Charter School in the same manner as is currently provided other schools of the District.

- The Charter School shall pay a pro-rate share of District-wide special education costs that are in excess of State and Federal special education funds.

Section 504/ADA

OAHS shall be solely responsible for its compliance with Section 504 and ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

III. 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)

PUPIL OUTCOMES

All Oakland Aviation High School graduates will be prepared for both college and employment in the aviation industry, or business community. OAHS will draw students from neighborhoods with historically high dropout rates, and low achievement. Therefore, OAHS will adopt aggressive student achievement goals in order to attain dramatic and consistent improvement among all students from year to year.

- Each student will improve individual composite scores on the CST/CAT6 from year to year.
- Each student will achieve proficiency in key concepts, knowledge and skills in A-G core academic subjects and technical aviation courses, as measured through daily and weekly assignments, portfolio assessments, graduation by exhibition, and standardized tests.
- At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.
- At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.

SCHOOL-WIDE OUTCOMES

State Content Standards

OAHS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses.

State Standardized Testing

It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests. OAHS will reach a CAHSEE pass rate of 90%.

Graduation Rate

OAHS will strive to reach a four-year senior graduation rate which is 5% more than the Oakland Unified School District average.

Development Teams	Time	Who	Products	Measures of Success
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Attendance

It is the goal of OAHS to strive, on average, to exceed the District average for student attendance, and by the end of the charter term to reach 95% average daily attendance. **Academic Performance Index**

It is the goal of OAHS to meet its Academic Performance Index (“API”) growth targets on an annual basis, and to equal or exceed District API growth rates.

Adequate Yearly Progress

It is the goal of the OAHS to make adequate yearly progress (“AYP”) as defined by the No Child Left Behind Act (“NCLB”), and to equal District AYP growth rates.

Establishing Curriculum Goals and School-wide Benchmarks

Teacher teams plan curriculum through a collaborative process by planning and creating a curriculum that meets all student needs and are aligned with California State content and proficiency standards. Assessment, benchmarks and pacing guides are used to meet all content standards and proficiency standards. All curriculum have a direct connection to aviation and the OAHS mission.

State Standardized Testing

All students will participate in all tests required by the State of California and NCLB (CAHSEE, STAR/CAT). The results of these tests will be used to evaluate the effectiveness of our backward planning model and our annual progress toward meeting and exceeding our school-wide benchmarks. The disaggregated data from these assessments will be used to monitor the equity of our program.

College Admissions Tests

Students will participate in PSAT, SAT I, and SAT II tests. Test preparation tutoring will be provided for all students who desire it. The results from these tests will be used to evaluate the effectiveness of our college preparatory courses. Areas of strength and needed growth will be examined in each core content area. Content area and interdisciplinary teams will develop goals for school-wide and program improvement in preparing students for success in college and career.

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)*

Content and Proficiency Standard Assessment Cycle

School culture at OAHS is collaborative, performance-based and data-driven. Teachers, staff, parents and students work together in the spirit of collegiality to set clear goals and objectives for each member of the OAHS community. At every step, data is used to measure how well teachers are teaching and students are learning. To ensure that we catch students before they fail we engage in the content and proficiency assessment cycle. The cycle begins with formative assessments that measure the current abilities of students in comparison to the California state standards and the school-wide benchmarks. It is important to note that assessments are only a measure of a student's current abilities, not an indicator of student potential. We believe all learning challenges can be overcome through effective effort and strategic student supports. To ensure that all students do learn we engage them in setting clear, obtainable academic goals based on the formative assessments, then we monitor progress, as students grow increasingly competent and independent. Celebrating success, developing each of the multiple intelligences and stimulating each learning style is central to maximizing student academic and personal growth. The OAHS staff likewise uses the assessment cycle to promote better teaching, to identify areas of need (in students and their own teaching) and to seek professional development. The assessment cycle forms a feedback loop that allows each member of the community to monitor how well the school is doing at teaching students, and offers them opportunities to take an active role with clear objectives in promoting student success.

Content and Proficiency Standard Assessment Cycle Table

Assessment	Sources	Used by Teachers to	Used by Advisors Families and Students to	Used by Principal to	Leads to
Formative Assessments will be given on matriculation and at the beginning of each course	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Organize, plan, fine tune lessons and units	Generate personal learning plans, establish need for double Eng or math, clarify what students must to succeed in the course, Set student specific academic goals	Monitor cohort progress, establish topics for professional development, to guide goal setting	Class lesson and project design, personal and cohort goals, interim assessments, professional development
Interim Assessments will be given every 4-6 weeks during the course	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams	Guide instruction, identify areas that need re-teaching, personalize lessons to the specific needs of the class and individual students	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports

Summative Assessments will be given at the end of each course and during the standardized testing cycle	California state standards, school-wide benchmarks, content area teacher teams, interdisciplinary teams, CAHSEE, STAR/CAT, PSAT, SAT, ACT, FAA	Re-fine and re-design lessons, recommend student promotion	Monitor progress, strategize trouble spots, revise personal learning plans, celebrate successes, set new goals	Monitor cohort progress, establish topics for professional development, guide goal setting, coach teachers	Class lesson and project design, personal and cohort goals, interim assessments, professional development, re-teaching, student supports
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Formative Assessments

The results of the formative assessments will be used by teachers to organize, plan and fine-tune lessons and units. Formative assessments will be used by students, advisors, academic counselors and parents to clarify the work students must do in order to succeed in the course, and to set student specific academic goals. The Administration will use the results collectively to monitor cohort progress toward school-wide benchmarks and California State content and performance standards. Benchmark tests and internal tests within the subject area are also given and used as a check and balances for teachers, that will indicate if a concept needs to be re-taught.

Interim Assessments

Every four to six weeks students will take interim assessments to monitor their progress toward achieving both the learning objectives of the course, and student. Teachers will use the results of interim assessments to guide instruction, to identify areas that need re-teaching and to personalize lessons to the specific needs of the class and individual students. Students, parents and advisors will use results to monitor progress toward personal academic goals, to strategize around areas of difficulty and to guide the development of objectives for student practicums, if necessary. The administration will use the results to identify areas for professional development, to guide teacher efficacy and to monitor school-wide progress toward benchmark skills.

Summative Assessments

At the end of each course students will take a comprehensive exam that will summarize the specific learning objectives of the course. Areas of strength and needed improvement will be identified. The results of the summative assessment will be used to determine eligibility for promotion, setting practicum objectives and to monitor progress toward school-wide benchmarks. Teachers will use the results to re-fine and where necessary re-design lessons to increase future student achievement and personal mastery.

Comparison of Assessments

<i>Type of Assessment</i>	<i>What is this assessment?</i>	<i>How do teachers use this assessment?</i>
<i>Daily/Weekly Assignments</i>	<i>Teachers in each subject design and deliver daily and weekly assignments and quizzes that assess students' daily progress. These assessments include all class work, homework, quizzes, and mini-projects that build knowledge and skill. Each week students will complete a culminating assignment that connects the week's course work to the school-wide benchmarks and content area learning objectives.</i>	<i>Teachers use the results of daily and weekly assignments to plan better lessons and units and monitor student progress. Teachers also use these assignments to prepare students for all major tests and projects.</i>
<i>Portfolios</i>	<i>Each student will develop a portfolio documenting progress toward individual personal and academic goals, the school-wide grade-level benchmarks for academics and character, the CA State standards. This portfolio will be evaluated twice each year. Portfolios are interdisciplinary and require students to draw connections across the curriculum and apply metacognitive reflection to their own learning and community context.</i>	<i>Teachers use this assessment to measure student growth, and the student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>Exhibitions</i>	<i>Exhibitions are live expressions of the student portfolios. They can take many forms, but the key goal is for the</i>	<i>Teachers use this assessment to measure student growth, and student ability to authentically apply and generalize content area skills and knowledge.</i>
<i>California State Tests</i>	<i>The CAHSEE and STAR/CAT are standardized tests required by the State of California and NCLB. These tests are important measures of school success.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>
<i>College Admissions Tests</i>	<i>The SAT I, SAT II, and ACT are standardized tests required by most colleges and universities for admission.</i>	<i>Teachers build test-taking skills throughout the year to prepare students to excel on these exams. Teachers use the results of these tests as a measure of student proficiency, to improve teaching and identify potential areas of inequity in the school's curriculum or delivery.</i>

Daily and weekly assignments

Students will be given a variety of assignments throughout each course. Daily assignments may include readings, short writings, class discussions, projects, and tests and quizzes. At the end of each week there will be a culminating assignment designed to synthesize the lesson elements into a coherent expression of the week's learning objectives. Both teacher and student will keep daily and weekly assignments as a measure of individual progress, and for inclusion in student portfolios. Teachers will also use assignments collaboratively with other staff to standardize rubrics across disciplines and troubleshoot areas of difficulty. These artifacts become important tools in the development of best practices and data based inquiry.

Portfolios

Students will keep a portfolio that showcases progress toward individual academic goals, and the school-wide grade level benchmarks for each course. Portfolios are personal, interactive and genuine expressions of the personality and talents of each student. They can take many forms, and develop year by year with the student into an assertion of personal and academic growth. Twice each year students will participate in portfolio exhibition. Portfolios are evaluated by a group of no fewer than three teachers, two peers and a parent/community member according to a standardized rubric. Passing scores on portfolios are required for promotion.

Portfolio Exhibitions

Exhibitions of student work will be held in the winter and late spring. The exhibition can take many forms including (but not limited to) oral, dance, video, musical or written expressions in front of a live audience. Exhibitions are presented to fellow students, faculty, parents and community members. Exhibitions are a time for students to show off who they have become over the course of the year. Portfolio Exhibitions are evaluated by a group of no fewer than three teachers, two peers, one board member, and a parent/community member according to a standardized rubric based on grade level school-wide benchmarks. Passing scores in both portfolios and exhibitions is required for promotion and graduation.

School-wide outcomes will be measured as follows:

OUTCOME	METHOD(S) OF MEASUREMENT
State Content Standards	CAT6, Internal and External Assessments, Teacher Records, Work Samples, Portfolios
Standardized Testing Growth	CAT6, CELDT
Attendance	Attendance records
Academic Performance Index ("API") Growth Target	API Score
Adequate Yearly Progress	As measured by state in accordance with NCLB.

USE AND REPORTING OF DATA

The Charter School will compile and provide to the Oakland Unified School District Board of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above.
- An analysis of whether student performance is meeting the goals specified in above. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Charter School Board during the year.

- Data on the level of parent involvement in the Charter School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the Charter School implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The Charter School and Charter School Office will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

The Charter School and Charter School Office will also jointly develop a site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. In addition, the District may inspect or observe the school at any time without prior notice and retains the authority to assign or subcontract any oversight responsibilities if it chooses. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

IV. 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)

NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate with the District, the Charter School shall operate as a separate legal entity, independent of the District. The Charter School will be operated as a duly constituted California nonprofit public benefit corporation, and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School will be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

NON-PROFIT BOARD OF DIRECTORS

The Charter School will be governed by a minimum of five to a maximum of eleven voting members of a Board of Directors consisting of representatives from OCO, the College of Alameda, the Port of Oakland, an aviator, an educator with administrative experience, parent, a teacher, a finance person and fundraising person. The District may appoint any person to serve on the OAHS Board of Directors and may chose for this person to be either a voting or nonvoting member. Although the Board currently has five members, the Board will expand to nine members once the Charter is approved in accordance with the Charter School's Bylaws.

The Board will meet on a regular basis, not less than once per month, to make decisions relating to the operations of the school.

The Board of Directors has a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Directors will meet regularly and as needed and will be responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring and evaluating the Executive Director/Principal of the School.

- Hiring, discipline and dismissal of all employees of the Charter School after consideration of a recommendation by the Executive Director/Principal of the School.
- Approval of all contractual agreements.
- Approving and monitoring the implementation of general policies of the School. These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Charter School's annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the School.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- The Board will establish operational steering committees of parents, educators, and art professionals.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of Charter School programs.
- Executing all other responsibilities provided for in the California Corporations Code.
- Development, review, or revision of the Charter School's accountability and mission.
- Development of the school calendar and schedule of Board meetings.
- Development of Board policies and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual fiscal and performance audits.
- Approval of personnel discipline (suspensions or dismissals) as needed.

- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Hiring, supervision, evaluation and if necessary, termination of the Charter School's officers and administration.
- Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

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

The Charter School shall adopt governance policies, which are aligned with the principles of the Brown Act and the Political Reform Act.

A Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

EXECUTIVE DIRECTOR/PRINCIPAL

The responsibilities of the Executive Director/Principal may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board chair as directed by the Brown act.
- Make recommendations to the Board on hiring, discipline and dismissal of Charter School employees.

- Supervise, either directly or through subordinates, all employees of the school.
- Provide timely performance evaluations of all school employees at least annually.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the board.
- Communicate with School legal counsel.
- Stay abreast of school laws and regulations.
- 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.
- Grant writing.
- Establish and execute enrollment procedures.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon.
- Provide all necessary financial reports as required for proper ADA reporting.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a quarterly financial report to the Board.
- Provide assistance and coordination to the Faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.

- Attend all Board meetings and attendance as necessary at District Board of Education meetings as the charter representative.
- Site safety.
- Foster an amicable relationship between the District and School and facilitate a sharing of resources between both entities.
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the District, and between the School and the community at large.
- Establish procedures designed to carry out Board policies.
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as Officer appointed committees).
- Scheduling.
- Manage communications between the District Board and the Board of the Charter School.
- Develop the School annual performance audit.
- Present performance audit to the Board of the Charter School and after review by the School Board present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to a business administrator of the Charter School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider.

PARENT PARTICIPATION

Partnership with parents is the final design element proven to be essential for successful student outcomes. Orientation for new families will be held in late spring to prepare for the coming school year. Parents and guardians will receive a written description of the OAHS program, including WASC accreditation status, and the transferability of credits to neighboring public schools. OAHS teachers will conduct home visits with the families of students in their advisories twice a year, once in August/September, and once in January/February. An analysis of the student's proficiency on grade level standards will be shared with the parent/guardian and a personal learning plan will be created to help each student rise to a proficient or advanced level. As part of the personal learning plan, an agreement will be created between the family and the school in which parents, student and advisor share their expectations and commitments to support the student's success.

Parents will be encouraged to participate in the daily life of the school, and to affirm the educational aspirations of their children. Parents will participate on the governing board, on state and federally mandated committees such as the school site council and the English language advisory committee. Each teacher will have at least two parent leaders to support their advisory. These Parent Leaders will form a Parent Leadership Team that will advise the Governing Board and the Principal of the charter. Parents, principal, teachers and support staff will receive leadership training from Oakland Community Organizations, an affiliate of People Improving Communities through Organizing (PICO) and will work to build a relational culture in the school through the practice of "one to one" visits: ongoing intentional conversations for the purpose of building a culture of trust and respect. The Life Guidelines and Life skills will be shared and practiced by all adults in the school, including parents and guardians. Exhibitions of student work will be held in the winter and late spring. Parents will participate on graduation committees that will evaluate student portfolios and presentations.

OAHs promotes a parent participation program because it views parents as integral partners, not just volunteers. Parents are encouraged to express their concerns, to visit our school and meet with the staff. To this end, the Charter School shall annually distribute parent surveys to all parents requesting them to give their opinions on the progress of their child and encouraging them to express suggestions of how the school might improve its services. The responses shall be returned to the school and reviewed with faculty and administration in order to address any concerns.

Parents are asked to dedicate at least 30 hours per year of participation to benefit the Charter School. To encourage additional parent involvement, the Charter School shall at a minimum do the following:

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

No student will be denied enrollment nor disenrolled for a failure of the parent or guardian to dedicate thirty (30) hours of participation to the Charter School. However, in all cases, to give the student the maximum opportunity to succeed, the Charter School will work with parent/guardians to consider all possible opportunities for parent involvement.

OAHs may establish other advisory committees to the Charter School Board, such as an English Language Advisory Council (ELAC) and school site council as appropriate.

STAFF PARTICIPATION

During operation, the Charter School will encourage staff members to develop a committee made up of all staff of the Charter School, which will act in an advisory capacity to the Board of the Charter School. This Staff Committee will be governed by bylaws adopted by the staff involved in the staff committee.

V. HUMAN RESOURCES

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)

Teachers

The Charter School will adhere to Education Code Section 47605(1), all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculty for the Charter School.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(1).

In accordance with Education Code Section 47605(1), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, noncollege preparatory courses and activities. The Charter School and the District shall agree in writing prior to operation as to an approved list of non-core, non-college preparatory courses.

Many of the technical aviation classes will be taught by instructors from the College of Alameda.

Non-Instructional Staff

All non-instructional staff such as the office manager, finance/human resource assistant, attendance clerk, clerical, custodian and lunch duty personnel must possess experience and expertise appropriate for their position.

Executive Director / Principal

This individual shall be responsible for implementing all the administrative and legal responsibilities of the school as well as serving as an instructional leader. This individual should be an exemplary communicator both in person and in written communications and possess the organizational and interpersonal skills necessary to run a school.

Overall Qualifications of Staff

Charter School staff shall be educators and individuals who seek to provide a quality education for a diverse population of students. They will share the desire to participate in a thematically based, internationally minded educational program.

The Charter School focuses on teacher leadership through professional development, team building, collaborative decision-making, and addressing the strengths of the school community through multiple intelligences. Charter School staff members are committed to the collaborative building of a new school program, including setting tradition and defining benchmarks.

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)

Teachers at the Charter School shall participate in STRS. Classified employees of the Charter School shall participate in PERS and the federal social security system. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School.

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)

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.

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)

Employees shall have the right to return to the District if this is permitted under the terms of the collective bargaining agreement between the District and the Charter School.

The Charter School shall not grant tenure to any teachers at the Charter School, nor will it accept tenure granted by another charter school or school district.

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

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with pupils of the Charter School. The Executive Director/Principal of the School shall monitor compliance with this policy and report to the Board of Directors 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 the District.

TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

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

Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

Emergency Preparedness

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne 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 Charter School shall maintain a drug and alcohol and smoke free environment.

Procedures

The Charter School shall adopt procedures to implement the policy statements listed above and submit at least 60 days prior to operation.

Policies Specific to Site

Since the Charter School intends to locate at the airport, the Charter School will comply with all health and safety policies of the Port of Oakland. Additionally, the Charter School will adopt specific site plans to address health and safety concerns which will be submitted to the District at least 60 days prior to opening. Since the Charter School will most likely need to operate for one year at a District school site and the lease agreement containing health and safety terms has not been negotiated with the Port of Oakland, it is not possible to submit site-specific plans at this time.

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)

Disputes between the District and the School

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between the Charter School and the District or between the staff and the Charter School Board, Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent or designee and Executive Director/Principal of the School. If this joint meeting fails to resolve the dispute, the District will consider joining the School in

non-binding third-party mediation. If the Superintendent or designee and the Executive Director/Principal agree to this course of action, they will jointly discuss timelines. Each party will be responsible for its own costs.

The Executive Director/Principal and Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent or designee and Executive Director/Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent or designee and Executive Director/Principal shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent or designee and Executive Director/ Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

All disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall not be involved with internal disputes of the Charter School unless the Charter School requests District involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked, or unless the District believes there may be an immanent threat to the health or safety of any student at school, in which case the district may immediately intervene.

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

The Charter School shall admit all pupils who wish to attend the Charter School up to capacity. Students wishing to enter OAHS, will be given a math assessment test and a CELDT test depending on home survey questionnaire. Results of tests will have no bearing if student is accepted to OAHS, it is just a method of correct placement.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, disability, fluency in English, parent income/educational level, religious preference, sexual orientation or perceived sexual orientation.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Math assessment for placement

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed as follows in the order of preference listed:

1. Siblings of current students;
2. Children of Charter School employees;
3. Founding Families (children of parents who served on the Charter School Design Team);
4. Children of airport employees and/or airport tenants.
5. Students from Oakland Unified School District.
6. All other California residents

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

In order to qualify for the Founding Families preferences, parent and student leaders will be expected to actively participate in the charter design team. Activities will include regular meetings and visits to other schools to get ideas. Parent and student leaders will be expected to conduct one-to-one visits with other families and to hold community meetings at their middle school to build a network of students and parents interested in attending Aviation High School. OCO will maintain a list of families who have met these requirements and therefore qualify for the admissions preference for children of Design Team members. The families qualifying for admission preference because they participated on the School Design Team will be permanently established at the opening of OAHS, will not expand, and will gradually expire as the children of Founding Families complete their high school education.

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)

The Charter School will consider pupils for admission without regard to ethnicity, race national origin, fluency in English, or parent income/educational level. The Charter School will strive through recruiting to achieve a racial and ethnic balance of students that reflects the general population of the District. The Charter School will rigorously recruit students and provide assistance to families in completing and returning registration applications, particularly in the cities of Oakland, San Leandro and Alameda.

The Charter School's Outreach Plan shall include a marketing plan which details significant outreach activities in the Oakland Tribune, the local libraries, community newsletters, local community groups, and local businesses. The marketing plan shall include the preparation and distribution of recruiting materials in English and other commonly spoken languages.

The Outreach Plan shall schedule dates, times, and locations of open houses, informational meetings, and other activities in a manner which insures, to the extent possible, that all interested students are able to attend. The Outreach Plan shall be updated each year and shall be considered a provision of this charter such that a material failure of the Charter School to comply with the Outreach Plan may subject the Charter School to a notice to cure and potential revocation under Education Code Section 47607(c).

The Charter School, in its annual report, shall include student enrollment indicating the racial and ethnic mix of students and the percentage of students from the District and steps taken to ensure a racial and ethnic balance as described herein. The annual report shall disaggregate racial and ethnic class, free and reduced lunch participation percentage, English Learners, and shall include the percentage versus total of those who applied and those who were admitted.

PUPIL PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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 who reside within the District who choose not to attend the charter school may attend school within their District of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

The Executive Director/Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Executive Director/Principal's office.

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

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

A. Definitions (as used in this policy):

1. "Board" means governing body of the Charter School.
2. "Expulsion" means dis-enrollment from the Charter School.

3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Executive Director/Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director/Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal/Administrator of designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class

work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

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

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

E. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Charter School Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Charter School Board President or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter School Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written recommendation to the Charter School Board who will make a final determination regarding the expulsion. The final decision by the Charter School Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director/Principal or designee shall send written notice of the decision to expel to the Student's District of residence, and the Oakland Unified School District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. A copy of these records shall be sent to the District.

K. Expelled Pupils/Alternative Education

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

L. Rehabilitation Plans

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

M. Readmission

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

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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))

Attached, as Appendix B, please find the following documents:

- A projected five year budget
- Cash flow and financial projections

These documents are based upon the best data available to the Petitioners at this time.

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. In the event that the Charter School is permitted to locate on grounds controlled by the Port of Oakland, the Charter School shall at a minimum maintain insurance sufficient to meet the terms of a lease contract or other agreement with the Port of Oakland.

Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

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

A school site Executive Director/Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the School's Board of Directors. The petitioners anticipate that the Charter School will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. The petitioners have hired EdTech to provide business and back office services to the Charter School. The petitioners are interested in discussing the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding ("MOU") between the Charter School and the District and subject to District availability.

Timeline

Upon approval of the charter, if not completed during the charter approval process, the Charter School shall begin MOU negotiations with the District over contracted services. Should services be unavailable, or by August 1, 2006, if no MOU has been executed between the Parties, the Charter School shall obtain its own administrative services either in house or through a third party contractor.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

The Charter School has been relocated to the Oakland Airport Business Park for the 2010-2011 School year. The Charter is in agreement with Ardenbrook Properties, property manager for Mr. Al Davis, owner of the property located at, 7801 Edgewater Drive, Ste 2000, Oakland, CA 94621, that upon renewal of charter, lease will be extended.

INDEPENDENT FISCAL AUDIT

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

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

The audit will verify the accuracy of the Charter 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 Charter School. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Charter School's Executive Director/Principal along with an audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

CLOSURE PROTOCOL

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

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

Closure of the Charter School will be documented by official action of the Board. The action will identify the reason for closure.

The Board will promptly notify the District of the closure and of the effective date of the closure.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is organized as a nonprofit public benefit corporation, the Charter School Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE DISTRICT

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

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

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

Civil Liability

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

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

Further, the Charter School and the District shall enter into a memorandum of understanding ("MOU"), which shall provide for indemnification of the District.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

IX. CONCLUSION

By approving this charter renewal, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a five-year renewal charter. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and/or applicable law.

TABLE II
SCHOOL DEMOGRAPHIC PROFILE

Ethnicity/Race	2006-07	2007-08	2008-09	2009-10	2010-11
% White		2%		2%	2%
% Black	31%	48%	19%	10%	14%
% Hispanic	68%	49%	80%	88%	84%
% Asian / Pacific Islander		1%			
% Mixed / No Response					
% Other			1%		
Home Languages					
% Non-English Speaking Households	46%	49%	80%	88%	84%
Special Education					
% Students with Disabilities	1%	1%	1%	2%	1%
Other					
% Free & Reduced Lunch Status	100%	100%	100%	100%	100%
% English Language Learners	60%	49%	80%	88%	84%
% Homeless students	5%	3%		0%	0%

TABLE III
DISCIPLINE

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
Enrollment				
% Suspensions	5%	5%	8%	8%
% Expulsions		1%	1%	1%

TABLE IV
GRADUATION (H.S. ONLY)

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
Graduation Rate				
Retention Rate (% of Graduates enrolled beginning in grade 9)	60%	40%	38%	22%
Post Graduation Plans				
% planning to attend a 4-year college	11%	25%	35%	23%
% planning to attend a 2-year college	22%	25%	32%	30%
% planning to attend vocational/technical training	10%	18%	40%	36%
% planning to join military				
% planning to work exclusively	47%	32%	29%	11%

TABLE V
TEACHER RETENTION

Charter School	School Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL # OF TEACHERS	5	5	6	5	8
% of New Hires	5	4	4	3	6
% Retained from Prior Year		1	2	2	2

Krista E. Werner
kristawerner@hotmail.com
2055 Ricardo Dr.
Concord Ca, 94916
(559)-679-3980

Education: Saint Mary's College of California, Moraga 2006-2008
MA: Counseling: PPS
St. Mary's College of California, Moraga May 2005
BA: Anthropology/Sociology
Study Abroad, University of Cape Town, South Africa Spring 2004

Counseling Skills:

- Skilled at working with and getting results with high-risk youth including; gang members, truants, and youth with ADHD/ADD.
- Skilled in running SST and parent meetings.
- Skilled in graduation planning and college counseling for both students and parents

Published:

- CASC Monograph and Summit Portfolio 2007-2008

Experience:

Oakland Aviation High School **Oakland**
Counselor 2010-Current

- Responsible for individual counseling, master schedule planning, college planning, SST and parent teacher meetings for all students. Principal designee and A-G coordinator.

Newark Memorial High School **Newark**
Counselor 2008- 2010

- Responsible for individual counseling, scheduling, college and four year planning, CAHSEE and PSAT planning and test supervision, SST and parent teacher meetings for sophomore class of 571 students. Sophomore class and AVID Club advisor.

Las Juntas Elementary School **Martinez**
School Counseling Intern 2007-2008

- Responsible for both individual and group counseling, tutoring, and assisted in ADD/ADHD focus group.

Vallejo High School **Vallejo**
School Counseling Intern 2007-2008

- Responsible for individual counseling, scheduling, classroom presentations, and college planning.

Los Cerros Middle School **Danville**
School Counseling Intern 2007

- Responsible for implementing a school wide action based research project on AB1802.

California Association of School Counselors
Presenter

- Presenter on AB1802 at both Southern California and National CASC conference.

**St. Mary's College
Orientation Leader**

Moraga
Summer 2002

- Organized and lead freshman orientation for over five hundred students.

Volunteer Experience:

**Gooden Family Scholarship Fund
College Guidance Counselor**

Richmond
Spring 2009

- Assisted in College planning and counseling for high school juniors and their families.

**Child Abuse Prevention Council Volunteer
Community Educator**

Concord
2005-2006

- Responsible for public speaking to increase public knowledge and awareness of child abuse related issues, and helping plan and run Kid's Fest 2006

Red Cross Children's Hospital Volunteer

Cape Town

Child Care Provider for Abused, Cancer and AIDS Patients

Spring 2004

- Assisted in the needs of children, encouraged activity through interaction
Complemented on my loyalty to the program

**Golden Girls Orphanage Volunteer
Counselor**

Cape Town
Spring 2004

- Watched over children with mental and physical disabilities

Proficiencies:

Sasi, Aries, MS Word, MS Works, Power Point, Ten Key, Basic Office-Machine Operations, Excel, Outlook, Conversational French

Joshua A. Frishman

2501 Ivy Drive Apt #3
Oakland, CA 94606
joshfrishman@yahoo.com
(203) 430-3055

Dean's List in Bachelor's Plus Credential Program while at the same time working full-time as a teacher at an Oakland charter high school. Significant successful experience working with the public. Strong work ethic and communication skills.

EDUCATION

California State University, East Bay, Hayward, CA,
B.A., May 2010, Bachelor's Plus Credential Program, Deans List
California Single Subject Teacher Credential Program: English/Language Arts

Gateway Community College, New Haven, CT,
A.A, May 2008.
Phi Theta Kappa Honor Society, Dean's List

WORK EXPERIENCE:

Teaching

- **Oakland Aviation High School, Oakland, CA**
Teacher, January 2009-present
Instructional aide, August 2008-January 2009

Marketing/advertising 2006-2007

- **New Haven Advocate and New Haven Register, New Haven, CT, Account Manager**
- **Cox Communications, WPLR-FM radio, Milford, CT, Account Manager,**

Automotive industry 1999-2006

- **Monro Muffler Brake, Inc., Assistant Manager, Guilford and West Haven, CT**
- **NAPA Auto Parts, Inc., Counterperson and Driver, Guilford and Clinton, CT**
- **Auto Associates, Mechanic, Guilford, CT**

RELEVANT SKILLS:

- Full-time teacher at Oakland charter high school
- Captain and manager of area softball teams
- Varsity football and lacrosse, Guilford High School
- General computer proficiency, working knowledge of Windows, Internet, Word, and Excel
- Traveled to South Korea, Mexico, Canada, Jamaica, and the Bahamas

MARYANN FAJARDO

520 Grand Ave. Apt. 3, South San Francisco, CA 94080, 650-834-4405

EDUCATION

California State University, East Bay

M.A. History

Present

California State University, Los Angeles

Single Subject Credential-Social Science

2005-2007

B.A. in Social Science, Minor in Mexican-American Studies

East Los Angeles College, Monterey Park

A.A. in Liberal Arts

2001

EXPERIENCE

Oakland Aviation High School, Oakland, CA

2010-Present

Social Science Teacher

Develop a balanced social science program involving factual background material, material on current events, discussion time, and other appropriate activities. Maintain standards of pupil behavior to provide an orderly, productive classroom environment. Communicate with parents and school counselors to discuss pupil progress. Participate in curriculum and other developmental programs. Provide instruction in line with State and District social science frameworks. Teach reading, writing and thinking skills in the content area of social science. Participate in faculty committees to plan integration of curriculum

S. San Francisco Unified School District, S. San Francisco, CA

Substitute Teacher

2009

Implement lesson plans left by the teacher, leave teacher brief summary of class behavior, maintain classroom control, and other duties.

Jefferson High School, Daly City, CA

Social Science Teacher

2009

Designed standards based curriculum in collaboration with department learning community participants; encouraged student engagement and participation by employing with range of teaching strategies and student based learning opportunities; utilized curriculum websites and classroom technology in designing lessons; designed and used a variety of instructional strategies to assess student mastery of established learning objectives; established classroom rules and procedures in order to maintain a creative and orderly learning environment.

S. San Francisco Adult School, S. San Francisco, CA

ESL Instructor

2009

Designed thematic lessons for multi-level adult ESL Conversation Class, designed lessons consisting of direct instruction and modeling followed by student "pair share" and small group discussions on focused topics; worked with diverse group of students from numerous countries and a variety of primary languages and cultures.

Alhambra High School, Alhambra, CA

Student Teacher-Social Science

2007

Implemented standards based curriculum in collaboration with department learning community participants; Implemented student based learning opportunities and other teaching strategies to encouraged and engaged students in active learning; utilized technology in classroom lessons; established rules and procedures for the classroom; designed and used a variety of instructional strategies to assess student progress and understanding of established learning objectives.

LANGUAGES

Bilingual with the ability to speak, write, and read Spanish.

Christopher L. Freeze

Education

- 2002 - 2005 San José State University San Jose, CA
• Majored in Aerospace Engineering, focused on Aircraft Design
- 2001 - 2000 Emery-Riddle Aeronautical Univ. Oakland, CA
• Studied aviation law, system safety, and aircraft accident investigation
- 2000 - 1998 U.S. Air Force Academy Colorado Springs, CO
• Held "Cadet" rank, studying Engineering Sciences and flew gliders

Qualification Summary

Well-rounded, am a self-starter, and a team player. Have researched in detail numerous aircraft accidents, and studied aviation safety. Am knowledgeable in system safety, investigation methods, and mechanical aspects of flight and aircraft. Am adept at both technical and informational writing. Am very 'hands-on', and works well both alone and in a group. A skilled listener, and a 'people person'. Excellent at networking, thinks that timeliness is very important, and respects authority.

Awards received

Eagle Scout, Boy Scouts of America, 13 July 1995
Falcon Foundation scholarship, 1997
Veteran of Foreign Wars award, 1997
Air Force Outstanding Unit Award, 1999
Concord Flying Club "Flour Bombing" Champion - 2006
FAA Pilot Proficiency Award - Level II - 2007
FAA Safety Team "Master" Wings - 2008
Concord Flying Club "Landing Contest" Champion - 2009
FAA Safety Team's Aviation Safety Award - 2010
Presidential Volunteer Service Award for Lifetime Achievement - 2010

World Record and National Record - Speed over a Recognized Course - Mojave, CA to Oakland, CA - Class C-1c. Group I - May 19, 2009

Printed Works

Co-Authored and published The Wreck Chaser's Bible, Volume I, © 2005, & its companion volume, The Wreck Chaser's Bible, Volume II, © 2005,

AOPA Pilot - November 2007, "**Plane in a Tree - Is it real, or is it...**"

General Aviation News - May 2008, "**A Very Unlikely Formation Flight...**"

Volunteer experience

Worked every Contra Costa county election since 2000
Research projects & public relations for the Marine War Memorial Association
Work with the local Boy Scout council on a regular basis

Hobbies

'Aviation archaeology', flying, four-wheel driving, genealogy, hiking, historic research, SCUBA diving, swimming, website design

Memberships

- ◆ Senior Associate – The X Prize Foundation,
- ◆ Aircraft Owners and Pilots Association, #5461676
- ◆ National Aeronautical Association
- ◆ National Association of Flight Instructors, #24750

Also, member of the Contra Costa County Historical Society, and the American Aviation Historical Society

Flight Experience

FAA-certified Flight Instructor (Airplane – Single Engine – Land) – Expires Oct 2011

FAA-certified ‘Commercial Pilot’ (Airplane- Single and Multi Engine – Land) with Instrument Rating

FAA-certified Advanced and Instrument Ground Instructor credentials

Current Class I Medical Certificate

Completed FAA Physiological Training (Nov 2006 – Beale AFB)

Completed Pilot Proficiency Award Program (“Wings”) Phase II (Silver pin)

Hold both High-Performance and Complex endorsements

- ◆ Total Time: 1483.9 hours – 1048.3 hours of Pilot in Command time
- ◆ 1175.4 hours of Dual Instruction Given
- ◆ 271.1 hours Cross-Country
- ◆ 44.4 hours Solo
- ◆ 58.0 hours Night
- ◆ 91.9 hours Simulated Instrument (plus 0.7 hours of Actual)
- ◆ 83.8 hours High Performance
- ◆ 84.7 hours Complex
- ◆ 10.5 hours Multi-Engine
- ◆ Types of Aircraft Flown (as PIC): Piper PA-28 (-151, -161, -180, -181 (II & III)), Cessna C-172 (Prime, B, N, P, R, S, SP, G1000), C-182 (-N and G1000), C-172RG, Beechcraft BE-35, BE-36, BE-76, Mooney M-20 (-B & -J), and the Cirrus SR-22

First soloed August 5th, 2004

Flew Schweitzer 2-33 gilders while at the USAF Academy (11 flights)

No accident or incident history – No revocation or suspension of license

References

David Henze, friend and associate since 1998, (707) 447-5821

Jim Savoy, friend and associate since 1994, (925) 551-8587

Sean Meyers, friend and associate sine 1985, (530) 945-9727

Jeffrey M. Guertin
1254 S. Van Ness Ave
San Francisco, CA 94110
(714) 598-6919
eljefguertin@gmail.com

Objective: To obtain a position as a Chemistry and Biology teacher

Education:

C.S.U. Fullerton	3.5 Overall G.P.A
Preliminary Single Subject Credential, English, Social Science, Chemistry, Biology, and Fundamental Science	12/07
B.A. English	6/03
Additional Coursework: basic premed requirements	12/05
Calculus through Differential Equations	6/02
Basic Coursework for History Majors	12/00

Experience:

8/15/10-Present
Oakland Aviation High School
Science Teacher: Biology, Chemistry, Physics, Astronomy-Rocketry

6/15/10-7/15/10
Summer Institute for the Gifted
Teacher: SAT prep, Future of Foods

September 2009-6/15/10
Hayward Unified School District
Substitute Teacher

June 29-July 25
Winton Middle School, Hayward Unified School District
Summer School Teacher, English

August 2008-June 2009
Winton Middle School, Hayward Unified School District
ELA, Intervention, and World History teacher, school representative at district meetings

August 2007-June 2008
Willard Intermediate, Santa Ana Unified School District
ELD teacher

9/6/08-8/07
Garden Grove Unified School District and Placentia-Yorba Linda Unified School District
Substitute teacher

4/5-5/06

Macy's, Brea
Customer Service

Skills:

Parent Project participation

CPR certified

Workshop, Racism, OUSD 11/15/10

Writers Workshop Training

6/22/09-6/26/09

Readers Apprenticeship Training

6/15/09-6/16/09

Completed year one of BTSA, including two case studies

Marvin Marshall's Raising Responsibility System

Dataworks Training in student engagement and explicit direct instruction

Positive Behavior Intervention and Support (PBIS) training in positive behavior reinforcement

Conscious Classroom Management training, HUSD and OUSD

Professional collaboration in literacy coaching and observation of skilled teachers

Diversity training

Training on Power Struggles in the Classroom

Collaboration with peers and the building of programs

Attended district Subject Matter Meetings

Helped run a tutoring center at the school, acting as a tutor

Memberships: S.H.P.A., Students of Health Professions Association, 2005

Todd Evans

636 Port Drive, San Mateo, CA 94404

Cell (530) 574-7979

teach.evans@gmail.com

Objective

Seeking the opportunity to become an integral part of the California educational system that has a profound effect on the maturation process of our youths, with hopes of closing the achievement gap and producing students that are confident and prepared for college and career.

Education

Masters of Arts – Education

University of California, Davis, March 2010

Preliminary Single Subject Social Science Teaching Credential (CLAD certified)

University of California, Davis, June 2009

Bachelors of Science – Managerial Economics

University of California, Davis, June 2008

Associates of Arts – Business Administration

Bakersfield College, May 2006

Business Communications Certificate

Experience

Oakland Unified School District

Oakland Aviation High School

- Social Science Teacher (Technology, Yearbook, Geography, Psychology, Government and Economics)
- Planned and implemented lessons influenced by state standards and charter requirements

San Francisco Unified School District

Raoul Wallenberg Traditional High School, San Francisco, Ca., March 2010 – June 2010

- United States History and American Government
- Emergency takeover due to teacher quitting.
- Taught remainder of year with focus on preparation of STAR testing.
- Planned and implemented California Standards-based curriculum.
- Created and administered exams influenced by California Standards.
- Provided in-class accommodations and modifications for ELL and students with an IEP or 504.
- Participated in parent/teacher/counselor conferences to specialize education for students.

Vacaville Unified School District

Substitute Teacher, November 2009 – March 2010

- Followed predetermined lesson plans when teachers were absent.
- Implemented all school policies while on site and working.

Junior Varsity and Varsity Soccer Coach

Golden Valley High School, Bakersfield, Ca., 2004 – 2006

Head Soccer Coach

AYSO, Bakersfield, Ca., 2004 – 2006

Store Manager

Mainland Skate & Surf, Porterville, Fresno, and Modesto, Ca., 2000 – 2003

Special Skills and Awards

Member of Golden Key International Honour Society

Interested in advising student led clubs affiliated with the high school and/or district.

Trained and interested in coaching soccer at any level or gender.

Awarded most dedicated athlete for my varsity soccer team at Bakersfield High School.
Ability to excel amid a team oriented environment.
Encourage and expect constructive criticism to help my growth in becoming an effective teacher.

Glenn McMillon, Jr.
San Leandro, CA
510-386-1368
mcmillon@alum.mit.edu

MATH TEACHER

EDUCATIONAL ACCOMPLISHMENTS

- Improved 65-75% of Algebra I student year-to-year grades from failing to passing level
- Improved 50-65% of Geometry student year-to-year grades from failing to passing level
- Increased student test performance in mathematics as much as 90-100%
- Trained colleagues on how to use complex equipment to monitor behavioral data in children
- Taught colleagues how to train children to use complex computer program for research purposes
- Taught children (12-15 years old) how to use a complex computer program for a study performed by Stanford University
- Resolved student conflicts in a professional manner.

WORK HISTORY

Oakland Aviation High School – Oakland, CA Math Teacher	2010 - Current
Hayward Unified School District – Hayward, CA Math Teacher – Hayward High School	2008 – 2009
Hayward Unified School District – Hayward, CA Pre-Algebra Teacher – Winton Middle School	2007 – 2008
Professional Tutors of America – Oakland, CA Tutor	2007 - 2007
Panalpina, Inc. – Redwood City, CA Legal Department Aide	2007 - 2007
NCIRE - San Francisco, CA Research Associate	2006 - 2006
Epoch Innovations - Palo Alto, CA Research Assistant	2005 - 2005
Gabrieli Cognitive Neuroscience Laboratory - Stanford, CA Research Assistant	2003 - 2005

EDUCATION

Massachusetts Institute of Technology - Cambridge, MA 2003
Bachelor of Science Degree in Brain and Cognitive Sciences, Minor in Psychology.

LICENSES AND CERTIFICATES

Preliminary Single Subject Teaching Credential 2009
Foundational-Level Mathematics (Examination)

Mukta Sambrani

1812 Delaware Street, #401
Berkeley, CA 94703

Phone: 510 684 9006

MuktaSambrani@gmail.com

MSambrani@aviationhighschool.org

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

BIOGRAPHY

An experienced teacher and writer, Mukta Sambrani holds an MFA in Poetry from San Francisco State University's Department of Creative Writing and a Teaching Credential for Language Arts. She combines a life of writing and teaching in the San Francisco Bay Area. She has been employed as freelance writer, editor, lecturer and copy editor, research and teaching assistant and English Language Arts teacher in India and in the United States. She has designed and taught ESL, Language Arts, Composition, Creative Writing, Speech, Journalism, Theater and Literature courses to adults, young adults and children in both conventional and more unconventional learning environments. She has been English Language Arts teacher at Oakland Aviation High School since its inception in 2006- <http://www.aviationhighschool.org/> Since 2008, she has also served as the school's Teacher Representative to the Board and since 2010, the school's BTSA coach. Throughout the years, her work has been noted for its unwavering commitment to fostering excellence in self and others and dedication to education, language arts, writing and community service.

SKILLS

- A strong background in pedagogy, curriculum development, syllabus design, learning styles and teaching methodology developed through graduate studies and work at various Indian institutions, the Learning Assistance Center, VALA, San Francisco State University and Brainchild Education Center and Oakland Aviation High School.
- Ability to communicate effectively and reach people of diverse ages and backgrounds.
- Superior public speaking and presentation skills.
- Ability to integrate and use audio-visual and web based instructional aides in curriculum planning and making presentations.
- Excellent inter-personal skills in coordinating efforts and planning and implementing projects with colleagues and superiors.
- Strong interest in web resources and the use of technology for research and learning. A strong research interest in languages and cultures of the world.
- Writing, editing, copy writing, copy- editing and proofreading.
- Research- based and analytical writing, reviewing, report- writing.
- Word processing skills; proficiency with Microsoft office applications. High comfort level with the use of computer technology and ability to learn and grow with every project.
- Ability to translate into and from Hindi, English and Marathi.
- Ability to thrive in bi-cultural and multi-cultural environments straddling disparate world- views, communicating comfortably across the board.

EDUCATION

- Single Subject Teaching Credential in English Language Arts, Bay Area Teacher's Center/ SFSU
- Master of Fine Arts (emphasis- Poetry), San Francisco State University, 2003. Graduated with top honors.
- Master of Philosophy (English) S.N.D.T University, Bombay, 1999. Graduated with top honors.
- Master of Arts (English) S.N.D.T. University, Bombay, 1997. Graduated with top honors.
- Bachelor of Arts (English) Elphinstone College, Bombay University, 1995. Graduated with top honors.

AWARDS AND SCHOLARSHIPS

- The International Council For Canadian Studies' Graduate Dissertation Scholarship which made travel to UK and Canada possible for research towards the completion of M Phil. work in 1999.
- The Sir Ratan Tata Trust's gift scholarship. July 1999.
- The Audre Lorde' Creative Writing award for 2003. May 2003.
- Honorable mention Starcherone prize. 2004.

PAPERS PRESENTED

Read academic papers at the Pune University's annual seminar and the Ithaca Literary Festival at St. Xavier's College, Bombay, 1996-97. Presented a paper at SNTD University's conference on Canadian culture and society on the poetry of Frank Davey (which is also the area of research for the M.Phil. dissertation)

READINGS

More recently read from creative work at literary and publication related events at New Langton Arts, Kearny Street Workshop's APature festival, Blue Barnhouse books' Ballyhoo, The Depot, A Clean Well Lighted Place for Books, City Lights bookstore, The poetry Center, School of the Arts, The Geary street reading series, The Basement reading series, Z space, Black box theater, 826 Valencia, University of Chicago, at the Kriti Festival and Crossword books, Bangalore.

PUBLICATIONS

- Book and theater reviews in *Sunday Observer*, *Debonair*, *Theater Watch*, and *Gentleman*.
- A collection of poems with Writer's Workshop Calcutta entitled *The Woman in this room isn't lonely*. 1997. India.
- Translation of the poetry of Sylvia Plath in a Marathi journal called Aamchi Maayboli Marathi published from Pune, India.
- Poetry and fiction in *Brown Critique*, *Poetry Chain*, *Debonair (India) Verse*, *Em Literary*, *Cipactli*, *Fourteen Hills*, *Hyphen magazine*, *Laundry Pen*, *Fulcrum* and on jewelry designed by Jeanine Payer. Publications in recent anthologies- Penguin Inida's *60 Indian Poets*, *Bloodaxe book of contemporary Indian Poets* and Sahitya Akademi's anthology of Indian women poets- *We Speak in Changing Languages*.
- Critical appraisal in *Indian Express*, *New Quest*, *Modern Indian Poetry in English*, ed. Bruce King 2001 and in Elizabeth Robinson's essay "The Future Of Reading" in *Interim* in March 2002.

WORK HISTORY

August 2006-present	English Language Arts Teacher, Teacher Representative to the Board and BTSA Coach/ Mentor Teacher- Oakland Aviation High School an Aviation themed charter school in Oakland. Responsible for designing curriculum and teaching 5 sections of a High School English courses including Creative Writing, Speech and Journalism and working closely with a cohort of students (mentoring) through the school's advisory program. Additional responsibilities include editing and publishing the school newspaper, serving as Teacher Representative to the Board and BTSA Coach or Mentor to new teachers.
January 2003-August 2006 Working artist holding various writing, editing and teaching/ tutoring jobs	Teacher/ Consultant/ Writer- Freelance projects for Shuffle Boil Magazine (editorial), Miraclex, a home entertainment company (writing and translation) and training activists in Hindi and cultural sensitivity. Guest teacher- Lowell High School and San Francisco School of the Arts. Writing, SAT and summer school teacher- Brainchild Center in Oakland Chinatown. Research Consultant, Ethnovision / Shafi Hakim productions. Ongoing substitute teaching and administrative assignments through Tempositions, San Francisco.
January 2004-January 2005 This business folded in 2005	Associate Editor Stylus LLC Responsibilities included all-round communications ranging from handling reception, doing research, film and text editing and writing of training materials at this start-up management consulting and media production business.
January 2003-May 2003 VA/LA Semester	Administrative Assistant / Teacher, VA/LA- Creative Writing Teacher and assistant to the director at VALA (Visual Arts Language Arts, a non profit which brings art programs to under funded public schools). Responsibilities included teaching, grant making and newsletter publication. Responsible for planning, designing and documenting course materials and their

Residency	effectiveness for courses taught by self and other artists.
August 2003- December 2003 Semester Assistantship	Research Assistant to Dr. Ellen Peel, department of English, San Francisco State University for one semester. Responsible for providing supporting materials and documents for the various classes Dr. Peel teaches.
August 2001- May 2002 Two Semester Appointment	Lecturer / Teaching Assistant at the department of Creative Writing, San Francisco State University-Taught an undergraduate poetry, fiction and drama course- Creative Writing 301 for two semesters. Responsibilities included syllabus design, assembling reading materials, creating writing exercises and quizzes, pedagogy, grading, review and assessment. Also served as teaching assistant to Dr. Geoffrey Green, department of English, providing assistance with research materials and grading for the classes taught by him at San Francisco State University.
January 2000- May 2000 Semester Assistantship	Teaching Assistant to Andrew Borland, department of Creative Writing San Francisco State University for one semester- worked with small groups of students and one on one to help them understand course materials, fulfill class assignments.
August 1999- May 2000 Two Semester Appointment	Editorial staff, 14 Hills Literary Review , San Francisco State University for two semesters- Responsibilities included meetings and discussion of solicited and unsolicited materials, decisions regarding inclusions of relevant text, checking proofs and helping with the design and layout of the magazine pages.
June 2000- August 2000	Summer School Teacher at the YMCA and Beacon Center's summer school project at Jean Parker Elementary, San Francisco- Designed and implemented ESL and social science curriculum.
October 1999- May 2002	Tutor/ Administrative assistant, Learning Assistance Center and Student Support Services San Francisco State University- Served as tutor in reading, writing and study skills and office manager/ administrative assistant. Tutoring responsibilities included developing rapport with students of diverse backgrounds, designing exercises aiding reading comprehension and writing, developing exercises to reinforce grammar and composition skills.
April 1996- September 1999	Freelance journalist, Sunday Observer, Debonair, Theater Watch and Gentleman Magazine Bombay, India- Published interviews with writers, book and theater reviews. Also translated and wrote promotional copy for Kaalnimay publications, a major multi- lingual calendar producer.
January 1999- April 1999 Semester Appointment	Lecturer, S.I.E.S. College of Commerce and Economics, Bombay, India -Taught courses in Composition and Business Communication.
January 1999- April 1999 Semester Appointment	Lecturer, Kamla Raheja Institute for Architecture and Environmental Studies, Bombay, India - Conducted a twice-weekly workshop in Creative Writing and Theater. Designed and implemented course materials in tandem with architecture and visual arts faculty to provide an understanding of other humanities disciplines and to make them relevant to the study of architecture.
December 1997- January 1999 Two Semester Appointment	Lecturer in English, Maharashtra College, Bombay, India - Responsible for planning and implementation of language and literature syllabus with other members of the English department.
July 1998- December 1998 Semester Appointment	Trainer, Bharti Vidyapeeth College of Engineering, Bombay, India - Conducted a training program for Reliance Industries Ltd. in Communication Skills. Designed course materials and writing exercises for adult learners with limited to no college education.

OTHER

- Training in Indian classical music and dance.
- Study of theater under Prof. Jayadev Hattangady. Assisted in theater productions as choreographer, writer/ translator and back-stage worker.
- Study of Sanskrit at Dr. Sarasvati Mohan's Sanskrit Academy in San Jose.
- Study of moving meditation and dance with Heather Pierce of Berkeley.

REFERENCES

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Business and Development
Specialists for Charter Schools

Oakland Aviation High School

Financial Presentation

November Financials and Cash Flow

December 21, 2010



edtec.com

November Financials

Revenues are now up to date with budgeted projections

- With state budget approved, current year revenues are up to date
 - State Aid had been tracking above projections because payments had been based on funding rates that were certified without the state deficit factor
 - With adjustments, State Aid was \$26K
 - Categorical Block Grant and Supplemental Hourly Instruction payments, which had not been paid all year, are now up to date
 - Categorical (\$29K), SHI (13K)
 - Both State Aid and Categorical will be back on normal schedule from here through February when funding will adjust for P1
- Expenses
 - Expenses are tracking pretty closely with projections, with a few exceptions in the 4000 series
 - Classroom Furniture: YTD Spending - \$4.3K, Budget - \$2.5K
 - Office Furniture: YTD Spending - \$8.6K, Budget - \$1.5K
 - Office Supplies: YTD Spending - \$4.6K, Budget - \$4K
 - Office Supplies is concerning since it is typically an ongoing expense

2010/11 Forecast Update

Forecast has gone from an operating loss of \$35K to a loss of \$53K

- Increase in ADA has helped revenue projections, but ADA is still far from budgeted amount
 - Original budget assumptions were based off an enrollment of 150 and an ADA of 140 --- ADA at P1 was 124
 - Increase in ADA (from previous forecast) increase revenue by \$14K, but this was offset by an \$18K decrease in Supplemental Hourly Instruction as it was certified at a lower amount than originally projected
- Increase in several expenses have increased expenses by \$13K
 - Increases occurred almost entirely in the 4000 series
 - Office Furniture, Equipment and Supplies has increased by \$8K
 - Classroom Furniture increased by \$3.5K
 - Increase in Office Supplies of \$2.5K
 - Decrease in Computers of \$5K

Cash Flow Projection

Current cash position is very strong, will decrease rapidly with deferrals in the spring

- OAHS ended November with \$105K in the bank
 - All of the 2009-10 deferred revenues have been received and 2010-11 revenues are up to date
- Projected ending December balance is \$73K
 - Balance is expected to decrease because of expenses for food service and special education encroachment
- Cash balance will slowly decrease this winter before taking a sharp turn in March when the spring deferrals hit
 - Negative cash balances are projected for March, May and June
 - The June balance (-\$140K) is especially large because most of June revenue from the state will be deferred and because 2009-10 property tax overpayment from the district will need to be repaid
 - With this large of a projected cash deficit we will need to look at ways to bridge the gap

Cash Flow Options

With \$140K projected cash deficit for June, financing options will need to be explored

- First and best option is to negotiate payments with vendors, which was the strategy we used last year
 - Will probably be somewhat effective again this year, but unlikely to be enough to make up entire deficit
- Private loans or lines of credit can provide fairly cheap capital, but are hard to obtain because the school does not have a strong credit profile
 - We explored this option last year, but were turned down by banks
- Receivables sale is a good way to get funding quickly, but discount rates can be expensive
 - Might be the best option because it isn't hard to qualify and application and funding process is relatively quick
- Some of the revenue deferrals have deferral exemptions that we could apply for, but we need approval from district and must state that the school would be insolvent without an exemption
 - Could have an impact on charter renewal

Five Year Budget Projection

Five year projections must be submitted with charter renewal

- Finance Committee has come up with an initial draft of five year projection
- Important to think about enrollment projections as they relate to the rest of the charter – 175, 200, 230, 240, 240 over the next five year

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
SUMMARY					
Revenue					
General Block Grant	1,151,822	1,361,015	1,603,791	1,734,158	1,791,100
Federal Income	124,281	154,429	179,249	199,496	210,271
Other State Income	81,433	86,884	93,256	97,506	100,379
Other Local Revenue	1,545	1,591	1,639	1,688	1,739
Fundraising and Grants	15,450	15,914	16,391	16,883	17,389
Total Revenue	1,374,531	1,619,833	1,894,325	2,049,731	2,120,878
Expenses					
Compensation and Benefits	763,080	906,502	1,010,438	1,061,494	1,106,569
Books & Supplies	148,608	169,637	189,972	197,029	202,939
Services & Operating Exp.	439,447	488,075	563,017	603,195	624,762
Capital Outlay	-	-	-	-	-
Total Expenses	1,351,135	1,564,214	1,763,428	1,861,718	1,934,270
Operating Income (excluding Depreciation)	23,396	55,619	130,897	188,013	186,608
Ending Fund Balance (including Depreciation)	103,235	158,853	289,751	477,764	664,371
Enrollment					
9 to 12	175	200	230	240	240

Oakland Aviation High School
 Budget vs Actuals
 As of November 30, 2010

	Actual			Budget vs. Actual			Budget				
	Sep	Oct	Nov	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	September Forecast	Current Forecast	Variance (Budget less Forecast)	Forecast Remaining
SUMMARY											
Revenue											
General Block Grant	-	124,462	60,967	223,488	221,841	1,848	921,598	851,447	865,575	(56,023)	842,087
Federal Income	-	22,623	-	22,623	-	22,623	49,572	133,083	133,083	83,511	110,460
Other State Income	755	-	13,594	14,370	21,443	(7,073)	94,117	92,445	74,170	(19,946)	59,800
Local Revenues	998	(67)	191	3,563	608	2,755	2,500	3,621	3,821	1,321	258
Fundraising and Grants	-	3,900	-	3,916	3,000	916	10,000	15,000	15,000	5,000	11,064
Total Revenue	1,753	150,918	74,752	267,960	246,892	21,068	1,077,786	1,095,796	1,091,649	13,863	823,689
Expenses											
Compensation and Benefits	72,873	62,787	55,591	239,192	239,396	206	630,785	633,090	633,090	(2,305)	393,898
Books and Supplies	13,339	17,284	1,786	33,962	36,940	2,978	54,060	110,724	120,575	(66,515)	86,613
Services and Other Operating Expenditures	35,176	45,569	20,789	134,110	119,913	(14,197)	366,791	386,691	390,806	(4,015)	256,695
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	121,388	125,620	78,166	407,264	396,252	(11,013)	1,071,836	1,130,505	1,144,471	(72,834)	737,206
Operating Income (excluding Depreciation)	(119,635)	25,298	(3,415)	(139,305)	(149,360)	10,055	6,150	(34,709)	(52,822)	86,697	86,483
<i>Operating Income (Including Depreciation)</i>	(119,635)	25,298	(3,415)	(139,305)	(149,360)	10,055	6,150	(34,709)	(52,822)	86,697	86,483
Fund Balance											
Beginning Balance (Unaudited)	96,108	(23,528)	1,770	137,660	137,660	-	-	137,660	137,660	-	-
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance (Audited)	-	-	-	137,660	137,660	-	-	137,660	137,660	-	-
Operating Income (including Depreciation)	(119,635)	25,298	(3,415)	(139,305)	(149,360)	10,055	6,150	(34,709)	(52,822)	86,697	86,483
Ending Fund Balance (including Depreciation)	(23,528)	1,770	(1,645)	(1,645)	(11,700)	10,055	6,150	102,951	84,838	86,697	86,483
DETAIL											
Enrollment											
9 to 12	-	-	-	-	-	-	150	131	131	(19)	-
Total Enrollment	-	-	-	-	-	-	150	131	131	(19)	-
ADA											
9 to 12	-	-	-	-	-	-	140	122	124	(16)	-
Total ADA	-	-	-	-	-	-	140	122	124	(16)	-
Economically Disadvantaged	-	-	-	-	-	-	111	97	97	(14)	-
Free Lunch	-	-	-	-	-	-	94	82	82	(12)	-
Reduced Lunch	-	-	-	-	-	-	24	21	21	(3)	-
English Language Learners	-	-	-	-	-	-	55	48	48	(7)	-

	Actual			Budget vs. Actual			Budget					
	Sep	Oct	Nov	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved	Budget	September Forecast	Current Forecast	Variance (Budget less Forecast)	Forecast Remaining
REVENUE												
General Block Grant												
8015		106,565	26,762	171,386	171,383	3	730,176	673,547	685,467	(44,710)	514,081	
8096		17,897	5,507	23,404	23,404	0	82,338	75,952	77,298	(5,042)	53,892	
8460			28,698	28,698	26,853	1,845	109,084	101,949	102,812	(6,271)	74,114	
SUBTOTAL - General Block Grant		124,462	60,967	223,488	221,641	1,848	921,598	851,447	885,575	(56,023)	642,087	
Federal Income												
8220				-	-	-	-	59,400	59,400	59,400	59,400	
8291				-	-	-	42,024	40,998	40,998	(1,026)	40,998	
8292				-	-	-	7,548	7,548	7,548	-	7,548	
8297				-	-	-	-	-	-	-	-	
8299		22,623		22,623	-	22,623	-	25,137	25,137	25,137	2,514	
SUBTOTAL - Federal Income		22,623	-	22,623	-	22,623	49,572	133,083	133,083	83,511	110,460	
Other State Income												
8545				-	-	-	-	-	-	-	-	
8560				-	-	-	17,536	15,864	16,144	(1,391)	16,144	
8591			13,594	13,594	20,836	(7,042)	73,700	73,700	55,145	(18,555)	41,551	
8590				-	807	(807)	2,881	2,881	2,881	-	2,881	
8311				-	-	-	-	-	-	-	-	
8319	755			776	-	776	-	-	-	-	(776)	
8590				-	-	-	-	-	-	-	-	
SUBTOTAL - Other State Income	755	-	13,594	14,370	21,443	(7,073)	94,117	92,445	74,170	(19,948)	59,800	
Local Revenues												
8634				-	-	-	-	-	-	-	-	
8636				-	-	-	-	-	-	-	-	
8639				-	300	(300)	1,000	1,000	1,000	-	1,000	
8660	85	73	60	338	208	129	500	500	500	-	162	
8693				-	-	-	-	-	-	-	-	
8699	913	(140)		3,094	300	2,794	1,000	2,321	2,321	1,321	(773)	
8999			131	131	-	131	-	-	-	-	(131)	
SUBTOTAL - Local Revenues	998	(67)	191	3,563	808	2,755	2,500	3,821	3,821	1,321	258	
Fundraising and Grants												
8803		3,900		3,900	3,000	900	10,000	15,000	15,000	5,000	11,100	
8801				-	-	-	-	-	-	-	-	
8802				16	-	16	-	-	-	-	(16)	
SUBTOTAL - Fundraising and Grants		3,900	-	3,916	3,000	916	10,000	15,000	15,000	5,000	11,084	
TOTAL REVENUE	1,753	150,918	74,752	267,960	246,892	21,068	1,077,786	1,095,796	1,091,649	13,863	823,689	

	Actual			Budget vs. Actual			Budget				
	Sep	Oct	Nov	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	September Forecast	Current Forecast	Variance (Budget less Forecast)	Forecast Remaining
EXPENSES											
1000 Certificated Employees											
1100 Teachers (Cert)	32,727	31,147	30,030	99,238	99,588	350	305,300	309,333	309,333	(4,033)	210,095
1103 Substitutes (Cert)				-	-	-	-	-	-	-	-
1300 Administration (Cert)	13,891	13,996	13,891	63,924	69,419	5,495	161,056	161,056	161,056	-	97,131
SUBTOTAL - Certificated Employees	46,618	45,143	43,921	163,162	169,007	5,845	466,356	470,389	470,389	(4,033)	307,227
2000 Classified Employees											
2300 Administration (Class)	3,077	2,500	2,500	12,500	11,923	(577)	30,000	29,423	29,423	577	16,923
2930 Maintenance/Grounds (Class)	1,240	1,240	1,240	6,677	9,916	1,239	20,000	18,593	18,593	1,407	9,915
SUBTOTAL - Classified Employees	4,317	3,740	3,740	21,177	21,839	662	50,000	48,016	48,016	1,984	26,838
3000 Employee Benefits											
3401-2 Health Insurance	5,999	8,456	3,356	22,099	18,050	(4,049)	43,320	43,320	43,320	-	21,221
3301-4 Social Security/Medicare/ETT	1,006	982	964	4,317	4,452	136	10,685	10,636	10,636	49	6,319
3501-2 Unemployment Insurance - State	1,785	777	41	3,368	2,688	(680)	6,720	6,632	6,632	88	3,264
3513-14 Unemployment Insurance - Federal (FUTA)				-	-	-	-	-	-	-	-
3101 STRS	3,846	3,669	3,569	13,021	13,843	822	38,474	38,807	38,807	(333)	25,786
3701-2 Other Retirement	374			374	-	(374)	-	-	-	-	(374)
3601-2 Worker's Comp	8,927			11,674	9,519	(2,155)	15,230	15,291	15,291	(60)	3,817
SUBTOTAL - Employee Benefits	21,938	13,885	7,930	54,853	48,552	(6,301)	114,430	114,686	114,686	(258)	59,833

	Actual			Budget vs. Actual			Budget				
	Sep	Oct	Nov	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	September Forecast	Current Forecast	Variance (Budget less Forecast)	Forecast Remaining
4000 Books & Supplies											
4100 Approved Textbooks & Core Curricula Materials	5,041			5,838	8,444	2,606	10,000	10,000	10,000	-	4,162
4200 Books and Other Reference Materials		5,817	360	5,977	4,222	(1,755)	5,000	5,000	5,000	-	(977)
4315 Custodial Supplies	243	258	107	608	800	(8)	2,000	2,000	2,000	-	1,392
4320 Educational Software		220		220	618	398	2,060	2,060	2,060	-	1,840
4325 Instructional Materials & Supplies	724	42	80	1,530	2,083	554	5,000	5,000	5,000	-	3,470
4330 Office Supplies	1,915	2,568	118	4,601	1,867	(2,934)	4,000	4,000	6,500	(2,500)	1,899
4335 PE Supplies	851			851	-	(851)	-	-	851	(851)	(0)
4346 Teacher Supplies				-	2,111	2,111	-	-	-	-	-
4350 Uniforms		705		705	1,689	984	2,000	2,000	2,000	-	1,295
4410 Classroom Furniture, Equipment & Supplies	3,909		462	4,371	2,111	(2,260)	2,500	2,500	6,000	(3,500)	1,629
4420 Computers (individual items < \$5k)	459	110		569	8,444	7,876	10,000	10,000	5,000	5,000	4,431
4430 Office Furniture, Equipment & Supplies	197	7,763	660	8,820	450	(8,170)	1,500	1,500	9,500	(8,000)	880
4710 Student Food Services				-	-	-	-	65,664	65,664	(65,664)	65,664
4720 Other Food	-			72	3,000	2,928	10,000	1,000	1,000	9,000	928
SUBTOTAL - Books and Supplies	13,339	17,284	1,788	33,962	36,940	2,978	54,080	110,724	120,575	(66,515)	86,613

	Actual			Budget vs. Actual			Budget				
	Sep	Oct	Nov	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	September Forecast	Current Forecast	Variance (Budget less Forecast)	Forecast Remaining
	5000 Services and Other Operating Expenditures										
5215 Travel - Mileage, Parking, Tolls				-	75	75	250	250	250	-	250
5305 Dues & Membership - Professional			1,079	1,908	1,250	(658)	3,000	3,000	3,000	-	1,084
5450 Insurance - Other	4,002	452	451	4,905	5,077	172	8,704	8,704	8,704	(1)	3,789
5520 Security	90	415		585	-	(565)	-	500	500	(500)	(65)
5535 Utilities - All Other Utilities	1,612	1,268	238	3,359	7,273	3,913	20,000	20,000	20,000	-	16,641
5600 Rentals, Leases & Repairs				-	-	-	-	-	-	-	-
5605 Equipment Leases		291		4,598	5,040	444	13,860	13,860	13,860	-	9,264
5610 Rent	8,635	11,663	9,030	37,983	36,116	(1,847)	99,319	94,985	94,985	4,334	57,022
5615 Repairs and Maintenance - Building		2,358	88	2,446	750	(1,696)	2,500	2,500	2,500	-	54
5616 Repairs and Maintenance - Computers	119	1,000	1,310	2,429	300	(2,129)	1,000	1,000	3,000	(2,000)	572
5699 Other Rentals, Leases & Repairs			140	140	-	(140)	-	-	-	-	(140)
5803 Accounting Fees	2,612	6,074		8,686	-	(8,686)	-	7,210	8,686	(8,686)	-
5807 Moving		8,470		8,470	8,470	(0)	8,470	8,470	8,470	-	(0)
5809 Banking Fees		45		45	215	170	516	516	516	-	471
5812 Business Services	8,393	8,393	6,393	31,963	33,290	1,327	79,896	76,318	73,007	6,889	41,044
5824 District Oversight Fees				-	-	-	9,216	8,514	8,656	560	8,656
5830 Field Trips				-	338	338	1,126	1,126	1,126	-	1,126
5833 Fines and Penalties	52	20		92	-	(92)	-	72	72	(72)	(20)
5836 Fingerprinting				-	300	300	1,000	1,000	1,000	-	1,000
5839 Fundraising Expenses	6,000			6,000	-	(6,000)	-	6,000	6,000	(6,000)	-
5843 Interest Expense				-	1,500	1,500	5,000	5,000	5,000	-	5,000
5845 Legal Fees				-	600	600	2,000	2,000	2,000	-	2,000
5848 Licenses and Other Fees	15	15	15	60	1,246	1,186	4,153	4,153	4,153	-	4,083
5851 Marketing and Student Recruiting	2,527			4,027	553	(3,474)	1,845	4,500	4,500	(2,655)	473
5854 Consultants - Other	429			429	6,000	5,571	20,000	20,000	12,500	7,500	12,071
5857 Payroll Fees	303	201	166	1,069	786	(303)	2,621	2,621	2,621	-	1,532
5860 Printing and Reproduction		219		219	118	(101)	395	395	1,310	(915)	1,081
5861 Prior Year Operating Expenses		131		131	-	(131)	-	-	131	(131)	-
5863 Professional Development				-	750	750	2,500	2,500	2,500	-	2,500
5872 Special Education Encroachment				-	-	-	69,025	60,282	61,349	7,676	61,349
5874 Spots	401			401	3,000	2,599	10,000	10,000	10,000	-	9,599
5875 Staff Recruiting				-	1,500	1,500	5,000	5,000	5,000	-	5,000
5881 Student Information System	702	4,449		8,051	750	(7,301)	1,800	2,620	8,825	(8,025)	1,774
5884 Substitutes				-	1,500	1,500	5,000	5,000	5,000	-	5,000
5887 Technology Services				-	48	48	160	160	160	-	160
5893 Transportation - Student				-	-	-	-	-	-	-	-
5899 Miscellaneous Operating Expenses	263			263	-	(263)	-	-	-	-	(263)
5910 Communications - Internet / Website Fees	479	1,055	1,362	3,581	1,091	(2,490)	3,000	3,000	5,000	(2,000)	1,419
5915 Communications - Postage and Delivery	125			134	480	346	1,320	1,320	1,310	10	1,176
5920 Communications - Telephone & Fax	417	1,051	499	2,181	1,497	(664)	4,116	4,116	4,116	-	1,955
SUBTOTAL - Services & Other Operating Exp.	35,176	45,569	20,789	134,110	119,913	(14,197)	386,791	386,691	390,606	(4,015)	256,695
TOTAL EXPENSES	121,388	125,620	78,166	407,264	396,252	(11,013)	1,071,636	1,130,505	1,144,471	(72,834)	737,206
Depreciation - Prior Years							-	-	-	-	-
Depreciation - Current Year							-	-	-	-	-
6900 SUBTOTAL - Depreciation	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	121,388	125,620	78,166	407,264	396,252	(11,013)	1,071,636	1,130,505	1,144,471	(72,834)	737,206

Oakland Aviation High School
 Monthly Cash Flows
 As of November 30, 2010

	2010/11													AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	
Beginning Cash	62,013	39,549	165,571	95,735	107,724	105,445	77,300	86,834	73,414	(23,574)	1,678	(35,960)		
Revenue														
General Block Grant	-	38,059	-	124,462	80,967	67,378	69,226	69,228	22,389	86,006	47,873	23,141	865,575	257,048
Federal Income	-	-	-	22,623	-	26,274	25,358	5,940	5,940	25,358	5,940	5,940	133,083	9,709
Other State Income	-	21	755	-	13,594	7,100	9,258	5,222	131	9,258	3,395	2,611	74,170	22,825
Local Revenues	20	2,421	998	(87)	191	71	31	31	31	31	31	31	3,821	-
Fundraising and Grants	-	16	-	3,900	-	2,584	1,000	1,500	1,500	1,500	1,500	1,500	15,000	-
Total Revenue	20	40,517	1,753	150,918	74,752	103,407	104,874	81,919	29,991	122,154	58,539	33,224	1,091,649	289,583
Expenses														
Compensation & Benefits	23,562	24,400	72,873	62,767	55,591	57,980	55,986	55,986	55,986	55,986	55,986	55,986	633,090	-
Books & Supplies	684	869	13,339	17,284	1,786	31,015	9,266	9,266	9,266	9,266	9,266	9,266	120,575	0
Services & Other Operating Expenses	8,640	23,936	35,176	45,569	20,789	40,853	28,383	28,383	51,391	28,383	27,857	27,857	390,806	23,985
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	32,886	49,205	121,388	125,620	78,166	129,848	93,635	93,635	116,644	93,635	92,910	92,910	1,144,471	23,988
Operating Cash Inflow (Outflow)	(32,866)	(8,688)	(119,635)	25,298	(3,415)	(26,441)	11,238	(11,716)	(86,653)	28,518	(34,372)	(59,686)	(52,822)	265,595
Prior Year Revenue	\$62,830.24	\$199,943.00	\$45,851.00	(17,897)	(1,992)	(5,507)	(5,507)	(5,507)	(14,138)	(7,069)	(7,069)	(48,255)		
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)	\$817.50	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Payable (current yr)	(\$51,886.01)	(\$58,148.69)	-	\$674.92	(\$674.92)	-	-	-	-	-	-	-		
Summerholdback for Teachers	(\$4,618.64)	-	\$3,947.75	\$3,912.96	\$3,802.85	\$3,802.85	\$3,802.85	\$3,802.85	\$3,802.85	\$3,802.85	\$3,802.85	\$3,802.85		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Changes (prepaids etc)	\$3,259.03	(\$7,085.00)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	39,549	165,571	95,735	107,724	105,445	77,300	86,834	73,414	(23,574)	1,678	(35,960)	(140,098)		

Oakland Aviation High School
Budget Summary

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
SUMMARY					
Revenue					
General Block Grant	1,151,822	1,361,015	1,603,791	1,734,158	1,791,100
Federal Income	124,281	154,429	179,249	199,496	210,271
Other State Income	81,433	86,884	93,256	97,506	100,379
Other Local Revenue	1,545	1,591	1,639	1,668	1,739
Fundraising and Grants	15,450	15,914	16,391	16,883	17,389
Total Revenue	1,374,531	1,619,839	1,894,326	2,049,731	2,120,878
Expenses					
Compensation and Benefits	763,080	906,502	1,010,438	1,061,494	1,106,569
Books & Supplies	148,608	169,637	189,972	197,029	202,939
Services & Operating Exp.	440,298	489,847	565,207	605,300	626,930
Capital Outlay	-	-	-	-	-
Total Expenses	1,351,986	1,565,986	1,765,617	1,863,823	1,936,439
Operating Income (excluding Depreciation)	22,545	53,847	128,708	185,908	184,439
Ending Fund Balance (including Depreciation)	107,384	161,231	289,939	475,847	660,286

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
Enrollment					
9 to 12	175	200	230	240	240
Total Enrollment	175	200	230	240	240
Attendance Rates					
K to 3	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	95.0%	95.0%	95.0%	95.0%	95.0%
7 to 8	95.0%	95.0%	95.0%	95.0%	95.0%
9 to 12	94.8%	94.8%	94.8%	94.8%	94.8%
Average	94.8%	94.8%	94.8%	94.8%	94.8%
ADA					
K to 3	-	-	-	-	-
4 to 6	-	-	-	-	-
7 to 8	-	-	-	-	-
9 to 12	166	190	218	228	228
Total ADA	166	190	218	228	228
Economically Disadvantaged	130	148	170	178	178
Free Lunch	109	125	144	150	150
Reduced Lunch	28	32	36	38	38
English Language Learners	64	73	84	88	88

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
REVENUE					
8015 State Aid	922,110	1,080,250	1,273,443	1,368,681	1,409,778
8096 Property Tax	103,981	121,814	143,599	154,338	158,972
8480 Charter Schools Categorical Block Grant	125,730	158,951	186,749	211,139	222,349
SUBTOTAL - General Block Grant	1,151,822	1,361,015	1,603,791	1,734,158	1,791,100
Federal Income					
8220 Child Nutrition Programs	69,300	79,200	91,080	95,040	97,891
8291 Title I - Basic Grant	46,570	63,719	74,701	88,427	95,091
8292 Title II - Teacher Quality	8,411	11,511	13,468	16,029	17,289
8299 All Other Federal Revenue	-	-	-	-	-
SUBTOTAL - Federal Income	124,281	154,429	179,249	199,496	210,271
Other State Income					
8560 State Lottery Revenue	21,733	25,406	29,871	32,080	32,990
8591 Supplemental Hourly Revenue	56,799	58,503	60,258	62,066	63,928
8590 Arts & Music Block Grant	2,901	2,974	3,126	3,359	3,460
8319 Other State Apportionments - Prior Years	-	-	-	-	-
8590 All Other State Revenue	-	-	-	-	-
SUBTOTAL - Other State Income	81,433	86,884	93,256	97,506	100,379
Local Revenues					
8639 All Other Sales	1,030	1,061	1,093	1,126	1,159
8660 Interest	515	530	546	563	580
8699 All Other Local Revenue	-	-	-	-	-
SUBTOTAL - Local Revenues	1,545	1,591	1,639	1,688	1,739
Fundraising and Grants					
8803 Fundraising	15,450	15,914	16,391	16,883	17,389
SUBTOTAL - Fundraising and Grants	15,450	15,914	16,391	16,883	17,389
TOTAL REVENUE	1,374,531	1,619,833	1,894,325	2,049,731	2,120,878

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
EXPENSES					
1000 Certificated Employees					
Teachers (Cert)	401,700	515,597	583,516	601,022	619,052
Administration (Cert)	160,165	164,970	169,919	175,017	180,267
SUBTOTAL - Certificated Employees	561,865	680,567	753,435	776,038	799,319
2000 Classified Employees					
Administration (Class)	30,900	31,827	32,782	33,765	34,778
Maintenance/Grounds (Class)	19,151	19,725	20,317	20,927	21,554
SUBTOTAL - Classified Employees	50,051	51,552	53,099	54,692	56,333
3000 Employee Benefits					
3401-2 Health Insurance	68,400	77,976	97,782	121,605	138,630
3301-4 Social Security/Medicare/ETT	12,067	13,917	15,099	15,548	16,012
3501-2 Unemployment Insurance - State	6,295	4,748	5,075	5,084	5,093
3101 STRS	46,354	56,147	62,158	64,023	65,944
3601-2 Worker's Comp	18,049	21,595	23,790	24,503	25,238
SUBTOTAL - Employee Benefits	151,165	174,382	203,904	230,764	260,917
4000 Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials	15,000	17,500	20,000	20,600	21,218
4200 Books and Other Reference Materials	6,500	8,000	8,240	8,487	8,742
4315 Custodial Supplies	3,000	3,090	3,183	3,278	3,377
4320 Educational Software	3,000	3,090	3,183	3,278	3,377
4325 Instructional Materials & Supplies	10,000	12,000	12,360	12,731	13,113
4330 Office Supplies	6,000	7,000	8,000	8,240	8,487
4335 PE Supplies	1,500	1,545	1,591	1,639	1,688
4350 Uniforms	3,000	3,090	3,183	3,278	3,377
4410 Classroom Furniture, Equipment & Supplies	5,000	5,150	5,305	5,464	5,628
4420 Computers (individual items < \$5k)	15,000	17,500	20,000	20,600	21,218
4430 Office Furniture, Equipment & Supplies	2,500	2,575	2,652	2,732	2,814
4710 Student Food Services	76,608	87,552	100,685	105,062	108,214
4720 Other Food	1,500	1,545	1,591	1,639	1,688
SUBTOTAL - Books and Supplies	148,608	169,637	189,972	197,029	202,939

	2011/12	2012/13	2013/14	2014/15	2015/16
	Budget	Budget	Budget	Budget	Budget
5000 Services and Other Operating Expenditures					
5215 Travel - Mileage, Parking, Tolls	258	265	273	281	290
5305 Dues & Membership - Professional	3,090	3,183	3,278	3,377	3,478
5450 Insurance - Other	11,375	13,390	15,860	17,047	17,558
5520 Security	515	530	546	563	580
5535 Utilities - All Other Utilities	21,500	23,000	25,190	25,946	26,724
5605 Equipment Leases	14,275	14,704	15,145	15,599	16,067
5610 Rent	106,729	109,930	131,228	141,165	145,400
5615 Repairs and Maintenance - Building	2,575	2,652	2,732	2,814	2,898
5616 Repairs and Maintenance - Computers	3,090	3,183	3,278	3,377	3,478
5803 Accounting Fees	8,947	9,215	9,491	9,776	10,069
5809 Banking Fees	531	547	564	581	598
5812 Business Services	83,956	99,811	117,502	127,688	132,260
5824 District Oversight Fees	11,518	13,610	16,038	17,342	17,911
5830 Field Trips	1,500	1,545	1,591	1,639	1,688
5836 Fingerprinting	1,500	1,545	1,591	1,639	1,688
5839 Fundraising Expenses	6,180	6,365	6,556	6,753	6,956
5845 Legal Fees	2,060	2,122	2,185	2,251	2,319
5848 Licenses and Other Fees	4,277	4,406	4,538	4,674	4,814
5851 Marketing and Student Recruiting	4,635	4,774	4,917	5,065	5,217
5854 Consultants - Other	12,875	13,261	13,659	14,069	14,491
5857 Payroll Fees	3,200	3,500	3,800	3,914	4,031
5860 Printing and Reproduction	1,750	2,060	2,440	2,623	2,701
5861 Prior Year Operating Expenses	-	-	-	-	-
5863 Professional Development	3,500	4,500	5,000	5,000	5,150
5872 Special Education Encroachment	84,413	101,296	122,315	134,014	140,715
5874 Sports	10,300	10,609	10,927	11,255	11,593
5875 Staff Recruiting	5,150	5,305	5,464	5,628	5,796
5881 Student Information System	13,519	15,914	18,650	20,259	20,867
5884 Substitutes	7,500	8,500	9,500	9,785	10,079
5887 Technology Services	500	515	530	546	563
5910 Communications - Internet / Website Fees	3,090	3,183	3,278	3,377	3,478
5915 Communications - Postage and Delivery	1,750	2,060	2,440	2,623	2,701
5920 Communications - Telephone & Fax	4,239	4,367	4,498	4,633	4,772
SUBTOTAL - Services & Other Operating Exp.	440,288	469,847	565,207	605,300	626,930
6000 Capital Outlay					
6100 Sites & Improvement of Sites	-	-	-	-	-
6200 Buildings & Improvement of Buildings	-	-	-	-	-
6410 Computers	-	-	-	-	-
SUBTOTAL - Capital Outlay	-	-	-	-	-
TOTAL EXPENSES	1,351,986	1,565,886	1,765,617	1,863,823	1,936,439

MIRIAM ABELLO

5402 Wadean Place
Oakland CA 94601

Phone (510) 485-2846
e-mail cuchupla@yahoo.com

OBJECTIVE: Seeking a position in your organization

EDUCATION: California State University East Bay, Hayward, CA
Masters Public Administration
Option in Management & Human Resources Present
Classes taken: Human Organization & Social Realities

- Changing Human Organizations
- Human Resource Management
- in the public sector
- Work and Organizations of the Future
- Seminar in Public Labor Relations
- Topics in Public Management

California State University Hayward, Hayward, CA
B.S. Business Administration
Option in Marketing August 2004
Classes taken: Media Planning

- Strategic Marketing Management
- Corporate Communication
- Business Communication
- Marketing Principles
- International Marketing

Laney College Oakland, CA
Business Administration & Accounting May 2001

- AA in Business Administration
- AA in Accounting
- AA in General Curriculum
- GPA 3.47

Automation Academy Philadelphia, PA
Computer and Data entry September 1983
Certificate in Key Punch & data entry

WORK EXPERIENCE: Laney College CalWorks Office, Oakland, CA
1998 – 2001
Peer Advisor, Counselor Assistant

- Helped counselor maintain files. Wrote letters to clients. Put data into database. Assisted students with registration, filling out applications. Made appointments. Trained new peer advisors.

CURRICULUM VITAE

My name is John Lage. I am a Hayward Police Inspector. I am currently assigned to the Gang Investigations Unit, under the Homicide and Assaults Detail of the Criminal Investigations Bureau. My twenty four year career with HPD has included assignments in both the Patrol and Investigations Divisions. I have served as a Police Officer on Patrol, as a Field Training Officer, as a member of the Special Enforcement Team, D.A.R.E. Officer, Gang Violence Suppression Unit and Special Duty Units, and as an Agent for the Southern Alameda County Gang Violence Suppression Task Force.

I was a Gang Prevention Officer for five years (1997-2002) and worked throughout Southern Alameda County for several years as the Project Police Officer of the California Youth Authority funded Gang Violence Reduction Project (G.V.R.P.). I have continued to investigate gang related crimes as an Inspector since 2002.

Experience:

I have contacted over 2,000 criminal street gang / prison gang members and affiliates in formal and informal circumstances both in and out of custody. I have initiated and participated in several hundred gang-related investigations and spoken with victims, witnesses and community members who are familiar with the gang subculture. I am aware of the patterns of gang related criminal activity that range from homicide and other acts of violence, to property or nuisance related crimes. I have provided, facilitated or instructed over 500 gang awareness classes / seminars and participated in a similar number of mediations and interventions with at-risk youth. I am familiar with the myths that attract some people to the gang lifestyle and I work with a variety of counselors, probation officers, educators and community based workers to divert youth and adults away from such destructive behavior. The three part strategy I have pursued is:

- (1.) **Prevention** through education
- (2.) **Intervention** through mediation and counseling
- (3.) **Suppression** through investigation and enforcement

I have testified as an expert in either or both Hispanic criminal street gangs and Hispanic prison gangs more than twenty times in the Superior Court of Alameda County. I have also testified as an expert on Hayward area gangs for Santa Clara, San Mateo and San Francisco County Superior Courts.

Education and Training:

I have received over five hundred hours of formal training in the areas of gangs, hate groups, the occult and organized crime groups. I have also received training in interview and interrogation techniques, informant development, cognitive interviewing, cultural awareness, and mentoring. I have provided training about gangs for peace officers, educators and counselors both locally and from throughout California.

Robert J. Scoble

**Managing Director Aircraft Inspection and Regulatory Control (Chief Inspector)
United Services
A Division of United Airlines**

Bob manages the Inspection and Regulatory Control organization for United Airlines. The organization is responsible for the Quality Control and Inspection system including the Required Inspection and Maintenance Release programs required of United Airline's Air Carrier certificate. Maintenance Training, Maintenance Records and Maintenance Time Limit Control systems are also contained within the scope of the organization. Bob is the Chief Inspector 14 CFR 119.65 for the United Airlines Air Carrier Certificate. Bob's team is also responsible for the United Services Maintenance and Repair Organizations' Repair Station RSM and Quality Control manuals and Quality Control System. The United Services MRO has been an FAA certificated facility since 1952 and along with FAA certification the Repair Station maintains certificates from: EASA, CAAC, JCAB, GCAA, CAAS, KCAB and, DGAC. The Inspection and Regulatory Control department is also proud to have achieved eleven consecutive years of FAA "Diamond Awards" for training.

Bob Scoble has 37 years with United Airlines in Maintenance Planning, Airframe and Engine Maintenance and Aircraft Inspection. Bob has been Chief Inspector for United Airlines since 1992. Bob has chaired Air Transportation Association committees for Non-Destructive Testing and Human Factors in Inspection and Maintenance. Those committees created the original ATA Specifications 105 and 107. In addition to United, Bob worked for 2 years with the Department of the Navy developing Work Methods and Standards for depot level aircraft maintenance. Bob has the following certifications:

- Bachelor in Science Aeronautical Maintenance Operations
- Associate in Science Aircraft Maintenance
- Certificate in Management Engineering, Dept. of Defense
- Airframe and Power Plant Mechanic
- Certified ASQ Mechanical Inspector
- Certified in Work Methods and Standards Development, Dept. of Defense
- Certified in Methods Time, Management, Dept. of Defense
- Certified in Non-Destructive Testing Processes (Radiography, Ultrasonic, Eddy-Current and Fluorescent Penetrant).

Profile Updated On: October, 2010
Division: United Services
Title: Managing Director Aircraft Inspection and Regulatory Control
Location: SFO - San Francisco Airport
Joined UAL: 1974
Years with UAL: 36
Years in Current Job: 19
Manager: Mark Mounsey

Manage United Airlines Air Carrier Certificate Inspection Unit, 14CFR119.65 Chief Inspector, Maintenance Training, Airworthiness Engineering and the Maintenance Records Systems. Responsible for the policies and procedures of the UA FAA Approved Repair Station Certificate, CAAC RS Certificate, EASA RS Certificate. Responsible for the FAA Organizational Designee Authority (ODA) Airworthiness group and is an Airworthiness Unit Member of the ODA.

Current Responsibilities-Detail

Manage Aircraft Inspection and satisfy the regulatory position required by 14CFR119 Chief Inspector for the Air Carrier Certificate for United Airlines and the 14CFR145 Quality Manager position of the United Services FAA Repair Station Certificate. I am currently the FAA "Organizational Designee Authority" ODA Airworthiness Administrator and an Airworthiness Unit Member for United Airlines.

Responsible for FAA required maintenance records and Time Limit Controls systems that support the airworthiness status of Aircraft and Engines, the legal traceability of maintenance compliance of all aeronautical assets used by United Airlines and systems to ensure Inspection current status and the regulatory transfer of those assets to new owners or lease returns. Responsible for FAA required Maintenance Training Group that provides technical training to maintenance personnel at United Airlines the training and qualification records system for maintenance personnel and the Maintenance Training Audio Video production Department.

Overall Duty is to maintain the highest standards of performance for the United Airlines Inspection Unit 14CFR121.369b, 14CFR121.371, (Inspection, Records, Time Limit Control, and Maintenance Training) while meeting budgetary requirements, FAA quality demands and operational performance commitments. All of which is to support the success of our partners in achieving the highest quality products at least total cost for the customers of United Air Lines.

Employee Summary

United Airlines has provided me with an outstanding opportunity to apply my training and skills to provide United Services with an effective, low-cost solution for inspection and quality control systems. I have established networks with other maintenance organizations, regulatory agencies and associations as a way to continually seek new ideas and apply best practices within United Services. Inspection has led industry initiatives regarding training and certification of technicians that have kept our requirements in focus and controlled the associated costs to minimum. Inspection has consistently reduced overall operating costs while taking on additional workload for the Maintenance Division. Inspection has been awarded the FAA Diamond Award for training 8 times since the FAA program began.

Under my leadership Inspection our FAA Approved Repair Station and turned it into an industry recognized stand-alone FAA certificate. We worked to change national policy for FAA oversight of satellite Repair Stations. We developed guidance and prototyped the first Repair Station CMO at our Indianapolis Maintenance Center. IMC was the first Satellite Repair Station to be managed by a certificate management office under the parent Repair Station. In my current role I manage three separate labor union agreements representing the various employees within my organization.

Key United Jobs

- 1992 – Present Managing Director, Aircraft Inspection and Regulatory Control
- 1989 – 1992 Manager, Aircraft Inspection Processes
- 1987 – 1989 Supervisor, Aircraft Inspection
- 1985 – 1987 Aircraft Inspector
- 1976 – 1984 Mechanic, Airframe Maintenance
- 1974 – 1976 Maintenance Procedures Planner Engine Maintenance

Key Jobs Outside of United

- 1981 – 1983 Work Methods and Standards, Naval Air Logistics Command, Naval Air Rework Facility, NAS Alameda, Calif. (Depot Level Aircraft and missile weapons systems overhaul)
- 1978 – 1983 US Naval Air, Attack Squadron VA 304 Powerplant Shop supervisor and Line Maintenance Quality Assurance, United States Naval Air Reserve (Senior Petty Officer, Operational or Organizational level aircraft and power-plant maintenance) Honorable Discharge.

Education

- BS, Aviation Maintenance Management, Minor in Business Administration and Labor Relations, San Jose State University (1974)
- Associate's Degree, Aviation Maintenance, Los Angeles Trade and Technical College (1970)
- Training Certificate: Leading Petty Officer Leadership Training LMEP, US Navy Technical Training Center, Treasure Island
- Technical Diploma, Defense Work Methods and Standards, US Army Management Engineering Training Command, Rock Island Arsenal III (1982). Industrial Engineering, Work Methods, Process and Work Place Analysis and Statistical Process Controls (SPC and Six Sigma)
- Training Certificate: Work Center Supervisor, US Navy Technical Training Command Treasure Island (1981)
- Lean-Six Sigma training : United Airlines 2003, 2005, 2006, 2007 (transcript attached for detail)

Professional Affiliations / Certifications

- "Just Culture Association," Outcome Engineering
- Aeronautical Repair Station Association ARSA, current member
- Professional Aircraft Mechanics Association PAMA 2009/2010

Past memberships in:

- DOD Civilian Employees Labor Association and Bargaining Team
- American Society of Automotive Engineers; SAE
- American Society for Quality Control, ASQC (today known as American Society for Quality ASQ)
- ATA NDT Committee and Forum, Chairman and member 1988 - 1994
- American Society for Non-destructive Testing, ASNT
- Member Strathmore's Who's - Who's Business and Industry 2008 - 2009

Volunteer Activity

- Antioch, California, City Parks and Recreation Commissioner 2005 to present
- Playground builds Mateo's Dream Concord Calif, City Park Playground City Park Antioch, Calif
- Urban Friends of the Forest
- High School Football Bingo Fund Raisers, every Saturday when kids were in High School

Certifications

- Non-Destructive testing Level 2 certifications (Radiography, UT, ET, MT, FP), Dupont, Krautkammer, Kodak (1990)
- FAA; Airframe and Powerplant mechanic, Federal Aviation Administration (1970)
- Naval Air Logistics Command; Defense Work Methods and Standards Certificate (7A-F19), United States Army Management Engineering Command, Rock Island Arsenal, Ill. (1982)
- ASQC Certificate; Mechanical Inspector, American Society of Quality (1997)
- FAA System Safety Management and ATOS training, FAA Technical Training Center, Oklahoma City
- FAA Human Factors training, FAA Technical Training Center Oklahoma City Oklahoma
- FAA Airworthiness Designee, FAA AFS 300
- Pratt and Whitney MRO Leadership Training, Pratt and Whitney Hartford Connecticut
- Civilian Aviation Authority of China CCAR 145 Training, CAAC of China (2006)
- Methods, Time Management (MTM Level 1), Method Time Management (1981)
- FAA Designee-Airworthiness, FAA O DA (1996) recurring certificate every 24 months
- FAA Manufacturing Designee, FAA LAACO MIDO recurring certification every 24 months

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AUDREY L. WRIGHT

Objective

My objective is to become an asset and develop within a company that has growth potential, with opportunities for employees, job security and foster team work.

I am currently An instructor for United airlines. Instruction classes include: Human Factors Training, An FAA certified Training Program. Respirator Safety, Behavior Based Safety, Safe driving of Powered Industrial Vehicles, and have Basic CPR/AED/and First Aid Instructor For Adults Certification.

I am proactive and have the ability to communicate effectively.

To receive and attain knowledge quickly and develop programs and classes.

Experience

2007-1990 Aviation Maintenance Technician

- Mechanic
- DST (designated Station Trainer for United Airlines). 2006-currently
- Cabin Mechanic on the 777 fleet for United Services
- Cabin Mechanic on the Airbus A319 & 320 Fleets.
- General Skills Mechanic on the 727, 737, 757, and Airbus Fleets
- Shop mechanic Chair Shop/Cabin Equipment (A&P school 1992-1994)

1990-1985

- Worked as an Aircraft Cleaner
- Worked in Food services in both Narrow body & wide body Aircraft
- Employed with Airport security for two of the five years listed above
- Employed by the Terrace Restaurant as a Hostess at the SFIA.

- 1982-1985 Wells Fargo Guard Services
- Worked as a security guard at the SFIA at the United Airlines Terminal
- Responsibilities included Gate security upon aircraft arrival.
- Monitoring the X-Ray Machine at the departure gates
- Employed By Ole's Hardware Store as a customer service representative

Education

1992-1994 College of Alameda A&P Program

1972- 1975 Alcorn State University Lorman Ms. (Major- Sociology

Interests

Charter Member Of (San Francisco Bay Area Women In Aviation)

Hobbies

Fishing with Husband. Traveling. Housekeeping. Active Church Ministry

JESSICA FRYER
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Emeryville, CA 94608
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415-793-5781

EXPERIENCE

STE. MICHELLE WINE ESTATES

California Business Planner

Napa, CA

Oct 2008-Current

Provide both finance and business planning support for Ste. Michelle Wine Estates California operations (Stag's Leap Wine Cellars, Conn Creek, Villa Mt. Eden)

- Coordinate, submit, track, and update annual capital and expense budgets for two California wineries (26 departments) totaling \$19m in expense and \$2.7m in capital spending annually
- Produce quarterly financial reporting for the joint venture, Stag's Leap Wine Cellars, including balance sheet and cash flow projections
- Develop and update long term planning projections for input supplies, COGs, expenses, capital, and retail profit and loss
- Coordinate gap reconciliation of input supplies versus sales demand given 2 year production time lag
- Provide financial analytics for project and business initiatives at the California wineries
- Consolidated finished goods storage to one location saving an estimated \$100,000 a year in expense and providing an estimated \$900,000 in cash influx through sale of membership rights

PG&E CORPORATION- MBA Leadership/General Management Rotational Program

San Francisco, CA

Member of PG&E's MBA Leadership Program which looks for the next generation of executive leadership by enabling top-tier talent from the nation's best business schools to work on some of their toughest business challenges.

Enterprise Analytics

Sep 2008- Oct 2008

Identified opportunities for operational expense reduction

- Analyzed company-wide discretionary spending expense patterns and policies
- Researched best practice spending metrics and standards for comparable industries
- Recommended instituting per diem and per meal expense limitation policy for business travel

Outage Restoration

Mar 2008- Sep 2008

Developed operational support role(s) for Senior Director in newly formed group, concentrating on the process of restoration of electric power to customers

- Created process owner content for lean six sigma initiative for outage restoration process for Sr. Director
- Built staffing model to optimize resources allocated to restore power during baseline operations leading to a reduction in customer average interruption duration
- Analyzed historic trends of electric system outages for PG&E's territory to recommend area and device targeted funding and to focus improvement effort, in order to reduce customer average interruption duration

Smart Energy Web

Sep 2007-Mar 2008

Business owner of all technology and business efforts related to development of Home Area Network initiative using SmartMeter Program upgrade technology

- Analyzed business side of Home Area Network (HAN) market space from investors to device manufactures to technology providers (hardware, software, applications) for device makers, customers, and utilities, while building relationships with solution providers and venture backing companies
- Developed, analyzed and disseminated business criteria for HAN technology resulting in technology selection and deployment strategy recommendation for 5 million electric meters
- Crafted editorial content for HAN portion of the \$627 million SmartMeter Program Upgrade filing with the California Public Utility Commission

Demand Response (DR)- Manager of Product Development Organization

Feb 2007-Sep 2007

Managed day to day operations of Demand Response's product development organization, with direct accountability for budgeting, forecasting, risk management, management reporting, and delivering increased levels of customer enrollment in Demand Response programs

- Managed the DR Product Development Mass Market, Target Market and Enabling Teams with approximately a \$60 million 3 year budget, overseeing the performance and development of 15 employees
- Expanded and improved Product Development team with hiring practices, goal focused strategies, and increased communication efforts; produced a focused sales effort, comprehensive understanding of PG&E's potential in DR development and education, filing of an innovated customer focused DR product (CSM), and an integrated metrics dashboard encouraging accountability
- Launched to market four strategic DR products (SmartAC, Ta/Ti, Auto DR, and CBP) and filings for approval of two additional DR products (CSM and PLS) resulting in almost 50 MW of DR (~\$4.25m/year of avoided capacity cost) for 2007 and the shift from an unwieldy portfolio of individual DR products to a semi-customizable single program with customer selected values

Energy Policy Planning and Analysis

Sep 2006-Feb 2007

Focused analytical business support on high risk subjects for Sr. Director of Energy Policy, Planning & Analysis

- Authored end user manual for avoided cost model used to value various energy generation and reduction projects; improved the models usability
- Analyzed and designed the reorganization of Demand Response group
- Compiled present and future state data on solar technology and costs, presented suggestion to focus on concentrating solar to best meet our near term objectives to CEO, CFO, President, Chairman of the Board

BOSE CORPORATION

Stow, MA

Business Analyst Intern

Jun 2005-Sep 2005

Responsibilities included the improvement of management reporting process and quality

- Collected and delineated current management reporting performance metrics used in business planning and analysis by various sales groups
- Analyzed current state management report findings and future needs in order to facilitate a shift in business analyst resources from data validation and report production to information analysis and insight
- Performed statistical regression analysis of customer experience scores vs. sales for wholesale customer

SYMYX TECHNOLOGIES INC.

Santa Clara, CA

Research Associate

Oct 2001-Aug 2004

Researcher responsible for development of improved chemical change agent to allow customer to change their feedstock chemical in commodity polymer production

- Researched and discovered chemical change agent providing significant cost savings on production of commodity chemical which resulted in \$7 million contract for joint venture with customer
- Created chemical catalyst that doubled the yield of current industry standards leading to renewal of the \$7 million joint venture and three patent applications
- Designed prototype tool to reduce an experiment segment's processing time by 75%, tool then utilized by team working with organization's largest customer
- Authored article published in "Topics In Catalysis"- "Combinatorial Heterogeneous Catalysis: Oxidative Dehydrogenation of Ethane to Ethylene, Selective Oxidation of Ethane to Acetic Acid, and Selective Ammoxidation of Propane to Acrylonitrile" Volume 23, Numbers 1-4 / August, 2003

APPLIED MATERIALS

Santa Clara, CA

Process Engineer

Aug 2000-Oct 2001

- Led team for cross functional group analysis of efficacy of vendor product with wafer manufacturing tools
- Headed \$2-4 million process tool start ups in Korea and Taiwan
- Assisted in \$2-8 million process tool start ups in Malaysia and Japan for critical customers

EDUCATION

THE UNIVERSITY OF CHICAGO, GRADUATE SCHOOL OF BUSINESS

Chicago, IL

Master of Business Administration- Finance, Strategic Management, International Business

Sept 2004-Jun 2006

UNIVERSITY OF ILLINOIS

Urbana, IL

Master of Science- Materials Science and Engineering

Sept 1999-Aug 2000

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Cambridge, MA

Bachelor of Science- Materials Science and Engineering

Sept 1995-Jun 1999

DUNCAN MILES CLENDENIN

314 Clarendon Road • Burlingame, California. 94010
(650) 544-5955 • duncan.cledenin@earthlink.net

EDUCATION **University of California at Berkeley, Walter Haas School of Business**
Master of Business Administration, May 2006

University of Arizona, Tucson, AZ
B.S. in Mechanical Engineering, May 1993, Magna Cum Laude
Robie Award for academic excellence and community service, 1993

EXPERIENCE

2006 – Present **Pacific Gas and Electric (PG&E)** **San Francisco, CA**

Director, Gas and Electric Metering Services - SmartMeter Deployment

- Led the redesign and construction of the meter plant to meet expected testing volumes of 60,000 meters per year. Developed new meter plant testing capabilities for quality assurance, warranty and all advanced functions of SmartMeters. Represented Metering Services in the development of IT system requirements and upgrades.
- Determined meter asset requirements for lifecycle tracking and performance management as part of an SAP inventory replacement project.
- Led on highly visible projects to mitigate public health and meter accuracy concerns.

Manager, Utility Performance Improvement

- Selected by the COO to design, implement and build an internal consulting group focused on Lean Six Sigma process improvement, human performance and safety.
- Built a Human Performance program designed to train 20,000 employees in error prevention tools based on best practices from the commercial airline industry, the military, and nuclear power.
- Conducted root cause analysis of work procedure errors for multiple business lines including generation, transmission and distribution, and maintenance and construction.

Superintendent, Gas Maintenance and Construction for San Francisco

- Supervised a staff of 5 management and 70 field employees responsible for maintenance and construction of gas distribution facilities in accordance with regulatory and PG&E requirements for the city of San Francisco.
- Responsible for the safe, compliant and efficient utilization of company assets and resources in the execution of planned maintenance and construction work. Achieved zero safety incidents and a perfect environmental audit inspection.

Associate, Corporate Strategy and Development

- Involved in the valuation of several proposed natural gas pipeline and LNG projects. Developed opinions on the economic impact of new gas supplies on the California and national market. Evaluated the global natural gas markets and the role of LNG. Attended the 15th International Conference on LNG in Barcelona, Spain.
- Contributed to the development of a three year company operating plan and industry outlook for utility operations. Considered the impact and role of distributed generation technologies, utility rate structures, public policy and customer expectations.
- Evaluated PG&E's risk exposure in the M&A process. Developed metrics to identify and mitigate the risk of eroding shareholder value in a transaction. Conducted due diligence and target valuations.
- Compared advanced generation technologies based on GHG emissions. Investigated the impact on rates based on the carbon allocations of proposed GHG legislation.

- 2004 – Present **U.S. NAVY COMMANDER: NAVAL RESERVES** **Lemoore, CA**
Commanding Officer Strike Fighter Squadron One Two Two Augmentation Unit
- Selected from a national board to command VFA-122 Squadron Augmentation Unit. Responsible for the integration of two reserve squadrons in FY2010 resulting in a combined unit of over 100 personnel.
 - F/A-18 A-F flight instructor qualified in all phases of training.
 - Maintenance Officer of VFA-125 Squadron Augmentation Unit responsible for manning, training and development of 85 reserve aircraft technicians. Contributed to a student production rate increase of 100% over FY 2009.

- 2000 – 2004 **U.S. NAVY LIEUTENANT COMMANDER: VFA-125** **Lemoore, CA**
Safety Officer and F/A-18 Instructor Pilot
- Promoted early to Safety Officer of the largest F/A-18 training squadron in the country. Responsible for the execution of the Command Safety Program in a 600 personnel squadron. Resulted in 14,000 flight hours without the loss of life or aircraft.
 - Provided airborne defense of San Francisco after September 11 attacks, 2001.
 - Awarded the Navy and Marine Corps Commendation Medal for exceptional leadership in dramatically increasing the standardization and quality of instruction at all F/A-18 squadrons.
 - Officer in Charge of six F/A-18 aircraft, 22 pilots and 50 maintenance personnel deployed aboard the *USS John C. Stennis* aircraft carrier. Instructed and certified 16 pilots in day/night carrier landings.
 - Implemented multiple nation-wide initiatives to improve and modernize the F/A-18 training syllabus. Maximized the use of precious assets and increased the efficiency of limited training aids.
 - Planned a remote detachment of eight F/A-18 aircraft, 30 pilots and 50 maintenance personnel to El Centro, CA. Responsible for over \$160 million in assets.
 - Improved F/A-18 training continuity through integration and standardization of civilian simulator instructors with the aircraft syllabus resulting in fewer flight hours and increased student proficiency.

- 1996 – 2000 **U.S. NAVY LIEUTENANT: VFA-113** **Lemoore, CA**
Aircraft Division Officer, deployed aboard the USS Abraham Lincoln to the Persian Gulf
- Awarded the Navy and Marine Corps Achievement Medal for exceptional instruction techniques, directly contributing to the combat readiness of Carrier Air Wing Fourteen.
 - Selected to the *Commander Joint Task Force South West Asia* in Riyadh, Saudi Arabia. Coordinated the integration of all Joint and Multi-national forces to protect the Southern no-fly zone.
 - Nominated for Wesley McDonald West Coast Pilot of the Year, 1999.
 - Awarded the Air Medal for courage in the face of hazardous flying conditions, 1998.
 - Supervised 190 personnel responsible for maintenance of 12 combat ready aircraft aboard the *USS Abraham Lincoln*. During this period the squadron had the highest flight production rate of all three F/A-18 squadrons in the Air Wing.
 - Motivated 190 junior sailors to pass the Navy wide advancement exam. Achieved a 100% pass rate and promotion of 115 personnel.

ADDITIONAL:

Awards: National Defense Medal, Armed Forces Expeditionary Service Medal, Coast Guard Unit Commendation Medal and Battle 'E' Medal.

Mukta Sambrani

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Berkeley, CA 94703

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MuktaSambrani@gmail.com
MSambrani@aviationhighschool.org

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

BIOGRAPHY

An experienced teacher and writer, Mukta Sambrani holds an MFA in Poetry from San Francisco State University's Department of Creative Writing and a Teaching Credential for Language Arts. She combines a life of writing and teaching in the San Francisco Bay Area. She has been employed as freelance writer, editor, lecturer and copy editor, research and teaching assistant and English Language Arts teacher in India and in the United States. She has designed and taught ESL, Language Arts, Composition, Creative Writing, Speech, Journalism, Theater and Literature courses to adults, young adults and children in both conventional and more unconventional learning environments. She has been English Language Arts teacher at Oakland Aviation High School since its inception in 2006- <http://www.aviationhighschool.org/> Since 2008, she has also served as the school's Teacher Representative to the Board and since 2010, the school's BTSA coach. Throughout the years, her work has been noted for its unwavering commitment to fostering excellence in self and others and dedication to education, language arts, writing and community service.

SKILLS

- A strong background in pedagogy, curriculum development, syllabus design, learning styles and teaching methodology developed through graduate studies and work at various Indian institutions, the Learning Assistance Center, VALA, San Francisco State University and Brainchild Education Center and Oakland Aviation High School.
- Ability to communicate effectively and reach people of diverse ages and backgrounds.
- Superior public speaking and presentation skills.
- Ability to integrate and use audio-visual and web based instructional aides in curriculum planning and making presentations.
- Excellent inter-personal skills in coordinating efforts and planning and implementing projects with colleagues and superiors.
- Strong interest in web resources and the use of technology for research and learning. A strong research interest in languages and cultures of the world.
- Writing, editing, copy writing, copy- editing and proofreading.
- Research- based and analytical writing, reviewing, report- writing.
- Word processing skills; proficiency with Microsoft office applications. High comfort level with the use of computer technology and ability to learn and grow with every project.
- Ability to translate into and from Hindi, English and Marathi.
- Ability to thrive in bi-cultural and multi-cultural environments straddling disparate world- views, communicating comfortably across the board.

EDUCATION

- Single Subject Teaching Credential in English Language Arts, Bay Area Teacher's Center/ SFSU
- Master of Fine Arts (emphasis- Poetry), San Francisco State University, 2003. Graduated with top honors.
- Master of Philosophy (English) S.N.D.T University, Bombay, 1999. Graduated with top honors.
- Master of Arts (English) S.N.D.T. University, Bombay, 1997. Graduated with top honors.
- Bachelor of Arts (English) Elphinstone College, Bombay University, 1995. Graduated with top honors.

AWARDS AND SCHOLARSHIPS

- The International Council For Canadian Studies' Graduate Dissertation Scholarship which made travel to UK and Canada possible for research towards the completion of M Phil. work in 1999.
- The Sir Ratan Tata Trust's gift scholarship. July 1999.
- The Audre Lorde' Creative Writing award for 2003. May 2003.
- Honorable mention Starcherone prize. 2004.

PAPERS PRESENTED

Read academic papers at the Pune University's annual seminar and the Ithaca Literary Festival at St. Xavier's College, Bombay, 1996-97. Presented a paper at SNDT University's conference on Canadian culture and society on the poetry of Frank Davey (which is also the area of research for the M.Phil. dissertation)

READINGS

More recently read from creative work at literary and publication related events at New Langton Arts, Kearny Street Workshop's APature festival, Blue Barnhouse books' Ballyhoo, The Depot, A Clean Well Lighted Place for Books, City Lights bookstore, The poetry Center, School of the Arts, The Geary street reading series, The Basement reading series, Z space, Black box theater, 826 Valencia, University of Chicago, at the Kriti Festival and Crossword books, Bangalore.

PUBLICATIONS

- Book and theater reviews in *Sunday Observer*, *Debonair*, *Theater Watch*, and *Gentleman*.
- A collection of poems with Writer's Workshop Calcutta entitled *The Woman in this room isn't lonely*. 1997. India.
- Translation of the poetry of Sylvia Plath in a Marathi journal called Aamchi Maayboli Marathi published from Pune, India.
- Poetry and fiction in *Brown Critique*, *Poetry Chain*, *Debonair (India) Verse*, *Em Literary*, *Cipactli*, *Fourteen Hills*, *Hyphen magazine*, *Laundry Pen*, *Fulcrum* and on jewelry designed by Jeanine Payer. Publications in recent anthologies- Penguin Inida's *60 Indian Poets*, *Bloodaxe book of contemporary Indian Poets* and *Sahitya Akademi's* anthology of Indian women poets- *We Speak in Changing Languages*.
- Critical appraisal in *Indian Express*, *New Quest*, *Modern Indian Poetry in English*, ed. Bruce King 2001 and in Elizabeth Robinson's essay "The Future Of Reading" in *Interim* in March 2002.

WORK HISTORY

August 2006-present	English Language Arts Teacher, Teacher Representative to the Board and BTSA Coach/ Mentor Teacher- Oakland Aviation High School an Aviation themed charter school in Oakland. Responsible for designing curriculum and teaching 5 sections of a High School English courses including Creative Writing, Speech and Journalism and working closely with a cohort of students (mentoring) through the school's advisory program. Additional responsibilities include editing and publishing the school newspaper, serving as Teacher Representative to the Board and BTSA Coach or Mentor to new teachers.
January 2003-August 2006 Working artist holding various writing, editing and teaching/ tutoring jobs	Teacher/ Consultant/ Writer- Freelance projects for Shuffle Boil Magazine (editorial), Miraclex, a home entertainment company (writing and translation) and training activists in Hindi and cultural sensitivity. Guest teacher- Lowell High School and San Francisco School of the Arts. Writing, SAT and summer school teacher- Brainchild Center in Oakland Chinatown. Research Consultant, Ethnovision / Shafi Hakim productions. Ongoing substitute teaching and administrative assignments through Tempositions, San Francisco.
January 2004-January 2005 This business folded in 2005	Associate Editor Stylus LLC Responsibilities included all-round communications ranging from handling reception, doing research, film and text editing and writing of training materials at this start-up management consulting and media production business.
January 2003-May 2003 VA/LA Semester	Administrative Assistant / Teacher, VA/LA- Creative Writing Teacher and assistant to the director at VALA (Visual Arts Language Arts, a non profit which brings art programs to under funded public schools). Responsibilities included teaching, grant making and newsletter publication. Responsible for planning, designing and documenting course materials and their

Residency	effectiveness for courses taught by self and other artists.
August 2003- December 2003 Semester Assistantship	Research Assistant to Dr. Ellen Peel, department of English, San Francisco State University for one semester. Responsible for providing supporting materials and documents for the various classes Dr. Peel teaches.
August 2001- May 2002 Two Semester Appointment	Lecturer / Teaching Assistant at the department of Creative Writing, San Francisco State University-Taught an undergraduate poetry, fiction and drama course- Creative Writing 301 for two semesters. Responsibilities included syllabus design, assembling reading materials, creating writing exercises and quizzes, pedagogy, grading, review and assessment. Also served as teaching assistant to Dr. Geoffrey Green, department of English, providing assistance with research materials and grading for the classes taught by him at San Francisco State University.
January 2000- May 2000 Semester Assistantship	Teaching Assistant to Andrew Borland, department of Creative Writing San Francisco State University for one semester- worked with small groups of students and one on one to help them understand course materials, fulfill class assignments.
August 1999- May 2000 Two Semester Appointment	Editorial staff, 14 Hills Literary Review , San Francisco State University for two semesters- Responsibilities included meetings and discussion of solicited and unsolicited materials, decisions regarding inclusions of relevant text, checking proofs and helping with the design and layout of the magazine pages.
June 2000- August 2000	Summer School Teacher at the YMCA and Beacon Center's summer school project at Jean Parker Elementary, San Francisco- Designed and implemented ESL and social science curriculum.
October 1999- May 2002	Tutor/ Administrative assistant, Learning Assistance Center and Student Support Services San Francisco State University- Served as tutor in reading, writing and study skills and office manager/ administrative assistant. Tutoring responsibilities included developing rapport with students of diverse backgrounds, designing exercises aiding reading comprehension and writing, developing exercises to reinforce grammar and composition skills.
April 1996- September 1999	Freelance journalist, Sunday Observer, Debonair, Theater Watch and Gentleman Magazine Bombay, India- Published interviews with writers, book and theater reviews. Also translated and wrote promotional copy for Kaalnirnay publications, a major multi- lingual calendar producer.
January 1999- April 1999 Semester Appointment	Lecturer, S.I.E.S. College of Commerce and Economics, Bombay, India -Taught courses in Composition and Business Communication.
January 1999- April 1999 Semester Appointment	Lecturer, Kamla Raheja Institute for Architecture and Environmental Studies, Bombay, India - Conducted a twice-weekly workshop in Creative Writing and Theater. Designed and implemented course materials in tandem with architecture and visual arts faculty to provide an understanding of other humanities disciplines and to make them relevant to the study of architecture.
December 1997- January 1999 Two Semester Appointment	Lecturer in English, Maharashtra College, Bombay, India - Responsible for planning and implementation of language and literature syllabus with other members of the English department.
July 1998- December 1998 Semester Appointment	Trainer, Bharti Vidyapeeth College of Engineering, Bombay, India - Conducted a training program for Reliance Industries Ltd. in Communication Skills. Designed course materials and writing exercises for adult learners with limited to no college education.

OTHER

- Training in Indian classical music and dance.
- Study of theater under Prof. Jayadev Hattangady. Assisted in theater productions as choreographer, writer/ translator and back-stage worker.
- Study of Sanskrit at Dr. Sarasvati Mohan's Sanskrit Academy in San Jose.
- Study of moving meditation and dance with Heather Pierce of Berkeley.

REFERENCES

Connie Spinnato
Principal, Oakland Aviation High School

Supervisor W. 510 633 6375
CSpinnato@aviationhighschool.org

Dale Allender
Director NCTE West,
Director, BATC Teaching Credential Program

Academic advisor C. 510 542 3517
dallender@ncte.org

Elise Ficarra
Business Manager, Poetry Center, SFSU

Former colleague W. 415 338 2227
eficarra@sfsu.edu

Steve Dickison
Director, Poetry Center, SFSU. Editor, Shuffle Boil

Mentor W. 415 338 3401
steved@sfsu.edu

Maxine Chernoff
Chair, Creative Writing, SFSU

Academic advisor W. 415 338 2019
maxpaul@sfsu.edu

Toni Mirosevich
Professor, Creative Writing, SFSU

Instructor/ Mentor W. 415 338 7439
tonimiro@sfsu.edu

Dr. Geoffrey Green
Professor, English, SFSU

Instructor/ Mentor W. 415 338 741
ggreen@sfsu.edu

GARY E. PERKINS

Industrial /Systems Engineer

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HAYWARD, CA 94545-2571

Phone: (510) 264-9743

E-mail: gperkins@peralta.edu

Qualification Synopsis:

- * 15+ management years in the private and public management sector, which includes supervising a staff of over 20 people. These duties include budgeting, personnel evaluations, goal setting and fostering teamwork
- * As Interim Division Dean II, chair District committees on Business and Economics and Co-chair of College of Alameda's (COA) Technology Committee
- * As Chief Information Officer (CIO), chaired District committees on technology and implementing IT for the new BCC building
- * Collaborated with all four College technology committees to define their needs and goals
- * As Department Chair, responsible for including faculty and Division Management on faculty utilization, scheduling classes, facility planning and activities for achieving instructional goals
- * As faculty president conferred with college administration and chaired committees on planning facilities, personnel issues and instructional needs
- * As Dean and CIO, collaborated with the faculty union on faculty concerns and needs with regard to technology and classified staff's unions
- * Proven personnel and technical management abilities in supervising, planning, implementing and coordinating software design and development
- * Proficient in all Microsoft Office Applications (Excel, Word, PowerPoint and Access)
- * Excellent problem identification, business and systems analysis, administration and communication skills

Managerial/Supervisory:

- * Currently serving as Interim Dean of Business, Transportation and Sciences with 17 disciplines, 9 Dept Chairs, 6 Classified Staff members, 25 Contract faculty and 40 Adjunct instructors
- * Served as Department Chair of Business, Computer Information Systems (CIS) and Economics
- * Served as Chief Information Officer of Peralta Community College District (2006-2008)
- * Designed and managed the Cisco Network Academy for the College of Alameda. Served as Main Contact including functioning as the interface between Cisco, students, instructors and the public.
- * Responsible for the growth of the Cisco program from inception to over 600 students in five years.
- * Managerial responsibilities included interviewing, hiring, performance evaluations, budgeting and goal setting for workgroup
- * Managed budgets that involved cost recovery

Training and Development:

- * Served as District wide Passport Trainer
- * Tenured instructor teaching computer hardware and application software in Peralta and San Mateo Community College Districts
- * Provide technical and operational support on Media Based and Interactive Satellite Broadcast training
- * Identify and present new technologies, method improvements and statistics to customers, staff and public

- * Identify and present new operational programs and procedures to staff
- * Develop training programs to develop individual staff skills to increase productivity

Professional Employment:

2010 - Present Interim Division Dean II

College of Alameda
Alameda, CA

Highlights:

- * Utilized the Business Intelligence (BI) Tool to review and analyze class and instructor characteristics that assist in meeting FTES targets
- * Interviewed and selected two adjunct chemistry instructors and one computer information system instructor
- * Developed and implemented management tools for:
 - * Tracking program reviews and Annual Program Updates
 - * Faculty and staff Employee Evaluations
 - * Staff Excess Vacation Tracking
- * Collaborated with Department chairs to enter Student Learning Outcomes (SLOs) into CurricuNet and Taskstream programs for the Accreditation Board
- * Guiding the establishment of a forensics Biotechnology program at COA
- * Investigating Fee-Based courses in Dental Assistant Training, Small Business Management and Cisco Networking
- * Co-Chair of the District wide group of instructors from the Business, Economics and Accounting Disciplines to review, map and revise their educational programs
- * Define and plan course offerings with Diesel Mechanics on "Green Diesel" and other sustainable transportation programs
- * Supervise the Divisional staff on the budget for cost control opportunities and review the spending history
- * Co-Chair of the Technology Committee working on drafting and updating the technology plan for COA

2008 – 2010 Instructor

College of Alameda
Alameda, CA

Highlights:

- * Teaching Business and Computer Information Systems to classes of 45+ students
- * Serving as Department Chairperson for Business, CIS and Economics
- * Serving District Trainer providing training on the Student Administration System (Passport)

2006 - 2008 Chief Information Officer

Peralta Community College District
Oakland, CA

Highlights:

- * Succeeded with the implementation of the PeopleSoft Student Administration Module (April 4, 2008). Using change management techniques, this implementation was well received by the District personnel, students and faculty.
- * Initiated the implementation of the PeopleSoft/Oracle Business Intelligence System, which assists the Peralta Administration in developing analysis and reporting tools for the District's operation
- * Implemented a strategy that brought PeopleSoft System in compliance with the goals and specifications of Peralta Community Colleges. Coordinated the efforts of consultants from various companies identify and resolve the technical and functional issues with the system
- * Partnered with Regent Enterprise to develop a new Financial Aid software package which solved Peralta's unique multi-college District's requirements.
- * Developed the operating budget and an operating plan for the Information Technology Department

- * Sponsored a Technology Fair for faculty, and based on their feedback replaced all faculty computers with new models many featuring new features for instruction
- * Facilitated the Strategic plan group: Leveraging Information Technical and established the goals and direction for the group
- * Reinstated the District wide Technology Group. Under my direction, this group facilitated the goals and direction of the Strategic Planning Group
- * Supervised the installation of smart technology into the Boardroom employing the newest electronic presentation devices and document readers to reduce paper use
- * Contributed to the training and team building of the IT Department. This training played a major role in the congeniality of the IT team
- * Collaborated with Cisco on the implementation of Voice over Internet Protocol at Berkeley City College and the District
- * Encouraged a service attitude of the IT staff which met going into field meeting with the Peralta staff at the colleges and in the District's service centers
- * Actively participated in the various projects such as Distance Learning, Web training, and Library technology needs
- * Attended CASBO (California Association of School Business Officials) training on IT "Best Practices" for Community Colleges and K-12 Schools.

1984 - Present Consultant/Owner

Olympic Software Services
 Burlingame, CA
 Hayward, CA

Highlights:

- * Developed a database for the Oakland Tribune for a cover story
- * Member of Oakland 2000 Conversion Project with responsibility for the conversion of the existing systems to Oracle software
- * Coordinate and maintain the Oracle Educational Registration System using Oracle software and scripts
- * Designed and installed Novell network for City of San Jose and Oakland Unified School System on IBM PS/2 Systems (At the Oakland assignment, this included connecting the local school's network to the mainframe at the district office.)
- * Designed, developed, installed and trained a Rbase 4.5+ database for the California Wine Institute on an IBM clone
- * Developed telecommunications configurations and sold telecommunications equipment to Pacific Bell

Minneapolis, MN

- * Designed, developed installed and trained a dbase III+ database and statistical system for the cities of Minneapolis and St. Paul, Minnesota
- * Evaluated various retail systems (NCR, IBM AS400 hardware and POS software) for KIDSMART Stores

1992 - 2006 Tenured and Adjunct Faculty

Laney College College of Alameda
 Oakland, CA
Skyline College College of San Mateo
 San Bruno, CA San Mateo, CA

Highlights:

- * Established, planned, taught and managed the Cisco Academy from inception to June, 2006. As main contact my responsibilities included budget and equipment planning selecting instructors, developing new classes for the CCNA and CCNP Academy programs
- * Taught students, 50-60 per term, Computer Literacy, Lotus 1-2-3, Microsoft Excel, Windows, Internet, Introduction to LANs, Cisco Network Academy Instructor and Word-processing on Macintosh and IBM computers

- * Elected and served as COA's Academic Senate President, Vice President, Secretary, District Academic Senate Secretary. Participated as Adjunct Union representative in Peralta Federation of Teachers

1987 - 88 Systems Engineer Lotus Development Corporation
Minneapolis, MN

Highlights:

- * Worked with Control Data Corporation, Mutual of Omaha, Eli Lilly on the introduction of Lotus 3.0 and the conversion of their macros to this new software
- * Evaluated Excel for competitive product information
- * Presented computer shows in Chicago, New York and Minneapolis of software applications
Freelance, Manuscript, Lotus Notes and 1-2-3

1985 - 87 Supervisor,
Sr. Product Specialist Lee Data Corporation
Eden Prairie, MN

Highlights:

- * Designed a LAN and WAN scheme for Metropolitan Insurance Company using PC's, IBM and DEC Mainframe computers
- * Presented a network design to Charles Schwab using the Banyan network system
- * Did sales staff training and customer presentations on networks (UNIX, Banyan, 3COM, Novell) and network designs features including the advantages of token ring, star, Ethernet and RJ11

1980 - 84 Application Systems Specialist Honeywell, Inc.
Minneapolis, MN

Highlights:

- * Defined and implemented the telecommunications hardware between our system and mainframe computers
- * Provided the technical support and management of the conversion of the old system to the new one
- * Defined, developed and implemented a sales tracking system using the new equipment which saved the company \$1,000,000 per year and resulted in more timely sales reporting
- * Automated a contractor payroll that had unique state and local tax requirements

1969 - 80 Manager: Administrative Services,
Systems Control & Optimization (4 years),
General Office & Terrace Data Centers (3 years);
Systems Design Analyst (4 years) Procter & Gamble Company
Cincinnati, OH

Highlights:

- * System Control & Optimization role involved back-up computer room supervisor, responsibility for overseeing testing and reviewing new systems implementation into production. Also, managed the production software, backup and recovery procedures of these production systems
- * Provided methods training that resulted in savings of \$200,000 per year on different internal procedures and systems
- * Developed a test procedure for new systems to speed up the integration of new systems into the existing operation
- * Designed and developed major software systems for product distribution, personnel, and advertising payroll departments
- * Designed a simulation of a plant which resulted in delaying a corporate expenditure and became the plant scheduling program
- * Managerial responsibilities included budgeting (used zero based budgeting), personnel evaluation and development, and implemented department reorganizations
- * Provided statistical support and training for the plants' quality control groups

EDUCATION

MBA-Information Systems, 2002, Keller Graduate School of Management, Fremont, CA
B.S. Industrial and Systems Engineering, 1969, Ohio University, Athens, OH
Management Training Classes, 1976, Xavier University, Cincinnati, OH;

SPECIALIZED TRAINING

ITIL standards for IT Directors of Colleges and K-12 Schools, 2006
Cisco Academy, CCNP Instructor training, 2003, 2004
Cisco Academy, CCNA Instructor training, 1998, 2002
Microsoft Excel Certified Expert Training, 1998
Oracle Master, Designer/2000 Systems Analyst, 1996
Extensive Technical and Managerial postgraduate coursework

Featured speaker at the Higher Education User Group (HEUG) for PeopleSoft Users (2008)

REFERENCES AVAILABLE UPON REQUEST

OAKLAND UNIFIED SCHOOL DISTRICT – THIRD PARTY REVIEW

CHARTER SCHOOL RENEWAL

School Self Evaluation Form (SSEF)

Self-Evaluation Form

Name of School Leader:

Constance L. Spinnato

Name of School:

Oakland Aviation High School

Please complete with as much detail as you can, use the completion as a staff development exercise if appropriate and send it to your lead reviewer (electronically) two weeks before the review.

Completing this form will help you prepare for some of the discussions which will take place both before and during the review. It will also help the review team get to know you and your school.

Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
 - Include references to where the evidence of your self-evaluation can be found e.g. "excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2007".
- Be very brief (for example, use bullet points or note form).
- Aim to confine your response to up to eight sides of text, if you can.
- Please place an X against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are simply intended to provide guidance for the inquiry to be conducted by the reviewers.
- You are advised to **complete section 1b-c last**. These sections are summative and draw on your evaluations elsewhere in the self-evaluation report.
- Please omit sections where you feel that you are not in a position to respond.

How should evaluations be made?

- You may find it helpful to refer to Renewal Criteria and their respective characteristics outlined in the Handbook.

1 What is distinctive about your school?

Vision Statement:

The vision of OAHS is to hold high expectations for students and staff focused on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining our personal best in every situation.

Mission Statement:

The mission of OAHS is to provide a rigorous educational program that prepares students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

Distinctive to Oakland Aviation High School:

- Advisory program and Student Success Plan. Students meet with Advisory teacher everyday 2nd block. Advisory is utilized to offer critical academic, personal and emotional support for students and ensures that every student has at least one adult mentor on campus. Students will remain with the same Advisory
- teacher all four years while attending OAHS. Advisory teacher will guide, mentor and advocate if needed for behavior contracts and tracks academic progress of their students.
- Student Portfolios are kept by students to showcase progress towards individual academic goals. Two times a year Portfolio Intense focus upon developing values that drive decisions
- Challenging learning program
- Innovation and creativity
- A positive physical environment; and everyone learns and everyone teaches
- Online standards-based assessment system called Data Director/Zoom, that provides teachers with adequate data regarding student assessments, benchmark tests and other pertinent information to develop curriculum
- Online web-based student information system called PowerSchool. Power School is used by teachers, students and parents to check student progress in their academic courses and attendance.
- Strong focus on college readiness for **all** students, every student completes A-G requirements and Aviation courses. Every student receives one on one college and academic counseling from a credentialed Success/Academic counselor, college visits, college presentations at school site, strong focus on students applying for colleges before graduation.
- Family/parent/student/senior/junior information nights that educate parents and students about college application process, grants and financial aid.
- Extensive Exhibitions are held.
- Family/parent,senior and junior information night

2 How effective is your school overall?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know

The mission of OAHS is to prepare students to be lifelong learners and prepare students for college and careers in aviation and business by providing each student with the skills and knowledge they will need to be successful.

OAHS has had one graduating class. The class consisted of 38 students of which 30 students graduated. Of the 30 graduates 4 were admitted to four year colleges and 26 students attended junior or city colleges. Of the students that attended 4 year colleges one received an athletic scholarship and one individual received an academic scholarship. One senior received his diploma in summer school following his senior year and the seven other students enrolled in adult school or went to work.

The 30 OAHS graduates were admitted to the following colleges:

UC Davis

Robert Morris University

Cal State East Bay

San Francisco State

Chabot Junior College

Laney College

Merritt College

College Of Alameda

Our students not only graduated and went on to college but all of them received scholarships for their education.

What are its notable strengths?

- Staff is driven by mission and vision of OAHS. All staff believes that all students will be proficient or advanced on STAR tests. All 9th graders will do 9th grade work. All staff focused on instruction and student achievement. High Expectations for all students.
- Students are all known by teachers, principal and counselor and are continuously encouraged to improve their character, respect one another and their selves, set goals and develop positive work and study habits.
- Families are notified about student's progress on a regular basis and parent meetings, SST meetings are held whenever necessary.
- Standards based curriculum and instruction is driven by data.
- Strong and consistent focus on college or careers in aviation.
- Weekly collaboration and staff development meetings with all staff to improve teacher quality and drive instruction to increase student achievement.

What are the main priorities for improvement?

- Increase CST scores in all areas especially Math and English Language Arts
- Develop quality ELD program that best serves our diverse population and fosters academic success for English Language Learners. Develop a plan that will ensure compliance for ELL students and their families but also work toward providing them with a world class education
- CELDT testing to determine students that are in need of language assistance
- Continue to develop a strong College support program for all students starting in the 9th grade
- Improve Aviation courses in collaboration with College of Alameda and establish a strong compliance with FAA regulations. Increase the number of seniors upon graduation that will be eligible to enroll in AMT/Aviation courses and internships upon their graduation.
- Establish Link Crew for 2011-2012 school years. This is a high school transition program that welcomes freshman and makes them feel comfortable in a high school setting. Students become leaders, mentors and positive role models for freshman students. Through this program the school is expected to become a comfortable environment where new students find support and success all year long, and continuing students find a place where a positive, supportive attitude is encouraged and reflected in their peers. 10-12 grade students will be trained over the summer with Ms. Werner our academic counselor as the advisor.
- Increase academic course catalog.
- Increase course selections to include Spanish, Art and Physical Education and more fine arts such as choir, band etc.

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Being a new principal this year and not having any access to parent or student surveys the only means I have to determine this factor is by word of mouth and parent, student and teacher comments this year. I also reviewed the WASC report for information of feedback from all stakeholders.

What do (a) students and (b) parents most like about the school?

- Safe learning environment for students
- Teachers, parents and students respect one another
- Parents aware of school rules and regulations

What do they feel needs improvement, and what action is being taken?

- Consistent uniform policy for all students, all students are required to wear uniform each day unless they are rewarded a **Free Dress Pass** by administration
- Consistent discipline policy that is adhered to by administration, discipline policy is documented in school handbook that was handed out to all parents and students in English and Spanish. Discipline policy is consistent and consequences are stated for each infraction
- Parent education and training on computer and PowerSchool
- Need to install bell system so students have a cue when to move to class each block
- Need more space to expand with higher enrollment

4 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

- We have had one graduating class with 30 graduates, all going on to college
- School is currently completing 4th year of operation available student assessment was very positive for 2008-2009, where OAHS experienced schoolwide API growth of 39 points. This enhanced achievement was also evidenced by the 50 point growth achieved by the school's Hispanic/Latino subgroup as well as by the 46 point increase earned by Socioeconomically Disadvantaged students.
- OAHS has seen a dramatic increase in the number of students passing both portions of the CAHSEE exam. While still below state averages, these scores do reflect significant improvement.
- AYP data has also revealed recent improvement, because the school failed to reach AYP targets in 2006-2007 and 2007-2008 the school was identified for Program Improvement. As detailed in the chart below, during the 2008-2009 assessment cycle, the OAHS successfully met all six applicable AYP criteria points

Oakland Aviation High School CAHSEE Passage Rates

School Year	Students Tested Math	Students Passed Math	Students Tested ELA	Students Passed ELA
2007-08	63	33 (52%)	62	34 (55%)
2008-09	30	21 (70%)	30	23 (77%)

Oakland Aviation 2008-09 AYP Report for English Language Arts

Group	Valid Scores	Number Proficient	Percent Proficient	Met 2009 AYP Criteria
Schoolwide	26	12	46.2	Yes
African/Am.	7	N/A	N/A	N/A
Hispanic/Latino	19	8	42.1	N/A
English Learners	6	N/A	N/A	N/A
Socioeconomically Disadvantaged	24	10	41.7	N/A

Oakland Aviation High School 2008-09 AYP Report for Mathematics

Group	Valid Scores	Number Proficient	Percent Proficient	Met 2009 AYP Criteria
Schoolwide	25	8	32.0%	Yes (CI)
African/Am.	6	N/A	N/A	N/A
Hispanic/Latino	19	7	36.8%	N/A

English Learners	6	N/A	N/A	N/A
Socioeconomically Disadvantaged	23	7	30.4%	N/A

Oakland Aviation High School Wide API

Year	Base	Growth Target	Actual Growth	Schoolwide Target met	Subgroup Targets Met	Both Schoolwide Subgroups
2008-09	518	14	557 (+39)	Yes	Yes	Yes
2007-08	519	14	518 (-1)	No	Yes	No
2006-07	B	B	519	N/A	N/A	N/A

2008-09 Oakland Aviation High School API Subgroup Data

Subgroup	Number of Pupils Included in 2009 API	Numerically Significant in Both years	Subgroup AP Base	Subgroup API Growth Target	Subgroup Growth	Met Subgroup Growth Target
African/American	23	No				
Hispanic	62	Yes	511	14	561 (+50)	Yes
English Learners	59	No	N/A	N/A	488	N/A
Socio-Economic Disadvant	76	Yes	512	14	558 (+46)	Yes

In which subjects and grades do students do best, and why?

- It seems that students do better in classes where they can write and read
- Students also show improvement in elective courses

In which subjects and grades is improvement needed, and what action is being taken?

- Math and English Language Arts are still the subjects that show the highest number of

students that are far below basic or basic

- 2009-2010 scores showed a dramatic drop in points in AYP and API. OAHS did not meet targets which included all sub groups

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

- English Language Learners did not meet targets

5 How effective is the quality of instruction, including teaching, learning and curriculum?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

Classroom observations of:

- Instructional Practices
- Data Driven instruction by teachers
- Curriculum aligned to state standards
- Non-evaluator Walkthroughs to determine student and teacher behaviors that relate to learning and student achievement
- Teacher collaboration time and staff-development every week
- Data talks among teachers regarding student performance in their classes
- RTI (Response to Intervention) used to identify students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions, identify students with learning disabilities or other disabilities. Teachers provide high-quality instruction/intervention matched to student needs to inform educational decisions. RTI is embedded in block schedule and teachers are able to reach students during this long block and pull out is also available during this time

Which are the strongest features of teaching and learning, and why?

Teaching to state standards in each subject matter area is essential and required by all teachers.

- High expectations by all staff for all students
- Clear articulated expectations, goals for all students
- A commitment by all teachers to guarantee and believe that all students can learn and achieve.

What aspects of teaching and learning most need improvement, and what action is being taken?

- Continued work on developing programs to accelerate achievement for students who are performing below grade level. Intervention classes and remediation classes must be developed to meet needs of our diverse population and for new students enrolling other than in the 9th grade
- Align Aviation courses to OAHS charter in collaboration with College Of Alameda that best fulfills the needs of our students
- Introduce a systematic approach to Academic Vocabulary across the curriculum to enhance students' academic background knowledge that they need to understand the content they will encounter in school.
- Increase ELA,CST,and CAHSEE scores

6 How effective is the assessment of student learning?

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

How do you know?

- Common rubrics used for Advisory and Portfolio Projects
- All staff use same assessment system to share student academic progress
- All staff have high expectations for all students and student achievement
- Progress Reports and Report Cards

What are the strongest features of assessment?

- Immediate feedback to students and teacher and families
- Online assessment system in PowerSchool.Data Director/Zoom
- Making learning objectives and goals clear and accessible

What aspects need improvement, and what action is being taken?

- Educate staff on data and how data drives instruction
- We need to meet the Multiple Pupil Outcomes at a higher rate by all students especially in Aviation courses
- Identify growth areas and critical needs area and develop curriculum to meet the needs of our students
- Increasing parent involvement and helping parents to understand the importance of college and their child's academic progress or lack of progress. Educating parents on student's needs

7 How well are students' attitudes, values and other personal qualities developed?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

- Family atmosphere has developed among students
- Value statement of the OAHS charter is very strong

Which are the strongest aspects, and why?

- Students have a feeling of family and belonging
- Strong role models in adult mentors on campus
- Students are taught to set goals for themselves

What most needs improvement, and what action is being taken?

- Develop a strong belief in students the importance of education and that all of them can attend college
- Develop a feeling of respect for teachers, students, parents and themselves
- Develop Link Crew for 2011-2012 school year
- Develop and Implement ASB and clubs for students to join that will enable them to discuss and interact with students that have same interests and goals. Helps them to understand and be able to appreciate and celebrate student differences

8 How well does the curriculum meet students' needs?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

- Most students are engaged in classroom per observations of classes on a daily basis
- Curriculum content is accessible to all of our student population

- Curriculum is well rounded not only standards based curriculum but many elective choices for all students

What are the best and most innovative aspects of the curriculum, and why?

- Curriculum is standard based and A-G approved
- Curriculum has strong focus on Aviation across the curriculum
- Students are exposed to speakers, field trips and outside work experience that only enhance their learning experiences beyond the classroom
- Academic expectations are high

Which areas of the curriculum need improvement, and what action is being taken?

- All courses must be A-G approved
- Offer AP courses and Honor courses for students that are ready to move on and accessible to all students
- Teachers in common departments use pacing guides

9 How effective is the leadership and management of the school??							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
<p>How do you know? I am a new principal and I cannot answer to the leadership of prior years. I can only answer to what I feel needs to improve.</p> <p>Which aspects of leading and managing the academic performance of the school work best, and why?</p> <p>In what ways does the leadership and management of the academic performance need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> • Strong focus on discipline and being consistent with all students • Transcripts • Course catalog needs to be more detailed in describing course offerings 							

- Graduation course requirements updated to reflect OAHS charter

10 How well does the school work in partnership with parents, other schools and the community?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

PARENTS:

- Attend ELAC, Parent meetings and Family Potluck
- Senior parents attend meetings for graduating Seniors and often visit counselor for more information
- Parents visit OAHS often and sit in on classes

OTHER SCHOOLS:

- OAHS works very closely with OUSD Special Education Department who work with our students and their special needs
- Partnership with BACSAC, CIF athletic affiliation for OAHS. We participate in Boys and Girls' Soccer and Boy's and Girls' Basketball
- College of Alameda, and Cal State East Bay affiliation

COMMUNITY:

- Port of Oakland partnership and part of our charter
- Oakland Police Department, FAA and Aviation Institute of Maintenance, Aviation Museum

Which are the strongest features, and why?

- OUSD affiliation ,benefits our students with resource help from Ms. Hodge on a regular basis
- Member of BACSAC and CIF, membership with other charter schools in athletic competition
- College Of Alameda partnership has allowed our charter to offer students Aviation courses through the college that meet the requirement of the charter and will prepare students upon graduation from OAHS to be able to apply for internships in Aviation Mechanics
- Cal State East Bay has become a great partnership this year in working with our senior and juniors with the EAP program and early admission for students to CSUEB.
- United Airlines has become a great partner not only with proposed membership to our board but access for our students to events such as Fleet Week. United has also been very supportive in OAHS fundraising pursuits, and they have donated furniture.

What most needs improvement, and what action is being taken?

- Create more internship with FAA. And other organizations that will enable our students to use what they have learned in Aviation courses. Have been in contact with FAA and AIM program and we will be working on internships for our students for school year 2010-2011.

- Become more aligned with College of Alameda and the Aviation courses enabling our students to pass the courses for Aviation. Work with the new VP of aviation program Dr. Rebecca Kinney and devise curricular plan that will ensure our students will be successful and we are in compliance with our OAHS charter.
- Improve parent participation and support by creating opportunities for parents to be informed of OAHS events.

11 How effectively does the school community analyze and use school wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

- OAHS uses state testing data to identify school strengths and critical areas for growth, and to determine needs for interventions and reaching
- Variety of observations by administration and staff (Walkthroughs, formal and informal evaluations, Quick Visits) are used to collect data on instructional strategies and classroom management, reflect on continuity and efficacy.
- BTSAs mentor on campus and consistent support by mentor. BTSAs meet 2 times a month but BTSAs teachers meet BTSAs provider every week for one-on-one support and twice monthly as a group, in all meetings teachers reflect on efficacy and develop strategies for improvement
- RTI meetings with all staff to determine strategies that are working for teachers with same students, and to prevent academic problems and to determine students that need more intense help

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement?

- RTI (Response to Intervention) was started this year to help teachers determine students that needed more intense help, teachers are able to meet with other teachers that may be successful with particular students and they are able to share and discuss ways to better serve the students in their own classrooms.

To what extent are parents and students informed of student performance data individually and school wide?

- All students have access to their current academic progress and can discuss with their counselor areas for improvement and growth
- All teachers in the classrooms have discussed data with students in regards to CST scores

What do they feel needs improvement, and what action is being taken?

- Parents need to be educated on what the data means, will be holding parent education nights where data will be explained and each parent will know exactly where their child stands.
- Parents and students need to have access to standardized test scores each year plan to mail these reports each year to each parent and students will go over test scores in Advisory class
- OAHS needs to refine the academic program to meet all the needs of all students and raise

proficiency levels of students that are basic or far below basic.

- Parents need to be informed of student progress and counselor will meet with each parent and student to discuss growth and critical areas that need improvement

12 How effective is the governing body of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

- Being a new principal I have not been able to really judge the efficacy of the board. In my meetings to this point they have been supportive of Oahs and I feel they have done due diligence

What are the notable features of the governing board in the school?

- I would say that the board has been the same for some time

How effectively does the school board work with the school leader/s?

- I feel they have been very supportive to this point

13 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

- Guided by documented financial policies
- Operated with no deficit last year
- There were no audit findings in 2008-2009 school year and 2009-2010 school year is not complete
- Adherence to strict structured financial policies

Which aspects of the school's fiscal operations work best?

- Partnership with EDTEC, an outside agency who assists the school with payroll, accounts payable, etc.
- Monthly financial statements are discussed in depth with board members and administration
- Management of the board materials for meetings and a check and balance system

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

- More intense fundraising endeavors by all

14 How effectively overall are the five Renewal Criteria applied?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory

How do you know?

Improving Student Achievement:

- Students graduating and going to college
- Students passing CAHSEE before graduating

Strong Leadership:

- Focus on mission and value statement

Focus on Continued Improvement:

- WASC 6 year accreditation is used as a guide to improve critical needs areas of curriculum and school

Responsible Governance:

- Board member retention

Fiscal Accountability:

- Clean audits
- The school continues to have an adequate operating budget

Which quality standards are adhered to best, and why?

Improving Student Achievement:

- Clear stated standard and Measurable pupil Outcomes that must be achieved
- Learning Targets, assessments and constant feedback to students and parents
- Demonstrate High expectations for all students, all expected to complete A-G requirements
- All students expected to be accepted to 4 year college or internship in Aviation
- Adequate funds are allocated for textbooks, supplies, and instructional materials that

enhance the curriculum

- Addition of a full-time Academic/Success counselor
- Highly Qualified teaching staff

Strong Leadership:

- Qualified experienced Instructional Leader
- Effectively communicates to staff and parents the vision and mission of OAHS
- Strong instructional focus and focus on student achievement
- Constant collaboration with staff on expectations for student achievement
- Creates school culture that is cooperative, respectful and generates pride and accomplishment among students and staff
- Continuous Staff Development for staff and continued support for teacher growth
- Transparent to board, staff and parents of school growth and needs for improvement
- Strives to implement WASC plan with the collaboration of staff and parents

Focus On Continuing improvement:

- Use all data sources and assessments and instructional strategies for improvement
- Establish benchmarks to monitor student progress and then use these assessments to improve curriculum and instructional strategies
- Establish clear and concise method of achieving OAHS's mission and goal as it is stated in charter

Responsible Governance: (I feel I am not really ready to elaborate on this since I am a new principal)

- Board must be aware of curriculum, test scores and data of school
- Board must be more visible and active in school

In which quality standards are improvements needed, and what action is being taken?

- CST scores need to improve for all students
- Curriculum must be adapted to state standards and align with state standardized tests
- Student transcripts must be cleaned up and reflect courses students took and credits applied
- Graduation requirements must align with the OAHS charter
- Each student must be counseled on their Success Plan and given an actual method of completing plan
- All students must pass CAHSEE before graduation
- Improving state standardized test scores for all sub groups and students by monitoring students and teaching to state standards
- Retain highly qualified teachers by supporting them and offering salary increment increases for each year of employment with OAHS
- Must be more visible in community by fundraising efforts and communication with media to publicize OAHS
- Hire individuals that will only enhance our educational program, such as ELD Director, Spanish, Art and Physical Education teacher.
- Develop more partnerships with industry and corporations that reflect Aviation

15 What are the most significant aids and/or barriers to raising attainment for the school?

Aids:

- Committed, dedicated and driven faculty that believes in the mission of the school and the students
- Supportive parents
- Supportive partnerships developing for OAHS that will only enhance opportunities for students

Barriers:

- There has been a high turnover of staff and students in the last year
- Students that enter OAHS other than as a 9th grader need interventions and remediation
- Support for English Language Learners
- Math and English intervention
- Attendance and truancy especially tardiest

Need for Growth:

- SAT prep support for all students
- Scholarship opportunities
- More students going into Aviation as a career upon graduating from OAHS
- More students enrolling in 4 year colleges
- Maintain resources necessary to sustain and support school
- Plans to increase attendance to 400 will need more facility space in future
- All students proficient or advanced in all curricular areas on state standardized tests
- Effective preparation and education of parents regarding their child's education
- Intervention Programs

Schools are asked to complete this document. This document must be submitted with the School Self-Evaluation Form (SSEF).

Name of school: Oakland Aviation High School!	Name of School Leader: Constance L. Spinnato
School address: 7801 Edgewater Drive Suite 2000 Oakland, Ca. 94621	e-mail of School Leader: cspinnato@aviationhighschool.org
School Phone number (510)633-6375	School Leader direct line (510)633-6341
School website: www.aviationhighschool.org	Fax number: (510)633-6351
Name of district school located in: Oakland Unified	Authorizer: Oakland Unified School District

Financial Information EDTEC				Year 2010-2011		
Total Operational budget		\$1,095,796	Per student Revenue		8.364	
Total Expenditure		\$1,130,505	Expenditure per student		8.630	
Balance brought forward from previous year		\$137,660	Balance carried forward to next year			
Student Information		Ultimate design size	400	To be achieved by		2012
Students on the school's roll		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of students on the school roll		47	109	88	120	
Number of students: <i>free/reduced lunch</i>						
Special Populations					Number of students	
Number of students with special educational needs					2	1
Number of students with English as a second language (who qualify for support)						3
Pupil mobility in the school in prior year					Number of students	
Students who joined the school other than at the usual time of first admission					7	
Students who left the school other than at the usual time of leaving					12	
Attendance					% Attendance	
School data					95.92%	96.17%
Ethnic background of students 2010-11		Number of students		Discipline - last school year 09-10		Suspension # of incidents
						Expulsion # of incidents
African-American		15		African-American		
Asian-American		0		Asian-American		
Hispanic		106		Hispanic		
Caucasian		2		Caucasian		
Mixed/ No Response				Mixed/ No Response		

ELL	3
SPED	1

ELL		
SPED		

Grade levels included in charter		Student enrollment				
Grade	Yes / No	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Pre K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	Yes	53	43	32	22	62
10	Yes	0	64	41	31	25
Qualified teachers						
Total number of qualified teachers (FTE)					7	8
Number of students per qualified teacher						21
Deployment of teachers						
Average class size						25
Recruitment of teachers						
Number of teachers who left the school during the last two years						
Number of teachers appointed to the school during the last two years						
Total number of vacant teaching posts currently (FTE)						0

Constance L. Spinnato
..... (Signed) ...11/3/10..... (Dated)



**OAKLAND AVIATION
HIGH SCHOOL**
Extraordinary... not Ordinary...



**2010 – 2011
COURSE CATALOG**

7801 Edgewater Dr. Suite 2000
Oakland, CA 94621
(510) 633-6375
www.aviationhighschool.org

Elective Course Catalog 2010-2011

▲ = This course meets both California State University and the University of California admission requirements.

LANGUAGE ARTS

English 9 P, 10 P, 11 P, 12 P

Grades 9, 10, 11, 12

Prerequisite: none

At each grade level, students will read significant literary works and nonfiction texts in order to explore values, ideas, and important issues. Listening, speaking, reading, and writing skills will be developed in the context of the literature and in response to student needs. Through the writing process, students will achieve skills in a variety of writing styles.

Students will also receive preparation at English 9 and 10 for the California High School Exit Exam. ▲

CAHSEE Prep English

Grade 11-12 - Prerequisite: none

This is an intervention class for students who *have* attempted, but not yet passed, the language arts portion of the California High School Exit Exam required for graduation. The class is taken concurrently with grade level English.

CAHSEE Prep English

Grade 11-12 - Prerequisite: Has no passed the California High School Exit Exam (CAHSEE)

This course is designed to help students acquire the skills necessary to pass the CAHSEE. This course may be repeated for credit.

SOCIAL SCIENCE

World History P - Grade 10

Prerequisite: none

course presents an overview of the cultures, geography and history of humankind – western and non-western-from earliest civilizations to the present. Emphasis is on world history from 1500. ▲

Psychology P - Grades 11-12

Prerequisite: none

This course encompasses all areas of psychology as a theoretical and applied social science. Students will be introduced to the major theorists, schools of thought, concepts and terms in all areas of psychology. Topics will include: understanding of self and individual differences; understanding and communicating with others; developmental, abnormal, social,

personality, biological and cognitive psychology. ▲

United States History

Grade 11

Prerequisite: none

This will be a comprehensive United States History course with emphasis placed on the period from the end of reconstruction to the present. Topics will consider American chronology, historical development, growth, change, character, values, and geographic significance. ▲

American Government, Civics, and Economics P - Grade 12

Prerequisite: none

One term of this course is a study of the structure and operation of American political institutions with emphasis on the Constitution and selected Federalist Papers, the Bill of Rights, the court system, federalism, and comparative governments. The other term is designed for the 12th grader and is a practical study of the features and functions of economics and economic systems. The course develops an awareness of economic principles and theories and encourages students to recognize and interpret economic happenings in their society. ▲

MATHEMATICS

Algebra Grades 9-12

Prerequisite: 9th grade placement based on multiple measures

This course introduces algebraic symbols and the structure of a mathematical system. Students will learn deductive reasoning and the use of literal numbers, signed numbers, formulas, equations, and graphs in solving problems related to math, science, business, vocations, and trades. ▲

Pre-Calculus - Grades 10, 11, 12

Prerequisite: C or above in Algebra 2 P

This course deals with the material that will prepare a student for the calculus at the college or university level. It is a course dealing in basic functions of a real variable. It will include polynomial, rational, exponential, logarithmic, and circular functions. Analytic geometry is a major part of the course and the analytic geometry material will include the straight line, parametric equations, the conic sections and graphing transformations. Additional topics, which may be included, are sequences and series, limits of functions, and an introduction to the *derivative* and infinite sums. Students will use a graphing calculator as part of the course. ▲

Geometry. Grade 9-12

Prerequisite: C or above in Algebra (9th grade placement based on multiple measures)

This course deals with the *discovery* of geometric properties; algebraic and numerical solutions to geometric problems; geometric constructions; the use of definitions, postulates, and other theorems to prove geometric theorems; and an introduction to right triangle trigonometry. The course will include an introduction to coordinate geometry and may include material on transformational geometry and logic. Both deductive and inductive reasoning will be used. ▲

****CALCULUS TO BE OFFERED
PENDING A-G APPROVAL**

Algebra 2 Grades 10-12

Prerequisite: C or above in Geometry

A comprehensive *review* and extension of algebra with the introduction of new concepts. Trigonometry is presented in its relationship to algebra, and geometry, and as a link and foundation for future work in pre-calculus and calculus. Students will use a graphing calculator as part of the course. ▲

CAHSEE PREP MATH-Grade 11-12-

Prerequisite: Has not passed the California High School Exit Exam (CAHSEE) This course is designed to help students acquire the skills necessary to pass the CAHSEE. This course may be repeated for credit.

PHYSICAL EDUCATION

Students involved in a competitive sport will receive PE credit. Student must attend all practices and competitive games to receive credit. All Freshman students will be enrolled in a Kayak course at Jack London Aquatic Center for PE Credit. Independent study for PE is also option for 11th and 12th graders.

SCIENCE

▲ = This course fulfills the physical science graduation requirement.

● = This course fulfills physical science or third year science graduation requirement.

Biology Grades 9•10

Prerequisite: 8th Grade Physical Science Investigations or completion of earth science

This standards-based comprehensive college-preparatory course promotes an understanding of the nature of science and its processes that will emphasize the nature, growth, and function of scientific theories. An inquiry-based approach utilizing critical thinking skills will be employed to study the following: evolution, cell theory, genetic continuity, relationship of structure and function, inter-relationships of organisms with the environment, and the form, function, health, and welfare of the human body. Laboratory work and classwork stress skillful reading, careful observations, accurate record keeping, and thoughtful analysis through experimentation. ▲▲

Environmental Science Grades 10-12

Prerequisite: C or above in Earth Science or Biology

Environmental science is the study of interactions among physical, chemical, and biological components of the environment. Environmental science focuses on pollution and degradation of the environment related to human activities and their impact on biodiversity and sustainability. Environmental science covers issues such as climate change,

Chemistry. Grades 10•12

Prerequisite: C or above in Biology and Algebra

This course covers the organization of chemistry, chemical formulas, equations, states of matter, carbon and its compounds, and chemical reactions. This course will focus on the study of the atom, stressing electron configurations and the chemical Changes taking place as a result of differences in these configurations. Problems using algebra in story form are assigned throughout the course. A large percentage of class time is spent in the laboratory. ▲●

Astronomy, Aeronautic, Rocketry Grades 10-12

Course #3442 – (Credits: 10 Elective

This course will provide students with a hands-on, inquiry based overview of astronomy, rocketry, aeronautics and spacecraft technology, where learning will be an active process. Students will design, build and launch model rockets. Technology utilized in this course will be model rockets with flight computers, full functioning computerized weather station, telescope with GPS and CCD imager.

Physics Grades 11•12

**Prerequisite: B or above in Chemistry and Algebra 11/
Trigonometry**

This course is recommended for students who are interested in university majors in mathematics, Science and engineering. The content of the course includes: mechanics, kinematics, heat, sound, light, and electricity. Students will be expected to solve difficult problems, which require advanced high school mathematics. ▲●

conservation, biodiversity,
groundwater and soil contamination,
use of natural resources, waste
management, sustainable
development, air pollution, and noise
pollution. ●

MODERN LANGUAGE

Spanish I P Grades 9-12

**Prerequisite: strong English skills
This course taken at: College of
Alameda.**

A beginning course offering language fundamentals: conversational patterns, reading, listening, writing, basic grammar, and introduction to culture. Oral communication will also be emphasized. It is not recommended that native speakers of Spanish take this course. Incoming Freshman students who meet the writing assessment requirement will be placed in this class. ▲

Spanish II P - Grades 9-12

**Prerequisite: Spanish I or equivalent. This course takes at:
College of Alameda.**

A continuation of skills acquired in Spanish I with increased emphasis on reading and writing. Further culture study will be included. Oral communication will also be emphasized. It is not recommended that native speakers of Spanish take this course. ▲ ***This course will be offered at OAHS 2011-2012 School year***

Spanish III P - Grades 10-12

Prerequisite: Spanish II or equivalent

A continuation of skills acquired in Spanish II with increased emphasis on vocabulary and reading and writing of simple prose. Further cultural studies will be included. Oral communication will also be emphasized. Incoming freshmen who do not meet the writing assessment requirement for Native Speakers I class will be placed in Spanish III. ▲ ***Pending A-G approval***

BUSINESS AND COMPUTER TECHNOLOGY

Computer Essentials (semester course) Grades 9-12

Prerequisite: none

This course is a student's introduction to computer literacy with an emphasis on mastering keyboarding skills (proper keystrokes, posture, speed, and accuracy). Students will also be introduced to computer applications like Microsoft Word to produce business and college documents (letters, 2-page reports, e-mail). Classroom is set up as a business with, individual technology worksites for each student.

Computer Applications I Grades 9-12· Prerequisite:

**Computer Essentials recommended
OR basic computer technology
background with previous
keyboarding skills**

For those students with some (not extensive) technology experience, This course continues to develop student's computer literacy with an emphasis on computer applications. Students will be prepared for a position that utilizes computer skills, as well as enable college-bound students to utilize their computer skills attained to produce the necessary theme papers and reports needed in college. Emphasis in this class is on Microsoft Office (i.e. Word, Excel, PowerPoint, and Publisher), The classroom is set up as a business with individual technology worksites for each student.

Computer Applications II Grades 10-12

Prerequisite: Computer Applications I with a C or better OR instructor approval

This course is a continuation of Computer Applications I with an emphasis on advanced skills in Microsoft Word, Excel, and Desktop Publishing/Graphics. Students will produce such documents as; reports with graphics, spreadsheets, newsletters, and a personal employment portfolio presentation utilizing a multi-media program. Classroom is set up as a business with individual technology worksites for each student.

NON-DEPARTMENTAL

Journalism – Grades 9-12

Prerequisite: none

Journalism is the class that prepares and publishes the school newspaper (the Lion Post) approximately 9 times during the school year. Strong, motivated writers are needed to write news, opinions, features, sports and entertainment articles. Students will become familiar with computer programs such as Photoshop and PageMaker used to design and layout a paper. Journalism staff members need to be self-motivated, hardworking, flexible and dependable.

**Leadership
Grades 9-12**

Prerequisite: none

This course is designed to develop the basic concepts of student government. It enables the student to explore the areas of: leadership skills, group processes, activity planning, value clarification, goal setting, problem-solving, and parliamentary procedures. Leadership provides the student the time to function more effectively as a student leader. This class is recommended for student body and class officers and any student interested in Student Government.

**Peer Assistant – Grades 10-12
Prerequisite: teacher or counselor
recommendation**

This course focuses on issues of importance to high school students with an emphasis to teacher conflict management skills. In addition to traditional class work, students may be involved in peer tutoring, new student orientation, and peer-education, presentations to peers and community, and conflict mediation. This course would be of particular interest to students interested in the helping professions such as social work, counseling, early childhood education, and teaching.

**Yearbook – Grades 9-12
Prerequisite: teacher permission**

Staff members are chosen based on outstanding academic achievement, attendance, organizational skills, dependability and positive attitude. The yearbook staff prepares and publishes the school yearbook. Staff members will not only create the yearbook and learn about deadlines, they are also involved in a small business. Skills needed for yearbook are writing, organizing, and editing copy. All yearbook layouts are created on computer. Planning and preparing the yearbook for publication and distribution also includes photography and artwork. It is sometimes required that staff members spend extra time outside of the scheduled yearbook class to work toward their deadlines.

**Speech/Debate 401
Grades 9-12
Prerequisite: none**

This course is an exciting elective designed to prepare students to hold their own as formidable orators in debate and discussion, in college, careers and throughout their lives. This class focuses on essential listening, speaking, reasoning and argumentation skills, with a view to prepare students for oratorical and spoken word events, presentation skills and public speaking throughout their professional lives. The students in this class will train as a speech and debate team, attending various oratorical events throughout the school year. Students will be exposed to open mics and toast masters events as well as business communication strategies and protocols in this course, preparing them for the world of work in general, as well as the information and entertainment industry.

AVIATION

Introduction to Aviation **Grades 9**

Prerequisite: none

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight related areas. Subjects include historical developments in aviation and the airline industry, theory of flight, airport operations, aircraft systems and performance, elements of air navigation, basic meteorology theory, air traffic principles, flight physiology and aviation regulations and safety.

Aeronautical Science, Private Pilot **Grades 10-12**

This course examines the basics of pilot certification, aircraft systems and instrumentation, aerodynamics, aircraft performance, VFR cross-country navigation techniques as it applies to single-engine operations and weather reports and forecasts. This course includes the Federal Aviation Regulations, the NSB, and elements of resource management, hazardous attitudes and aviation physiology.

*****The following aviation courses are taught by College of Alameda professor's on OAHS's campus and students receive college credit in addition to fulfilling some high school graduation requirements. The following course descriptions are provided by the College of Alameda in their 2007-2009 course catalog.***

AMT 81, Aircraft Component **Inspection II** **Grades 10-12**

3 Units, 2 hours lecture, 3 hours lab
Continuation of AMT 80: Orientation and shop safety, plastic and bonded structures, aircraft structures, wood structures, welding, and fabric structures.

AMT 82, Aircraft Component **Inspection III** **Grades 10-12**

3 Units, 2 hours lecture, 3 hours lab
Continuation of AMT 81: Orientation and shop safety, FAR 65, FAR's, aircraft drawings, maintenance forms and records, electricals circuits, electrical meters, batteries, aircraft electrical systems, and electrical schematics.

Aeronautical Science, Air Traffic **Controller** **Grades 10-12**

This course provides an analysis of Air Traffic Control (ATC) functions and studies the history, development, and structure of the National Airspace System; explores navigation aids, ATC radar systems, terminal and en route control, flight service and weather facilities, instrument flight rules, airspace, and FAA regulations.

AMT 83, Aircraft Component Repair I **Grades 10-12** **5.5 Units, 3.5 hours lecture, 6 hours lab**

Intermediate airframe principles and practices: Orientation and shop safety, advanced electrical, aircraft instruments, cabin environmental systems, ice and rain protection, landing gear warning systems, takeoff warning systems, and materials and processes.

**AMT 84, Aircraft Component Repair
II - Grades 10-12**

5.5 Units, 3.5 hours lecture, 6 hours

b. Continuation of AMT 83:

Orientation and shop safety, ice and rain protection, landing gear warning systems, takeoff warning systems, and materials and processes.

**REPORT
OF THE VISITING COMMITTEE
April 21, 2010**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

Focus on Learning

For

Oakland Aviation High School

Oakland, California

A Charter School of the
Oakland Unified High School District

April 18-21, 2010

**REPORT OF THE WESTERN ASSOCIATION OF SCHOOLS AND
COLLEGES VISITING COMMITTEE**

For

OAKLAND AVIATION HIGH SCHOOL – FOCUS ON LEARNING

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OAKLAND AVIATION HIGH SCHOOL

**WASC VISITATION
MEMBERS OF THE COMMITTEE**

Mr. Tom Minshew
Principal
Terra Nova High School

Mr. Philip Morales
Counselor and Attendance Supervisor
Terra Nova High School

Mr. Richard Boitano
Associate Superintendent-Education
Jefferson Union High School District
Chairperson

CHAPTER I

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

PROFILE FROM SCHOOL DOCUMENT

Background

Located adjacent to the Oakland International Airport, Oakland Aviation High School (OAHS) is a small comprehensive Charter High School serving students from traditionally economically and educationally depressed neighborhoods located in Oakland, San Leandro, Alameda and Hayward. As it enters only its fourth year of operation, Oakland Aviation is currently housed in an older facility, whose previous purpose was most likely that of a barracks complex. While this building provides OAHS with a great deal of space, and while the staff has made a number of improvements designed to enhance its overall appearance and capacity as a school plant, remaining in this facility as the school continues to grow would require an infusion of resources that would be difficult to obtain. Consequently, the school staff is currently researching alternative sites and is hoping to move the school program to a new site as early as August, 2010.

Drawing from culturally and economically diverse neighborhoods previously mentioned, Oakland Aviation High School is very much a reflection of its multi-cultural attendance area. A review of current enrollment statistics reveals a student population consisting of 74% Hispanic/Latino, 17% African American and 2% White not Hispanic. Of the 120 students currently enrolled at OAHS High, approximately 78% are eligible for the Free or Reduced Lunch Program while approximately 42% are designated as English Learners, with the vast majority of those speaking Spanish.

Student Indicators

(1) Enrollment Patterns:

During its four years of operation, OAHS has seen a mix of student growth and unexpected attrition. As noted below, over the last four years, taking into account the fact that the school opened in 2006-07 with only 9th and 10th grade students, overall enrollment has continued to rise, despite attrition attributed to issues regarding location and adjustments to the school's academic programming. With a 2009-10 enrollment of 120 students, Oakland Aviation remains far short of its projected total enrollment of 300 students. However, despite this rather small enrollment, a visit to the school finds a well-behaved student body, driven by common academic and personal goals, proceeding to orderly classes, in a friendly and businesslike manner.

Oakland Aviation High School Enrollment Trends

Grade	2006-07	2007-08	2008-09	2009-2010
Totals	47	109	88	120

With 78% of its students qualifying to receive free or reduced lunch, Oakland Aviation High currently maintains a School-Wide Title I Program. Accordingly, utilizing Title I funding, the school has established a number of goals designed to enhance the academic achievement of all students. This categorical funding supports the maintenance of important initiatives such as the after school tutorial and the Advisory program.

Oakland Aviation also continues to serve a growing number of English Language Learners, in a program supported by the school's general operating budget. Concerned about the academic progress of these students, professional development around differentiated instruction has been provided to all staff members while communications to the parents is provided in Spanish, both verbally and in writing. However, at the present time, the school lacks a functioning English learner Advisory Committee and has yet to create a process for re-designating students as fluent English proficient (RFEP).

Limited English Proficient Students

School Year	African American	Hispanic/Latino	White not Hispanic	Multiple/No Response
2006-07	15 (32%)	32 (68%)	0	0
2007-08	37 (34%)	67 (61%)	4 (4%)	1 (1%)
2008-09	23 (26%)	62 (70%)	1 (1%)	2 (2%)
2009-10	21 (17%)	88 (74%)	3 (2%)	8 (7%)

(2) Attendance Patterns/Dropout Rate:

Oakland Aviation High School Actual Attendance Rates

Despite transportation issues relating to the school's current site, Oakland Aviation High School has, since its inception, maintained an attendance rate that has never dropped below 92%. This positive attendance pattern is not surprising given that daily and prompt student attendance remains a consistent faculty focus. Tardiness, however, does appear to be an issue of concern.

2006-07	2007-08	2008-09	2009-10 (YTD)
92.46%	95.93%	92.23%	95.92%

Bearing in mind these efforts, a review of evidence reveals that OAHS has an adjusted grade 9-12 dropout rate of 5.4%, a figure well below District average. Since the school is

only now in its fourth year of operation, an adjusted four-year dropout rate is not yet available. However, evidence does suggest that this rate will be well below the Oakland Unified High School District rate that is close to 30%.

(3) Special Needs Populations:

In accordance with the concept of Least Restrictive Environment, special education students are integrated into mainstream classes to the greatest degree possible and are responsible for meeting the same outcomes as their non-disabled peers. At the present time, only two students qualify for some level of Special Education service. This service is provided by a specialist from the Oakland Unified School District, who works with individual students as well as with the school's teachers in order to ensure that they are aware of individual student issues and to make certain that Individual Educational Plans are both current and compliant.

Evidence further indicates that OAS School's special education students are involved in a standards based program and will therefore receive an Oakland Aviation High diploma.

(4) Suspensions/Expulsions:

Policies and procedures governing student behavior are both clear and comprehensive. These policies and guidelines are extensively detailed in the Oakland Aviation High School Student and Family Handbook, which is regularly revised, and is distributed to all OAS students and their families each fall. This document is provided in both English and Spanish. Parents and students report that this handbook is comprehensive, clearly written and easy to understand.

The staff at Oakland Aviation High clearly understands that the maintenance of a safe and orderly campus is essential to the achievement of academic success. However, in an effort to maintain safety, it remains their policy that suspension and expulsion be utilized when all other means of correction have failed, or when the principal determines that the student's presence on campus would constitute a threat to the welfare and safety of other students or severely disrupt the school's educational process. However, it is important to note the difference in how parents and students view personal safety as opposed to the condition of the school's buildings. In a recent survey conducted for use in compiling the Self Study document, students at the school gave OAHS a rating of 2.4 out of 5 when asked if, "The schools is a safe, clean and orderly place that nurtures learning." The parental rating was not much higher at only 2.8. However, after speaking with both students and parents, it is clear that these relatively low ratings were directed at the school facility and that both parents and students feel that the school is a very safe and nurturing place. Staff did, however, detail the need for, "Clear, water-tight, transparent consequences for discipline issues" that should be consistent for all students.

(5) School-wide Data on Student Performance:

While the schools is currently completing only its fourth year of operation, an examination of available student assessment data recorded during the past three assessment cycles reveals several very positive schoolwide trends. As detailed on the charts displayed below, during the 2008-09 assessment cycle, OAHS experienced a schoolwide API growth of 39 points. This enhanced achievement was also evidenced by the 50 point growth achieved by the school's Hispanic/Latino subgroup as well as by the 46 point increase earned by Socioeconomically Disadvantaged students. However, the school's 59 English Learner students achieved a first-year API growth score of only 488. While these students do not yet constitute a numerically significant subgroup, it is clear that their needs must be addressed in order to facilitate continued school improvement and enhance academic achievement for all students.

Oakland Aviation High School Wide API

Year	Base	Growth Target	Actual Growth	Schoolwide Target met	Subgroup Targets Met	Both Schoolwide and Subgroups
2008-09	518	14	557 (+39)	Yes	Yes	Yes
2007-08	519	14	518 (-1)	No	Yes	No
2006-76	B	B	519	N/A	N/A	N/A

2008-09 Oakland Aviation High School API Subgroup Data

Subgroup	Number of Pupils Included in 2009 API	Numerically Significant in Both years	Subgroup AP Base	Subgroup API Growth Target	Subgroup Growth	Met Subgroup Growth Target
African/American	23	No				
Hispanic	62	Yes	511	14	561 (+50)	Yes
English Learners	59	No	N/A	N/A	488	N/A
Socio-Economically Disadvantaged	76	Yes	512	14	558 (+46)	Yes

In addition to the enhanced achievement evidenced by changes to the school's Academic Performance Index scores, as detailed in the chart below, OAHS has seen a dramatic increase in the number of student's passing both portions of the Census Administration of the California High School Exit Examination. While still well below State averages, these scores do reflect significant improvement.

Oakland Aviation High School CAHSEE Passage Rates

School Year	Students Tested Math	Students Passed Math	Students Tested ELA	Students Passed ELA
2007-08	63	33 (52%)	62	34 (55%)
2008-09	30	21 (70%)	30	23 (77%)

A review of the school's current Adequate Yearly Progress (AYP) data also reveals recent improvement. Because the school failed to reach AYP targets in 2006-07 and 2007-08, the school was identified for Program Improvement. However, as detailed on the chart below, during the 2008-09 assessment cycle, the OAHS successfully met all six applicable AYP criteria points

Oakland Aviation 2008-09 AYP Report for English Language Arts

Group	Valid Scores	Number Proficient	Percent Proficient	Met 2009 AYP Criteria
Schoolwide	26	12	46.2	Yes
African/Am.	7	N/A	N/A	N/A
Hispanic/Latino	19	8	42.1	N/A
English Learners	6	N/A	N/A	N/A
Socioeconomically Disadvantaged	24	10	41.7	N/A

Oakland Aviation High School 2008-09 AYP Report for Mathematics

Group	Valid Scores	Number Proficient	Percent Proficient	Met 2009 AYP Criteria
Schoolwide	25	8	32.0%	Yes (CI)
African/Am.	6	N/A	N/A	N/A
Hispanic/Latino	19	7	36.8%	N/A
English Learners	6	N/A	N/A	N/A
Socioeconomically Disadvantaged	23	7	30.4%	N/A

A further review of available AYP data reveals that these scores are well above those achieved in 2007-08 when only 15.5 % of OAHS students schoolwide scored proficient or better while only 22.4% achieved proficiency in Math. In that same year, OAHS successfully met only one of its six AYP criteria points. As a further indication of the significance of current scores, during the 2006-07 assessment cycle, only 8 of the 43

students with valid ELA scores reached the proficiency target while only 2 of the 45 scores in math reached that goal.

In an effort to further support student achievement, and in keeping with the school's vision and mission, OAHS maintains successful partnerships with local business organizations and institutions of higher learning, including The Port of Oakland, Oakland International Airport, Oakland Community Organizations and the College of Alameda.

(6) Additional Indicators of student achievement:

Because the school has been in operation for only four years, UC/CSU requirement completion rates will not be available until the completion of this school year. However, OAHS has implemented a rigorous, standards-based course of study and has adopted the aforementioned requirements as their own standards for graduation. In addition, students may take advantage Career Technical Education opportunities available through the school's partnership with the College of Alameda and the Peralta Community College District. This unique arrangement provides students with the opportunity to receive training in Aviation Maintenance Technology (AMT), Air Traffic Control (ATC) or Private Pilot Ground School. Students successfully completing AMT coursework receive a Federal Aviation Administration approved certificate that immediately qualifies them to work as aviation technicians or mechanics. Also available to the school's 11th and 12th grade students is the opportunity to take Spanish classes at the College of Alameda while other advanced courses not offered at OAS are also available through the concurrent enrollment process.

(7) Staff – Qualifications/Certification for Assignments:

Current data regarding the staff at Oakland Aviation High School shows 5 certificated staff supported by approximately 2 classified employees. Administrative support for the school's program is very strong, consisting of a principal and a Director of Instruction, both of whom also teach and participate in the Advisory Program.

A further examination of recent data reveals that that 100% of the school's teaching staff is fully credentialed and NCLB compliant. However, evidence indicates that several of the school's teachers are not yet CLAD certified. Accordingly, as the school's English Learner population continues to grow, attainment of this certification becomes even more important. Despite the fact that the school is only in its fourth year of operation, there appears to be a high rate of staff turnover evident. While all OAHS teachers met the criteria as Highly Qualified, it is important to note that many of the school staff, including the Principal and Director of Curriculum, are new to the school. Accordingly, given the importance of continuity and consistency in the school improvement process, plan for promoting teacher retention might be an area for future focus. In further support of the school's program and mission, OAHS has retained the services of Ed Tech, an agency that assists the school in the preparation of budget documents and financial statements as well as with the completion and submission of categorical program reporting and funding request documents such as the Consolidated Application.

(8) Safety and Adequacy of School Facilities:

As previously noted, OAHS is currently housed in an aging set of buildings owned by the Port of Oakland and provided to the school free of charge. However, while the facility provides the school with a great deal of space and while the building itself appears safe, the building's infrastructure seems to need a great deal of work in order to effectively house a successful high school program. With this in mind, the Board of Directors and the Principal are currently researching and evaluating alternative locations for the school

CHAPTER II

PROGRESS REPORT

As previously noted, the 2009-10 represents Oakland Aviation High School's fourth year of operation and has been granted Accreditation Candidacy Status by WASC. As such, the staff is currently involved in the school's first full WASC Accreditation process. In 2006, an Initial WASC visitation was conducted, at which time several critical areas for focus were identified. The following details the responses made by the staff at Oakland Aviation High School to the issues identified:

- 1. The professional development of teachers will advance into the area of differentiating instruction and gradually shifting more responsibility for learning to students. Teaching reading across the curriculum will be a parallel professional development priority.**

In response to this issue, OAHS has implemented several professional development programs. Initially under the direction of the Principal, teachers were provided with training on the aforementioned areas of need by specialists from the Oakland Unified School District and by the District's BTSA program. This year, the school has hired a Director of Curriculum, whose responsibility it is to provide professional development to school staff. In addition, the school now has full access to Data Director and has been working toward the implementation of data driven instruction.

The curriculum of the Advisory program has assisted with transferring responsibility for learning from the teacher to the student, with such topics as study skills, career planning, behavior management and conflict resolution. At the same time, reading across the curriculum has been promoted in several ways such as required oral reading during each class and sustained silent reading during the Advisory Period, at which time students are also required to maintain a journal describing what they have read.

- 2. Expand learning activities as planned into interdisciplinary studies aligned with the school's aviation theme and the environment of the school.**

During the past three years, three different approaches have been taken to address this issue. To begin with, a lesson plan template used by all teachers has been designed using aviation terms to identify portions of the lesson. In addition, all teachers are expected to plan at least one unit that is based on an aviation related theme. Finally OAHS now requires the successful completion of two interdisciplinary projects each year at each grade level. These projects enable students to focus knowledge and research from a variety of classes on an aviation centered task.

- 3. As the school grows to a four-year maturity of about 300+ students, the school will want to explore means to meet the students' support services needs. These means could include a counselor, co-administrator or full or part-time paraprofessionals.**

While the school has yet to reach its projected final enrollment, several new support services have been put into place. AmeriCorps tutors have been hired to assist students experienced either personal or academic problems. In addition, the school has been able to provide college counseling through the Mills Education Talent Search (METS) Program while also providing health and drug awareness through Peer Health Exchange. The advisory program also assists with these issues by providing community representatives to speak with students on career planning and other current issues. Finally, the addition of a Director of Instruction, who provides the school with a much need co-administrator presence, enables the school to better provide professional development to staff and personal or academic services to students.

While these additions have certainly made a difference, survey responses found in the Self-Study seem to indicate that this is an area of continued need that requires continued future focus. However, it should be noted that students feel very comfortable speaking with staff members concerning their academic or personal problems.

- 4. To assure continuity and stability, the school will want to assess how its systems and procedures described in the school's Student/Family Handbook and the school's Faculty/Staff Handbook are working. Modify as necessary and strive to institutionalize the systems and procedures that are working well.**

In response to this recommendation, the school teams of students, parents and staff reviewed, revised and redistributed these documents, discarding sections that were considered ineffective and/or inappropriate. In addition, the school has created and implemented "The Student Success Plan" which outlines student expectations for behavior, classroom requirements and grading policies.

- 5. To develop expertise for its Self-Study, continuous improvement process, the school will want to have a staff member participate on a WASC accreditation visiting committee to a similar school.**

The school's previous principal did participate as a visiting committee member. However, none of the school's current staff has engaged in this activity nor has any current staff member participated in any type of WASC training. Accordingly, this will remain an important focus in the school's immediate future.

CHAPTER III

SELF-STUDY PROCESS

OAKLAND AVIATION HIGH SCHOOL SCHOOLWIDE STANDARDS And/or EXPECTED SCHOOLWIDE LEARNING RESULTS

Oakland Aviation High Graduates will:

- **Communicate effectively in English using the following media:**
 - Speech
 - Poetry
 - Prose
 - Short fiction and personal narrative
 - Internet, video and radio.
- **Describe one's ancestors and the unique contribution it has made to the US and the world.**
- **Define aesthetics and argue for the value of art for individuals and communities.**
- **Think competently in the language of mathematics, apply mathematical thinking in original ways to solve complex problems, and describe the historical and ethnic roots of mathematics as an applied science.**
- **Apply scientific method to conduct quantitative research and publish the results**
- **Describe the history of aviation and predict future trends in aerospace and the aviation business.**
- **Present a theory of how people learn, describe how "I" learn best, and apply strategies proven to be successful in individual areas of weakness.**

OAHS Standards for Character Development:

Graduates of Oakland Aviation High School will:

- Describe one's own personal best, and the limitations that hold them back.
- Describe one's self psychologically and apply self-reflection to effectively manage personal relationships.
- Describe and demonstrate a consistent personal code of honor and identify areas of moral/ethical weakness or temptation.
- Demonstrate determination in the face of difficult challenges.
- Demonstrate courage under physical and psychological pressures.
- Demonstrate self-awareness and self-confidence in both deeds and in academic endeavors.
- Demonstrate effective teamwork.
- Demonstrate compassion and support for colleagues.

THE ACCOMPLISHMENT OF THE EXPECTED OUTCOMES OF THE SELF STUDY

1. The involvement and collaboration of all staff and other stakeholder groups to support student achievement.

Although many discussions regarding the strengths, characteristics, and abilities expected of the Oakland Aviation High School graduate have taken place since the early since the school's opening in the fall of 2006, the **Focus on Learning** process provided the vehicle necessary for all stakeholders in the school's educational community to engage in a thoughtful and thorough process of reflection and discussion, which ultimately led to the development and refinement of the school's expected learning outcomes. Beginning in the summer of 2009, this journey was both in-depth and introspective, and encouraged the active participation and collaboration of the entire Oakland Aviation High School community. Accordingly, students, staff, parents and community members, all have, at various times and to varying degrees, been a part of this development process.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

Engaging in a continuous process of reflection, research, and discussion, the staff at Oakland Aviation High school has developed a greater understanding of how the school and community can work together to develop a professional learning community composed of families, students, educators and community partners who will work together to create unique educational opportunities for Oakland's youth. The **Focus on Learning** process has fostered interdisciplinary collaboration and has prompted efforts to further align curricular offerings to the appropriate California State Standards. Accordingly, despite having been only recently developed, the school's learning Expectations and Standards for Character Development are a clear and concise representation of what the OAHS educational community thinks each of their graduates should know and be able to do. The participation in the School-wide Focus Group process has encouraged staff members to maintain their global vision regarding critical issues facing their school and their students.

3. The gathering and analyzing of data about students and student achievement.

The process for the development and refinement of Oakland Aviation High School's Expected Learning Outcomes as well as the identification and clarification of the school's growth areas and critical needs has been interdisciplinary and ongoing. Since the initial WASC visit in 2006, the staff at OAHS has spent a great deal of time analyzing student work, discussing teaching pedagogy and reviewing evidence of student learning. Data collected by both the school and the district has been analyzed and disaggregated in order to develop a better picture of the critical needs of all students. By involving a variety of

stakeholders in a number of different activities designed to encourage discussion, critical analysis, and self-reflection, the school community has been able to focus on those qualities and skills they hope to see in each Oakland Aviation High School graduate, and to develop a set of Expected Student Outcomes that will both define these attributes and direct the continued development of the school's program. The acquisition of Data Director will enable the school community to examine and evaluate student assessment and achievement data to an even greater degree.

4. The assessment of the entire school program and its impact on student learning in relations to expected school wide learning results, academic standards, and WASC/CDE criteria.

The discussions engaged in by the members of the OAHS educational community during the preparation of the Self-Study document encouraged a comparison of the school's programs to appropriate WASC rubrics. These discussions assisted the school and its community in evaluating the success of Oakland Aviation's various programs, particularly as they relate to attainment to the achievement of California State Content Standards.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Revised several time prior to this WASC visit, the long-range action plan is now directly aligned with those critical areas identified by the school community. The school community has already begun to develop the programmatic infrastructure necessary to promote increased student success. However the Oakland Aviation High School Action Plan will serve to maintain the focus of the staff and administration on these issues and should provide the vehicle for increased interdisciplinary collaboration and curricular integration.

The accountability system developed for monitoring the accomplishment of the plan is very organized and detailed, with the person(s) or position(s) responsible directly listed. It is anticipated that this system will enable the school to effectively monitor their progress, remain focused, and revise any portion as deemed necessary.

CHAPTER IV

QUALITY OF THE SCHOOL'S PROGRAM

CHAPTER IV SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff and Resources.

AI. To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

OAHS evidences a clearly stated vision and purpose of their school. The vision is based on the needs of the students, and reflects the beliefs and commitment of the staff:

To hold high expectations for students and staff focused on our common interest in developing highly successful learners, educators, aviators, and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining our personal best in every situation.

The qualities of highly successful learners are exemplified in the students' demonstration of speaking abilities, attention to detailed-oriented curricula in each course, and the willingness to assume leadership roles. Although intrinsic motivation often hinges on the students' desires to explore unique interests, the advancement of their academic achievement is usually the result of setting attainable goals, having clear purpose, and an understanding of education's importance. OAHS students need and are receiving individualized support. The English Language Learner (ELL) population had an increase in English California Standards Test (CST) scores as compared from 2006-2008 to 2008-2009. OAHS students develop portfolios to showcase their work and present twice per school year.

The Board of Directors meets regularly to observe and evaluate the schoolwide plan via the principal's report and information obtained from the Teacher Representative to the Board. The school's purpose is further defined by expected schoolwide learning results and the academic standards. Individual goals drafted by students and teachers are aligned to the school's mission and vision.

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

The Board of Directors meets regularly to review policies drafted by the principal and board members. Moreover, the Board of Directors is responsible for establishing board and school policies that support student achievement. The Board of Director's Policy and Personnel Committee sets policies related to staff hiring, benefits, discipline, grading and other issues. The Board of Director's also participates in presentations by school personnel that outline school data including STAR test results, enrollment, attendance, and budgets. The governing board has policies and bylaws that are aligned with the schools purpose and support student achievement, monitors test results, and approves the school wide action plan.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Both administration and teaching staff at OAHS plan assessments and instruction throughout the year based on data that focuses on student achievement. Based on an analysis of data from the 2008-2009 school year, major revisions were made in curriculum delivery for the 2009-2010 school year. To this end, outside consultants were hired to assist with developing changes, hired staff and lead training efforts over the summer. Information that was taken into consideration included CAHSEE scores, CST scores and an analysis of individual student credits.

After a review of this information and the course structure, personnel were hired and new programs were established. New programs for the 2009-2010 school year include Seminar, Student Success, Aeronautical Science-Private Pilot, and Aeronautical Science-Air Traffic Control. Curriculum was revised to assure UC/CSU "a-g" course offerings were available to students, including an arrangement with Alameda College to offer classes for students who need Visual Performing Art (VPA) and Language Other Than English (LOTE) credit.

In addition, quarterly Benchmark review tests, and an enhanced advisory curriculum are led by OAHS's Director of Instruction. Each of these changes were made to address the needs of the student population and based on an analysis of school-wide data.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

All teachers hired at Oakland Aviation High School are required to meet the minimum standards necessary to be given provisional teaching status. Once teachers have been put in place, they participate in a full battery of training and professional development. This begins prior to school in the fall and continues both in group sessions and individual professional development throughout the year. Oakland Aviation High School also hired a Director of Instruction for the 2009-2010 school years, whose duties also include staff development.

Professional Development takes on a three-tiered approach to assisting teachers at OAHS. First, there are regular Staff Development meetings. These meetings can take two forms. At the beginning of the year and on specified days during the year full days are blocked out for professional development. A variety of topics are handled at these meetings. At the beginning of the year they are primarily "induction" in nature. The purpose is to review all policies, learning expectations, handbooks, forms used, and create a unified understanding of faculty purpose throughout the school. During the school year, full day in-service would center on a topic relevant to all teachers, such as our "Dealing with difficult students" workshop held last fall. Weekly in-service is conducted as part of our regular faculty meetings. In-service in these meetings include teacher demonstrations of best practices, or a larger topic that would be covered over a period of 3-5 meetings.

Each teacher meets for Individual Professional Development (IPD) with the Director of Instruction on a regular basis. Each teacher begins by reviewing where their strengths and weaknesses via the "Aviation High School Professional Development Plan." After this is done, each teacher chooses one or more areas to work on improving. These goals are the initial basis for their private professional development throughout the year. Regular visits to the classroom for observations are also a part of this process.

The Director of Instruction is a certified Beginning Teacher Support and Assessment (BTSA) coach and works with those teachers involved in that certification program. This allows teachers to crossover what they are working on in IPD with their BTSA needs.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Professional Development at Oakland Aviation High School is based on current educational research or data-based research around student needs. In the area of educational research topics of in-service have been chosen concerning the ways students learn such as higher level thinking skills, alternative ways of assessing students, and developing project based and/or interdisciplinary assignments.

In the area data-based professional development OAHS has dedicated staff in-service and individual professional development to learning how to use student data collected on Data Director; creating quarterly benchmark assessments and developing ways to use their data within classrooms, setting goals with students based on data, and re-teaching strategies based on data. In addition, weekly lesson plans include listings of state standards being taught to assist us in data collection and training where needed.

A6. Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

The OAHS principal shares the needs of the school with the OAHS Board of Directors in regularly scheduled board meetings and with a budget committee comprised of three board members. The teacher representative to the Board of Directors provides insight from a teacher's perspective at board meetings. Resource allocation is aligned with the school's vision and purpose and student achievement. The OAHS budget is structured by the principal and OAHS Board of Directors Budget Committee. The needs of the school are expressed by the principal and teacher representative to the OAHS Board and the budget is structured accordingly

A7. To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

OAHS maintains accurate financial records and evaluates its budget with the Board of Directors budget committee and the services of a back-office support contractor, EdTec. The OAHS budgeting process involves the Board of Directors, Principal, and staff. Budgets are approved by the OAHS Board of Directors with input from the principal. Annual audits allow OAHS to be held accountable for sound and ethical accounting practices. Financial decisions are made with the best interests of students and staff in mind. Salaries are based according to the Oakland Unified School District's salary schedule with incentives for staff attendance, student performance, college acceptance rate, and willingness to volunteer for non-contractual duties. All expenses, including salaries, are evaluated throughout the year. The long-range financial plan is regularly reviewed and linked to the school's purpose and expected school-wide learning results. Although the Board of Directors are actively involved in the financial and academic monitoring of the school's success, staff and parents have indicated that they would like to see the Board play a more active role in student recruitment and the development of alternative school funding.

A8. To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

OAHS has systems in place to ensure effective and ethical accounting practices and works with EdTec for assistance. All protocols and policies are clearly stated and available in the Employee Handbook as well as in the EdTec Charter Manual. Moreover, clear lines of communication are established between the OAHS Board of Directors, Principal, and school support staff regarding financial operations. Monthly meetings are held between the OAHS leadership and EdTec to ensure an understanding of budgets, policies, and procedures. OAHS staff and board of directors exhibit compliance in consistently following fiscal policies and procedures, and has filed sent its audit reports to the authorizing agency and other governmental entities as required by law.

Areas of Strength:

- OAHS evidences a well articulated and deeply held vision that involves students, parents, teachers, and staff.
- A dedicated faculty and administrative staff.
- Partnership with the College of Alameda.
- OAHS carries out its mission with passion and earnest collegiality which contributes to its culture of student success.
- Teachers are trained to incorporate student performance data into formative and summative assessments.
- Professional Development s sessions are tailored to meet specific school needs.
- The Board of Directors ensure the financial stability of the school

Areas for Focus:

- The need of the OAHS Board of Trustees to increased their visibility at the school site, as well as with the involvement of the members of the Board in the recruitment of new students and the raising of additional school funding.

Critical Evidence:

- CST data and local assessments
- Student Parent Surveys
- OAHS Charter
- OAHS Mission Statement
- Interviews with staff, students and parents
- Classroom visits
- OAHS financial policies
- Interview OAHS Administrator
- Interview OAHS Board of Directors

Category B: Standards-Based Student Learning: Curriculum

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished].

Oakland Aviation High School offers a rigorous curriculum for all of its students. The curriculum is based on two elements, as established by the school's charter. All students are introduced to the field of aviation through classes in that field. Students completing advanced courses in this area will have completed the study necessary to be ready for testing and licensure in the respective areas.

All students participate in a college preparatory, standards based curriculum. OAHS charter defines its goals in this area through three of its five school-wide learning outcomes:

State Content Standards: OAHS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses.

State Standardized Testing: It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests. OAHS will reach a CAHSEE pass rate of 90%.

Academic Performance Index: It is the goal of OAHS to meet its Academic Performance Index ('API') growth targets on an annual basis, and to equal or exceed District API growth rates.

In addition, courses are designed to ensure that all students meet the UC/CSU "a-g" requirements. All students receive the required classes in Social Science, English, Mathematics, Laboratory Science, Non-English Language and Visual and Performing Arts. Advanced classes, such as Art Appreciation, Spanish, and Aviation Maintenance Technology (AMT) which require specialized instructors, are offered through Alameda Community College or taught by the OAHS principal. Students have the opportunity to participate in classes created for our school, as well as registering individually for classes of interest. Although the Biology and Chemistry courses are aligned to the California State Standards, the current facilities lack the proper infrastructure which prevents the students from effectively conduct laboratory experiments.

Teachers work individually and collectively to assure that a rigorous curriculum is provided that challenges students and guides them progressively towards graduation. New programs have been established to assist students with test preparation. Seminar class has been created to provide support to freshmen and sophomores for CAHSEE preparation and juniors and seniors still needing to pass CAHSEE. Seminar class

provides additional support to all students in preparation for STAR Seminar and Success class provide juniors and seniors with practice and support for ACT/SAT testing.

Advisory teachers also conduct home visits and regular communication with families to encourage students to take responsibility for their learning. Advisors inform parents and teachers if a student is not performing well in class.

Alameda College supports OAHS by providing instructors and classes for OAHS students. This year Alameda College offered an art appreciation class and a Spanish class for juniors and seniors, as well as an Airplane Mechanics instructor, who teaches a class on campus.

The faculty continues to work to raise basic skill levels. To this end, the school has implemented Seminar and Advisory periods to help students achieve at high levels. OAHS saw improvement in both the API and CAHSEE examination. Although the school has witnessed growth in these areas, it is apparent that the schools English Language Learner population is in need of support classes to improve English language literacy and academic language acquisition. The over all needs of OAHS's English Learner population are addressed through differentiated instruction, a teacher support system has not been created. Although the OAHS staff has been meeting the needs of its student population, more formal and specific programs that outline methods of working with these students is needed.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school to career goals?

Every student has access to all of the school's programs. All students are scheduled into grade level appropriate classes. All students have a grade level advisory. Aviation courses are offered at all grade levels. College coursework is available to all students, regardless of level of success with other coursework through the College of Alameda. Other programs, such as Mills Educational Talent Search (METS), Peer Health Exchange, etc. are available to all students at the appropriate age and grade levels.

Those needing credit recovery are offered a range of methods to pick up lost credits, including on line courses, summer school, independent study, or college courses. Seminar and Success class are used to assist and supplement the help given by core class teachers. Each student has the opportunity to meet with their advisor, the principal, or the Director of Instruction, and review their progress to create an Individual Plan for Learning (IPL). These conferences are held at the beginning of each semester, as well as following progress reports, and after results are received of CST. This immediate attention allows students and teachers to develop quick intervention strategies and assure optimal success. OAHS has a minimal number of students identified with Special Needs. Those students have the services of the Oakland Unified School District personnel who come to the school to assist them and their teachers. In addition, Special Education students with Individual Education Plans (IEP) are given extra help through private teacher tutoring,

the Success and Seminar programs, and through Advisory. Special considerations are given to students during testing for identified concerns.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

OAHS offers a standard aligned, academic curriculum to all students. It emphasizes the essential skills necessary to be successful upon graduation. There are three expectations of all students prior to graduation. All students must meet the UC/CSU “a-g” requirements. Students must pass all classes with a ‘C’ or better in order to receive credit. OAHS curriculum is centered on these required classes.

In order to graduate, students must receive credits in an aviation based course of study. All students have an introductory course followed by choices of courses in piloting, air traffic control, or airplane mechanics. Those interested in pursuing the business end of the aeronautics field are guided into course work at the community college.

All students must complete the college application process and be accepted to at least one school. Through the advisory program all students are guided through the process of applying to colleges and universities. Advisors help them prepare the personal essays necessary, help them complete the applications, assist with financial aid packets and notify them of SAT/ACT test dates and sites. Advisors and students are assisted in these tasks through the services of METS, who send a representative to our campus two days a week.

Areas of Strength:

- Dedicated , committed teaching staff
- OAHS graduation requirements
- Curriculum aligned to the California State Standards
- Seminar and Advisory
- Mills Educational Talent Search (METS)
- Increased passing rate on the CAHSEE
- Increase of the OAHS API
- Partnership with College of Alameda

Areas for Focus:

- Provide a more structured and focused program for the school’s English Learners.

Critical Evidence:

- Standards and objectives indicated on weekly agendas
- Benchmark scores
- Graduation requirements
- Standards visible in classrooms and course outline

CATEGORY C: STANDARDS-BASED LEARNING: INSTRUCTION

C 1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Teachers create a variety of challenging learning experiences to assist students in achieving high academic standards by following an instructional daily standard format relating to an aviation theme. Students in every class work through a preflight (warm up/review); launch (introduction of new material); inflight (guided practice); decent (independent practice, which would continue as homework) and landing (closing/review) plan. Instructional techniques include lecture and note taking, worksheets, review questions and problems from text books, discussions, board work, cooperative learning (student led presentations), small group learning,

Aligned lesson plans with state standards allow teachers to select appropriate activities to teach and strengthen knowledge in key concept areas. Portfolios are one important method used by teachers to challenge and evaluate student performance. Portfolios require students to make choices, evaluate work, create comparisons, reflect on their own work behavior to create a higher level of ownership for the students. Adding standardized tests, essays, research based projects, and other forms of evaluation create a wide range of activities to challenge students.

Students meet daily in their Advisory program to strengthen learning and provide additional activities to challenge students. Learning experiences included two interdisciplinary project based learning activities, two interdisciplinary portfolio projects, one career development portfolio project, and Student Led Conferences.

Although the staff engages in using differentiated instruction in the classroom, there is a need to provide additional support services to English Language Learners scoring at an overall level of 1 or 2 on the CELDT, as well as students who are not proficient in Algebra.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The types of strategies and the variety of resources used by teachers vary from classroom to classroom. Some courses focus more on the text as the center of activities, while others do not have one specific text. Most classes pull in materials from supplementary sources.

In math or science, it may be additional problems to solve or experiments from extended workbooks. Virtual Experiments or on-line experiments may be used to supplement recommended bookwork. The current science lab is not well equipped and alternative activities are often needed to provide lab experience for our students.

In English there is no textbook. The teachers select a number of resources to teach the class. Novels, short stories, poetry and articles from newspapers and magazines are all used to create the "text." Movies are, also, used for literary purposes, both as new material and to compare to written versions of the same work. Vocabulary words are created from two sources: the reading and SAT vocabulary lists. In addition STAR test released questions and CAHSEE practice tests are used to re-teach material in these areas.

In Social Studies in addition to textbook work, articles from newspapers and news magazines are used to supplement the text. Movies are, also, used to create a better understanding of the environment of specific historical events. Educational videos and other online resources are used to emphasize specific topics or events.

Although computer technology is limited to use in the computer lab, many classes plan projects that require the class using the computer lab for research, word processing and creation of images. In addition to the regular classroom use of the computer lab, advisories can use the lab to work on their projects. Students in Seminar or Success are able to use the computer lab to work on homework, take online classes, and complete research for other classes.

Areas of Strengths:

- Teachers work with students during their planning periods and before and after school.
- Teachers will make home visits during the year.
- Activities in academic classes are centered on the California State Standards.

Areas for Focus:

- Programs are needed to address the remediation needs of low performing students in English Language Arts and Algebra

Critical Evidence:

- Student Portfolios
- Classroom observation
- Data Director assessment results
- Inter-disciplinary Projects
- Focus group meetings
- Student Interviews

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING:
ASSESSMENT AND ACCOUNTABILITY**

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders in the community?

OAHs uses two professionally acceptable assessment processes, Power School and Data Director. Power School is a system that allows teachers to enter assessment data daily and have immediate results to the impact of the assessment on grades. In addition the system allows for assignments to be placed in categories of work, which allows teachers to see areas of strength or weakness for both individual students and the class as a whole. Power School has the ability to create progress reports individually or for the whole class. Teachers give students weekly progress reports, areas needed for improvement, missed work reports, and absence reports. Progress reports are also mailed to parents in both Spanish and English. Data Director is a data management, retrieval, and evaluation system that allows teachers and the school to create tests that can be electronically scored and used to assess levels of understanding of students. Charts of student progress are posted in every classroom to motivate student progress. Students are also able to visually see their academic progress and set personal academic achievement goals / benchmarks. Major emphasis for Data Director is to track benchmark progress given in each core subject area. Results of the exam are used by teachers for determining what materials need to be reviewed with individual students or with the whole class. Student assessment is reviewed among teachers, by administration, and sometimes discussed at Board of Trustee meetings.

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Teachers use daily evaluation strategies such as quizzes, worksheets, checklists, spot checks, a problem of the day or other activities intended to see where students are at that given moment. Teachers also use a daily agenda format for the classroom with “preflight” and “landing” activities (format is described on whiteboard in every classroom). Through these methods students are easily identified that are having difficulty or are not working and adjustments can be made to assist them in their educational progress. In addition, teachers regularly use traditional tests (self made or standardized), higher level thinking tests, portfolios (submitted twice a year), essays, seminars, discussions, project based learning, and benchmark testing. Also, a “redo” philosophy is used when a student completing an assignment/assessment misses the mark and may redo the assessment as many times as the desire, until they have shown that they “got it”. Based on feedback gathered, immediate changes can be made in the teaching/learning process. However, even with the variety of minor and major assessment tools, teachers expressed their desire for professional development on creating a wider variety of assessment tools.

D3. To what extent does the school with the support of the district and the community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the ESLRs?

Through Advisory program, faculty advisors have 15-20 students who they meet with daily for a variety of programs (life skills, career and college counseling, personal guidance counseling, mentorship, etc). Major function of the advisor is to monitor student achievement. Through Power School and Data Director, advisors have immediate access to all grades and test scores of their advisees. With this information they are able to assist students and teachers with progress in the areas students may be struggling. They also make regular contact with parents via phone, personal conferences, and mail to keep them aware of status of their children in the areas of academic achievement and progress toward graduation. Contact is made in both Spanish and English. In addition, Seminar classes assure assistance in specific class areas through tutoring, especially for CAHSEE prep, SAT prep, ACT prep or STAR testing. Tutors also assist with homework, gather worksheets or other guided instruction to assist students or may direct them to an online source for assistance. Yearly reviews of credit status by advisors, principal and/or director of instruction assure students are making progress toward meeting the standards and expectations of the school for graduation. Students who are credit deficient have several options to make up credits, depending on age, grade level and need. They may be directed to summer school, rescheduled for the class the following semester of year, or offered some other credit recovery system, such as online courses (Cyber High), independent study or college classes at College of Alameda.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the ESLRs drive the school's program, its regular evaluation and improvement and usage of resources?

The hiring of a Director of Instruction is effective in several ways to evaluate and improve student achievement at the school and drive the school's program. The Director of Instruction coordinates the Advisory Program. This includes selecting and organizing curriculum based on the needs of the school in the areas of student achievement. The director also coordinates the development of specific activities to assist students with meeting ESLRs in two ways, through the interdisciplinary Portfolio Presentations each semester and the interdisciplinary project based learning activity each semester. He is also responsible for staff development which consists of weekly meetings for coordination of programs, training, and professional development of the entire staff on issues of common need. The director meets regularly with each teacher separately to identify individual teaching needs and to develop their skills in providing lessons to their students.

The purchase and use of Data Director has had a strong effect on student achievement driving the school's program. Data Director assists teaching to standards through its capability to develop tests quickly and accurately. Its data bank provides the school with thousands of questions that can be used to test students understanding the state standards.

The Seminar classes and tutors from AmeriCorps Services have also been an effective tool for student achievement. These tutors are present 5 days a week providing a variety of services to address the needs of student achievement.

Areas of Strength:

- Use of Data Director and Power School systems
- Four Benchmark assessments
- Director of Instruction coordinates programs that challenge students and facilitates teacher professional development
- Advisory Program, home visits, Google Docs home contact/call log, student assessment and achievement
- Inter-disciplinary portfolios
- Bilingual communication efforts to non-English families

Areas for Focus:

- Continued in-depth professional development regarding the effective use of Data Director to drive the instructional program
- Share more student achievement and performance assessments with Board of Directors

Critical Evidence:

- Meeting with teachers
- Classroom visits – Data Director spread sheet posted in classroom
- Portfolios displayed on hallway walls
- Meeting with Director of Instruction
- Google Docs – hard copy home visit and call log
- Advisory program observation
- Individual student college acceptance letters posted on office walls

**CATEGORY E: SCHOOL CULTURE AND SUPPORT
FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Parents are encouraged to visit classrooms, meet with teachers, assist with activities, and participate in all aspects of the school programs. Home visits by advisors and student led conferences have helped parents to feel more comfortable with the school especially non-English speaking families. Spanish speaking personnel are available for phone calls, to greet visitors when they arrive, and translate at school meetings. Written communication

to families is always provided in both English and Spanish. Teachers are required to notify parents when their children are performing below standards and who are endanger of failing. Teachers keep phone logs, through Google Docs, regarding parent contacts. Google Docs are reviewed by the school principal. Community involvement is present through programs such as Peer Health Exchange Classes-health and drug awareness program, Mills Educational Talent Search (METS) – college and career counseling, AmeriCorps Tutoring / Seminar classes, Youth Uprising – service learning program, and Alameda College classes. These programs provide students credit recovery opportunities (Cyber High), mentorship, self-esteem development, guidance counseling, and career networking and development.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Oakland Aviation HS students consider OAHS a safe school. However, a new facility is highly desired. Improvements for the current building have been made such as new doors and windows in classrooms, space heaters and fans provided for classrooms, and bottled water provided for everyone's use. The culture of the school, from the principal and teachers to the office staff and custodial personnel all treat students and each other with respect, dignity, and trust. Students are aware that it is their school and their responsibility to make it a place of learning. Students are accountable for their own behavior, when not; they are called to task by their advisors, teachers, and administration. Discipline issues are addressed between individual teachers and students and communicated to student advisors. With that said, staff has noted a need for a more unified application of a school wide student discipline policy. A high expectation of student professionalism is seen within the classroom, between classes, before and after school. The OAHS community is a nurturing, professional, and solid academic environment due to the efforts of administration, faculty, and staff to create greater student buy in for academic, social, and disciplinary issues. OAHS has a strong student council. Sports and other extracurricular activities are helping create a more relaxed atmosphere and a feeling of community.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Support systems are built into the school culture, which help students both as a group and individually achieve academic success. The faculty is available to assist students with their work during preparation periods and advisory. Teachers also meet students after school as needed. Teachers meet individually with students to review progress and create goals with students. This is especially true for items such as benchmark test and CAHSEE preparation. The Seminar and Advisory programs work to support students by providing tutoring, individualized learning plans (shared with students and parents), and provide a network of ways to approach specific needs of students.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

The Advisory program is the central system for student personal and academic support. It provides curricular support, guidance support in college and career planning, academic and personal support. More importantly, students gain access to programs that can assist them in areas of health and drug use awareness such as Peer Health Exchange. Students also have the opportunity to be involved in teacher sponsored activities such as essay writing competitions and poetry reading competitions. Also, sports are offered for boys and girls through the Bay Area Charter School Athletic Conference. Student groups organize dances such as Junior/Senior prom. Additional activities are offered to students within the school day such as Ecology (Fruit Tree Planting) Day, School Beautification Day, and Jack London Aquatic activities.

Areas of Strength:

- Administrative leadership and connections with community organizations
- All inclusive atmosphere
- Non-English communication efforts to keep stakeholders informed of student / school performance
- Student empowerment and accountability

Areas for Focus:

- Continue efforts on securing a new learning facility
- A more unified application of the student discipline policy by faculty and administration

Evidence:

- Classroom observation
- Tour of school facility
- Meeting with student group
- Meeting with parent group
- Meeting with Board of Directors
- Meeting with teachers

SCHOOL-WIDE AREAS OF STRENGTH AND CRITICAL AREAS FOR FUTURE FOCUS

AREAS OF STRENGTH:

- An innovative caring school staff, committed to improving the academic achievement of all students, that has dedicated itself to creating and maintaining a safe, calm and orderly learning environment.
- A supportive and very committed school site administrative team that is focused on school improvement and to the enhanced academic success of all students.
- A student body that values academic success and that sees the school as a safe institution, committed to their personal security and well as to their individual academic success.
- A school culture that values institutional and personal safety, responsibility, mutual respect and academic growth.
- A supportive parent community that sees the school as both safe and academically challenging.
- A staff, administration and student body that works together to promote mutual respect and personal responsibility.
- The introduction of the Seminar Program, staffed by a teacher-director and AmeriCorps Volunteers, which provides students with the opportunity to engage in Independent Student Credit Recovery, Homework and/or project completion, College searches and CAHSEE and/or SAT and ACT preparation.
- A curricular program that is standards aligned and which provides all students with the opportunity to successfully complete all UC/CSU “a-g” requirements.
- There exists a strong commitment to maintaining regular and effective communication with parents, as evidenced by the Home Visit Protocol, monthly newsletter, extensive webpage and call logs maintained by teachers and administration verifying telephone contact with the parent community. Communication with the school’s English Learner parents is done in Spanish to the greatest extent possible, making this process even more effective and meaningful.
- A strong and continuing relationship with the College of Alameda that enables OAHS students to concurrently enroll in college classes such as Spanish, Art and

Aviation Maintenance Technology. Through this relationship, OAHS students are also permitted to enroll in other elective courses for the purposes of academic enrichment and/or credit recovery.

- The availability of a college counselor through the Mills Educational Talent Search (METS) program, who comes to the school weekly to provide students with transcript evaluation, financial aid information and SAT preparation while also being available to answer questions regarding college readiness and the college application process.
- The utilization of Data Director as the school's student data and assessment storage and evaluation system, a program that also allows for the development and timely evaluation of the school's regularly administered Benchmark Assessments.
- The Advisory Program, during which the school's two inter-disciplinary projects and the school's inter-disciplinary portfolio are completed and that further supports literacy and character building activities while also providing the opportunity for subject area tutorial assistance.

CRITICAL AREAS FOR FOCUS:

- Because effective school improvement relies on the analysis of school wide and disaggregated data and the use of that data to inform instruction, the timely dissemination of this type of information to the Oakland Aviation High school staff is critical. Accordingly, continued training in the effective use of the assessment information available through Data Director should be considered.
- Despite a recent improvement in STAR and CAHSEE assessment results, current school-wide scores remain below expected standards. Accordingly, in order to maintain this growth, through the use of use of formative and summative assessments as well as the continued implementation of a standards aligned curriculum, the staff must continue to focus on preparing all students for these very important assessment programs.
- In order to provide the support necessary to the continued success of Oakland Aviation's many cross-curricular efforts, the maintenance of appropriate collegial planning time is essential.
- While all OAHS teachers meet the criteria as Highly Qualified, it is important to note that many of the school staff, including the Principal and Director of Curriculum are new to the school. Accordingly, given the importance of continuity and consistency in the school improvement process, the development of a plan for promoting teacher retention might be an area for future focus.

- In certain important subject areas, there exists the need to provide all students with standards aligned textbooks and instructional materials that can be utilized at school and taken home at night.
- As an important liaison between the school and OAHS educational community, the Board of Directors should investigate methods by which they could increase their level of visibility at the school site and involvement in the daily operation of the school. This enhanced support could be evidenced by increased involvement in advertising the school program and promoting school enrollment and through the raising of funds necessary to support important school needs and initiatives as identified by the school staff and administration.
- There exists a need to provide a more structured and focused program for the school's English Learner students, including the implementation of a functioning English Learner Advisory Committee (ELAC) along with the creation of a structured school-wide Plan for English Learners. This plan should also include criteria for re-designating students as Fluent English Proficient and should detail the process for re-designation.
- Oakland Aviation High School currently maintains an extensive Professional Development program. However, as all OAHS English learner students are enrolled in the school's general program, continued professional development in the areas of differentiated instruction, academic language acquisition in mixed ability classrooms and the classroom use of Specifically Designed Academic Instruction in English (SDAIE) would provide staff members with additional techniques and strategies that can assist them in working effectively with English learners.
- In order to further enhance the achievement of the school's English learner students, the school staff and administration should consider adding to the Master Schedule a support class for EL students with overall CELDT scores of either 1 or 2, in order to promote English language literacy and academic language acquisition.
- As the school contemplates moving to a new building, a key element must be the development of a laboratory science facility that will enable students to effectively and appropriately complete required experiments in the areas of biology and chemistry.

**CHAPTER V
ONGOING SCHOOL IMPROVEMENT AND ACTION PLAN**

After an extensive self study— including the gathering of data from tests, the review of demographic information and following extensive discussions with the Visiting Committee —the school identified growth areas for each of the five WASC criteria. Based on the information gathered by the school community and WASC teams, what follows is a summary of the action plan to make changes and monitor the implementation of those changes.

School Goals for Improving Student Achievement

Goal #1: (Organization: Vision and Purpose, Governance, leadership and staff, and resources)
Assist students in succeeding through creation of a unified leadership team.

- People participating will include board members, parents, and faculty
- Clear understanding that we are one community serving all students will have a positive impact on student learning
- Success will be measured through improved grades in classes, better attendance, and less disciplinary issues.

Description of specific actions to improve educational practice	Implementers And Timeline	Related Expenditures	Estimated cost of expenditures	Funding source
Form standing committees comprised of board members, faculty, and parents. These committees would become the “experts” in one area of school life. Committees would include: <ul style="list-style-type: none"> • Academic Affairs Committee • Student Activities Committee • School Recruitment Committee • Student Conduct Committee • Parental Involvement Committee • English Learner 	Board & Administration Board approval over the summer with implementation to begin in September and October	None		

Advisory Committee (ELAC)				
<p>Academic Affairs Committee (Curriculum Development and state testing): This committee will meet to review current curriculum, grading procedures, test scores and materials available to assist students in completion of A-G requirements and state testing and make recommendations of changes needed</p>	<p>Board, Administration and Parents This committee should be formed in the fall of 2010 and continue throughout the year and into the following years</p>	<p>New textbooks, online programs, printed materials, Training materials</p>	<p>\$60,000</p>	<p>Title I</p>
<p>Student Activities Committee (athletics and extra-curricular activities): The purpose of this committee is to look for new activities and programs to offer students after school, on weekends, and as assembly programs.</p>	<p>Board, Administration and Parents This committee should be formed in the fall of 2010 and continue</p>	<p>Entrance fees for sports, Coaches or advisors fees, purchase of Materials for activities</p>	<p>\$15,000</p>	<p>Operating budget Fundraising efforts</p>
<p>School Recruitment Committee (Promotion of school and student recruitment): The purpose of this committee would be to get as much positive attention for the school as possible. They would, also, organize groups to visit schools and recruitment activities and create school open houses.</p>	<p>Board, Administration and Parents This committee should be formed in the fall of 2010 and continue</p>	<p>Brochures, Display items, Registration materials Advertising costs</p>	<p>\$10,000</p>	<p>Operating budget</p>
<p>Student Conduct</p>	<p>Board,</p>	<p>None</p>		

<p>Committee (Review and Development of student codes of conduct): Student conduct includes all aspects of student behavior including standards of dress and appearance, behavior in and around the school, classroom conduct and resulting disciplinary actions. This committee would review all existing policies and make recommendations for changes in policy. They could, also, act as a review committee for families wishing to appeal disciplinary action. Student membership in this committee is, also, recommended</p>	<p>Administration and Parents This committee should be formed in the fall of 2010 and continue</p>			
<p>Parental Involvement Committee (Develop and coordinate parent volunteerism): Family involvement in Oakland Aviation High School is very important. Parents and other family members can assist the school in the classrooms, creating and supervising extra-curricular activities, holding fund-raisers and in many creative ways. This committee will promote family involvement in school activities and coordinate those wishing to assist</p>	<p>Board, Administration and Parents This committee should be formed in the fall of 2010 and continue</p>	<p>None</p>		

<p>with different activities. One goal of this committee would be to create a "Volunteer Bank," which lists names of workers, times available, type of activities willing to assist, and special talents and abilities.</p>				
<p>English Learner Advisory Committee (ELAC): This committee will work to identify methods for developing curriculum and instruction for English Learners in all classes and developing a comprehensive plan to increase English skills and redesignate students as fluent.</p>	<p>Board, Administration and Parents This committee should be formed in the fall of 2010 and continue throughout the year and into the following years</p>	<p>None</p>		
<p>Faculty meetings to review handbooks, grading procedures, disciplinary codes, etc. to develop a clearer understanding of policies, recommend changes where necessary, and accept ownership of school practices</p>	<p>Administration and faculty To begin with meetings over the summer, continue with fall opening school in-service And continue throughout the year</p>	<p>None</p>		

Goal #2: (Standards based learning: Curriculum) (While this is a curriculum goal, it will undoubtedly require changes in instructional strategies to accomplish. Therefore, it is also being considered an instructional goal.)

Students will have a clearer understanding of the purpose of their classes through improved integration of curriculum with interdisciplinary connections.

- Participants will initially be the faculty, as teachers develop strong curricular connections, as the changes are rolled out students will become involved in activities connecting classes with a single purpose
- Students will have a clearer understanding of the importance of each class in their total educational process
- Success will be measured through improved test scores in CAHSEE and STAR for all students including ELL and SPED students

Description of specific actions to improve educational practice	Implementers And Timeline	Related Expenditures	Estimated cost of expenditures	Funding source
Faculty training in development of standards based curriculum activities, looking at higher learning skills and standardized testing requirements. Focus will be on a variety of kinds of activities and assessments that will challenge students to make connections of curriculum to real life.	Administration This should be included in opening school training and continue as needed through staff development and IPD	None		
Strengthen test scores through developing a concerted effort towards this goal. Most of the required elements for doing this are in place. However, they need to be strengthened and organized into a concerted effort to raise scores. Elements to be included are: <ul style="list-style-type: none"> • Training of all teachers in the fall of the uses of "Data Director" for testing, 	Administration and Faculty This should begin with fall teacher training prior to school starting and continue throughout the year. Major training and coordination should be handled through staff	Costs should be minimal for this. There is a per student yearly charge for use of Data Director. Workshops and Webinars offered by them are generally at no cost.	\$500.00	Operating budget

<p>tracking and re-teaching standards</p> <ul style="list-style-type: none"> • Advanced training in Data Director through attendance at workshops and through Webinars. • A review of state standards in each subject matter in the fall to identify the “power” standards and incorporate them into the long term planning. • Weekly incorporation of power standards into lessons with exit slips weekly to check progress on these standards. • Quarterly Standards testing in all core classes to evaluate progress, set student and teacher goals, and establish needs for re-teaching. • Increase Seminar involvement in test preparation through developing curriculum aligned to the standards checked each quarter. Through this Seminar will be able to address the needs of groups of students in the re-teaching 	<p>meetings and individual professional development</p>			
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<p>process.</p> <ul style="list-style-type: none"> Strengthen the Advisory curriculum to assist more effectively with test review for CAHSEE and STAR. 				
<p>Monthly Staff collaboration in interdisciplinary activities. This would be accomplished by creating different partners each month with the responsibility to create one project that includes both teachers curriculum. Partners would change each month to connect a wide range of disciplines.</p>	<p>All faculty members would be involved This would begin in October and continue through May</p>	<p>None</p>		
<p>Faculty training in addressing concerns of Special Needs Students. This would include revising curriculum, strategies for involvement, understanding and addressing the IEP.</p>	<p>Administration, This should be early in the school year, once students and classes are identified</p>	<p>Consultants expert in this field could be hired to present workshops</p>	<p>\$5,000</p>	<p>Operating budget</p>

Goal #3: (Standards Based Student Learning: Instruction)

Improved student learning through development of stronger classroom management skills throughout the building

- Participants will primarily be faculty members who will be receiving the training and practicing the knowledge. However, students will become participants as uniform practices of classroom management permeate throughout the school
- Success will be measured by increased student involvement, increased student ownership of behavior and education and decreased behavior issues needing referral outside the classroom

Description of specific actions to improve educational practice	Implementers And Timeline	Related Expenditures	Estimated cost of expenditures	Funding source
Faculty discussions relating to educational philosophies, the school philosophy, student conduct policies and how these blend to create appropriate classroom atmosphere. From these meetings a list of "expected behaviors" should be developed to be posted and followed by all teachers.	Administration and faculty These need to be over the summer and/or opening school training and discussions	None		
Faculty training in classroom management strategies. These should include shared faculty discussions, guest speakers, demonstrations, readings on theories and successful practices and specific exercises to carry out within classrooms and reported back. These activities can be in full faculty development meetings and continued and strengthened through IPD	Administration and faculty These should begin in the fall and continue on an individualized basis throughout the year	Guest Speakers, trainers fees, Printed materials	\$10,000	Operating budget
Sharing of successes and failures will occur throughout the year. At	Faculty At monthly staff meetings	None		

regularly scheduled staff meetings faculty members will share strategies, concerns, needs and successes related to classroom management. This will create focus on this concern and, also, provide ownership of the practices being used.	throughout the year			
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**Goal #4: (Standards Based Student Learning: Assessment and Accountability)
 Improve student learning through uniform grading practices that reflect sound educational philosophy and the goals and principles of the school and are understood by all**

- Those who need to be involved in the process are faculty, parents and students. Although the majority of the development needs to be provided by the professional staff, to be successful parents and students must understand and take ownership of the practices, too.
- Success will be measured by improved grade point averages and stronger ownership of success by students

Description of specific actions to improve educational practice	Implementors And Timeline	Related Expenditures	Estimated cost of expenditures	Funding source
Meet with faculty to discuss grading practices and incorporate sound educational theory with school philosophy and vision and goals as a standard to evaluate grading procedures.	Administration and faculty Over the summer and opening of school meetings	None		
Through the Student Academic Affairs committee develop a plan for explaining and creating ownership of the grading policies by students and families.	Student Academic Affairs committee with students added to the committee August-October	None		
Student Academic Affairs committee will evaluate grading practices each year in the spring to make recommendations for ways to strengthen grading policies	SAAC with students April-May	None		

Goal #5: (School Culture and Support for Student Personal and Academic Growth Culture)

Assure student success through developing a strong unified voice concerning discipline that is consistently enforced equally among all students.

- This will require the involvement of parents, board members, faculty and students, so that a clear policy is created that everyone understands and can embrace.
- Success will be measured through a strengthened school culture with less disciplinary problems and more pride in being a part of the school.

Description of specific actions to improve educational practice	Implementers And Timeline	Related Expenditures	Estimated cost of expenditures	Funding source
Student Conduct Committee (SCC) will be the driving force behind the work of this goal.	Board and Administration Fall: appoint members of the committee and hold goal setting meetings	None		
SCC will review Student Handbook and other documents containing information concerning student conduct	SCC September-November	None		
SCC will recommend ways to strengthen understanding of and enforcement of student conduct policies.	SCC and Administration December-January	None		
SCC will form a review board to consider difficult disciplinary issues and handle appeals	SCC November-June	None		
SCC will evaluate success of student conduct policies each spring and make suggestions for needed revisions for the next school year.	SCC April and May	None		

A. VISITING COMMITTEE COMMENTS ON SCHOOL IMPROVEMENTS ISSUES

To what extent is the school-wide action plan adequate in addressing the critical needs for follow-up?

The Committee finds that the Action Plan proposed by Oakland Aviation High School is appropriately directed toward the improvement of the school's performance, particularly as it relates to the identified critical growth areas. The general themes of the Action Plan correlate appropriately to those growth areas and to the critical school wide areas for follow-up identified by both the school staff and the Visiting Committee. During the visit, The Leadership Team and the Visiting Committee had several in depth discussions concerning methods by which the school was planning to implement and sustain proposed changes. During these discussions, it was recommended that the school add to the Action Plan a goal dealing with the school's English learners as well as a goal directly associated with continued test score improvement. With these revisions, the Visiting Committee found that the plan was both appropriately focused and detailed. The implementation of the Action Plan will take on even more meaning during the coming school year as the school pursues the renewal of its Charter.

To what extent will the action plan steps within the various sections enhance student learning?

The Committee is confident that pursuing the Action Plan will very likely lead to improved student performance, both in the classroom and on state wide assessments. Continued efforts to integrate the Schoolwide Outcomes into the curriculum and to align Oakland Aviation's curriculum to the California State Standards will assist in the enhancement of student learning and achievement.

Has the Action Plan integrated all major school initiatives?

During the 2007-08 school year, OAHS was designated as a Year I Program Improvement school. However, during the 2008-09 assessment cycle, AYP goals were met. Accordingly, the school has remained Year I designated. As noted throughout this report, the school continues to place a great deal of emphasis on the improvement of both STAR and CAHSEE scores and has identified this effort as its top priority. Accordingly, the Visiting Committee feels that all major school initiatives are effectively represented in the Action Plan.

Is the Action Plan feasible within existing resources?

Given the current financial climate, funding for Charter Schools remains a continued concern. With that in mind, sources of funding will certainly play an important role as the school pursues a renewal of its Charter. However, it is the opinion of the Visiting Committee that, given the projected resources, the Oakland Aviation high School Action

Plan is a very feasible one. It is clearly the intention of the school to maintain those programs and initiatives necessary to the successful implementation of the Action Plan.

To what extent is there sufficient commitment to the action plan, school-wide and system wide?

Commitment to the school's action plan is both widespread and clearly evident. Staff members at Oakland Aviation High School feel that the Plan focuses on issues they have identified as areas of need and therefore see the Action Plan as a blueprint for continued school improvement.

What are existing factors that appear to support school improvement?

- A school Staff that has dedicated itself to creating and maintaining a calm, safe, and orderly learning environment.
- A supportive and committed school site administrative team.
- A student body that values academic success and that sees the school as a safe institution, committed to their personal security and well as to their individual academic success.
- A school culture that values institutional and personal safety, responsibility, mutual respect and academic growth.
- A staff and student body that works to promote mutual respect and personal responsibility.
- A strong commitment of the part of all school staff members to the utilization of an integrated and interdisciplinary approach to the discussion of school wide concerns.
- Partnerships developed with local businesses and colleges.
- The utilization of cross-disciplinary standards based projects.
- The Implementation of the revised Seminar Program.
- The presence of sound fiscal practices and oversight provided by the Board of Directors in collaboration with the EdTec, in order to generate necessary financial reports, assist with budget development and evaluation and complete funding requests and reports such as the Consolidated Application.
- The availability of college counseling through the Mills Educational Talent Search (METS) program.

- The daily presence of an IT Manager and Student Support Specialist who supervises the AmeriCorps volunteers and maintains the school's network and technology infrastructure.
- The Portfolio and Student Conference process.
- Strong parental support.
- The Advisory Program, that supports literacy, offers the potential for subject area tutorial assistance and provides a venue in which to engage in character building activities.
- Lesson plans are submitted to the Administration on a weekly basis.
- The development and implementation of a Personal learning Plan (PLP) for each students
- A clear commitment on the part of the teachers to making telephone contact with parents coupled with administrative tracking of such calls to ensure regular communication with the school's parent community.

What impediments will the school need to overcome in order to accomplish any of the action plan section?

- Maintaining the resources necessary to support continued renovation and/or total relocation of the school's facilities.
- The need to maintain time for collegial planning.
- While they are fairly new and aligned to California Content Standards, books are in short supply and several content areas, can only be used in class and cannot be taken home.
- Lack of a functioning English Learner Advisory Committee.
- Despite the many successful efforts currently being made to address this issue, the language barrier experienced in the school's Spanish community does exist and remains a constant point of focus.
- The Lack of appropriate laboratory facilities for the school's Biology and Chemistry programs.
- The academic level of the students entering OAHS as evidenced by the fact that the majority have CST scores in English-language Arts and mathematics that fall into the below basic or far below basic bands. Accordingly, these students present a

challenge to staff and require substantial remediation prior to the census administration of the CAHSEE.

How sound does the follow-up that the school intends to use for monitoring the accomplishment of the school-wide action plan appear to be?

Methods and timelines developed to monitor the accomplishment of the school's Action Plan appear to be both sound and comprehensive. Discussions with all stakeholders indicate a strong commitment to the enhanced academic success of all Oakland Aviation High School students. All elements of the school's educational community realize that the successful implementation of the activities listed in the plan will necessitate continued monitoring and potential plan revision. Accordingly, all stakeholders appear committed to the monitoring and evaluation of all plan components.



Oakland Aviation High School

Launch Your Future

Name/ nombre	Last/apellido	First/primer	Middle/segundo	
Address/ direccion	Street/calle	City/ciudad	State/estado	Zip/costiga postal

Home phone/ numero de casa		Age/edad	
DOB/fecha de nacimiento		Ethnicity/ ethnecidad	
Grade Level/nivel de grado		Graduation Year/ año de graduacion	
Previous Student ID		SSN/NSS	

Father's Information/Informacion de Padre

Father/ padres	Last/apellido	First/primer	Middle/segundo	
Address/ direccion	Street/calle	City/ciudad	State/estado	Zip/costiga postal
Father's day phone/numero de padre de dia				
Father's employer/trabajo de padre				
Father's home phone/numero de casa de padre				
E-mail/Correo electronico				

Mother's Information/Informacion de Madre

Mother/ madres	Last/apellido	First/primer	Middle/segundo	
Address/ direccion	Street/calle	City/ciudad	State/estado	Zip/costiga postal
Mother's day phone/numero de madre de dia				
Mother's employer/trabajo de madre				
Mother's home phone/numero de casa de madre				
E-mail/Correo electronico				



Oakland Aviation High School
Launch Your Future

Guardianship/Guardian

Name/ nombre	Last/apellido	First/primer	Middle/segundo	
Address/ direccion	Street/calle	City/ciudad	State/estado	Zip/costiga postal
Guardian's day phone/numero de guardian de dia				
Guardian's employer/trabajo de guardian				
Guardian's home phone/numero de casa de guardian				
Email/Correo electronico de Guardian				

Previous Student ID	
SSN	
Student Number	

Student's Legal

Name: _____
Last First Middle

Student ID#
 M F

Grade: _____ Birthdate: ____/____/____ Birthplace: _____

Mailing

Address: _____ Message Phone: _____
Street, Apt. #

City, State, Zip

Yes No
 Immunization Record
 TB Test
 Ethic Group
 Birth Certificate

Name/Address Verification Date: ____/____/____

Verification Type: _____

If the student is a minor (under 18 years of age), please complete the following:

	Ethnicity	Education	Home Phone	Work Phone
Father				
Mother				

IMPORTANT - Please read and answer:

- Has your child ever been in a Special Education Program? _____ If yes, when? _____
- What is the Primary Language Spoken in the home? _____
- Was your child in a Special Education Program at the last school attended?

If yes, please mark an "X" by the program he/she was enrolled in:

- | | |
|---|---|
| <input type="checkbox"/> RSP (Resource Special Program) | <input type="checkbox"/> EH/LDG |
| <input type="checkbox"/> SDC (Special Day Program) | <input type="checkbox"/> Physical Handicap |
| <input type="checkbox"/> TMR | <input type="checkbox"/> EMR |
| <input type="checkbox"/> GAT (Gifted and Talented Enrichment) | <input type="checkbox"/> SED (Severely Emotionally Disturbed) |

Previous school attended: _____ Withdrawal date: _____
(name and address)

Expulsion:

- Has your child ever been expelled from this school district? _____ If yes, has your child been reinstated? _____
- Has your child been expelled from any school district? _____ If yes, when and where? _____
- Is your child on probation? _____ If so, name and phone of probation officer: _____

Enrollment Agreement

Oakland Aviation High School is a school of choice. When you sign this agreement you are affirming the fact that you chose this school over all others that you are entitled to attend or have your child attend.

Oakland Aviation High School is a public charter school authorized under the provisions of California Education Code section 48600, et seq. in accordance with the provisions of Education Code section 48605(d)(1). Its programs are non sectarian. Furthermore, the school program shall be open to any eligible resident of California.

No student may enroll in the school that is enrolled in any other school, except under the provisions of a currently completed co-enrollment agreement being in effect between both schools.

By your signature(s) hereto, you acknowledge the above limitations, and do hereby agree that the student shall not be enrolled in any school that charges tuition of any sort while enrolled at Oakland Aviation High School.

Student Name: _____ Enrollment date: _____
 Parent, Guardian or Student (if over 18): _____
Signature/Firma Date/Fecha

FOR OFFICE USE ONLY			
Placement _____	New Student _____	Schedule AM/PM _____	If yes, ID # _____



The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Thank you for your help.

El Codigo de Education de California requiere que las escuelas determinen cual(es) idioma(s) se habla en el hogar de cada estudiante. Esta informacion es esencial para que todas las escuelas proporcionen una educacion adecuada. Por favor ayudenos a cumplir este requisito llenando esta forma. Gracias por su ayuda.

Student's Legal Name: _____

Grade Level: ____ Age: ____ yrs. ____ mos. ____

- 1. Which language did your son/daughter learn when he or she first began to speak?
Cuando empezo a hablar su hijo/hija, cual idioma hablo primero?
- 2. What language does your son or daughter most frequently use at home?
Cual idioma usa su hijo/hija con mas frecuencia en casa?
- 3. What language do you use most frequently to speak to your son or daughter?
Que idioma usa usted con mas frecuencia cuando habla con su hijo/hija?
- 4. Name the language most often spoken by the adults at home.
Que idioma hablan con mas frecuencia los adultos en casa?
- 5. Is your child fluent in the English language (speaking, reading, writing)?
Su hijo/hija domina el ingles (oral, escritura, lectura)? Yes No Maybe
- 6. Has your child been enrolled in a Bilingual Program?
Alguna vez ha estado su hijo/hija inscrito(a) en programa bilingue? Yes No Maybe

Signature of Parent, Guardian or Student (if over 18)
Firma del Padre, Tutor, or Estudiante

This student has been identified as: Este estudiante fue identificado como: <input type="checkbox"/> Fluent <input type="checkbox"/> Limited <input type="checkbox"/> English Speaking <input type="checkbox"/> _____
State of California, Department of Education/ Departamento de Education, Estado de California Registrar's Initials: _____ Bilingual Staff: _____



Student Name: _____

Name(s) of Primary Care Giver(s): _____

Address: _____

Home Phone Number: _____

Work Phone Number: _____

Cell Phone Number: _____

Primary Care Physician: _____

Primary Care Physician Phone Number: _____

Individuals the School is authorized to contact in the event of an emergency:

Name	Telephone Number

If the school is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform the School of any changes regarding the information on this form.

Parent/Guardian Signature: _____ Date: _____



In the event of an emergency, students will remain under the supervision of school officials until families or responsible adults can pick them up. To pick up a student, please follow the procedures below:

- a) Inform the teacher, paraprofessional, or whichever adult is responsible for that classroom, that you are taking the student.
- b) Sign a Student Release Form for each student you are taking.
- c) Please leave the premises as quickly as possible after signing out your child.
- d) If you would like to help with first aid, dismissing students, etc. please see (_____) to sign up to volunteer. Volunteers should leave students with their classes and should not sign a Student Release Form until they are ready to leave.

In the event that you are unable to reach the school right away, we will release your child to the adult indicated on your child's Authorized for Student Pick-Up form. This individual will be required to sign a Student Release Form as well.

The school principal (or other school official if the principal is not available) will determine whether to evacuate the building. In the event of an evacuation, we will transfer the students to the nearest available safe shelter.

In the event of an emergency, we urge families to work with the School so that we can ensure the safety of all students.

I have read, understand, and agree to the emergency policies and procedures herein.

Parent/Guardian Signature: _____

Date: _____

***Return original to School. Parents keep a copy.**



Parents/Guardians of Oakland Aviation High School Students

In order to protect students and inform parents about the proper use of technology at Oakland Aviation High School (OAHS) here is an "Acceptable Use Policy for Technology" that must be signed for students to begin using computers and other technology at OAHS. Use of these resources is a privilege. This policy is particularly important with regard to using the Internet.

OAHS Reserves the right, at its sole discretion, with or without notice, to discipline and to suspend or terminate service provided to any community member if the person or anyone using that persons services or facilities, directly or indirectly:

- Uses OAHS technology for plagiarism
- Uses services to access or display material with pornographic content or with excessive violence
- Uses services that abuse or violates the privacy or property rights of others
- Uses services to break security, or to attempt to break security, of any computer network, or to access an account or website which does not belong to such person
- Disassembles without authorization, or willfully damages, vandalizes or otherwise harms OAHS technology
- Installs unauthorized software or hardware on OAHS systems
- Makes illegal or unlicensed copies, in any form, of software installed on OAHS systems
- Abuses any Usenet or other newsgroup, forum email mailing list or other similar group or list
- Forges email headers, or employs any other methods in connection with the transmission of emails used to disguise any user name or the source of, or quality of transmissions
- Uses OAHS technology for profit or any commerical purpose
- Uses services in a maner that constitutes a violation of any federal, state, local or international law. This includes, but is not limited to, copywrited material, material legally judged to be threatening or obscene, or materials protected by trade secret
- Uses technology when instructed not to, or for purposes other than completing assignments given by OAHS Staff.

OAHS may elect, at its sole discretion, to monitor any or all traffic routed through the OAHS network. OAHS reserves the right to block email communication, including but not limited to, the right to block mass email solicitations.

Nothing contained in this poicy shall be construed to limit OAHS actions or remedies in any way with respect to any of the foregoing activities, and OAHS reserves the right to take any action and all additional actions it may deem appropriate with respect to such activities, including without limitation, taking action to recover the costs and expenses of identifying offenders and removing them from the OAHS service.

I acknowledge the contents of this document and agree to follow the terms of the OAHS Acceptable Use Policy for Technology.

Student Signature

Date

Parent/Guardian Signature

Date



Consent of Photograph, Film, Videotape & Record Consentimiento para fotografiar y grabar con video

I hereby give my consent to Oakland Aviation High School _____ to take or authorize others to photograph, film, videotape and/or record the voice of:

Al firmar este documento, doy mi consentimiento a (escuela: _____) que tome fotografías, o autorizo a otros que las tomen, que me filmen en video, o que graben mi voz en audio:

(Name of student) (estudiante)

I understand that these photographs/film/videotape/recordings may be used for educational purposes through the medium of radio, television, newspaper, film or internet.

Comprendo que las fotografías, o grabaciones, sera usadas co motivos educacionales, para el interes del publico, o con motivos informacionales a traves de los medios de la radio, television, internet, diarios o peliculas.

Signature of Student or Parent if Student is a Minor
Firma del estudiante o Tutor del Menor

State-Required Caregiver's Authorization Affidavit

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instruction: Completion of items 1-4 and the signing of the affidavits is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5-8 is additionally required to authorize any other medical care. Print clearly.

The minor named below lives in my home and I am 18 years of age or older.

- 1. Name of Minor: _____
- 2. Minor's birth date: _____ / _____ / _____
- 3. My name (adult giving authorization): _____
- 4. My home address: _____

- 5. I am a grandparent, aunt, uncle, or other qualified relative of the minor.
- 6. Check one or both (for example, if one parent was advised and the other cannot be located):
 - I have advised the parent(s) or other person(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.
 - I am unable to contact the parent(s) or other person(s) having legal custody of the minor at this time to notify them of my intended authorization.
- 7. My date of birth: _____ / _____ / _____
- 8. My California's driver's license or identification card number: _____

Warning: Do not sign this form if any of the statements above are incorrect, or you will be committing a crime punishable by a fine, imprisonment, or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated: _____ Signature: _____

The following individuals are authorized to pick up my child from school:

Name	Relationship	Contact Phone
1.		
2.		
3.		
4.		
5.		
6.		

Parent/Guardian Signature: _____ Date: _____

Oakland Aviation High School

Application for Free and Reduced-Priced Meals or Free Milk School Year (2009-2010)

ONE application per household and ONE for each foster child

SECTION A. CHILDREN IN SCHOOL: Complete this section by providing information for all children in your household.

IDENT/CHILDREN INFORMATION. Include any income received by the child from full-time or regular part-time employment, Social Security Income, or Adoption Assistance. A foster child must have separate application.

Last Name Student/Child	First Name Student/Child	School Name Write "none" if not in school	Grade	Write case Number	Write the Benefit type: • Food Stamp • CalWORKs • Kin-GAP • FDPIR	Student/Child Gross Income, if any	OFFICE USE STUDENT ID#
						Indicate <u>how much</u> and <u>how often</u> income is received (frequency)	
(Example) Taylor	Sandra	Sunny School	3 rd			\$150.15/monthly	
1 ▶		Oakland Aviation				\$ /	
2 ▶						\$ /	
3 ▶						\$ /	
4 ▶						\$ /	
5 ▶						\$ /	

◆ If the child you are applying for is the legal responsibility of a welfare agency (foster child) or court, check box Foster Child Name: _____ personal-use income \$ _____ weekly/monthly/annually (Circle), go to section C.

◆ If the child you are applying for is Homeless/Migrant/Runaway, contact school and check box: Homeless Migrant Runaway

SECTION B. HOUSEHOLD MEMBERS AND GROSS INCOME:

If in Section A above, you entered a Food Stamp, CalWORKs, Kin-GAP, or FDPIR case number for each child, or if this application is for a foster child and you entered personal-use income, go to Section C, complete and sign, you do not complete Section B.

List all adult household members, regardless of whether or not they have income. Indicate the amount and source of income each household member received. If any amount was more or less than usual, enter the usual income.

Full Name (Adults) (Do not repeat names or income from above)	Indicate <u>how much</u> and <u>how often</u> gross income is received (frequency)					OFFICE USE
	Check, if no income	Gross Earnings From Work Before Deductions, Include All Jobs	Pension, Retirement, Social Security	Welfare Benefits, Child support, Alimony	All other Income	
(Example) Loretta Taylor	<input type="checkbox"/>	\$22,318.72/annually	\$569.22/monthly	\$122.00/every other week	\$40.38/monthly	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	

⇐ ENTER TOTAL HOUSEHOLD MEMBERS (Section A + Section B)

SECTION C. I certify (promise) that all of the above information is true and correct and that all income is reported. I understand that this information is given in connection with the receipt of federal funds that school officials may verify the information on the application at any time, and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and federal laws. **PRIVACY ACT** found on letter to households.

SIGNATURE of adult completing this form	Date	Social Security Number (SSN) of adult <input type="checkbox"/> I do not have a SSN.
PRINTED Name of adult completing this form	Telephone Number	
Mailing Address	City	Zip Code

SECTION D. CHILDREN'S RACIAL AND ETHNIC IDENTITIES (Optional):

1. Choose one or more racial identities (regardless of ethnicity): <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Black or African-American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or other Pacific Islander	2. Choose one ethnic identity: <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Not Hispanic/Latino
---	---

California Education Code Section 49557(a): Applications for free and reduced-price meals may be submitted at any time during a school day. Children participating in the National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

OFFICE USE ONLY - ELIGIBILITY DETERMINATION			
Free <input type="checkbox"/> Reduced <input type="checkbox"/> Denied <input type="checkbox"/> Categorically Free with Food Stamp, CalWORKs, Kin-GAP, or FDPIR Benefits	Direct Certified as: H M R	<input type="checkbox"/> EP	<input type="checkbox"/> YRTrack
Zero Income, Temporarily Free; Expiration Date: _____ (Expires 45 days from this date)	HLSD Size:	HSLD Annual Income:\$	
Determining Official's Signature	Date	2 nd Review Official's Signature	Date
Verification Follow-Up Official's Signature		Date	
Annual income Conversion: Multiply weekly income x 52; Every two weeks x 26; twice monthly x 24; monthly x 12. Do not round result. Compare result to income eligibility guidelines.			

Oakland Aviation High School

SOLICITUD PARA COMIDAD ESCOLARES GRATIS Y A PRECIOS REDUCIDOS AÑO 2009-2010

UNA solicitud por hogar y UNA para cada niño foster

SECCION A. NINOS EN LA ESCUELA: Complete esta seccion dando la informacion para todos los niños en su hogar.

INFORMACION DEL ESTUDIANTE/NINOS. Incluya cualquier ingreso de sus niños quienes estén trabajando tiempo parcial o completo, ingresos del seguro social, o ingresos de asistencia de adopción. Si tiene un niño foster, usted tiene que llenar una solicitud para cada niño foster.							
Apellido Estudiante/Nino	Primer Nombre Estudiante/Nino	Nombre de Escuela Escriba "Ninguna" si no va a la escuela	Grado	Escriba el número del caso	Escriba el tipo de ayuda FS, CalWORKs, Kin-GAP, O FDIPIR	Ingreso del Estudiante/nino Usted debe poner la cantidad y cada cuando lo recibe	OFFICE USE STUDENT ID#
(Ejemplo) Taylor	Sandra	Sunny School	3 rd			\$150.15/ por mes	
1 ▶		Oakland Aviation				\$ /	
2 ▶						\$ /	
3 ▶						\$ /	
4 ▶						\$ /	
5 ▶						\$ /	

- ♦ Si el niño para el cual está aplicando es la responsabilidad de la agencia de welfare (niño foster) o de la corte, marque aquí El nombre del niño Foster su ingreso personal \$ por semana/mes/año (Circule), vaya a la Sección C.
- ♦ Si el niño para el cual está aplicando no tiene un hogar/ o sus padres son trabajadores migrantes/ o si es un niño quien ha dejado su hogar, llame a la escuela y marque aquí: Sin Hogar Migrante Dejo su hogar.

SECCION B. MIEMBROS DEL HOGAR Y SUS INGRESOS:

Si en la Sección A, usted escribió un número de caso de estampillas de comida, CalWORKs, Kin-GAP, o FDIPIR para cada niño, o si esta solicitud es para un niño foster y usted no dio el ingreso de él, vaya a la Sección C, complete y firme esa sección, usted no tendrá que completar la Sección B.

Escriba todos los nombres de las personas adultas que forman parte del hogar, tengan o no tengan ingresos. Indique la cantidad y el lugar donde obtienen el ingreso para cada miembro del hogar. Si cualquier cantidad es más alto o bajo de lo normal, ponga la cantidad que normalmente reciben.						
Nombre Completo (Adultos) (No repita los nombres o ingresos que haiga puesto en las Secciones de arriba)	Ingresos antes de las deducciones- Usted nos debe escribir la cantidad y cada cuando la recibe.					OFFICE USE
	Marque si no tiene ingreso	Ingresos del trabajo antes de las deducciones, Incluya todos sus empleadores	Pensiones, Jubilacion, Seguro Social	Beneficios de Welfare, Manutencion de hijos, Pension	Cualquier otro Ingreso	
(Ejemplo) Loretta Taylor	<input type="checkbox"/>	\$22,318.72/por año	\$569.22/por mes	\$122.00/cada otra semana	\$40.38/por mes	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	
	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /	

⇐ ESCRIBA EL NUMERO TOTAL DE LOS MIEMBROS DE LA FAMILIA (La Sección A + Sección B)

SECCION C. Yo certifico (prometo) que toda la información de arriba es verdadera y correcta, y que todos los ingresos son declarados. Yo entiendo que esta información es para el recibo de fondos federales; que las autoridades escolares pueden verificar la información de esta solicitud en cualquier momento, y que la falsificación deliberada de datos, me expone a ser enjuiciado a conforme a las leyes federales y estatales pertinentes. La ACTA DE PRIVACIDAD está por revés

FIRMA del adulto quien llena esta forma	Fecha	Numero de Seguro Social (SSN) del Adulto	<input type="checkbox"/> Yo no tengo seguro social.
IMPRIMA el nombre del adulto quien llene esta forma	Numero de Teléfono		
Domicilio	Ciudad	Código Postal	

SECCION D. IDENTIDADES ÉTNICAS / RACIALES DE NINOS (opcional):

1. Apunte uno o más identidades raciales (a pesar de étnica): <input type="checkbox"/> Asiático <input type="checkbox"/> Indígena Americano o Nativo de Alaska <input type="checkbox"/> Negro o Africano-Americano <input type="checkbox"/> Blanco <input type="checkbox"/> Hawaiano Nativo o otro Islajero Pacifico	2. Apunte una identidad étnica: <input type="checkbox"/> De origen Hispano/Latino <input type="checkbox"/> No de origen Hispano o Latino
--	--

Sección 49557(a) del Código de Educación de California: Las solicitudes para las comidas gratis o a precios reducidos puede ser enviadas en cualquier momento durante el día escolar. Los niños que participan en el Programa Nacional de Alimentos Escolares, no se les distinguirá con el uso de fichas especiales, boletos especiales, filas especiales de servicio, entradas separadas, comedores separados, o otra forma de discriminación.

OFFICE USE ONLY - ELIGIBILITY DETERMINATION					
<input type="checkbox"/> Free <input type="checkbox"/> Reduced <input type="checkbox"/> Denied <input type="checkbox"/> Categorically Free with Food Stamp, CalWORKs, Kin-GAP, or FDIPIR Benefits	Direct Certified as: H M R	<input type="checkbox"/> EP	YR Track:		
Zero Income, Temporarily Free: Expiration Date: _____ (Expires 45 days from this date)	HLSD Size:	HLSD Annual Income: \$			
Determining Official's Signature	Date	2 nd Review Official's Signature	Date	Verification Follow-Up Official's Signature	Date

Annual income Conversion: Multiply weekly x 52; Every two weeks x 26; or twice monthly x 24; monthly x 12. Do not round result. Compare this result to the income guidelines.

Oakland Aviation High School

New Student Registration Form
2006-2007

Office Use Only

Entry Date: _____ / _____ / _____
State ID# _____
District ID # _____
School ID# _____

Student Information

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt#: _____

City: _____ State: _____ Zip: _____

Phone: () -

Student's Date of Birth: (mm/dd/yyyy) / /

Student's gender: (Check one only) F= Female M= Male

Student's Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

Cherokee Chippewa Choctaw Navajo Pueblo
 Sioux Other: _____

0999 = Asian (Please specify)

Asian Indian Chinese Filipino Japanese Korean
 Vietnamese Other: _____

1000 = Black or African American (Please specify if known)

Other: _____

1001 = Hawaiian or other Pacific Islander (Please specify)

Guamanian Hawaiian Samoan Other: _____

2304 = Hispanic or Latino (Please specify):

Argentinean Colombian Cuban Dominican Mexican Amer.
 Nicaraguan Puerto Rican Salvadoran Spaniard Other: _____

1002 = White (Please specify if known)

Other: _____

Student is applying for grade: (Check one only)

0 = Kindergarten 1 = 1st Grade 2 = 2nd Grade 3 = 3rd Grade
 4 = 4th Grade 5 = 5th Grade 6 = 6th Grade 7 = 7th Grade
 8 = 8th Grade 9 = 9th Grade 10 = 10th Grade 11 = 11th Grade
 12 = 12th Grade

This is the _____ time the student has ever entered this grade level (check one only).

1 = First Time 2 = Second Time 3 = Third Time

English Proficiency of the student: (Check one only)

1633 = Native English Speaker 1634 = Fluent English Speaker
 1635 = Non-English speaking 1636 = Redesignated as fluent English proficient
 1637 = Status Unknown 2349 = Limited English proficient/English Language Learner

Primary language spoken at home (Check one only):

Arabic French Hindi Persian Spanish
 Cantonese French Creole Italian Polish Tagalog
 Chinese (non Cantonese) German Japanese Portuguese Urdu
 English Greek Korean Russian Vietnamese

Other: _____

Before attending this charter school, the student attended:

School Name: _____ School City: _____

The school the student attended previously can be categorized as: *(Check one only)*

Public:

- 1821 = Public, same district
- 1822 = Public, different district in the same state
- 1823 = Public, different state

Private:

- 1824 = Private, non-religiously-affiliated, same district
- 1825 = Private, non-religiously-affiliated, different district, same state
- 1826 = Private, non-religiously-affiliated, different state
- 1827 = Private, religiously-affiliated, same district
- 1828 = Private, religiously-affiliated, different district, same state
- 1829 = Private, religiously-affiliated, different state

Non-existent or Foreign:

- 1838 = Original Entry into US school (no previous school)
- 1839 = Original entry into US school (from foreign country with no schooling interruption)
- 1840 = Original entry into US school (from foreign country with schooling interruption.)
- 1830 = Located outside of the country

Other

- 1831 = Institution (example: correctional facility)
- 1832 = Charter school
- 1833 = Home schooling
- 1834 = Matriculating (in other words, passed previous school's highest grade level)
- 9999 = Other

Has the student taken a standardized test and been determined "Gifted?" 0002 = Yes 0232 = No

Has the student been classified by Special Education Services with any of the following disabilities? *(Check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> 2121 = Autistic/Autism | <input type="checkbox"/> 2122 = Deaf-blindness |
| <input type="checkbox"/> 2123 = Hearing impairment | <input type="checkbox"/> 2124 = Mental retardation |
| <input type="checkbox"/> 2125 = Multiple disabilities | <input type="checkbox"/> 2126 = Orthopedic impairment |
| <input type="checkbox"/> 2127 = Emotional Disturbance | <input type="checkbox"/> 2128 = Specific learning disability |
| <input type="checkbox"/> 2129 = Speech or language impairment | <input type="checkbox"/> 2130 = Traumatic brain injury |
| <input type="checkbox"/> 2131 = Visual impairment (e.g. blindness, etc...) | <input type="checkbox"/> 2132 = Other health impairment |
| <input type="checkbox"/> 2133 = Deafness | <input type="checkbox"/> 2134 = Developmental delay |
| <input type="checkbox"/> 2135 = Infants and Toddlers with disabilities | <input type="checkbox"/> 9998 = None |

How far is the school from your home? *(Approximate distance in miles)*

How many times has the student's family moved in the past 12 months?

In the student's home:

Approximately how many books are there where the student resides?

Is there a computer at home? (e.g. desktop/laptop)

0002 = Yes 0232 = No

Is there Internet access at home?

0002 = Yes 0232 = No

Is there a quiet place for the student to study at home?

0002 = Yes 0232 = No

Was any adult employed for income over the past two weeks?

0002 = Yes 0232 = No

Migratory Status: Does the student's Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

- 1641= Yes 1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: *(Check one only)*

- F = Free lunch FDC = Free lunch in District of Columbia
 P = Full pay R = Reduced-price lunch
 I don't know. *(School will gather this data.)*

Among all parents and guardians residing with the student, what is the highest level of education? *(Check one only)*

Elementary/Middle/High School	College and Beyond	Other
<input type="checkbox"/> 0789 = Pre-Kindergarten	<input type="checkbox"/> 1049 = Some college but no degree	<input type="checkbox"/> 0819 = Vocational Certificate
<input type="checkbox"/> 0805 = Kindergarten	<input type="checkbox"/> 1050 = Associate's degree	<input type="checkbox"/> 1046 = Adult Basic Education Diploma
<input type="checkbox"/> 0790 = 1 st Grade	<input type="checkbox"/> 1051 = Bachelor/Baccalaureate degree (BA, AB, BS, etc..)	<input type="checkbox"/> 1047 = Formal certificate or diploma (less than one yr.)
<input type="checkbox"/> 0791 = 2 nd Grade	<input type="checkbox"/> 1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 rd Grade	<input type="checkbox"/> 1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)	<input type="checkbox"/> 2408 = H.S.completers (e.g certificate of attendance)
<input type="checkbox"/> 0793 = 4 th Grade	<input type="checkbox"/> 1054 = Master's degree (e.g. MA, MS, M.Ed, MSW, MBA.)	<input type="checkbox"/> 2409 = H.S. equivalency (e.g.GED)
<input type="checkbox"/> 0794 = 5 th Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0795 = 6 th Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0796 = 7 th Grade	<input type="checkbox"/> 1057 = Doctoral degree (e.g. Ph.D, Ed.D)	
<input type="checkbox"/> 0798 = 8 th Grade		
<input type="checkbox"/> 0799 = 9 th Grade		
<input type="checkbox"/> 0800 = 10 th Grade		
<input type="checkbox"/> 0801 = 11 th Grade		
<input type="checkbox"/> 1044 = H.S. diploma		
<input type="checkbox"/> 1809 = 12 th grade, no diploma		

END of Student Information.

Parent/Guardian/Family Information

Parent/Guardian 1

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt#: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ WorkPhone: _____

Relationship to student: _____

Parent/Guardian 2

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt#: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ WorkPhone: _____

Relationship to student: _____

Does the student have any siblings?

Name

Age

Current School

Name	Age	Current School
_____	_____	_____
_____	_____	_____
_____	_____	_____

Emergency Contact Information

First Name: _____ Last Name: _____

Address: _____ Apt#: _____

City, State, Zip: _____

Emergency Phone Number: _____ This is (Check One Only) Cell Work Home

Relationship to student: _____

END of Parent/Guardian Information

Oakland Aviation
High School



*FAMILY AND STUDENT
HANDBOOK*

2010-2011

Oakland Aviation High School

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Oakland Aviation High School

Administration for Oakland Aviation High School

Principal

Connie Senna Spinnato

Important Phone Numbers

(510) 633-6375

Oakland Aviation High School

(510) 633-6375

Administrative Assistant Judy Vasquez

Counseling Office

Ms. Werner Academic Counselor

(510) 633-6375

Oakland Aviation High School

Oakland Aviation High School

Student/Family Handbook

Essential Information

Address

Oakland Aviation High School
7801 Edgewater Drive, Suite 2000
Oakland California, 94621

Main Office Phone

(510) 633-6375

Fax

(510) 633-6351

Website

www.aviationhighschool.org

School Hours

Monday -- Friday

7:30 A.M. - 4:00 P.M.

(See school calendar for holidays)

Oakland Aviation High School

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:45-8:35 (55)	Period 1 7:45-8:35 (55)	Period 1 7:45-9:15 (90)	Period 2 7:45-9:15 (90)	Period 1 7:45-8:35 (55)
Period 2 8:40-9:50 (70)Advisory	Period 2 8:40-9:50 (70) Advisory			Period 2 8:40-9:50 (70)Advisory
Period 3 9:55-11:15 (80) 15 min. Pleasure Reading/RTI. Reading	Period 3 9:55-11:15 (80) 15 min. Pleasure Reading./RTI	Period 3 9:20-11:35 (80) 15 min. Pleasure Reading./RTI	Period 4 9:20-11:35 (80) 15 min. Pleasure Reading/RTI	Period 3 9:55-11:15 (80) 15 min. Pleasure Reading/RTI
				Pleasure
Period 4 11:20-12:15 (55)	Period 4 11:20-12:15 (55)			Period 4 11:20-12:15 (55)
Lunch 12:15-12:55 (40)	Lunch 12:15-12:55 (40)	Lunch 11:35-12:10 (40)	Lunch 11:35-12:10 (40)	Lunch 12:15-12:55 (40)
Period 5 1:00-1:55 (55)	Period 5 1:00-1:55 (55)	Period 5 12:15-1:50 (90)		Period 5 1:00-1:55 (55)
Period 6 2:00-2:55 (55)	Period 6 2:00-2:55 (55)	Period 6 Collaborate	Period 6 12:10-1:50 (90) Collaborate	Period 6 2:00-2:55 (55)

Oakland Aviation High School

Our Mission

To provide a rigorous educational program that prepares students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business and preparation for college and beyond.

Our Vision

To hold high expectations for students and staff focused on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining our personal best in every situation.

Values

(Permeates the organization, drives decisions, strong reaction when it's violated, last thing we'll give up)

We achieve this mission through our values:

- ✚ The uniqueness & worth of our multiculturalure;
- ✚ A Challenging learning program;
- ✚ A nurturing climate;
- ✚ Sharing in the decision making process;
- ✚ Innovation and creativity;
- ✚ A positive physical environment; and
- ✚ Everyone learns and everyone teaches.

Oakland Aviation High School

Counseling and Guidance Department

The Counseling and Guidance department is located down RUNWAY 3 room 303 and is open from 7:30 a.m. to 4:00 p.m. Ms. Werner is our full-time Success/Guidance Counselor.

College of Alameda, AIM Program, California State University East Bay

Each of these institutions has as a special liaison program with OAHS College of Alameda provides early decision presentations to any interested senior. Field trips and college visits are also available. They assist them with developing a plan which will enable them to meet their objective for a post-secondary education.

School History

OAHS is the product of a partnership between Oakland Community Organizations (OCO), the College of Alameda (COA), the Port of Oakland, and interested aviators, educators and community members. In the early 1990s, Chuck Foster, Executive Director of the Port of Oakland, approached OCO with the idea of establishing an Aviation High School in Oakland that would be modeled on the successful Aviation High School in New York City. The College of Alameda joined the effort to provide expertise in developing FAA approved curriculum. Oakland leaders took a trip to New York to visit the Aviation High School, and Mayor Elihu Harris lent his support to the project. OCO held a large public meeting in which the Oakland Unified School District agreed to establish an Aviation Program, the Oakland City Council provided start up funds for the program.

The OAHS Design Team formed in the summer of 2002 with the same original partnering organizations and has worked diligently over the years to establish an aviation high school that will expand the horizons of Oakland's youth by preparing them for both college and a career. In October of 2005, Jay Dunlap, the founding principal, and Leah Casey, joined the team. In January 2006, the school's charter was approved by Oakland Unified School District. In August 2006, OAHS became an independent Local Education Agency (school district). Our doors were opened on September 11, 2006.

Oakland Aviation High School

School of Choice Agreement

OAHS is a school of choices. Our community provides a rigorous college preparatory education for students who want to succeed in college, aviation and/or business. Our program is designed to help highly motivated students to develop the skills and personal qualities necessary to take the next step after graduation with confidence. Students who enter below grade level will benefit from our academic support system. At OAHS students are expected to attend an extended school day, complete all coursework and exhibit a high level of personal motivation.

Graduation Requirements

A total of 240 credits are required for graduation. The following lists break the credits down by subject.

Academic Requirements

Minimum Credits Required for Graduation: 240

University of California (UC) course requirements compared to OAHS

Content Area	UC (A-G Coursework)	OAHS (courses offered)
History/Social Science	2 years required	4 years Geography, World History, US History, Government/Economics
English	4 years required	4 years
		English 9, 10, 11, 12
Mathematics	3 years required, 4 years recommended	3 years
		Algebra 1, Geometry, Algebra II/Trig, Pre-Calculus, Calculus (Pending A-G Approval)
Laboratory Science	2 years required, 3 years recommended	3 years
		Biology, Chemistry, Physics, Astronomy/Rocketry, Environmental Science
Language Other than English	2 years required, 3 years recommended	2 years
		Spanish 1, Spanish 2, Spanish III, IV (Pending A-G Approval)
Visual and	1 year	1 year

Oakland Aviation High School

Performing Arts (VPA)	required	1 year The Visual Experience
Advisory	0	4 years
Aviation Maintenance Technicián	0	4 years with FAA certification

Minimum Credits Required by Subject:

- English: 40
- Social Studies: 40
- Math: 30
- Science: 30
- Spanish: 20
- Art: 10
- Advisory: 40
- Elective: 20
- Aviation: 40
- Physical Education: 10

Other Graduation Requirements

- Portfolio and Portfolio Exhibitions (must pass final exhibition each year for promotion)
- Completion of COA coursework or internship
- Pass all sections of the California High School Exit Exam.
- 20 hours Approved community service (4 years)

Portfolios

Students will keep a portfolio that showcases progress toward individual academic goals and the school-wide grade level benchmarks for each course. Portfolios are personal, interactive and genuine expressions of the personality and talents of each student. They develop year by year with the student into an assertion of personal and academic growth. Twice each year students will participate in portfolio exhibitions. Portfolios are evaluated by a group of teachers, peers and parent/community members. Passing scores on portfolios are required for promotion.

Portfolio Exhibitions

Oakland Aviation High School

Exhibitions of student work will be held each semester. The exhibition can take many forms including (but not limited to) oral presentation, dance, video, musical or written expressions in front of a live audience. Exhibitions are presented to fellow students, faculty, parents and community members. Exhibitions are a time for students to showcase their progress over the course of the year. Portfolio Exhibitions are evaluated by a group of teachers, peers, board members and parent/community members. Passing scores in both portfolios and exhibitions are required for promotion and graduation.

Homework

All homework assignments are directly related to state standards. Teachers have the right to assign homework as they feel necessary but OAHS teachers do assign homework at least three times a week. Homework serves both as a tool to re-teach concepts and refresh concepts to students.

Homework Logs

Students will receive a homework log— a list of homework assignments—in each class. When the student turns in the assignment the teacher will make an indication in the homework log. Students who regularly do not complete homework may be required to have their parents/guardians sign off on the homework log.

Progress Reports

Progress reports are issued four(4) times a year in the middle of each grading period. Other reports may be issued on an as-needed basis. These reports include standardized test scores, current grades, a behavior evaluation and a student self-reflection. The purpose of Progress Reports is to give families and students an opportunity to make changes, develop strategies and improve before the official grading period is over.

Report Cards

Report cards are issued four times per year. They include the grade earned in each class. Additionally, they will include personal notes on the student's progress and behavior.

Advisory Program Overview

Research shows that young people learn best when they are known, when they are cared about and when a teacher has time to give them individual attention. Advisory at OAHS offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor in

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addition to their academic counselor. Students are assigned to an Advisory teacher, who comes to know them well over their entire OAHS career.

In addition to leading Advisory as an academic course, the Advisory teacher will act as mentor, guide and advocate for their advisees. The Advisory teacher will participate in IEPs, behavior contracts, the development of student specific learning objectives, college preparation and be the point of contact between the school and the community for the student. Advisory teachers play an important role as advocates for your student(s). They counsel students, and represent them when they get into trouble or conflict with other staff, and students. They also monitor student progress toward individual and school-wide outcomes.

Advisory Academics

As an academic course, Advisory establishes the fundamentals of academic literacy and hones the necessary skills for success in college and life. In so doing, it helps to accelerate the A-G academic courses by teaching many of the core skills necessary for mastering college-level work. While core courses focus on content, Advisory focuses on developing foundational skills. Over four years the advisory curriculum will develop, reinforce and provide multiple opportunities to practice critical thinking and social skills.

Each year Advisory will have a different theme and essential question to guide students through the OAHS experience. The Advisory theme is "Academic Literacy" and the essential question is, "What is critical thinking, and how do I demonstrate it?" The theme and essential question frame the interdisciplinary projects and final portfolio presentation guidelines and rubrics for first year students. The course objectives align with the California State content and performance standards across the curriculum, but include units on craftsmanship, leadership and self-reflection. What follows is a sample of Advisory course objectives.

Cheating

One of the most important feelings a student derives from learning is a sense of accomplishments. A task completed provides satisfaction and each task completed well strength a person's own feeling of self worth, confidence and self esteem.

The teacher and the student are partners in the learning process. The teacher provides the setting and methods for

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learning and the student contributes an honest effort in the form of his own work. Anytime a student relinquishes his responsibility as a learner by representing the work of another as his own, he is cheating. A student who does his/her own work and then passes it on to another student for his/her use is also cheating. Cheating is unacceptable at Oakland Aviation High School.

Students who cheat should be aware that penalties may include a zero on a specific assignment, a lowered report card grade, Counselor conference, parent contact, and principal contact.

Possible Suspension

Special Education Services

OAHS provides basic special education services in collaboration with Oakland Unified School district. If your student has a current IEP, please let us know as soon as possible so we can organize the appropriate services. If you feel that your student might have learning challenges, please request a special education referral. We will make sure that he or she is evaluated, and if special accommodations are necessary we will implement them before he or she falls behind.

Parent Participation

All education begins at home. We at OAHS are counting on you to help us provide the best educational experience we can. When parents take time to check homework, and talk to their students about the importance of doing well in school, they make a tremendous difference for their student's academic achievement. When parents take on leadership at the school and truly get involved, a wonderful and empowering relationship will form between the school and the family. OAHS encourages parents and families to fully participate in the OAHS community. Below is a description of some formal ways you can get involved.

College Counseling

There will be a full-time Success/Academic counselor to counsel students. Ms. Werner, OAHS counselor also supports students in their career choices and college preparation.

Associate Student Body (ASB)

In the first quarter students will be invited to campaign for student offices in the ASB. This group of students will organize dances, clubs and fundraising efforts under the

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guidance of a staff member. Each class will elect student senators who will represent their needs and interests in the ASB. Additionally, the student body will be represented by the School President who will represent the interests of students at OAHS board meetings. In addition there will be a Leadership class that will develop the basic concepts of student government. It enables the students to explore the areas of leadership skills, group processes, activity planning, value clarification, goal setting, problem-solving, and parliamentary procedures.

Dances, Special Events and Clubs

The ASB will hear all suggestions for dances, special events and clubs. They will be responsible for planning, organizing and raising funds for school events. All dances, special events and club activities are subject to staff approval.

Aviation Curriculum

In addition to the college preparatory program, OAHS will provide rigorous technical training to all students so that they can enter a skilled aviation career upon graduation. Beginning in the ninth grade, every student will be introduced to a variety of aviation career paths through introduction to aviation courses, starting in the tenth grade all students will be introduced to aviation courses conducted in partnership with the College of Alameda (COA). These paths include General Aviation (GA) and Aviation Maintenance Technician (AMT) strands. Students enrolled in the GA strand will gain background in aeronautics and business, and take courses such as private pilot license ground school training, customer service, office administration and introduction to business, and accounting. Students enrolled in the AMT strand will receive 1380 hours of instruction in FAA approved curriculum, and will graduate with an FAA Aviation Maintenance Technician Certificate: Airframe Rating. Students will need a fifth year at COA for the Power Plant Rating. All students will receive college credit transferable to CSU. Students will participate in internships with airlines and a wide range of support businesses and agencies at the airport.

See the Course Catalogue for more details on the specific courses.

Work Permits

Students in good standing (2.5 or better GPA) and must be 15 1/2 may request a work permit. Work permits will be granted on the

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condition that work does not take priority over school. Students will not be allowed to miss school to go to work.

Bicycles, Skateboards and Scooters

Students should feel free to bring bicycles, skateboards and scooters to school. However, bicycles must be locked-up before first period and skateboards and scooters must be stored in the office for the entire school day. OAHS is not responsible for lost or stolen bikes, skateboards or scooters.

Medicines

Students who need to take prescription medicines, insulin or drugs that must be injected are required to provide the office with a copy of the prescription and instructions for administration. All medicines that are administered by injection must be administered in the office or another designated space under staff supervision. Students who need help remembering to take their drugs should notify the office. Prescription drugs that are addictive or can be sold as recreational drugs, including but not limited to pain killers, anti-psychotics, stimulants, steroids and anti-depressants must be stored in the office and used only under staff supervision. Students who are caught violating these policies will be subject to disciplinary action.

Breakfast and Lunch

This year we will provide a full school breakfast/lunch service. Our meals provide balanced, healthy and tasty food options for students. We provide free and reduced priced lunch for students who qualify.

Hall Passes

- a. Student must have passes to be out of class at all times.
 - b. No passes will be issued during the first and last ten minutes of each period.
 - c. Only one student will be permitted out of class at a time.
 - d. Passes out of class will be issued only in case of extreme need.**
- If a student is found to be out of class without a pass, he/she may be assigned a detention.***

Student Body Cards

It is mandatory that all students carry their OAHS Student Body Cards either on or off campus during school hours.

- a. During school hours, A.S.B cards are to be on one's person when either on or off campus.

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- b. Upon request, students will be required to give their A.S.B cards to any adult who works at OAHS.
- c. Failure to present an A.S.B card upon request may be grounds for suspension.
- d. A.S.B. cards checks will be made throughout the year.
- e. Students attending games, and school activities will be required to show their A.S.B cards prior to attendance.
- f. Lost ASB cards may be replaced by contacting Judy Vasquez- Office Manager.

Relationships

Students are asked to keep their expression of affection to a casual level. The holding of hands or a casual arm around a shoulder are generally accepted practices in today's society. On the other hand, long kisses, lap sitting and groping hands are acceptable. Parents will be contacted if inappropriate behavior persists.

Outside Visitors

- a. When visiting the campus, all adults having school business must check in through the main office.
- b. Parents who wish to visit classrooms are to make arrangements with an administrator.
- c. Students are not permitted to bring guests onto the campus or into the class room.
- d. By law, non-students are to loiter on or about the campus. Violators will be referred to the Oakland police Department.

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I. Student Government

Leadership 2010-2011 Officers

President Jayhde Calvin

Vice President Elda Perez

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ATTENDANCE

A parent/guardian is responsible for clearing all absences within two school days of a student's return to school or the absences automatically become cuts.

AN ABSENCE MAY BE CLEARED BY:

1. A note from a parent/guardian with the following information:
 - (1) Student's full name
 - (2) Current date
 - (3) Reason for absence
 - (4) Dates of absence
 - (5) Parent/Guardian signature
2. A Phone call from the parent or legal guardian to the school's main office. The office is open from 7:30a.m.-4:00p.m. The best time to clear absences is between 7:30 and 10:00 a.m the number to call to clear absences is (510)633-6375

ACCEPTABLE REASONS FOR EXCUSED ABSENCES (WITHIN TWO SCHOOL DAYS)

- ✚ Personal illness
- ✚ Death in the family or funeral of a close friend.
- ✚ Professional medical appointments.
- ✚ Out-of-town trip if arranged with the school in advance and if, in the judgment of the school administration, this absence is justified.
- ✚ Observation of a holiday or ceremony of student's religion.
- ✚ Students with excessive excused absences due to personal illness will be referred to the principal.

UNACCEPTABLE REASONS FOR ABSENCES

- ✚ Truancy
- ✚ Leaving School without proper clearance from the office
- ✚ Work
- ✚ Missed bus/car trouble.
- ✚ Shopping
- ✚ Beauty shop-Barber shop
- ✚ Oversleeping
- ✚ Needed at home (i.e., babysitting, taking care of ill parents, etc.)

OFF-GROUNDS PASS

Once the school day has begun, off-grounds passes must be obtained by students who need to leave school. Notes requesting off-ground passes are to be left in the main. Office before your first class for morning appointments and during lunch for afternoon appointments. The passes should then be picked up between classes or during the lunch period.

IRIS TECH RADIUM

On school days, between 5:00 and 9:00 p.m., the parent/guardian will receive a computerized phone message regarding his/her son's or daughter's absences.

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ATTENDANCE PRINTOUT

Parents may obtain a printout of their student's record by contacting Judy A. Vasquez (510)633-6375.

TARDY POLICY

Students at OAHS are expected to arrive on time to school and to each class during the school day. Regular tardiness will negatively affect progress toward graduation and result in disciplinary action.

CUTTING CLASS MAY RESULT IN ONE OR MORE OF THE FOLLOWING

- a. Individual teachers may assign detentions and extra class work.
- b. Parent contact by attendance office.
- c. Referral to associate principal
- d. Exclusion from school activities such as student government, sports, drama productions, work experience, field trips, etc. (Note: The Associate Principal's approval will be required prior to attending the senior picnic, junior prom and senior ball.)
- e. Referral to child welfare and Attendance.
- f. Parent and student meeting with district CWA personal and/or Associate Principal.
- g. Student's referral to an alternative education program. Example: Continuation School, Adult School, Independent Study, Community Day School TAP Program.

Discipline Policies

A Note About OAHS Discipline Policies

OAHS is an independent charter school with a specific mission and vision. In order to create a positive school culture, OAHS reserves the right to develop discipline policies, behavior contracts, consequences and procedures outside CA Education Code. By enrolling your student at OAHS you understand that your student is attending a school of choice, and agree to abide by all terms of the Family, Student Handbook over and above CA Education Code.

OAHS abides by all CA Education Code policies related to drugs, alcohol, tobacco, sexual harassment, violence and weapons.

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Universal School Rules/Respect

The following rules apply to every student whenever they are at school, on a field trip or any school sponsored event.

1. Follow directions and instructions
2. Come to class on time, prepared to learn every school day
3. Keep your hands, feet and objects to yourself
4. No teasing, bullying or put downs
5. Be sober (no drugs, alcohol or tobacco)
6. Follow the dress code

Personal Electronic Devices (PEDs) and Cell Phones

Use of PEDs (including cell phones) is not allowed at OAHS. Under no circumstances are students to use cell phones, iPods or other PEDs during school hours. If parents need to reach their student in an emergency, please call the main office and the student will be removed from class and allowed to speak with parents.

Students may use PEDs before and after school.

Progressive discipline for PEDs:

1. The device is taken and returned only to the student's legal guardian.
 2. The device is kept for the remainder of the school year.
- Frequent violation of this policy will lead to further disciplinary action. Students who refuse to surrender electronic devices when instructed may be given in-school suspension or more severe disciplinary consequences.

We urge students to leave their PEDs at home, or to lock them up while at school. OAHS is not responsible for lost or stolen PEDs.

Use of Technology

OAHS provides access to technology to all students on the condition that the technology is used solely for educational purposes. Students are not allowed to use school technologies to conduct personal business, including but not limited to playing games, making purchases, instant messaging or reading/posting information on "myspace.com" or "U-Tube". Before students are allowed to use technology they and their legal guardian(s) must read and sign the "Acceptable Use Policy for Technology". Students who violate the Acceptable Use Policy or use technology for personal business may lose all access to school technology. In extreme cases, students may be subject to criminal prosecution. OAHS will not hesitate to identify and

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prosecute students who commit computer crimes or engage in cyber-bullying. Students and parents will be signing all "ACCEPTABLE USE POLICY" located in the back of this handbook.

Dress Code

Students are expected to arrive at school dressed in the school uniform every day. Students will wear the school uniform each day to school, field trips and all other regular school sponsored activities.

Students who violate the dress code will be required to remove the offending article and surrender it to the staff for safe keeping until the parents/guardians are able pick it up. When this is impractical, the student may be given in-school suspension until the end of the school day, or such a time as a person can bring appropriate clothing for the student to wear.

Dress Code

1. Students wear school uniform at all times
2. Closed toe shoes only, no high-heeled shoes
3. Pants, skirts and shorts must be fastened securely above the hips
4. Shirts must cover midriff, and not be worn in a revealing manner
5. Absolutely no articles of clothing, notions, jewelry, belts, shoes or other apparel that can be construed as sex, violence, drug, alcohol or gang-related may be worn or possessed at school.
6. Shirts must be tucked into pants and worn professionally.
7. White or gray (only) undershirts may be worn.

The following styles are prohibited:

- ✚ Tight fitting clothing
- ✚ Baggy slacks
- ✚ Jeans or denim
- ✚ Half shirts
- ✚ Cut-out holes, rips, or drawings to any clothing
- ✚ Sun glasses worn inside the class room or building
- ✚ Hats or hoods worn inside the class room or building
- ✚ Mouth pieces or grills
- ✚ Tights, socks or belts displaying designs or graphics
- ✚ Open-toe shoes, slippers or flip-flops
- ✚ Necklaces, Rosaries, or any jewelry worn around the neck

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Students are expected to wear:

- + Gray/White short polo style shirt with school logo or plain.
 - o Shirts must be tucked into pants, skirts, or shorts.
- + Solid black slacks pants
 - o No sagging of trousers at anytime.

Students who receive a Uniform Violation Referral will be subject to (1) day suspension and/or given uniform to use for the day.

Open disrespect, racism, sexism, inappropriate sexual conduct or language, verbally or physically harming or endangering another student or self, or defacing property will result in an automatic referral and parent conference by phone or in person.

Students who commit extreme acts of vandalism will be:

- a. Charged the cost in dollar of replacing/repairing the damaged property
- b. Required to repair the damaged
- c. Required to make a formal, public apology
- d. Suspended and/or expelled
- e. Turned over to the police

Drugs, Alcohol and Tobacco

OAHS is a drug, alcohol and tobacco free learning environment. Use, possession or distribution of controlled substances by employees, students or guests on or near the OAHS campus is strictly forbidden.

If a student is suspected of drug/alcohol use, the school will contact parent/police.

In accordance with CA Education Code students who use, possess, solicit, distribute or agree to distribute drugs on or near campus, during regular school hours or at school-sponsored events, will be subject to disciplinary action including automatic suspension from school and/or expulsion. The student's legal guardians and the local police will be called.

Violence

In accordance with CA Education Code students involved in violent behavior, language or actions will be subject to

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disciplinary action including suspension from school and/or expulsion. The local police will be called if the behavior is deemed dangerous or criminal in nature.

Violent behavior, language and action include but are no limited to fighting, physical intimidation, verbal or written threats, racial slurs or behaviors of a racist, sexist or prejudiced nature.

Weapons

Students are not to bring real or toy weapons or objects that can be used as real or toy weapons to school.

In accordance with CA Education Code students possessing real or toy weapons will be subject to disciplinary automatic expulsion. The police will be called and criminal charges will be pressed.

Sexual Harassment

Oakland Aviation High School is committed to safeguarding the rights of all students to learn in an environment that is free from all forms of sexual harassment. OAHS prohibits all unwelcome behavior of a sexual nature because such conduct interferes with school performance and creates an intimidating, hostile or offensive educational environment.

Sexual harassment is defined as unwanted sexual attention from peers, teachers, administrators or anyone. It can be physical verbal or non-verbal conduct of a sexual nature that makes the environment of OAHS intimidating, hostile or offensive to the student. Sexual harassment includes, derogatory remarks and behavior directed towards others based on their sexual orientation, perceived sexual orientation or gender Identity. The range of behaviors includes, but is not limited to, the following:

1. Display or circulation of written materials or picture derogatory to a gender or sexual orientation.
2. Writings placed on school property
3. Uninvited remarks and gestures
4. Unwanted sexual comments
5. Spreading sexual gossip
6. Pressure for sexual activities
7. Unwanted physical contact such as: touching, pinching, patting, rubbing, etc.
8. Homophobic behavior i.e., gay and lesbian harassment

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OAKLAND AVIATION HIGH SCHOOL Technology Rules

All users must follow the OAKLAND AVIATION HIGH SCHOOL acceptable Use Policy. Any misuse of the equipment will result in disciplinary consequences. Students may receive a warning and

Depending upon the severity of the infraction may also have their account terminated. Students who do not have active Accounts will not be allowed to use any computer on campus and may not be enrolled in a computer-based class. Serious offenses may be followed by additional disciplinary action including I suspension from school. Use of computers is a privilege, not a right.

The following rules apply to the use of all computers at **OAHS**

- ✚ Students are expected to log in to the school network and use only their active account.
- ✚ Use of the Internet is for educational purposes only.
- ✚ Printing is for school projects.
- ✚ Students may check their personal email.
- ✚ Do not download anything onto the computers from the Internet.
- ✚ Do not play or attempt to download games, music, streaming video from the Internet.
- ✚ Do not install software on the computers or modify any of the applications or files.
- ✚ Do not use chat (including Instant Messenger, IRC, etc.).
- ✚ Do not attempt to access unacceptable or blocked sites.

Technology Center Rules

Students are encouraged to use the Technology Center during free time and with classes.

- ✚ No food, drink, or gum is allowed
- ✚ The technology center is a Quiet Area.
- ✚ The Technology Coordinator, Technology Technician, and Technology Assistants are available to help students. If you need help, be sure to ask.

When students come to the Technology Center on their own:

- ✚ Students must have a current school ID that is displayed next to the computer.
- ✚ Students need to sign in when they arrive.
- ✚ Students must login. This enables them to print and to store work in their account.

Students need to sign in when they arrive.

- ✚ Students must comply with the rules above.
- ✚ Students must have a pass from the teacher to show to the technology coordinator or Technology Technician.

When students come to the Technology Center with a class:

- ✚ Students will sign in on the class sign in sheet. ID cards are not required.
- ✚ Students are expected to follow directions from their teacher and complete the work that is assigned.

Hours:

- ✚ The Technology Center is open from 7:30 - 4:00 Monday, Tuesday, Thursday, and Friday.
- ✚ The Technology Center is open from 7:30 - 1:00 on Wednesday collaboration days.

Student Signature _____

Print Student Name _____

Date _____ Graduation Year _____

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Parent Signature _____

OAKLAND AVIATION HIGH SCHOOL

IT IS A PRIVILEGE!

Rules for Acceptable Use of Internet/Intranet Electronic Resources

1. Internet and/or Intranet use supports employment or planned classroom activities.
2. All Instructional on-line sessions are planned and monitored by the classroom teacher or computer lab personnel.
3. Prohibited transmissions include:
 - ✚ Materials in violation of federal or state law
 - ✚ Copyrighted materials
 - ✚ violent or obscene materials
 - ✚ Material promoting the use of controlled substances (alcohol, tobacco, etc.)
 - ✚ Personal advertising
 - ✚ Political/lobbying
 - ✚ Harassment or disparagement of others based upon race, origin, age, sex, disability, religion or beliefs
4. Vandalism will result in cancellation of user privileges. Vandalism includes any malicious activity such as:
 - ✚ Uploading, downloading or creating computer viruses
 - ✚ Harming or destroying district equipment, materials or data
 - ✚ Harming or destroying data of any other user
5. User protections include the following items.
Users shall not:
 - ✚ Read other users' electronic mail or files.
 - ✚ Interfere, with other users' ability to send/receive electronic mail, read, delete, copy, modify or forge others' electronic mail.
6. Users are encouraged to keep messages brief.
7. Users shall report any security problem or misuse of the network to the teacher, lab coordinator or other supervisor.

Misuse of district electronic networks will result in cancellation of access privileges.



OAKLAND AVIATION HIGH SCHOOL

Public Charter School

EMPLOYEE HANDBOOK

2010 2011

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EMPLOYMENT

1.1 THE EMPLOYMENT RELATIONSHIP

This general statement of policy applies to all employees of Oakland Aviation High School. If any conflict should exist between the Employment Handbook and a written Employee Agreement between the Employer and Employee, the Employment Agreement shall prevail.

By joining or continuing employment with Oakland Aviation High School each employee agrees to follow official policies and practices which may be in force at any given time.

Unless otherwise provided in a written Employment Agreement, all employees should remember that the employment relationship exists by mutual agreement. Consequently, either party can terminate the employment relationship "at will", at any time, with or without notice. This manual therefore does not constitute an agreement for continued employment or any employment of any length. No one is authorized to change the "at will" nature of the employment relationship unless it is done in writing and signed by the Principal of Oakland Aviation High School.

1.2 EQUAL OPPORTUNITY EMPLOYMENT

Oakland Aviation High School is an equal opportunity employer. This means that employment decisions are based solely on qualifications for a specific position, not on age, gender, race, color, ancestry, religion, sexual orientation, marital status, national origin, or any medical condition or physical or mental disability which does not directly affect one's ability to meet the specific requirements of the position. Equal employment opportunity will be extended to all persons in all aspects of the employer-employee relationship, including OAHS recruitment, hiring upgrading, training, promotion, transfer, discipline, layoff, and discharge.

1.2.1 **DISABLED EMPLOYEES:** OAHS makes reasonable accommodations for disabled employees. If you require accommodation, it is your obligation to contact the principal. You will be asked to provide appropriate documentation.

1.2.2 **REPORTING VIOLATIONS:** The equal employment opportunity officer for OAHS is the Principal. If you believe you have been discriminated against on any impermissible basis, including any of the bases identified above, please report it immediately.

1.2.3 **REGULAR FULL-TIME EMPLOYEES:** Employees regularly scheduled for 40 or more hours per week during a 12-month period (non-academic) or 10-month period (academic) period.

1.3 REGULAR PART-TIME EMPLOYEES

Employees who are regularly scheduled a minimum of 10 but fewer than 30 hours per week during a 10-month period.

1.4 PERSONNEL FILES

Employee files and benefit records are considered confidential.

1.5.1 **YOUR RESPONSIBILITY:** You are responsible for providing the following information required for your personnel file appropriate for pay and benefits:

- A. Correct name, address, and social security number
- B. Copies of all academic records, credentials, degrees
- C. Annual forms and certifications as required
- D. Applications for benefits with accurate information
- E. I-9 Form
- F. Other forms as necessary

1.5.2 **INSPECTION OF YOUR FILE AND/OR BENEFIT RECORDS:** You may inspect your own personnel file by making an appointment with the Principal and stating your desire to review your file. Files will be inspected in the presence of one of the employees of the Office and may not be taken out of the office. Benefit information, such as sick leave records, personal days used, or hours worked may also be reviewed. The school will make all reasonable efforts to accommodate requests.

1.6 SOCIAL SECURITY NUMBER

All employees must have a valid social security number to be placed on the payroll. Such social security numbers must be provided to the Business Office at the time of employment. This requirement also applies to employees who are nationals of a foreign country.

1.7 *HOURS OF WORK

Being on time for work is a professional responsibility. Notify the school office if you are going to be late, or call the Principal between the hours of 7:30 am and 8:00 am. School hours of operation are from ~~7:00~~ 7:30 a.m. to 4:00 p.m. Teachers are expected to be on campus from ~~7:00 - 4:00~~ 7:30 - 4:00. Consistent tardiness will lead to disciplinary action up to and including termination.

1.8 CONCURRENT EMPLOYMENT

Oakland Aviation High School has no objections to an employee holding another job as long as he or she can effectively meet the performance standards for his or her position with the school. However, concurrent employment is prohibited where there are conflicts of interest that could be unfavorable or damaging to the school.

1.9 TELEPHONE USE AND TELEPHONE MESSAGES

We encourage you to use school phones to communicate with parents and for other necessary school business. Please let the office know if you are making school-related long distance calls.

Messages from family members and for appointments will be recorded and placed in your box unless we are advised that an emergency situation exists.

Personal phone calls should be made only with permission of the office or the principal.

When answering the phone, please remember that you are the school's representative and possibly the first person representing Oakland Aviation High School to the caller. Always answer the phone with a cheerful greeting, "Good morning (good afternoon), Oakland Aviation High School, (your name) speaking, how may I help you?"

1.10 BLOOD-BORNE PATHOGENS EXPOSURE CONTROL PLAN

Universal precautions will be observed in this school to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Engineering and work practice controls will be utilized to eliminate or minimize exposure to employees at the school. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. Oakland Aviation High School will use the following controls: gloves and hand washing.

1.11 STUDENT ABUSE REPORTING RESPONSIBILITY

The Student Abuse Reporting Law requires certain professions, including teachers, school administrators, and any student care custodian, to report suspected abuse to the proper authorities. The reporting law requires the student protective agency first receiving the report to cross-report to other student protective agencies and to the district attorney. All reports are to be made by telephone immediately or as soon as practically possible and in writing within 36 hours using required forms available in the office (Pen Code 11166 subd.[g]). All employees will be inserviced on student abuse reporting responsibilities and a form in their personnel files stating that they have been inserviced in reporting procedures. Employees are encouraged to notify the Principal of any

suspected abuse. When the school has reporting procedures, the legal responsibility of reporting still falls upon the person who witnessed or suspected the abuse.

1.12 ALCOHOL – AND DRUG-FREE WORKPLACE

It is the expressed policy of Oakland Aviation High School to create and maintain a drug-free workplace, as required by the Drug-Free Workplace Act of 1988. The illegal possession or sale of alcohol and other controlled substances on school property is prohibited. Furthermore, employees may not report to work under the influence of such substances. Any employee violating these standards is subject to disciplinary action up to and including termination.

1.13 EMERGENCY PLAN

While we do not expect a natural disaster (such as an earthquake) or man-related disaster (such as a chemical spill) to occur during school hours, it is nonetheless necessary that we establish a plan for operation under such conditions. A copy of the School Emergency Plan is available in the office and in each classroom. In addition, a campus exit route map is posted in each hallway.

1.14 FINGERPRINTS

State law requires that school employees submit fingerprint cards to the Alameda Department of Justice (Education Code 4437). Upon confirmation of employment, each employee is to be finger printed, candidate should submit application to the school office.

1.15 INJURY AND ILLNESS AND PREVENTION PLAN

In the event of injury, contact the office immediately, a report will be filed and depending upon the condition of the injury, the injured party will be taken to a physician, or hospital, or released on their own.

If a teacher or member of the staff is out ill for three (3) consecutive days or more, he or she must submit a doctor's release before returning to school to resume duties.

1.16 PROFESSIONAL BEHAVIOR AND COMMUNICATION

Professional behavior with regard to confidentiality includes the following:

- Conversations about student behavior or academic work is to be shared only with that student's parents, the Principal, or another teacher or staff member who is working with that student.
- Information in a student's cumulative folders and records is available to the student's parents and administrators only. These folders are not to be removed from the office.

- HIV/AIDS information is confidential.
- Questions, concerns or conflicts should be addressed directly to the person or persons involved.
- Communication problems between faculty members, parents, board members and staff should be resolved directly with the persons involved and as soon as they occur. When issues occur that appear unresolvable, an appointment should be scheduled with the Principal.
- Parents who bring problems to the Principal about a teacher should be initially referred back to the teacher for communication about this problem. Parents who bring problems to a teacher about the Principal should be referred to the Principal. Parents who bring problems regarding staff members should be referred directly to the staff member. The principal may require mediation if the problem can not be resolved amiably between the parties.

1.17 TUBERCULOSIS TEST

Employees who show a negative skin test must be retested every four (4) years. Employees with documented positive skin tests that were followed with an X-ray require no additional exam. Current tuberculosis test results must be on file in the office.

1.18 STUDENT CUSTODY CASES

Oakland Aviation High School cannot prevent (or physically restrain) a parent from removing a student from the premises unless there exists a court order prohibiting it or, in our judgment, the student is in immediate danger of bodily harm.

If we do have a copy of a court order, we are limited to explaining that the authorities will be called and the other parent notified.

SALARY AND BENEFITS

2.1 *HOLIDAYS

Holidays are observed as per the current school year calendar. School holidays are paid holidays.

2.2 INSURANCE BENEFITS

2.2.1 **CESSATION OF BENEFITS UPON TERMINATION:** Regular Insurance benefits cease on the last day of the month in which employment is terminated. Insurance benefits will be in effect during the summer months for returning employees. In the event an employee does not return, that employee shall be liable to OAHS for the entire cost of all benefits paid on the employee's behalf during the school summer break.

2.3 WORKERS COMPENSATION INSURANCE

If you are injured on the job, your medical and hospital expenses and a portion of lost salary may be payable under Workers' Compensation Insurance.

2.3.1 **REPORTING AN INJURY:** You are responsible for reporting any job related injury to the Office immediately.

- You will be asked to fill out a simple form "Injury Report Form."
- The office will provide you with information so you can seek medical attention as necessary under the Workers' Compensation Plan.
- You should report any injury on a timely basis, even minor ones not requiring immediate medical attention, so that appropriate records can be kept. Should a minor injury develop into a more severe problem, you and the school may be in a better position to make a claim.

2.4 RETURNING TO WORK

If you have missed work due to a job-related injury, you must have a written release from your primary physician stating that you are able to return to work.

Any restrictions placed on your activities may have to be assessed by your supervisor at the school prior to the school's approving your return. Employees may not return to work without such approval.

2.5 LEAVES

All employees working more than 35 hours per week may be eligible for this leave policy.

Any period of leave without pay will not be considered a period of full-time employment for purposes of determining eligibility for benefits, but shall not be considered a break in service so as to interfere with the accumulation of consecutive years of employment.

2.5.1 **SICK LEAVE:** All full-time employees regularly scheduled to work at least 30 hours per week accrue sick leave beginning on the first day of employment. Sick leave accrues each pay period at the rate of 1 day per hire-month or 10 days per year (11 days for 11-month employees). Sick leave may be used when an employee is ill, for family illness and for doctor's appointments. All sick leave days are recorded and are available for an employee's review. Unused leave time is not compensable upon termination or at any other time. (See contract.)

2.5.2 **PERSONAL LEAVE:** All full-time employees regularly scheduled to work more than 30 hours per week may take up to 10 days per calendar year for personal leave in lieu of sick leave. Requests for personal leave beyond 1 day must be cleared with the school principal.

2.5.3 **LEAVE RESPONSIBILITIES:** Employee is responsible for completing an Employee Absence Report within two (2) days of returning to work.

2.6 NOTICE

Employees are asked to give the Principal as much notice as possible when they are going to be absent from work. In any event, it is required that the employee contact the office before the beginning of the workday if there is to be a continuing absence. Should an employee be absent for three (3) days without contacting the Principal, the school may presume that they have abandoned their position and their employment may be terminated.

2.6.1 **DISABILITY LEAVE:** Employees who experience an illness, injury, pregnancy, or work-incurred disability are entitled to an unpaid leave of up to four (4) months, subject to duration of the contract, with proof of disability. The SDI program provides benefits to employees who are unable to work due to non work-related illness, injury, or pregnancy. SDI benefits are payable when a covered employee suffers a wage loss and cannot work due to pregnancy or illness/injury not related to the job.

Employees requesting disability leave should notify Oakland Aviation High School at the earliest possible date of their need for disability leave. In addition, they must submit a statement from the treating health care provider that includes the following information:

- The date on which the disability commenced.
- The probably duration of the condition.
- A statement that, due to the serious health condition, the employee is unable to perform the function of his or her position.

Any employee who fails to provide the school with the required medical statements and releases, or who fails to contact the school on a timely and regular basis, may be considered to have abandoned the job and may be separated from employment.

In event of pregnancy, once SDI pregnancy-related benefits, it is not necessary to request a claim for Paid Family Leave benefits. Employee will automatically be sent a Claim for Paid Family Leave Benefits (New Mother – DE2501FP) when your pregnancy-related disability claim ends.

SDI DISQUALIFICATIONS

According to State Law (DE 8724C) a person

- receives Unemployment Insurance or Paid Family Lee payments is not eligible
- receives full wages (benefits payments and wages added together are limited to the total weekly wage, excluding overtime pay, immediately prior to the disability)
- is in legal custody as a result of a conviction or when confined by a court order
- if the client is no longer in the labor market
- receives Worker's Compensation at a weekly rate equal to or greater than the SDI rate.

2.6.2 RETURN TO WORK: Employees returning to work after any disability leave must have a written release from a physician verifying they are able to return to work and safely perform their duties. If the physician's certificate indicates that the employee is physically able to return to work and the employee does not so return, the employee will be deemed to have resigned his or her employment and the leave of absence shall terminate.

2.6.3. PAID FAMILY LEAVE (PFL): Insurance affords employees an opportunity to care for loved seriously ill loved ones or those unable to care for themselves, or bond with a new born. OAHS abides by State Law regarding Paid Family Leave.

2.7 FAMILY SCHOOL PARTNERSHIP ACT

All full-time employees are eligible to take up to 40 hours per year unpaid leave to participate in school-related activities for their students in kindergarten or grades 1

through 12. The employee is eligible to take up to 20 hours per year paid leave to participate in school-related activities for their students in kindergarten or grades 1 through 12. Leave must be requested in advance and accompanied by documentation (letter of special event, conference, or program). Leave may not exceed 2 hours per month.

2.8 BEREAVEMENT/CRITICAL ILLNESS/EMERGENCY LEAVE

All full-time employees scheduled to work at least 30 hours per week may be granted a bereavement leave of absence up to three (3) days with pay in the event of death or critical illness in their employee's immediate family. "Immediate family" includes a grandparent, parent, spouse, student, and siblings.

2.9 JURY DUTY

Employees called to serve on jury duty will be given time off as required by law. Teachers are encouraged to request a postponement of jury duty until the summer. Full-time employees will be given salary for hours spent on jury duty.

2.10 PAY PRACTICES

Payroll dates are fixed according to payroll policy. All employees are paid the last working day of the month, unless otherwise indicated and dependent upon holiday schedule.

2.11 PAYROLL DEDUCTIONS

Payroll deductions will be made in accordance with the instructions from your completed W-2. Deductions will also be made for medical insurance premiums and for the State Teachers Retirement Program, and other deductions as mandated through state employment laws.

2.12 SALARY INCREASE

Teachers will be initially hired into their positions according to the OAHS Salary Schedule. Salary increases will be based on cost of living increases, which will be given to full time employees each year according to annual school budget and/or the national COLA adjustment.

2.13 PROFESSIONAL DEVELOPMENT/TEACHER WORKSHOPS

Oakland Aviation High School is committed to supporting the professional development of all employees. Professional development is requisite for employment. Professional development will be provided to all OAHS staff weekly. In addition, teachers are expected to keep up in their fields of study and in teaching practice.

The administration encourages staff to join technical and professional organizations and, consistent with the discharge of their duties to the school. The payment of dues for private membership in professional or technical organizations is the responsibility of the employee, unless the employee is selected by the Principal to represent the school through an institutional membership of affiliation.

Employees may apply for authorization to attend any type of professional or educational activity that will involve professional growth or help fill a need of the school. Travel and expenses will be reimbursed according to budgetary considerations as negotiated with the Principal. Requests to attend must be approved by the Principal and certificates of completion must be handed in to the office. Employees who attend professional growth opportunities are expected to in-service other staff and to share materials. Each teacher or administrator who attends a workshop at the monetary or time expense of the school will fill out a professional growth plan. This plan will include how the learning ties to the vision and mission of the school, projections of areas of professional growth, plans for dissemination of learning to staff, students, and parents, and how the projected learning relates to student outcomes.

FACULTY DUTIES AND RESPONSIBILITIES

3.1 THE ROLE OF THE TEACHER

The teacher's role is to provide students with a high quality education in an environment that is not only safe, but also in an atmosphere that promotes exploration. These opportunities should expand their educational horizons, and develop understanding and acceptance of other members of the school community.

Teachers will work in concert with the Charter School Petition, follow the guidelines and policies as set down by the petition, and as enunciated by the Board of Directors and Principal of the School.

The Teacher will report directly to the Principal. The Principal will be responsible for the ongoing evaluation and the monitoring of the classroom teaching, adherence to the school philosophy and work with the Teachers in fully implementing the school curriculum.

3.2 TEACHER RESPONSIBILITIES: CURRICULUM

- To work with the Principal and staff to develop and implement a school curriculum that reflects the school philosophy, addresses the educational needs of the students, and allows teachers to teach and students to learn.
- Design and implement regular interim assessments to inform pedagogical efficacy, and to inform personal professional development needs.

- To consciously apply brain research in the development of intentional learning challenges.
- To evaluate the individual needs of the students, and develop an educational learning plan that addresses those needs and reflects the curriculum.
- Develop classroom learning opportunities that are student centered, age appropriate, and challenging for each student.
- Create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- Be available for Student Study Team and IEP (Individual Education Plan) Meetings.
- Research and utilize the community resources available to the school and plan and organize field trips that are curriculum appropriate and expand the learning opportunities of students.

3.3 TEACHER RESPONSIBILITIES: COMMUNICATION

- TO CHECK EMAIL AND VOICE MAIL DAILY, AND RESPOND IN A TIMELY MANNER.
- To maintain regular communication with all parents. This communication may take the form of newsletters, phone calls, email, special notes home, and home visits.
- Regularly scheduled parent conferences, held on a regular basis prior to and during the school year.
- To communicate to students and parents the classroom expectations regarding academic performance, conduct, and classroom interaction with other students and the teacher.
- To work with the parents in the development of an educational learning plan for the student and create some short and long term goals for students.
- To communicate professionally and regularly with the principal, addressing any concerns directly to him/her.

3.4 TEACHER RESPONSIBILITIES: CLASSROOM AND SCHOOL

- The Teacher will create a classroom environment that establishes clear, consistent expectations for students.

- The Teacher will create opportunities for students to learn proper classroom etiquette through modeling, affirmation, language, and role-playing.
- To treat all students with respect, dignity, and show the students how to solve their problems independently with an appropriate level of interaction from the teacher.
- To maintain the same expectations out of the classroom as in the classroom.
- To be active in the supervision of student both in the classroom and throughout the school site.

3.5 TEACHER RESPONSIBILITIES: ADDITIONAL

- To work with the Principal in the preparation and execution of the school safety plan.
- To design and store in the office one week of complete emergency lesson plans. Plans must include all necessary photocopies and clear instructions. Plans should be ready to go without any additional preparation by the substitute.
- To arrange for substitutes when possible.
- To call the office as soon as one is aware they will be absent.
- To work with staff in the maintenance of a clean, healthy environment.
- To be qualified in CPR and basic First Aid.
- To encourage parent participation in the classroom, volunteering, sharing particular talents, and sharing learning opportunities outside the classroom.
- To attend all regularly scheduled Faculty meetings and in-services.
- To develop, with the Principal, a long-term professional growth plan.
- To develop, in consultation with the Principal goals and objectives for each school year. This document will form the basis for evaluation.
- To meet semi-annually with the Principal and designated colleagues to review and evaluate these goals and objectives.
- To visit other school sites to acquire new information and ideas about programs that demonstrated success.

- To receive regular evaluations and coaching sessions from the Principal or designee. This includes 2 formal classroom evaluations.
- To maintain an open classroom, understanding that the school has many visitors and that classrooms reflect who we are and what we do.
- To attend monthly evening parent meetings and special evening presentations sponsored by the school. Number of parent meetings.
- To exemplify the best ideals of the teaching profession.

3.6 MISCELLANEOUS POLICIES

- 3.6.1 **ATTENDANCE RECORDS:** Each teacher is responsible for taking attendance in each class. Attendance is to be recorded on the network through PowerSchool.
- 3.6.2 **CARE OF STUDENTS IN CASE OF INJURY OR ILLNESS:** First aid supplies are kept in each classroom, and minor first aid may be administered by the teacher depending on the nature of the illness/injury, a student should be accompanied to the office by a teacher or another adult or student for additional care as necessary.
- 3.6.3 **LESSON PLANS:** Each teacher is required to fill out a designated lesson plan for each school week. These lesson plans are to be in the Principal's box before a Teacher leaves on the last day of each work week (usually Friday) or before 8:00 AM on the first day of each school week (usually Monday).
- 3.6.4 **DRESS CODE:** Please dress comfortably in order to be engaged with the students. Dress is designated "business casual." For this purpose, business casual excludes blue jeans (except for Fridays), tight pants/slacks, above the knee, spaghetti strap blouses, tops and dresses, tank tops, wrinkled or dirty clothing, or tight suggestive clothing. Shirts must have a collar and be tucked into pants. Any person violating the dress code will be sent home and clocked for the time they are not in class.
- 3.6.5 **FACULTY MEETINGS:** Full faculty meetings are held each Thursday and Friday. The purpose of these meetings is communication, curriculum discussion, in-service, and sharing information. It is the responsibility of all faculty members to attend these meetings.
- 3.6.6 **FIELD TRIPS:** All field trips must be approved by the Principal/administrator. Field trips are encouraged as part of the school curriculum. All out-of-class activities, however, must be directly related to units being studied and be approved by the Principal. They must be recorded on the calendar in the school office. Teachers should notify the office as soon as a field trip is planned by completing the designated field trip schedule. Copies of emergency treatment and notification signed by parents must be on file in the office for every student on the

trip. Chaperones should take copies of the emergency forms if students will be away from campus when the office is closed.

- 3.6.7 **DRIVERS FOR FIELD TRIPS:** The Principal must receive copies of current insurance policy (with full coverage) and California driver's licenses from parents who intend to drive students on field trips at least one (1) week in advance of the scheduled field trip. This information must be provided prior to each field trip. The Designated reviewer must ensure that drivers have seat belts for all students in the car.
- 3.6.8 **FUNDRAISING:** No request for funds should go to parents or to other members of the community unless first cleared through the Principal. Any funds or gifts-in-kind which come into the school, solicited or unsolicited, should be reported to the Principal. As a common courtesy, any contributor of money, gifts-in-kind, or special gifts to teachers should receive a thank-you note from both the school and the teacher.
- 3.6.9 **HOLIDAYS:** Oakland Aviation High School is a public school that recognizes and respects diversity. Although we do not recognize and celebrate religious observances, teachers are encouraged to incorporate all religious and ethnic observances into their thematic curriculum instruction.
- 3.6.10 **HOMEWORK:** Oakland Aviation High School holds high standards of excellence, and expects that students will complete homework for each class daily. These assignments are designated to promote self-discipline, practice/reinforce classroom work, and develop good study habits. Homework should be thematically based, developmentally appropriate, and tied directly to the unit of study. The amount and length of homework will increase as a student progresses through the grades as developmentally appropriate.
- 3.6.11 **SUBSTITUTE TEACHERS:** Teachers who need a substitute for illness, personal days, or any other reason regarding classroom absence must request all substitute needs from the Principal. Substitutes are requested by the Administration. Substitute teachers may be arranged as far as 30 days in advance. Teachers should make requests for specific substitutes, otherwise it is the discretion of the office personnel to select a substitute.

If a teacher will be absent more than one (1) day, the office should be notified no later than 2:00 pm., so that the substitute may be retained for additional day(s). All teachers are required to have available in their classrooms a substitute folder that includes a seating chart, class list, detailed lesson plans, schedule, and emergency procedures.

- 3.6.12 **VISITORS ON CAMPUS:** Teachers must notify office of all upcoming visitors, and refer them to the office to sign in before visiting the class. Even familiar parents who are volunteering in classrooms need to sign in at the office prior to entering a

classroom. All visitors must sign-in in the office prior to visiting a class. If the visitor does not have a visitor badge, call the office and send them to the office to sign-in.

3.6.13 SPECIAL EDUCATION: Federal and state laws require all public school districts to provide a "free and appropriate education for all students with disabilities." Both Federal and state legislation mandate timeline for referral, assessment, certification, placement, and provision of (appropriate) services to all students with exceptional needs. If a student appears to have a disability, classroom modifications should be instituted and school wide resources should be utilized. The teacher should contact parents to involve them in the evaluation and remedial process. If a student is not responding to these changes, that student should be referred to the Student Study Team for school wide action. The Student Study Team may deem that a particular student needs a special education evaluation.

Parents should be encouraged to work with the school Student Study Team in order to utilize more fully school resources before making special educational referrals.

3.6.14 STUDENT STUDY TEAM: This Team meets in accordance with the annual schedule to clarify problems and concerns of teachers about individual students. The team uses systematic problem solving approach to assist students who are not progressing at satisfactory rates, develops strategies, organizes school resources and provides a system of accountability involving the parents in this process. The team is composed of the Principal, Counselor, and Representative Teachers and the District Resource Specialist (RSP). Parents of the referred student and the student him/herself also participate in the team process. This team may recommend a special education evaluation if school wide resources are not meeting the student's educational needs.

STANDARDS OF CONDUCT, PERFORMANCE, AND DISCIPLINE

4.1 GENERAL POLICY ON HARASSMENT

Oakland Aviation High School(OAHS) maintains standards of employee conduct and management practices, which support and promote effective operations. An employee's employment may be terminated by either the employer or OAHS at any time. Nevertheless, OAHS may, at its sole discretion, utilize the following corrective action policy. OAHS's corrective action policy is designed to correct or eliminate employee behavior and job performance problems. The utilization of this policy does not waive the employee's or the OAHS right to terminate employment at any time with or without cause.

Note: Because facts and circumstances may vary, including prior corrective action history, corrective action may be initiated at a more advanced rate in the process.

Conduct may also warrant immediate discharge with no prior corrective action. At each step of the corrective-action process, the employee will be informed about the next step to be taken if the offense is repeated.

Oakland Aviation High School requires each employee to exhibit—in both conduct and communications—sound judgment and respect for the feelings and sensitivities of every member of the OAHS community. The school will not tolerate verbal or physical conduct by an employee which harasses, disrupts, or interferes with another employee's work performance or which creates an intimidating, offensive, or hostile work environment. The school will not tolerate harassment of any student by another student. This policy prohibits harassment of any kind, but particularly that related to race, color, sex, religion, national origin, age, sexual orientation, veteran or marital status, any handicap, medical condition or disability or ancestry.

The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner. A charge of harassment shall not create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary actions, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment, which is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school or during school related activities. It includes but is not limited to, any or all of the following:

VERBAL HARASSMENT: Derogatory comments and jokes; threatening words spoken to another person;

PHYSICAL HARASSMENT: Unwanted physical touching, contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement;

VISUAL HARASSMENT: Derogatory, demeaning or inflammatory posters, cartoons, written words, drawings, gestures; and

SEXUAL HARASSMENT: Includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature as delineated in Section 4.2.

4.1.1 COMPLAINT FILING AND INVESTIGATION PROCEDURES

1. An employee may choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the employee must report the harassment to the principal or to

the OAHS Board of Directors if the Principal is the subject of the allegation. Additionally, in the case of sexual harassment allegations, the employee is free to raise the issue with another, same sex, administrator if he/she prefers to do so.

2. The employee alleging harassment will be asked to complete a formal written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged individual will be placed on administrative leave during the course of the investigation.

4. Once the facts have been gathered, the Principal will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate termination.

5. If the complaint is against a non-employee or non-student—such as a parent, volunteer, or vendor—the school will take steps within its power to investigate and eliminate the problem.

4.2 SEXUAL HARASSMENT

The school's general policy against harassment, which requires the reporting of any such acts experiences or observed, includes a prohibition against sexual harassment.

Applicable law defines sexual harassment as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when either:

- Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's hiring or employment; or
- Such conduct or communication has the purpose or affect of substantially interfering with an individual's employment or creating an intimidating, or hostile or offensive employment environment.

4.2.1 **CONDUCT OF A SEXUAL NATURE:** Sexual harassment can occur in any setting, including the workplace, school trips, and school-related social events. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore interferes with an individual's effectiveness and work environment.

- 4.2.1.1 **VERBAL:** Sexual innuendo, suggestive or insulting comments or sounds, whistling, jokes, or teasing of a sexual nature, sexual propositions or threats, continuing to express personal interest after being informed the interest is unwelcome.
- 4.2.1.2 **VISUAL:** Sexually suggestive objects, pictures, or letters, leering or obscene gestures.
- 4.2.1.3 **PHYSICAL:** Unwanted physical contact, including touching, pinching, brushing the body, impeding or blocking movement, sexual intercourse or assault.
- 4.2.2 **INDIVIDUALS COVERED IN THE POLICY:** This policy covers all employees of OAHS. The school will not tolerate, condone, or allow sexual harassment whether engaged in by coworkers, supervisors or other non-employees who conduct business with OAHS. The School administration encourages the reporting of all incidents of sexual harassment regardless of which the offender may be, or the offender's relationship to the school.
- 4.2.3 **RECORDING A COMPLAINT:** Oakland Aviation High School encourages prompt reporting of complaints so that rapid response and appropriate action may be taken. This policy not only aids the complainant, but also helps maintain an environment free from harassment for all employees. Any employee who believes he or she has been harassed should promptly report the facts of the incident to the Principal. A report made about the Principal should be made in writing and can be given to a member of the Board of Directors. The school will investigate any complaints and take appropriate corrective action.
- 4.2.4 **DISCIPLINARY ACTION:** The school may take disciplinary steps to include written warning, suspension without pay, referral to counseling, and termination.

4.3 VIOLATION OF STANDARDS OF CONDUCT

Oakland Aviation High School standards specifies that no employee shall engage, either directly or indirectly, in any action which might result in, or create the appearance of, using OAHS employment for private gain, representing any private interests, of disclosing any confidential information, of obtaining privileges for self or others, or for a purpose which conflicts with official duties.

Every employee is expected to conduct him/herself in a safe, professional, and courteous manner. Certain rules serve as a guide for workplace conduct and responsibilities. Although some of these rules are covered elsewhere in this handbook or standard operating procedures, it is impossible to list all instances of behavior that may be unacceptable at work.

This handbook cannot identify every possible violation of appropriate standards of conduct. Clearly such things as stealing, lying, fighting, and the use of offensive or abusive language are unacceptable. The following is a partial list of other types of conduct that may result in disciplinary action up to and including immediate discharge.

- Unexcused, and/or repeated tardiness, or excessive absenteeism.
- Falsifying or destroying any school record, including time keeping records.
- Engaging in rude or discourteous conduct.
- Possessing or bringing dangerous or unauthorized materials on school property.
- Theft or destruction of school property.
- Substance abuse or the use of drugs which prohibit the employee from performing the essential functions of his or her job.
- Falsifying or making erroneous entries or material omissions on any employment application or other school document.
- Insubordination.
- Fighting or provoking a fight on school time or property.
- Harassing, threatening, intimidating, or coercing any other employee, student, or parent.
- Misconduct.
- Unsatisfactory performance.

Employees are expected to exercise good judgment and common sense in determining appropriate conduct. Violation of school policies or standards of conduct will result in warning, termination, or other appropriate corrective action.

4.4 DISPUTE RESOLUTION PROCEDURE

A claim by an employee that a term of employment at Oakland Aviation High School has been misinterpreted, misapplied, or violated with respect to that employee shall be resolved through the following process set forth below. The term "claim" shall have the meaning specified in this paragraph.

All disputes arising out of this Agreement shall follow a three-step process. First, employees with a grievance shall present it in writing to the Employer, who shall have fifteen (15) days to review it and respond in writing. If this is not satisfactory, then a

subcommittee appointed by the Board of Directors shall meet within thirty (30) days to hear the Employee and the Employer for the purpose of mediating the grievance. If this fails, the sole source of formal dispute resolution is binding arbitration in Alameda County under the rules of the California Arbitration Association, with the Employee and the Employer each paying their respective attorney's fees.

- 4.4.1 **STAGE 1: THE PRINCIPAL – IMMEDIATE SUPERVISOR:** Any employee having a grievance shall present the grievance in writing to his/her principal within fifteen (15) days of the event or condition giving rise to the grievance. The principal shall meet with the employee and other persons as determined by the principal. If the grievance is not resolved in the following fifteen (15) days of receipt by the principal, it shall be deemed denied, and the teacher may submit the grievance in writing to the OAHS Board of Directors. All claims to the OAHS Board must be submitted in writing within four (4) calendar days after the 15-day resolution period with the School Principal.
- 4.4.2 **STAGE 2: OAHS BOARD PRESIDENT OR DESIGNEE:** Within thirty (30) days of receipt of the written grievance, the OAHS Board of Directors designee, or his or her designee, will investigate the claim, and if necessary, meet with the teacher and other persons as determined by the Board or designee. The Board designee shall render a decision within 30 days after the receipt of the claim.
- 4.4.3 **STAGE 3: THE GRIEVANCE COMMITTEE:** Within fourteen (14) days of the decision by the OAHS Board of Directors, a written appeal may be submitted to the Oakland Aviation High School Claims Committee by the grieving party. The Claims Committee shall consist of three members of OAHS Board of Directors. The claimant shall mail or personally deliver to the Board President or designee a copy of the appeal at the time he/she submits the appeal to the Claims Committee. The OAHS Board of Directors shall submit a reply to the Claims Committee within seven (7) workdays from the date the appeal was filed.

The Claims Committee may investigate the claim in any manner that it deems proper. The Claims Committee shall render a decision on the appeal within 14 workdays after filing of the appeal. The full Claims Committee must render a decision. In the event of a tie vote, the decision of the OAHS Board of Directors shall be deemed upheld.

SPECIAL EDUCATION

5.0 SPECIAL EDUCATION POLICY GUIDELINES

1. All charter schools must abide by all Special Education regulations including Part 30 of the Education Code relative to special education programs, and relevant parts of chapters

3 and 5.1 of Division 1 of Title 5 of the California Code of Regulations relative to special education of student and youth with disabilities and uniform complaint procedures.

2. The Individual Student Plan, developed by the Student Study Team, is not meeting the educational needs of the student, and the teacher or teachers have met with parents and instituted classroom modifications, the student should be referred to the District led IEP (Individual Education Plan) Team. The purpose of the IEP Team is to bring all school-wide resources to aid powerful learning programs strategies for special needs. The IEP Team uses a systematic problem solving approach, utilizing teachers, administrators, parents, the student, counselors, psychologists, nurses, and others to assist students who are not progressing at a satisfactory rate. The IEP will outline interventions that the District and School must adhere to, to insure a quality education is offered to the student.
3. There may be some exceptions to the above policy: (1) If a parent requests a special education evaluation they have a legal right to have that request carried out within the mandated time frame (50 calendar days from the time the assessment plan is signed by the parents). This parent or these parents should be informed about the Student Study Team process and its benefit for their student and the potential negative consequences of entering into the special education process without exhausting available school resources. If the parent continues to request the special education evaluation, he or she should provide a written request to the school; (2) If a student appears to have a speech difficulty, he or she may be referred for a speech and language evaluation without going through the Student Study Team process.
4. The Principal or her designee(s) will meet regularly with on-site special education personnel including psychologists, speech and language therapists, adaptive physical education specialists, and resource specialists. The Principal or designee(s) will request a monthly report from any special education professional on site outlining the amount of time each professional spends with each special education student as correlated with Individual Education Plan (IEP) mandates. The reports from resource specialists should include meeting dates with parents as scheduled on the IEP.
5. Special education personnel on site should always be work as a team with the teachers, aides, parents and administrators. The Principal must hold special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents.
6. All students with an IEP must have an EXIT STRATEGY PLAN from special education. This exit strategy should be completed by the resource specialist and the teacher of the student with the IEP. Exit strategies will be reviewed by the principal or director and he or she is responsible for reviewing them twice yearly. An exit strategy should include: a plan to exit the student from special education within a reasonable amount of time and should be tied to the goals and objectives of the IEP. Exit strategies will be shared with parents by the resource specialist.

7. All hours of service listed on the IEP must be provided to the student. If the hours are not being provided on a weekly basis, as is the case when certain specialists are not available for hire, those service hours must be provided in arrears.
8. All incoming students should be screened to determine if they have an individual Education Plan (IEP) or a 504 plan. If an incoming student has a Special Day Class designation under an existing IEP, and no Special Day Classes exist at the school, the student will be referred back to the district school of residence (or the previous site of the Special Day Class services) for special education services.

STUDENT RECORDS

- 6.1 STUDENT RECORDS:** Administrator's shall take care to preserve both the integrity and the privacy of the required school records. These records should be retained permanently at the school site.

Each student cumulative record must include the following data:

- Directory information.
- Academic work completed.
- Grade or level placement.
- Enrollment and attendance data.
- Standardized test data.
- Permanent health record.
- Student Portfolio and exhibition rubrics

- 6.2 EMERGENCY CARE INFORMATION**

The principal shall have a readily accessible card file or electronic file containing emergency care information for each student.

- 6.3 ACCESS TO STUDENT RECORDS:** Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their student, which are maintained by school districts or public schools. The editing or withholding of any such records, except as provided for in this chapter, is prohibited. (E.C. 49069)

The school shall fully inform parents of their right of access to their student's records and of the individual school's procedures for review of student records.

The school has 45 days to comply with requests to inspect student records, but should make every reasonable effort to comply with dispatch.

School professional, certified personnel shall have access to student records for legitimate educational interests only. The student records may not leave the grounds and prudence must be exercised that the Family Educational Rights and Privacy Act of 1974 is not violated.

Designated clerical staff shall have access to student records for purposes of making entries or maintaining records, under supervision of the principal.

- 6.4 PROCEDURES FOR CHALLENGING THE CONTENT OF THE RECORD:** All content challenges are concerned with the correction of data in the student record, not with substantive decisions on academic grades. These challenges are to be settled through proceedings at the local level.

The parent of a student may file a written request to the principal to correct, or amend, any information in his/her student's permanent records which he/she alleges to be: inaccurate an unsubstantiated personal conclusion, or interference outside of the observers area of competence, or not based on personal observation.

If the request is denied, the parents shall be given an opportunity to present evidence relevant to the issue raised. This should be done in a meeting with the principal or designated school official. After the hearing is concluded, the principal or official shall inform the parents in writing concerning the conclusion reached.

If the decision is not to amend the record file, according to parental request, parents shall be informed of their right to place a statement in the student's records. The statement will include the reason for disagreeing with the decision. If the contested portion of the record is released, the parental comment must also be released.

- 6.5 RELEASE OF DIRECTORY INFORMATION:** Directory information includes: student's name, address, telephone listings, date and place of birth, participation in officially recognized activities and sports, dates of attendance, and names of schools previously attended.

Schools must provide parents with opportunity to request that directory information not be released without their consent.

Schools are never permitted to furnish a list of student names and addresses to be used for commercial purposes nor shall they allow photographs for publication without parental consent.

- 6.6 RELEASE OF STUDENT RECORD INFORMATION TO SCHOOL:** Student records shall be released as soon as possible to requesting schools. Parents' signature shall be required before records are sent.

- 6.7 **RELEASE OF RECORDS TO PERSONS OR AGENCIES OTHER THAN SCHOOLS:** Each school shall maintain a record of access form with the education records of each student which will indicate all parties who have obtained access to a student's records. This form, indicating the legitimate interest that the eligible party had in seeking the information, shall be available only to parents of the student and to school officials responsible for maintenance of records.

The school may without authorization of the parents, release a transcript of records or personally identifiable information to the persons listed on the reverse side of the record of Access form. This fact must be recorded on the form.

The school must comply with a court order to release information concerning a student. However, the student's parent should be notified in advance of compliance if it is lawfully possible within the requirements of the judicial order.

The school may not, without the written authorization of the parents, permit access or release written transcripts to any person or agency not cited previously or listed on the Record of Access form. This authorization shall be in writing, signed and dated by the person giving the consent. It must specify the records to be released, the reasons for the release, and the names of the parties to whom the records will be released.

7.0 **OCCUPATIONAL SAFETY AND HEALTH ACT (OSHA)**

The Occupational Safety and Health Act (OSHA) promote good health and the reduction of safety hazards within the work environment. While OSHA takes preventive measures to protect its employees from hazardous influences, it is incumbent on each employee to take positive steps to eliminate hazardous conditions from the workplace. You must comply with all OSHA standards, regulations and orders issued under the Act that apply to your own job and conduct on the job.

8.0 **NO SMOKING POLICY**

Oakland Aviation High School, is a non-smoking environment. Possession of tobacco products on campus is a violation of California State law.

9.0 **EVACUATION PLAN**

NOTE: This faculty-staff handbook surpasses any prior written or oral personnel policies and is subject to revisions as necessary.



Oakland Aviation High School

2010-2011

I _____ have read and agree the faculty/staff Handbook guidelines.

I understand that corrective action or termination may result, should I fail to comply.

Print Name

Date

Signature

Oakland Aviation High School



2010-2011

School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29			1 STAFF	2 TEACHER WORKDAY	3 STUDENT	4
5 Labor Day NO SCHOOL	6 SCHOOL STARTS	7	8 COLLABORATION	9	10	11 Patriot Day
12	13	14	15 COLLABORATION	16 9:30am - PICTURES	17	18
19	20	21	22 COLLABORATION	23	24	25
26	27	28	29	30	1	2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 CAHSEE/ELA	6 CAHSEE/MATH STAFF MEETING	7 COLLABORATION	8	9 SAT
10 FLEET WEEK	11 Columbus Day 6:30pm - PARENT	12 GOLF TOURNAMENT TCHR.WKDY/NO	13 BTSA	14 COLLABORATION SENIOR NIGHT/ASB	15 ASB ELECTIONS	16
17	18 6pm - BOARD	19	20 COLLABORATION	21 COLLABORATION	22	23 ACT
24	25 SPIRIT WEEK	26 SPIRIT WEEK	27 SPIRIT WEEK	28 COLLABORATION SPIRIT WEEK	29 FAMILY POTLUCK 3pm - HALLOWEEN	30
31 Halloween	1 END QTR. 1 GRADES PARENT MTG/6:00	2 Election Day	3 STAFF MEETING	4 COLLABORATION	5	6 SAT

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	1 END QTR. 1 GRADES PARENT MTG/6:00	2 Election Day	3 STAFF MEETING	4 COLLABORATION	5	6 SAT
7	8 6pm - ELAC	9 CAHSEE ELA SENIORS & JUNIORS	10 BTSA CAHSEE MATH	11 NO SCHOOL Veterans Day	12	13
14	15 BOARD MEETING/6:	16	17 COLLABORATION	18 COLLABORATION	19 6pm - FAMILY	20
21	22 THANKSGIVING	23 THANKSGIVING	24 THANKSGIVING	25 Thanksgiving	26 THANKSGIVING	27
28	29	30				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4 SAT
5 6pm - PARENT MTG.	6	7	8 STAFF MEETING	9 COLLABORATION	10 NO SCHOOL FOR STAFF	11 ACT
12 6pm - ELAC MTG	13	14	15 BTSA	16 COLLABORATION	17 FAMILY POTLUCK	18
19 BOSRD MEETING WINTER RECESS	20 WINTER RECESS	21 WINTER RECESS	22 WINTER RECESS	23 WINTER RECESS	24 Christmas Eve	25 Christmas
26	27	28	29	30	31 New Year's Eve	1 New Year's Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
					New Year's Eve	New Year's Day
2	3	4	5	6	7	8
	PARENT MTG. SCHOOL RESUMES	8 am - Charter 9 am - urban	Hostens 10 STAFF MTG	COLLABORATION	Scholarship Fund	
9	10	11	12	13	14	15
	1 pm - Gail Greeley 6 pm - ELAC		500 board mtg BTSA	COLLABORATION	NO SCHOOL TEACH RTI/WORKSHOP	
16	17	18	19	20	21	22
	Martin Luther King. NO SCHOOL		COLLABORATION	COLLABORATION	FAMILY POTLUCK	SAT
23	24	25	26	27	28	29
			BTSA SENIOR PANO	COLLABORATION	END TEACHER WORKDAY	
30	31	1	2	3	4	5
	SECOND SEMESTER	CAHSEE ELA SENIORS&JUNIORS	CAHSEE MATH Groundhog Day	COLLABORATION		

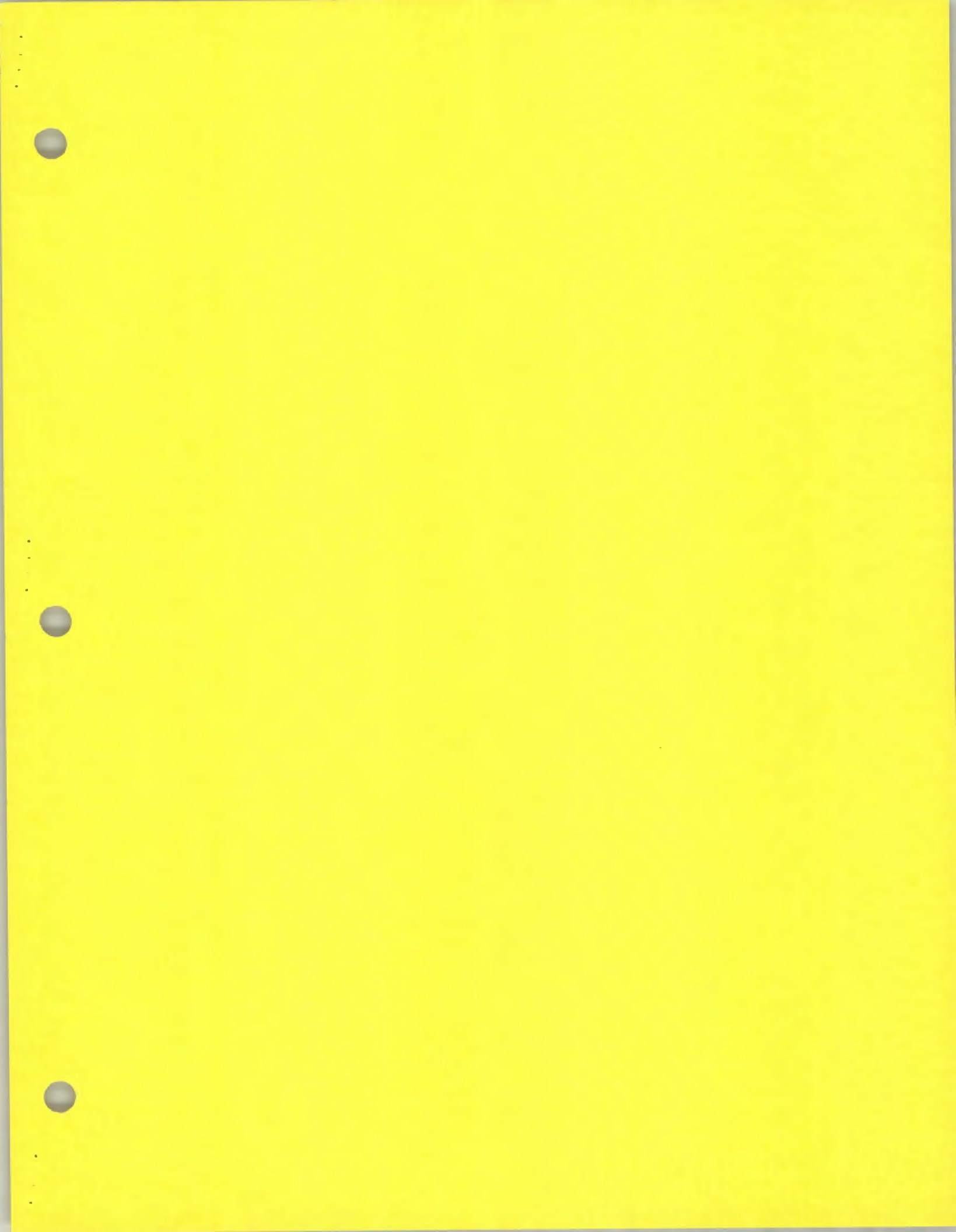
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
	SECOND SEMESTER	CAHSEE ELA SENIORS&JUNIORS	CAHSEE MATH Groundhog Day	COLLABORATION		
6	7	8	9	10	11	12
	Financial Night for 6pm - PARENT MTG.		mcmillon bd STAFF METTING	COLLABORATION	Holiday Ball@tower	ACT Lincoln's Birthday
13	14	15	16	17	18	19
	Valentine's Day 6pm - ELAC MTG.		BTSA	8TH GRADE COLLABORATION	NO SCHOOL PRESIDENT HOLIDAY	
20	21	22	23	24	25	26
	NO SCHOOL Washington's		COLLABORATION	COLLABORATION	FAMILY POTLUCK	
27	28	1	2	3	4	5
			COLLABORATION	COLLABORATION		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	1	2 COLLABORATION	3 COLLABORATION	4	5
6	7 6pm - PARENT MTG	8 CAHSEE ELA SOPHOMORES ONLY	9 CAHSEE MATH/10TH STAFF MEETING	10 COLLABORATION	11	12
13 Daylight Saving	14 6pm - ELAC MTG.	15	16 BTSA	17 COLLABORATION St. Patrick's Day	18	19
20	21 BOARD MEETING	22	23 COLLABORATION	24 COLLABORATION FAMILY POTLUCK	25	26
27	28 END QUARTER REPORT CARDS	29	30 BTSA	31 CESAR CHAVEZ DAY NO SCHOOL	1 April Fool's Day	2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
	END QUARTER REPORT CARDS		BTSA	CESAR CHAVEZ DAY NO SCHOOL	April Fool's Day	
3	4	5	6	7	8	9
	6pm - PARENT MTG.		STAFF MEETING	COLLABORATION		ACT
10	11	12	13	14	15	16
	6pm - ELAC MTG		BTSA	COLLABORATION	FAMILY POTLUCK Tax Day	
17	18	19	20	21	22	23
	SPRING RECESS	SPRING RECESS	SPRING RECESS	SPRING RECESS	Earth Day SPRING RECESS	
24	25	26	27	28	29	30
Easter	STAR TESTING	STAR TESTING	STAR TESTING	COLLABORATION STAR TESTING	STAR TESTING	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	STAR TESTING 6pm - PARENT MTG		STAFF MEETING	Cinco de Mayo COLLABORATION	PROM 8PM-11PM TOWER LOUNGE	SAT
8	9	10	11	12	13	14
Mother's Day	ELAC MTG.@6:00	12.11.ABSENT 10TH CAHSEE ELA	BTSA CAHSEE MATH	COLLABORATION		
15	16	17	18	19	20	21
	6pm - BOARD		COLLABORATION	COLLABORATION	FAMILY POTLUCK	
22	23	24	25	26	27	28
			BTSA	DISNEYLAND GRAD NITE SENIORS	HOLIDAY NO.	
29	30	31	1	2	3	4
John F. Kennedy's	Memorial Day NO SCHOOL					SAT

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29 John F. Kennedy's	30 Memorial Day NO SCHOOL	31	1	2	3	4 SAT
5	6	7	8	9	10	11 ACT
12	13	14 Flag Day	15 6 pm - GRADUATION	16 LAST DAY FOR ALL	17 END SECOND TEACHER WORKDAY	18
19 Father's Day	20 BOARD MEETING	21	22	23	24	25
26	27	28	29	30	1	2



OAKLAND AVIATION HIGH SCHOOL

Expected School-Wide Learning Results

ELSR # 1	Students will show proficiency in English Language Arts by mastering the English Language Arts standards resulting in students who can communicate effectively through oral, written and visual expression.
ELSR Indicator	Students write and speak with a command of standard English conventions.
ELSR #2	Students will show proficiency in Math by mastering the "appropriate math level" content standards resulting in students who use higher order thinking skills in problem solving.
ELSR Indicator	Students use strategies, skills and concepts in finding solutions.
ELSR #3	Students will show proficiency in Science by mastering the "appropriate science level" content standards resulting in students who have an understanding of man's role as it relates to science.
ELSR Indicator	Students know how to perform investigations and experiments.
ELSR #4	Students will show proficiency in Social Science by mastering the appropriate social science level and cultural diversity.
ELSR Indicator	Students analyze the rise of democratic ideas and develop an understanding of historical roots of current world issues.

OAKLAND AVIATION HIGH SCHOOL

Application to Request for Independent Study from a teacher

Date _____ Expires _____

To Be Completed by Student and returned to _____

Student _____ Grade _____

Counselor _____ Date _____

I am requesting an independent study for _____ units of

_____ (subject/grade level)

Please attach a letter and explain why you were unable to succeed in class. What circumstances will enable you to be successful now? Have you taken Summer School or Adult School?

Name of Teacher of failed class _____

Student Signature _____

Parent Signature _____

Counselor Signature _____

_____ Attendance Record Attached

Signature of Supervising Teacher _____

Signature of Principal _____

Student Approved for Independent Study YES _____ NO _____

LEASE RIDER

This Rider is attached to and forms a part of that certain Lease dated as of the 17th day of August, 2010, by and between Allen Davis & Carol Davis, jointly and severally, as Lessor, and Oakland Aviation High School, a California Charter School, as Lessee, and constitutes additional covenants and agreements thereto as set forth in the Lease, with the covenants and agreements contained herein to prevail in case of any conflict between the covenants and agreements that are contained herein and those in the Lease.

55.16. *Option(s) to Extend the Lease.* (i) Lessor grants to Lessee One (1) individual, Three (3) year option to extend the Term of the Lease (the "Option") on the same terms and conditions contained in this Lease, except as for the Minimum Monthly Rent and the Option. Lessee must give Lessor written notice exercising the Option on or prior to One Hundred and Twenty (120) days from the expiration of the Term, to exercise these Option(s).

(ii) The Minimum Monthly Rent for the Option Term shall be increased an additional Three Percent (3%), per calendar month, from its then current Minimum Monthly Base Rent as follows:

Period	Minimum Monthly Rent
1 st Twelve (12) calendar months of the Option	Minimum Monthly Rent: \$7,705.00
2 nd Twelve (12) calendar months of the Option	Minimum Monthly Rent: \$7,935.00
3 rd Twelve (12) calendar months of the Option	Minimum Monthly Rent: \$8,175.00

(iii) As a condition precedent to the right of Lessee to exercise its Option to Extend the Lease, Lessee must during the prior Lease Term been a Lessee in good standing, fully in compliance with all the terms and conditions of the Lease.

(iv) Subsequent to the exercise of the One (1) individual, Three (3) Option by Lessee, Lessee shall have no additional rights to extend the Term of the Lease.

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Initials AD
Initials CD



Peralta Community College District High School Concurrent Enrollment Program

Request for High School students to attend: Alameda Berkeley Laney Merritt
 the: Summer Fall Spring Year: 20 H.S. Grade Level (on the 1st day of the college term): _____

High School Student's Information

Student's Name: _____

Last Name
First Name
M.I.

Social Security #: _____ Date of Birth: _____

Address: _____

Street
City, State
Zip

Phone #: _____ Email Address: _____

High School Currently Attending: _____ High School Location: _____
City, State

H.S. Student's Signature: _____ Date: _____

Parent or Guardian's Signature: _____ Date: _____

I hereby certify that I am the parent/guardian of the above-named student and am in agreement with, and give my consent for, his/her attendance at the above named college(s). We have read and understand the Steps for Concurrent Enrollment and authorize the college to release information requested by my school.

High School Authorization

Permission is granted for the above-named student to enroll in courses at: _____

Select a College
Name of College
Select a College
Name of College

H.S. School Counselor's Name: _____ Phone #: _____

H.S. School Counselor's Signature: _____ Date: _____

School Principal's Signature and Seal/Stamp: _____ Date: _____

**Per Education Code Section 48800, for summer sessions, K-12 principals may not recommend more than five percent of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation.*

High School District Authorization (for Home Schooled Students Only)

H.S. District Official's Name: _____ Phone #: _____

H.S. District Signature: _____ Date: _____

** Home School Students must provide clearance from their local school district. Also, per Education Code Section 48800, for summer sessions, K-12 principals may not recommend more than five percent of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation.*

Authorized Class Schedule

CLASS CODE	DEPT. & COURSE #	COURSE TITLE	HOURS	DAYS	ROOM	INSTRUCTOR	UNITS	H.S. COUNSELOR APPROVAL

Peralta Community College District Authorization

If you would like to enroll in 6.5 to 11.5 units, you must obtain permission from the college VP of Student Services or designee prior to enrollment, and you must furnish high school transcripts to make the request.

Vice President Student Services/Designee Signature: _____ Date: _____

CLASS CODE	DEPT. & COURSE #	COURSE TITLE	HOURS	DAYS	ROOM	INSTRUCTOR	UNITS	H.S. COUNSELOR APPROVAL

Total # of Units: _____

I _____ agree to the following behavior contract in order to remain a student at Oakland Aviation High School.

I will:

1. Follow all established attendance policies and procedures for OAHS. I will attend school regularly with no unexcused absences or tardies. I must be on time to all of my classes
2. Must come to school prepared with materials and assigned work.
3. Will show respect to all school property including textbooks.
4. I will show respect for myself, my peers, my teachers, and all other members of the school community.
5. Will carry school ID at all times and never be out of class without an approved hall pass.
6. I will follow all school rules.
7. Must remain in good academic standing at all times while a student at Oakland Aviation High School. I will utilize Peer Tutoring as a means to improve my academic progress if needed.
8. Will not affiliate with or be in the areas of documented gang members or affiliates. (if applicable)

My parent/guardian and I have read and understand the Oakland Aviation High School's student/parent handbook and all school rules. I understand that it is my responsibility to follow all policies, rules and procedures highlighted above. I and my parents are aware of the consequences for not following this Behavior Contract. I understand that I must follow the school standards and expectations. If I do not follow these guidelines one or all of the following consequences could result:

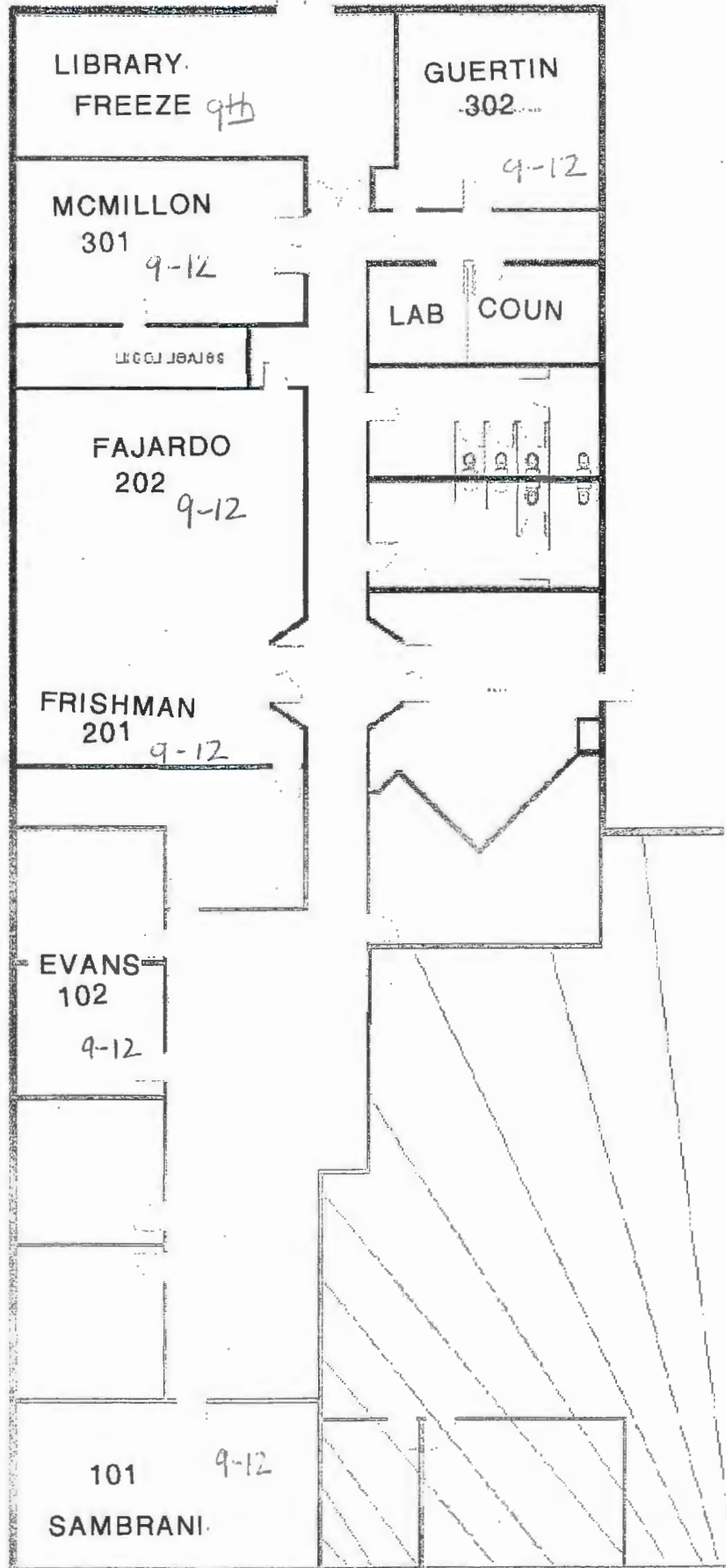
1. Verbal or written warning
2. Suspension or Expulsion
3. Transferred to Alternative Educational Placement
4. Withdrawn from Oakland Aviation High School

Student' Signature _____ Date _____

Parent/Guardian _____ Date _____

Principal _____ Date _____

Connie Senna-Spinnato
Oakland Aviation High School



Mr. Evans- Block 1- Library
 Block 2- Library
 Block 3- Library
 Block 4- Rm. 101
 Block 5- Rm. 102

Mr. Benecke- Block 5- Rm. 201

Mr. Freeze- Block 4- Library
 Block 6- Library

(Name)
 (Address)



Oakland Aviation High School

Extraordinary not ordinary

January 3, 2011

Dear Parents and Guardians,

We at Oakland Aviation High School strive for our students to reach their full potential in their academic progress. All of our students here at Oakland Aviation High School are very important to us and their academic future is of the utmost importance. We are continuously evaluating and identifying our student's educational needs. We have established goals for each student and they have integrated into each student's Personal Learning Plan.

For students who need more aggressive support, there are many interventions that we offer at Oakland Aviation High School. If any student is failing a course with an F, the student is required to attend mandatory tutoring with their classroom teacher after school on Monday, Tuesday and Friday from 3:00 p.m.-4:00p.m. on each of these days until their grades have improved. This is mandatory and students must sign-in and sign-out during the tutoring sessions. Not attending mandatory tutoring will have consequences for the student.

Every six weeks Progress Reports go out to parents informing them that their child is in danger of failing or failing a course. Progress Reports are intended as warnings to parents and students that the student is not meeting the course standards, the reason for the low grade, and suggestions for meeting class requirements and standards. Parents may request a meeting with the counselor, teacher or principal to develop an action plan for their student.

Please if you have any questions feel free to contact us at (510)633-6375. Thank you for your cooperation and support.

Regards,

Constance Senna Spinnato
Principal, Oakland Aviation High School

OAKLAND AVIATION HIGH SCHOOL **Student Success Plan**

Date of Meeting: _____

Name of School: _____

Student Name: _____ Gender: M F Birth Date: _____ Student ID: _____ Grade: _____

Parent/Legal Guardian: _____ Primary Language: _____ English Language Level: _____

Team Members: _____

Strengths	Known Information	Known Interventions	Areas of Concerns	Questions	Strategies (Brainstorm)	Actions (Choose)	Responsibility Who?	When?

Follow-Up Date: _____



OAKLAND AVIATION HIGH SCHOOL

SST Second Language Parent Survey

Page 2 of 3

6. Language(s) spoken by the student prior to entering school?

7. Is the student multi-lingual? Yes ___ No ___ Other language(s)? _____

8. At what grade was the student introduced to reading in their native language(s)? _____

In English? _____

9. Are there major differences between this child and other siblings regarding language development?

10 English Language:

1. Does the student's native language read from left to right? Yes ___ No ___
2. Does the student's native language use an alphabet like the English alphabet? Yes ___ No ___
3. Does the student's native country use the metric system of measurement? Yes ___ No ___

11. English Language:

1. In what language do you speak to your child? _____ In what language does your child speak to you? _____ to sibling? _____
2. What language did your child speak first? _____
3. When did your child begin speaking a second language? _____
4. If your child receives care outside school hours (grandparents, babysitter, etc.), what language is spoken? _____
5. Has it been easy for your child to learn English?

12. Information based on language spoken in the home:

1. Can your child understand what she/he is told to do? Yes ___ No ___
2. Can you child remember what she/he has been asked to do? Yes ___ No ___
3. Can you always understand what your child says? Yes ___ No ___
4. Does your child tell a story of her/his experiences in sequences? Yes ___ No ___
5. Does your child pronounce all words correctly? Yes ___ No ___

13. What are the strengths of your child? Include interests, hobbies, possible career potential, anything your child does that you appreciate and/or enjoy.

14. What concerns do you have regarding your child?

At School:

At Home:

OAKLAND AVIATION HIGH SCHOOL

EVALUATION WORKSHEET

Name _____ School _____ Year _____

The elements of evaluation are:

1. Standards of expected student achievement
(one or more of the following)
 - (a) REACH Continuum
 - (b) Alameda County Course of Study
 - (c) Graduation Requirements
 - (d) Other _____

2. Assessment techniques
(one or more of the following)
 - (a) Observation
 - (b) Written communications from parents, students and staff
 - (c) Student data and teacher reports
 - (d) Other _____

3. Criteria

(one or more of the following)

- (a) Management of the classroom, which includes
 - setting and maintaining appropriate classroom standards with students
 - maintaining classroom control and discipline
 - dealing effectively with difficult students
 - teaching to independence
 - maintaining physical learning atmosphere relevant to instructional programs
 - organizing the classroom program to utilize teacher, pupil, and support staff effectively
- (b) Management of the instructional process, which includes
 - diagnosing and grouping of students
 - accommodating individual differences
 - using appropriate objectives, methods, activities and materials
 - teaching to an objective
 - applying principles of learning (i.e., motivation and reinforcement)
 - having an adequate knowledge of subject matter
 - extending students' thinking skills
 - maintaining effective interpersonal relationships with students
- (c) Organizing and planning, which includes
 - maintaining adequate lesson plans
 - maintaining adequate student records
- (d) District policies or administrative regulations
- (e) Professional preparation
- (f) Other criteria as determined by the board or administration and discussed with the employee on or before October 25 of the school year _____

4. Exceptional circumstances

5. Support requirements

Major area(s) of concentration _____

A check in this box indicates additional comments are attached.

I certify that I have met and discussed the elements upon which evaluation is to be based.

Signature of Evaluator _____

Date _____

Signature of Employee _____

Date _____

DISTRIBUTION:

Original to: Evaluator
One Copy to: Evaluatee

A-CP-39 Revised 3.92

SHORT TERM ENROLLMENT THROUGH INDEPENDENT STUDY ASSIGNMENT SHEET

Name of Student: _____

Hours of Work
Assigned - Total
Per day

Classroom Teacher's
Signature

Hours of Work
Completed

Comments/Evaluation by Teacher
Teacher's Signature

Principal/Designee
Signature
Date

COURSE	ASSIGNMENT OBJECTIVES				
1.					
2.					
3.					
4.					
5.					
6.					

1 day = 4 hours **TOTAL:**

Equals _____ days
of Positive
Attendance

DISTRIBUTION: _____ School Attendance File
 _____ Teacher
 _____ Student/Parent (after absence)
 _____ Student/Parent (before absence)

I-PP-60 (11/02)

OAKLAND AVIATION HIGH SCHOOL

OAKLAND AVIATION HIGH SCHOOL

Request for a Study Trip

Teacher(s) _____ Date of Trip _____

School _____ Grade(s) _____ No of Pupils _____ No of Adults _____

Destination/Location _____ Leave School _____ a.m. p.m. Return School _____ a.m. p.m.

Charge Account No. _____

School Account Student Body _____

Mode of Transportation School Bus Walking Charter Bus+ Private Car** BART

Other _____

* Arrangements for a district-approved charter bus must be made by Purchasing. (attach purchase requisition)

** Private vehicle must have individual seat belts for the driver and each passenger.

If by car, list name(s) of driver(s) and in the parentheses indicate the total number of seat belts in vehicle for driver and passenger

#1 ()	#6 ()	#11 ()
#2 ()	#7 ()	#12 ()
#3 ()	#8 ()	#13 ()
#4 ()	#9 ()	#14 ()
#5 ()	#10 ()	#15 ()

Trip related to unit or course on _____

Trip approved by Board of Education _____
Date _____

I confirm that the above study trip has been arranged in accordance with AR 6153

Approved: _____
Principal Date

Admin. Director Date

Approval of arrangements with a chartered bus company _____
Signature (Purchasing)

The following arrangements have been made for transportation by district-owned bus:

Bus No. _____ Will arrive at school at _____

Bus will return by _____ Trip mileage _____ Driver's salary cost \$ _____

@ _____ Per mile = _____

For a total cost of _____

SUPERVISOR OF TRANSPORTATION

DISTRIBUTION AFTER APPROVAL

- White Education Service
- Green School
- Canary Supervisor of transportation
- Pink School billing
- Goldenrod School Copy (retain when submitting)



Voluntary Excursion/Field Trip Notice and Medical
Authorization- Adult

Destination: _____

Departure Date and Time: _____

Return Date & Time: _____

As stated in **California Education Code Section 35330**, I understand that I hold Oakland Aviation High School, its officers, agents and employees harmless from any and all liability or claims, including but not limited to claims for injury, accident, illness or death, arising out of or in connection with my participation in this activity.

In the event of any illness or injury, I hereby consent to whatever x-ray, examination, and anesthetic, medical, surgical or dental diagnosis or treatment and hospital care from a licensed physician and/or surgeon as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

Signature: _____ Date: _____

Address: _____

Phone: _____

Medical Insurance Carrier _____ Policy No. _____

Address _____

In the event of illness or accident, please notify:

Name _____ Phone No. _____

Address _____

If there are any special medical problems, kindly attach a description of the problem to this sheet.

Thank you.

IG2cAdult.doc

OAKLAND AVIATION HIGH SCHOOL

Curriculum, Assessment, Research, and Evaluation

Background Information to Support the Use of Funds

Please attach this form to all study trip, assembly, and travel / conference requests

School _____ Date _____
Teacher _____ Grade _____

- Study Trip
- Assembly
- Conference / Workshop

This activity supports students meeting the following Hayward / California Content Standard(s):

Subject	Specific Content Standard(s)

Describe the follow-up lesson(s) / report(s)/training(s) you will do as a result of participation in this activity.

DAILY SCHEDULE

*Attach a daily schedule to Request for Study Trip
Required per AR 6153 (water related)*



Portfolio I

Student Led Conferences

Monday, December 6	<p>Introduce concepts of Portfolio and student led conferences Handout: "Student Led Conferences" Explain parent letter to be returned by Friday. Handout: "Parent Letter" with schedule attached Handout: Daily Schedule</p>
Tuesday, December 7	<p>Discussion of what will go in portfolio All assignments gathered by Thursday Handout "Portfolio Checklist" Handout: "Rubric for SLC"</p>
Wednesday, December 8	<p>Discussion on Reflective Letters – Handout "Elements of Reflective Letters" Distribute Folders for student work (collect at end of hour) Handout: "Student Goal Sheet"</p>
Thursday, December 9	<p>Complete Samples Worksheet Place samples in folder Write first reflection letter</p>
Thursday, December 9	<p>Write second reflection letter Review script for conference Handout: "SLC Script"</p>
Monday, December 13	<p>Catch up on letters Work on Goal Sheet Write third reflection letter</p>
Tuesday, December 14	<p>Write fourth reflection letter Work on Title Page and artwork</p>
Wednesday, December 15	<p>Prepare for practice SLC Finish all written work</p>
Thursday, December 16	<p>Practice SLC Dear Letter</p>
Friday, December 17	<p>Practice SLC Polish Folders</p>
Monday, January 3	<p>Advisor Final Check of Portfolios Reminders</p>
Tuesday-Friday, January 4-7	<p>Individual Student Led Conferences</p>
Monday, January 10	<p>Final Debriefing, Write conference response, receive rubric with grade</p>



**Student Led Conference
Portfolio Presentation
Schedule/Sign up**

Student Name _____
 Parent/Guardian Name _____
 Advisor _____
 Contact number _____
 Best time to call _____

Circle the times that are best for you and number them 1, 2, 3 (for your first, second, and third choice). Advisors will call to confirm the time of the conference and students will bring home reminder cards.

Tuesday, January 4	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00
Wednesday, January 5	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00
Thursday, January 6	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00
Friday, January 7	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00

Student Led Conferences –Suggested Activities and the process

The schedule below is the recommended way to complete the portfolio process and prepare for the student led conferences. After the explanations are samples of each form to be used in completion of this activity. It is important to emphasize that this is a graduation requirement of all students. Students who are not prepared for the conference will be required to present their work at a future date to a panel of teachers and parents at a time outside regular school hours.

Day by Day

Day 1: On the first day it is essential that students receive the overview and have the opportunity to ask questions. They, also, need to receive copies of the presentation and all other materials listed under day one. Day 1 handouts are "Student Led Conferences," "Parent Letter (Spanish and English)" with sign up schedule attached, and the "Daily Schedule." The sign up sheet should be returned by Friday.

Day 2: Discuss what will go in the portfolio and emphasize that they need to gather all work by Thursday. Handout and discuss "The Portfolio Checklist," and "The Rubric of Student Led Conferences."

Day 3: Distribute folders to students to place their work. Explain that you will collect them each day. Handout the "Elements of Reflective Letters" worksheet and discuss the importance of completing this assignment properly and in a timely manner. Handout the "Student Goal Sheet" and discuss that it will be in the portfolio and they will discuss it with their parents and each sign it.

Day 4: They should have all of their samples by this day. Handout the "Samples Worksheet" to complete telling the names of all the work they are using. You will review the work to assure it is appropriate and complete. The worksheet and the work should all be placed in the folders. Once they have done this, they should begin to write the first reflective letter. If they do not finish, they should complete it at home.

Day 5: Handout the "SLC Script" and discuss it with them. Have them place it in their folders. They should then begin working on their second reflective letter. If they do not finish it, they should do it at home.

Day 6: There is no new material for this day. Students should catch up on their letters. Three should be done by the end of the class. They should also work on their Goal Sheets. If students have missing work still, you should complete the missing work form to be placed in their folders in its place.

Day 7: They should finish their last reflection letter. They should, also, work on their title page and any artwork they would like to put on or in their portfolios. You may need to bring some supplies for this.

Day 8: Tell them this is the last day to finish up any work and to get their folders completed. Tell them to take time to review the SLC Script, so they are ready to practice tomorrow and Thursday.

Day 9: Handout the "Dear ____ Letter" and have them begin working on the letter after they practice. The letter will be given to the person/people attending the conference on the day of the conference. With a partner practice the SLC. Partners fill out the "SLC Practice Form."

Day 10: With a new partner practice the SLC. Partners fill out the "SLC Practice Form." Finish up letters and check to be sure folders are totally ready.

Day 11: Advisors review folders and do their final check for "readiness." Students fill out their parents reminder cards to take home.

Day 12-15: Individual Student Led Conferences according to schedule

Day 16: Meet with students to give back rubric, while you do that students should write a thank you note to parents and write their debriefing on the prompt "Now that you've completed the conference, what have you gained from this experience?"



(Date)

Dear Parents:

As you may be aware, one of the graduation requirements of Aviation High School is for students to prepare two portfolios each year of their work and make a presentation explaining that work to a group of people. This year Aviation High school will be conducting Student Led Conferences on January 4-7 (Tuesday-Friday), 2010 from 2:00-6:00 p.m. Students will meet with their parents and share the progress they have made academically and personally. You may schedule the conference with your child according to the schedule your child will bring home from school on Monday. Be sure to ask them for it and return it by Friday. In preparing for this conference, students will learn to assess the quality of their work, learn important communication and critical thinking skills and develop leadership skills while presenting the conference.

At the conference your child will be sharing a portfolio of work to document what he/she has accomplished. Your student will reflect on strengths and weaknesses and take responsibility for his/her learning progress. You will see examples of your child's work and have a better picture of him/her as a learner. The conferences will be between you and your child. Your child might be nervous on the day of the conference. You can help by assuring him/her that you are proud of their work and support their efforts.

Parents, grandparents, or other significant adults may attend this event. Your attitude showing the importance of the event will help your child to take the conference more seriously as well. Your child's advisor will be around to help facilitate the conference, but your child will lead it. When the conference is over, you may leave. If you should feel a need for a parent-teacher conference, you can sign up for one as you leave. We will contact you to schedule it at a later date.

Thank you,

Connie Spinnato
Principal



**Student Led Conference
Portfolio Presentation
Schedule/Sign up**

Student Name _____
 Parent/Guardian Name _____
 Advisor _____
 Contact number _____
 Best time to call _____

Circle the times that are best for you and number them 1, 2, 3 (for your first, second, and third choice). Advisors will call to confirm the time of the conference and students will bring home reminder cards.

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Monday, January 10	<p>Final Debriefing, Write conference response, receive rubric with grade</p>



Student Led Conference Portfolio Checklist

The following items must be in your portfolio folder:

_____ Title Page (on front of folder)

_____ This Table of Contents Checklist

_____ SLC Samples Worksheet

_____ Personal Dear Parent Letter

_____ Mathematics

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ Social Studies

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ English

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ Science

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ Student Goal Sheet

_____ The Rubric for Student Led Conferences

_____ Elective 1

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ Elective 2

- * Strength Sample
- * Challenge Sample
- * Reflection Letter

_____ Elective 3

- * Strength Sample
- * Challenge Sample
- * Reflection Letter



Dear Parent Letter

Write a letter to the person/people attending your conference! You must include all four parts listed below in the order they are shown.

1. Salutation (Dear Mom, Dad, Aunt Ella....)
2. Purpose of this conference
 - A. Thank you for coming to this conference...
 - B. I will explain how I am progressing as a learner....
 - C. I am going to show you several examples of my work...
3. Expectations
 - A. Please listen carefully and ask questions about my work...
 - B. I hope that you will find that I....
 - C. Please share your thoughts and feelings about....
4. Closing
 - A. I look forward to hearing your feedback after this....
 - B. I appreciate your.....
5. Signature



Reflection Essay Requirements

Each essay will cover the work of one class. The format will be a basic five paragraph essay. Below is an explanation of what is to go in each paragraph.

1. **Introduction** - Identify class, Name the two pieces of work, explain the purpose of the essay.
2. **The Strength Piece**—Explain what the work is, tell why you chose it, what makes it a strong piece, and what you learned by doing it.
3. **The Challenge**— Explain what the work is, tell why you chose it, what made it a challenge to you, and what you learned by doing it.
4. **Changes to be made**—Looking at your progress so far and where you want to be, discuss what you need to do/will do differently to succeed in this class
5. **Conclusion**—Summarize and tie it all together



SLC Portfolio Samples Worksheet

Please list below which pieces you have chosen for your SLC portfolio.

Period _____ Subject _____ Teacher _____

Strength Sample _____

Challenge Sample _____

Period _____ Subject _____ Teacher _____

Strength Sample _____

Challenge Sample _____

Period _____ Subject _____ Teacher _____

Strength Sample _____

Challenge Sample _____

Period _____ Subject _____ Teacher _____

Strength Sample _____

Challenge Sample _____



My Goal For Success

Goal: _____

To achieve this goal, I will:

A _____

B _____

Distractions that may get in the way of my attaining this goal are:

A _____

B _____

The people who can help me attain this goal are:

A _____

B _____

Student Initial _____ Parent Initial _____

Student Led Conference Script

1. Welcome parents/significant adult and introduce them to your advisor.
2. Show them to the appropriate area of the room for your conference.
3. Hand them your portfolio and ask them to read the "Dear ___ Letter"
4. Explain that you are going to be going through the information in the folder with them. Ask them to open the portfolio and turn to the first section.
5. Go through each section of the form with the adults in attendance, allowing time for questions and comments.
6. Turn to the "My Goal for Success" form and discuss it. Ask them to initial it.
7. Collect the portfolio and thank them for coming and walk them to the exit.
8. Turn in the completed forms to your advisor before you leave. If you are leaving with them, do 7 and 8 together.

Student Led Conference Rehearsal sheet

Name _____ Grade _____

Presenter _____

Date _____ Date _____

Criteria	Meets Requirements	Needs improvement
Uses appropriate eye contact		
Speak slowly, loudly and Clearly		
Covers strengths, challenges for Mathematics		
Covers strengths and challenges for Social Studies		
Covers strengths and challenges for English		
Covers strengths and challenges for Science		

Criteria	Meets Requirements	Needs improvement
Uses appropriate eye contact		
Speak slowly, loudly and Clearly		
Covers strengths, challenges for Mathematics		
Covers strengths and challenges for Social Studies		
Covers strengths and challenges for English		
Covers strengths and challenges for Science		

Evaluator _____

Evaluator _____

Comments:

Comments:



Student Led Conference Rubric

Points	1	2	3	4
Portfolio Components	Portfolio was lacking a majority of components	Portfolio had a significant number of required components missing	Portfolio was missing a few required pieces	Portfolio had all the necessary components
Reflective Essays	Essays were incomplete or contained no reflection on performance	Essays contained surface level reflection, but did not address "why" or go deep enough	Essays covered some of the why student performed well/poor, but lacked consistent application to all work samples	All essays showed depth of thought in answering the "why" factor of academic performance
Time Management	Student did not use class time wisely to complete the project	Student has to be reminded to stay on task	Student used most class time wisely in Completing the project	Student effectively managed time and consistently stayed on task and on schedule
Conference Presentation	Student was unprepared and presentation was disorganized and missing essential components	Student lacked preparation which caused some disorganization and missed components	Student was prepared and presented most material in proper manner	Student was well prepared for presentation and for questions relating to essential components

Total Points _____ Grade _____

Teacher comments: _____

Point Values 16 = 100% 13 = 88% 10 = 76%
 15 = 96% 12 = 84% 9 = 72%
 14 = 92% 11 = 80% 8 or below = Failing