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COVA

CONSERVATORY HIGH SCHOOL

Charter Petition

September 2013

COVAH CHARTER 2014 - 2019

Conservatory of Vocal/Instrumental Arts High School
A California Public Charter School
Petition to the Oakland Unified School District



September 11, 2013

Dr. Valerie Abad
Conservatory of Vocal/Instrumental Arts High
3800 Mountain Blvd.
Oakland, CA 94619

Dr. Gary Yee
Directors - OUSD Board of Education
Oakland, CA

Dear Dr. Yee and Board of Education,

Attached is the charter petition for the Conservatory of Vocal/Instrumental Arts High school (COVAH). We submitted this petition in compliance with the Charter Act and California Education Code.

We submit this petition in support of parents and students.

Please contact the lead petitioner, Dr. Valerie Abad for further information.

A handwritten signature in cursive script that reads "Dr. Valerie Abad".

Dr. Valerie Abad, Lead petitioner
Conservatory of Vocal/Instrumental Arts High



Letter of Intent to Apply for a Charter

If you plan to submit a charter school petition to the Oakland Unified School District, please submit the following Letter of Intent to the Office of Charter Schools in advance. This will help the Office of Charter Schools to communicate better and more effectively with petitioner groups. Thank you. [Please fax to (510) 482-6774 or mail.]

Name of proposed school Conservatory of Vocal/Instrumental Arts
High School 1 (COVAH)

Lead Petitioner Dr. Valerie Abad

Full mailing address (city, state, zip) 3800 Mountain Blvd., Oakland 94619

Daytime telephone number 510-285-7511

Fax number 510-531-9434

E-mail address vabad@covaconservatory.org

Anticipated submission date (to OUSD Board of Education) 9-11-2013

Proposed date of opening 8-30-2014

Proposed location of school Merritt Coll. Campus, COVA Campus,
or appropriate site.

Do you plan to request Proposition 39 facilities? Unknown at this time

Composition of petitioner group (e.g. parents, teachers, non-profit organization) COVA Ed. Resources
parents/teachers/non-profit

Grade levels to be served in year 1 9-10

Anticipated enrollment in year 1 60

Grade levels to be served at full capacity 9-12

Anticipated enrollment at full capacity 300

“During the past quarter century, literally thousands of school-based programs have demonstrated beyond question that the arts can not only bring coherence to our fragmented academic world, but through the arts, students’ performance in other academic disciplines can be enhanced as well”.

Ernest L. Boyer, president

Carnegie Foundation for the Advancement of Teaching

ABSTRACT

Music instruction has been shown to greatly enhance academic learning and intrinsic motivation. The COVAH (Conservatory of Vocal/Instrumental Arts High) Music Charter School is designed to integrate music and the arts into the academic CORE curriculum, and provide high quality vocal and instrumental music training for students in grades 9 - 12. COVAH supports music education as an instructional delivery system to develop competent and motivated learners. COVAH will provide students with a Common Core based academic program which will support matriculation into college. COVAH will target students from inner city Oakland schools in PI status or “Persistently Lowest Acheiving Schools Eligible for SIG”. Research clearly points to parent participation as a crucial factor of student success. COVAH will develop a strong Parent Council and parent support groups. Academic progress will be assessed through a variety of methods including the Common Core testing, teacher assessments, standardized assessments and student portfolios. Students will be recruited through advertising, mailings, school fairs, and outreach to lowperforming middle and high schools, local churches, and youth centers. COVAH will enroll any student with experience and a desire to pursue training in music or the performing arts. Students with significant academic needs will be provided with academic tutoring during a summer preparatory program. Special Education students will be served through the MOU with the Oakland Unified School District SELPA (Special Education Local Planning Area) or an equivalent Charter SELPA. COVAH will recruit and maintain a school board which provides expertise in essential areas of school operation to ensure a sound and stable organization. All members of the board will be committed to the goals of providing both a strong academic program and quality music training. Contract services will be used for financial accounting, legal advising, and program development. COVA will operate as a free public school and will not discriminate on the basis of race, religion, ethnicity, handicap, or sexual orientation.

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ELEMENT A: EDUCATIONAL PROGRAM

SCHOOL VISION

The Conservatory of Vocal/Instrumental Arts High (COVAH) provides structured music and performing arts training combined with a rigorous academic program designed to prepare students for academic, career and life success. COVAH believes that through participation in music and performing arts, every student will develop greater self-discipline, confidence, and sense of community. COVAH will provide music and performing arts training for high school students inclined towards life long participation in music careers or community music. COVAH emphasizes academic achievement through a rigorous curriculum in preparation for college and career success. COVAH students will develop self-discipline, cooperation, teamwork, and perserverance through participation in music and performing groups.

WHOM THE SCHOOL WILL EDUCATE

COVAH will provide a comprehensive academic and performing arts program to high school students from Oakland and the surrounding Bay Area communities. COVAH strives to attract a diverse population reflecting the demographics of Oakland. COVAH strives to reach students interested in persuing music in preparation for careers or contribution to community music from Oakland communities, where opportunities for music development are limited or unavailable. In the first year, COVAH intends to serve 60 students in grades 9 – 12, growing to 300 students in it's 5th year.

A 21ST CENTURY EDUCATION

A 21st Century Education requires that students graduate from school with skills to work cooperatively, think creatively, learn new information and tasks quickly and show flexibility as the

next generation is expected to change jobs throughout their career. Unlike previous generations that would work for the same company for 30 year and retire, the worker in the 21st century will need a variety of skills to fill jobs, many of which are just evolving.

COVAH believes that a rigorous academic education is required to allow students to gain the flexibility and self-motivation necessary to be successful in the changing work environment.

COVAH encourages qualities including innovation and creativity, working cooperatively in groups or teams, developing character, self-discipline, flexibility, community service, and leadership.

Students are held to high standards in their academics, music, and performance. Students learn poise and stress control through performance, and develop the resilience necessary for a performer and for life in the 21st century. COVAH strives to provide a conservatory education from which students may enter careers in music and performance, or be prepared with underlying work habits which lead to excellence in a wide range of careers. Research has consistently shown that students who participate in music and the arts demonstrate greater learning across all academic and social disciplines.

COVA's Vision of 21st Century Skills Include:

- Persistence – the ability to maintain and continue toward goals or objectives even in the face of difficulty and challenge.
- Communication – the ability to explore ideas and communicate those ideas through language or the arts.
- Community Service – Understand, value, and experience community service.
- Cooperation – the ability to work in a group as a productive member for the success of the group.
- Respect Community – to know the impact of the creative product on the wider audience and the impact on the community at large.
- Self-confidence and Self-knowledge – to recognize a challenge and have the confidence that it can be overcome through taking steps toward resolution.

HOW LEARNING BEST OCCURS

It is the belief of the Conservatory of Vocal/Instrumental Arts High founder, Board of Directors, teachers, staff, students, and families that learning best occurs in a structured environment that uses

the context of performing arts to demonstrate and teach students the academic, social, and life skills necessary to be contributing members of society. COVAH students will be enrolled in a rigorous, matriculated curriculum throughout all grade levels. A strong emphasis is placed on building the academic foundations necessary to be successful in the next grade level curriculum. COVAH's goal is that all students will participate in college classes to help prepare them for the transition and entry into college upon graduation. Learning best occurs when students are held to high expectations and invested in their own learning as well as the learning of their peers. Learning also best occurs when students are informed of their goals and given clear and consistent feedback on their progress. COVAH's instruction is aligned with the Common Core, UC A-G, and California State University System. COVAH will begin the WASC accreditation process in Fall 2015.

COVAH High School Coursework: COVA K – 8 has established a collaboration with the Peralta Community College District. COVAH will expand that collaboration to allow High School students to enroll in equivalent courses at the Community College for Concurrent High School/College Credit. In this way, COVAH can broaden their offerings for students. Students will also be allowed to attend advanced performing groups held at the COVA campus.

ANNUAL GOALS BY SUBGROUP (Check indicated application to that group)

<u>Goals</u>	<u>Low Income</u>	<u>Language Learners/SpEd</u>	<u>Minority</u>	<u>All Students</u>	<u>Method to reach goal</u>
Maintain 97% annual attendance	X	X	X	X	Parent/Student counseling. Attendance Incentives
Demonstrate Annual growth on Common Core Assessment	X	X	X	X	Access to Common Core materials and instruction Tutorial programs
Enroll in 3 or more college classes in the 4 HS years	X	X	X	X	Access to college courses Counseling Tutorial Programs
Participation in tutorial instruction when needed	X	X	X	X	Access to Tutorial resources
Complete required coursework for graduation	X	X	X	X	Counseling – semester reviews of credits Access to Tutorial resources
Pass the English/Math High School Proficient Test by 11th grade	X	X	X	X	Take first HS Prof. Test in 9th grade Access to CAHSEE tutorials
Complete college applications by due dates during the senior year.	X	X	X	X	Senior course on searching, selecting, and applying to college Counselor Access

MUSIC AND PERFORMING ARTS

COVAH students will participate in 4 years of music or performing arts coursework.

COVAH believes that participating in music and the performing arts best takes place through high level instruction, student practice, and performance. To this end, 80% of the music/performing instruction is provided by professional performers. COVAH's standards include a requirement of 45 minutes practice each day, and participation in a minimum of 3, and up to 5 performances per year. When a student enters COVAH, they will declare a major area of music or performance. Students will be provided coursework and resources to support their major area. Students will also participate in local and state competitions, as well as auditions for national talent searches and broadcast media. These activities develop self-confidence, resilience, teamwork and work ethic.

Music/Performance

COVAH offers a high level performing arts curriculum focusing on music theory, history, voice and composition. Students select a focus in either vocal music, instrumental music, or stage performance. Once students have selected their major area of focus, their performance courses are aligned with their major. The music and performing arts classes are taught by professional performers, certificated music specialists, or college instructors with training or experience in the discipline.

Elective and Required Courses: Required courses are aligned with their focus areas and meet the University of California "a – g" and California State University requirements. Students may also participate in selective Arts classes.

Music/Visual/Performing Arts Courses (4 years)

Art 1 P - Meets UC/CSU "f"

Students will explore various media used in drawing, painting, sculpting, printmaking, and other two and three dimensional art forms. The basics of design and composition will be studied, including space, line, shape, form, texture, and color.

Drama P PA - Meets UC/CSU "f"

This introductory Drama course provides a basic background in theatrical principles, with an emphasis on stage voice and movement, scene and monologue work, improvisation, acting technique, and stage terminology.

Advanced Drama P - Meets UC/CSU "f", "g"

This course is designed for students who have a strong interest and ability in drama. Advanced theater techniques, directing, stage movement, and musical theater will be explored.

Dance Beginning P - Meets UC/CSU "f"

This course is open to students who have little or no background or training in dance. Students will combine the study of basic skills and techniques used in ballet, jazz, and modern dance.

Dance Intermediate P - Meets UC/CSU "f", "g"

This intermediate course is for students wishing to pursue their study of dance. In addition to the study of ballet, modern, and jazz, students will become more familiar with advanced terminology, history, and movement.

Dance Advanced P - Meets UC/CSU "f", "g"

This advanced course is for students wishing to pursue their study of dance. In addition to the study of ballet, modern, and jazz, students will become more familiar with advanced terminology, history, and movement.

Band Intermediate P - Meets UC/CSU "f", "g"

This course provides intermediate and individualized work in research, analysis, reflection, applications, and performance. Skills in tone production, intonation, technique, music reading, and musical expressions at an intermediate level will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Band Advanced P - Meets UC/CSU "f", "g"

This course provides more advanced and individualized work in research, analysis, reflection, applications, and performance. Skills in tone production, intonation, technique, music reading, and musical expressions at an Advanced level will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Beginning P - Meets UC/CSU "f"

Choir is a course designed for students who wish to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Intermediate P - Meets UC/CSU "f", "g"

This course is designed for students who have completed Beginning Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Advanced P - Meets UC/CSU "f", "g"

This course is designed for advanced students who have completed Beginning/Intermediate Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as

rehearsals, concerts, and community events.

Orchestra P - Meets UC/CSU “f”

Students will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading, and musical expressions will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events. This course provides advanced, more individualized work in research, analysis, reflection, applications, and performance. Skills in tone production, intonation, technique, music reading, and musical expressions at an advanced level will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Orchestra P - Meets UC/CSU “f”

Students will improve instrumental, musical, listening skills, and music theory studies. Skills in tone production, intonation, technique, music reading, and musical expressions will be studied. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Intermediate/Advanced Piano P - Meets UC/CSU “f”

This intermediate/advanced music class will concentrate on advanced applications on the piano, the study of fundamentals, and the study of music styles, form, and history. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Intermediate P - Meets UC/CSU “f”, “g”

This course is designed for students who have completed Beginning Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Choir Advanced P (Chamber) - Meets UC/CSU “f”, “g”

This course is designed for advanced students who have completed Beginning/Intermediate Choir or with instructor permission. Students will continue to improve their singing skills, including sight reading, ear training, and vocal technique. A variety of musical styles will be performed, including popular and classical forms. Students may be required to participate in after school events such as rehearsals, concerts, and community events.

Video Production - Meets UC/CSU “g”

The primary focus of the course is the art of film and video, the creative process required to produce a quality film, and the use of film and video as a means of communication. Students will analyze films of various genres and the history of filmmaking. Students will complete projects based on the analysis of film types and styles that they will watch in class. Students will evaluate their films and the films of others to further apply the art of video production, including the creative process, drafts within the writing process, individual, and collaborative work. The course will direct students in their analysis and assessment of the art they are producing with a critical eye toward artistic impact.

ENGLISH/LANGUAGE ARTS/LITERATURE

COVAH students will complete 4 years of English/Language Arts. COVAH believes that learning in English and Language Arts is best achieved through an interesting and engaging curriculum. COVAH has designed a “literature based” reading curriculum which involves students reading a variety of literature books at the appropriate grade level and applying the skills identified in the Common Core Standards. Teachers ensure that each of the standards are addressed through the literature books, short stories, and original texts. Students find these reading materials more engaging and allow for deeper class discussion. COVAH also believes that writing best occurs through the process of writing regularly with teacher and peer review. Students may receive feedback from the teacher or may share their writing with classmates or other classes. COVAH not only will follow the Common Core Standards for writing and grammar, but encourages all forms of writing across the curriculum. Students may be asked to do an essay on a composer, a period of history, or a scientific concept. All students will write a full research report in the APA (American Psychological Association) format. Students in grade 11 will write a full thesis, and students in grade 12 will write a senior research paper for graduation. Students who arrive in college prepared to write research and topic papers demonstrate greater success and completion of a college course of study.

English/English Language Arts/Literature Courses (4 years)

English 1 P - Meets UC/CSU “b”

English 1 examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising. The course explores various themes in literature with close attention to themes of cultural diversity, an emphasis on social and personal meaning, and an analysis of the way in which a work of literature is related to the themes and issues of its historical period. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications. Students will also study a major piece of literature, short story or poetry unit, or nonfiction text.

English 2 P - Meets UC/CSU “b”

English 2 examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising with a focus on world literature. The course explores various themes in literature and compares works that express universal themes. Students provide evidence to support the ideas expressed in each work and analyze the way in which a work of literature is related to the themes and issues of its historical period. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications.

English 3 P - Meets UC/CSU “b”

English 3 traces the development of American literature from the colonial period forward. The course examines autobiography, memoir, nonfiction texts, essays, poetry, drama, and analyzes the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms. Students analyze recognized works of American literature representing a variety of genres and traditions. Students contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. Students also evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications.

English 4 P - Meets UC/CSU “b”

English 4 examines world literature from a variety of authors. Students learn to contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, and modern). They relate literary works and authors to the major themes and issues of their eras and evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. Students analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications. The course explores various themes in literature with close attention to themes of cultural diversity, an emphasis on social and personal meaning, and an analysis of the way in which a work of literature is related to the themes and issues of its historical period. Students will focus on word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written forms and conventions, and speaking applications. Students will also study a major piece of literature, short story or poetry unit, or nonfiction text.

AP English Literature - Meets UC/CSU “b”

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

MATHEMATICS

COVAH students will complete 4 years of mathematics. COVAH believes that learning in Mathematics best occurs when students are challenged and have access to advanced opportunities in mathematics including Algebra I & II, Geometry, Trigonometry, and Calculus. COVAH will closely follow the California Common Core in instruction, and provide frequent assessment and

benchmarking. Music is correlated with success in mathematics through music and rhythm patterns which contain fractional and additive properties. All 9th graders who did not complete Algebra with a grade of C, will be enrolled in a summer Algebra camp and enrolled in Algebra 1 for 9th grade. Students who demonstrate advanced skills may take College courses during the summer session.

Mathematics Courses (4 years)

Algebra 1 P - Meets UC/CSU “c”

The key content for Algebra I involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations may be solved by factoring, completing the square, using graphs, or applying the quadratic formula. Students should also become comfortable with operations on monomial and polynomial expressions. Students learn to solve problems using all of these techniques, and they extend their mathematical reasoning in many important ways, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

Intermediate Algebra P - Meets UC/CSU “c”

Intermediate algebra will provide a solid foundation in algebra as well develop students’ problem-solving skills in preparation for future mathematics courses. This course complements and builds upon concepts and content taught in Algebra I and Geometry. Basic concepts of functions and graphs are introduced. Problem solving techniques, real-life and real-data applications, appropriate use of technology, mental mathematics, number sense, critical thinking, decision-making, and geometric concepts are integrated throughout the course.

Advanced Algebra P - Meets UC/CSU “c”

Advanced Algebra expands on the mathematical content of Algebra 1 and Geometry. Many new concepts and techniques are introduced that will be basic to more advanced courses in mathematics and the sciences. Emphasis is on abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas. Major topics include absolute value and inequalities, simultaneous linear systems, complex numbers, quadratic functions, logarithms, arithmetic and geometric series, and the Binomial Theorem. An introduction to trigonometry is also included.

Calculus P - Meets UC/CSU “c”

Students will be exposed to Calculus, the study of change. This course is designed as a gateway to other, more advanced coursework in mathematics and focuses on limits, functions, derivatives, integrals, and infinite series.

AP Calculus AB - Meets UC/CSU “c”, “g”

Calculus AB is a challenging and demanding course that is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Calculus AB focuses on topics in differential and integral calculus. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an

extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

AP Calculus BC - Meets UC/CSU “c”, “g”

Primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications, Calculus BC is an extension of Calculus AB. The topic outline for this course includes all the Calculus AB topics (see course description for Calculus AB) with additional topics such as parametric, polar, and vector functions, applications of integrals, and polynomial approximations and series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. As in Calculus AB, broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Geometry P - Meets UC/CSU “c”

As an introduction to geometric skills and concepts course, students will explore the relationship among and properties of geometric figures, congruence, similarity, circles, measurement (perimeter, circumference, area, surface area, volume, angle measure), the Pythagorean Theorem, inductive and deductive reasoning, and proof writing.

Probability & Statistics P - Meets UC/CSU “c”, “g”

Probability & Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The purpose of this course is to provide students with a solid foundation in probability and facility in processing statistical information. Some of the topics addressed review material found in earlier grades and reflect that this content should not disappear from the curriculum (e.g., measures of central tendency, data display and organization, basic probability concepts). Major topics include counting principles, standard distributions (e.g., normal, binomial), variance, standard deviation, and organizing and describing distribution of data.

Other advanced Mathematics courses such as Calculus or Trigonometry will be available through the Community College concurrent credit program.

HISTORY/SOCIAL STUDIES

COVAH students will complete courses in American History and Government, European History, and Eastern History. COVAH believes that learning best occurs in social studies by following the Common Core standards and supplementing instruction through historical/cultural instruction in music/performing arts, projects and field experiences. We strive to bring history to life through

experiences in the community and field experiences, giving our students wider perspectives of the world around them. All COVAH students will have the opportunity to travel in at least one of their high school years for in-depth historical/cultural experiences. COVAH strives to prepare graduates to become citizens that make a positive impact on their community and society.

History/Social Science Courses (3 years)

American Government - Meets UC/CSU “a”, “g”

Students pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. The major units in this course include Constitution and the Bill of Rights, the Courts, Executive and Judicial Branches of Government, Federalism and Contemporary Issues. Students learn to use evidence (court opinions, editorials, census data, campaign ads and economic indicators) and to examine how others have used it, to study multiple perspectives and understand why these different perspectives exist, to analyze and interpret political and economic events, to understand the importance and significance of what they’re studying and to prepare to participate in the social and political life of the community.

AP American Government - Meets UC/CSU “a”, “g”

Students will engage in a study of US government and its politics. Students also examine the functions of federal, state, and local agencies with respect to the US Constitution, political structures, citizens’ liberties, voter participation, interest groups, and media. The basic beliefs and ideals which form American democracy and how its legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels are also explored. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Economics P - Meets UC/CSU “g”

Economics introduces microeconomics and macroeconomics, consumerism and comparative economic systems as well as economic history and current economic issues. This course also exposes students to the economic conditions and policies that give rise to such issues as inflation, recession, unemployment, the national debt, and personal economic decisions. Students are able compare economic systems and identify how these systems affect our global economy.

World History P - Meets UC/CSU “a”, “g”

In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The major units to be covered in this course include Rise of Democratic Ideals, Comparing Revolutions, Industrial Revolution, Rise of Colonialism and Imperialism, Causes and Course of World War I, World War I and Its Consequences, Totalitarianism, World War II Causes and Consequences, International Developments in the Post World War II World, Nationalism and World Economy.

AP World History - Meets UC/CSU “a”, “g”

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

US History P - Meets UC/CSU “a”, “g”

Students will examine major turning points in American history in the twentieth century. The major units include Reviewing the Nation’s Beginnings, Industrialization, Religion in America, United States as a World Power, the Jazz Age, The Great Depression, World War II, Post World War II America, US Foreign Policy since World War II, Civil Rights Movement and Contemporary America.

AP US History - Meets UC/CSU “a”, “g”

The purpose of the AP US History course is to assist students in the analysis and interpretation of primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Topics may include The American Revolutionary Era, Antebellum America, The Civil War, Reconstruction, Industrial America, Urban Society, The Depression, The Second World War, The Cold War, and Society & Culture of the Twentieth Century. Students will develop an awareness of multiple interpretations of historical issues in secondary sources. Students will develop a sense of multiple causation and change over time, and will be able to compare developments or trends from one period to another. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Psychology P - Meets UC/CSU “g”

This general introduction to Psychology is designed to provide the student with a better understanding of human behavior. The course will provide insight into the nature of human behavior by studying psychological theories and past research as well as methods and ethics involving the study of Psychology.

SCIENCE

COVAH students will complete 3 years of science (2 years w/lab) to include Biological and Physical sciences. COVAH believes that learning best occurs in science by following the Common Cores Standards and supplementing instruction through experiments, projects, labs and field experiences. Our Science curriculum will use inquiry, experiments, projects, and challenging exercises to bring the scientific process alive. We will also have an annual science competition, giving students the opportunity to showcase their creative projects. Field trips expand and enhance science concepts.

COVAH believes that it is critical that students gain an understanding of the scientific process and that by understanding that process students are better prepared for multiple career choices.

Science Courses (2 years w/Lab)

Biology P (Lab Science) - Meets UC/CSU “d”, “g”

This course provides a general introduction to the major topics in Biology. Course topics include cell biology, Mendelian genetics, molecular genetics, evolution, ecology and human biology.

AP Biology - Meets UC/CSU “d”, “g”

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Conceptual Physics (Lab Science) - Meets UC/CSU “d”, “g”

Conceptual Physics provides an introduction to physics for 9th graders that surveys motion, forces, energy, heat, waves, electric circuits, and electromagnetic phenomena through reading, lecture, calculations, and labs. Students will do extensive lab work in all areas of physics through CPO curricular material and additional materials to provide additional labs, investigations, and demonstrations.

Chemistry P (Lab Science) - Meets UC/CSU “d”, “g”

This required course provides a general introduction to the major topics of chemistry. Topics covered include atomic and molecular theory, periodicity, chemical bonds conservation of matter, stoichiometry, gases and their properties, acids and bases, solutions, chemical kinetics, chemical equilibrium and nuclear processes. The exploration of chemical principles are included along with an introduction to organic chemistry.

AP Chemistry - Meets UC/CSU “d”, “g”

Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP Chemistry should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE

COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

Physics P - Meets UC/CSU “d”, “g”

This course covers fundamental principles governing the physical nature of our world. Topics may include the study of motion, Newtonian mechanics, conservation of momentum and energy, thermodynamics and heat, wave propagation, sound, light, electricity and magnetism, atomic and nuclear physics.

AP Physics C / AP Physics 2 - Meets UC/CSU “d”, “g”

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component. *STUDENTS ENROLLED IN THIS CLASS WILL TAKE THE COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM. EXAM SCORES, AND EACH COLLEGE/UNIVERSITY, WILL DETERMINE ELIGIBILITY FOR COLLEGE CREDIT.

WORLD LANGUAGE (2 years)

COVAH students will complete 2 years of a foreign language. COVA believes that having facility in languages not only enhances overall learning, prepares students for a multi-cultural and multi-lingual world, but allows students to be more effective in music mastery. Although COVAH will offer Spanish as its primary language choice, students may enroll in a variety of language classes available through the Community College system.

World Language Courses:

Spanish 1 P - Meets UC/CSU “e”

Spanish 1 provides students the opportunity to learn to speak, listen, read, and write in order to develop basic language skills and knowledge. Students will learn everyday vocabulary related to everyday needs and activities as well as grammatical forms and functions. Importance is placed on developing the student’s awareness of the culture of Hispanic people of Mexico, Central and South America, the Caribbean, and Spain, as well as the role Hispanics have played in the history of the United States.

Spanish 2 P - Meets UC/CSU “e”, “g”

Spanish 2 provides students the opportunity to increase their power in oral language, reading and writing in an authentic cultural context. Building on the foundation taught in Spanish 1, students learn to use and understand expressions of emotion, needs, and requests. They are able to understand and express important ideas with some detail, as well as to describe, compare, narrate and understand ideas in the present, past, and future. Students can understand and convey information about

themselves (family, friends, home, health, school, leisure activities, school life, likes and dislikes). They can also understand and convey information on topics beyond self (geography, directions, buildings and monuments, places and events, travel, professions, and work).

Spanish 3 P - Meets UC/CSU “e”, “g”

Spanish 3 enables students to understand and communicate in a second language. The four communication skills of reading, listening, speaking and writing are equally emphasized with a focus on real- world situations. The course also covers cultural and historical aspects of the Spanish-speaking world.

SPECIAL EDUCATION/SECTION 504

SPECIAL EDUCATION/504 PROGRAMS:

COVAH will provide Special Education services through an MOU agreement with the Oakland Unified School District SELPA, or Charter SELPA. Parents of students who enroll with an IEP or 504 plan from another SELPA will be evaluated and an IEP/504 meeting held within 30 days of enrollment to determine if the stated IEP/504 goals and objectives are appropriate for full participation in the COVAH program, or determine if new goals and objectives need to be developed. In compliance with Federal Search and Find requirements, the school Student Success Team (SST) will monitor incoming students with academic skills below proficient. If the SST recommends evaluation, the student will be referred for Special Education assessment (in accordance with all State and Federal regulations and timelines). All student IEPs will be maintained in confidential record files and annual and triennial meetings will be held to ensure that qualified students receive services, which meet their educational goals and objectives. Classroom teachers will be informed of the content of the IEP and provided training, specialist consultation and support in implementing any regular education strategies or modifications identified in the student IEP. A qualified Special Education teacher and the school Director with 25 years of Special Education experience will provide oversight of the Special Education program and services. COVA will cooperate with the District SELPA during any local or state audits of Special Education programs and services.

COVAH will offer Resource Specialist and Speech and Language programs according to student's needs as outlined in their IEPs provided through an MOU with the Oakland Unified School District or participation in an authorized Charter SELPA.

STRUCTURE AND ORGANIZATION OF THE SCHOOL DAY

To provide the rich and comprehensive curriculum, COVAH's schedule takes advantage of a longer day and instructional blocks.

SCHOOL SCHEDULE OUTLINE: Students enrolled in college courses would follow their course schedule and would participate in small group tutorials for Common Core instruction in each academic area. Each student's schedule will be adjusted to meet the needs of college courses in which they enroll.

Period	Time	Subjects
1	8:00 – 8:30	Homeroom (Music Theory)
2	8:30 – 10:05	CORE: English or Math (COVAH or College Classes)
	10:05 – 10:15	Break
3	10:15 – 11:30	CORE: English or Math (COVAH or College Classes)
4	11:30 – 12:15	CORE: Writing/Foreign Language (COVAH or College Classes)
	12:15 – 12:45	Lunch
5	12:45 – 1:50	CORE: Science/Social Studies (COVAH or College Classes)
	1:50 – 2:00	Break
5	2:00 – 2:50	Music/Arts/Elective Classes (COVAH or College Classes)
	2:50 – 3:00	Break
6	3:00 – 3:50	Music/Arts/Elective Classes (COVAH or College Classes)
7	TBS	PE: Health and Fitness (will be scheduled within the Elective Periods)

Small break-out group tutorials and seminars will be held to support College and COVAH classes and to ensure students complete classes successfully, and those enrolled in advanced classes are prepared for Advanced Placement Exams. Tutoring groups are available through COVA teachers, peer tutoring, college students, and the Community College Tutoring Centers.

PHILOSOPHY AND PEDAGOGY

COVAH's philosophy is that all students regardless of race, ethnicity, socio-economic status, or disability are capable of learning the skills necessary to be successful in higher education, become productive and successful adults, and participate as contributing members of society.

Valuing and embracing continuing education is a key factor for the generations entering a post-industrial society. This philosophy is guided by COVAH's rich culture encompassing the value and respect for hard work, dedication, integrity, and personal responsibility. These values foster critical thinking, facilitate the acquisition of life-long learning skills, prepare students to function effectively in an information economy, and developing problem-solving strategies. Music and

performance play key factors in this development. Music and performance fosters cooperation, hard work, attention and focus, and self-discipline. Through numerous performance opportunities within the school and community students use these values and impart them to peers and the community.

Teacher pedagogy directs academic activities which support these values, provides classroom experience through rich discussion and exploration of literature while developing necessary basic reading skills, and incorporates independent projects as well as group work. Teachers receive training in the necessary pedagogical techniques which are used to increase student engagement in the learning process, allows teachers to do regular probes of student learning, and help students to identify and implement learning behavior which leads to student growth and success as life-long learners. COVAH teachers strive to ensure that every student masters reading skills through a literature based curriculum which also incorporates study through historical literature and original source material. Through continuing teacher inservice and training COVAH's teachers grow in the process of becoming master teachers.

In music and performance students participate in experiences provided by professional musicians or artists and college instructors. COVAH will develop partnerships with resources such as the Oakland East Bay Symphony, San Francisco Symphony, San Francisco Opera, and local and national music organizations. Professional musicians will work with students at the higher levels to develop skills and techniques of performance. Through these rich experiences, teachers will direct COVAH students to develop performance abilities beyond their age.

COVAH's philosophy was developed by intensive review of literature regarding the benefits of arts in education and learning. Research shows that students who participate in music and performance develop valuable life skills that cross curricular and career boundaries allowing students do well across subject matter and apply to all career paths. Research has clearly demonstrated that students who participate in music, as an integral part of their education, score better on college exams, and demonstrate a higher level of school and career success.

Statistics collected by the U.S. Department of Education (2003), found schools that produced the highest academic achievement in the United States today are spending 20% to 30% of the day on the arts, with special emphasis on music.

- In an analysis of U.S. Department of Education data on more than 25,000 secondary school students (NELS:88, National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." This

observation holds regardless of students' socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time. — Catterall, James S., Richard Chapleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.

- The U.S. Department of Education lists the arts as subjects that college-bound middle and high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. — *Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years*, U.S. Department of Education, 1997.
- In study of the ability of fourteen year-old science students in seventeen countries, the top three countries were Hungary, the Netherlands, and Japan. All three include music throughout the curriculum from kindergarten through high school. In addition, the academic achievement of Hungarian students, especially in math and science, continues to be outstanding. The Netherlands integrates music and the arts into a significant portion of the curriculum, and Japan followed suit by learning from the experience of these other countries. Today, students in all of these countries outperform students in the United States in Math and Science.
- Statistical analysis discloses the fact that the foremost technical designers and engineers in Silicon Valley are almost all practicing musicians.
- Davidson School in Augusta, Georgia (grades 5-12), which emphasizes music and arts in their curriculum, is #1 academically in the country (2005).
- An intensive four-year study of A+ schools (Arts Plus) in North Carolina and a follow-up study after 8 years showed significant positive effects of the Arts-based School Reform including (2003, see appendix D for full report): improved instructional strategies, improved classroom assessment, benefits across all groups (ethnicity, socioeconomic status, cognitive development), increased standardized test scores.

Research emerging from the cognitive sciences gives us useful information to explain those connections. As a result of technology, which allows us to see the human brain while it is in the process of thinking, researchers have discovered that when people listen to melodies with a variety of pitch and timbre, the right hemisphere of the brain is activated. It also "lights up" when people play music by ear. When, however, people learn to read music, understand key signatures, notation, and other details of scores, and are able to follow the sequence of notes, then the left hemisphere "lights up." Significantly, it is activated in the same area that is involved in analytical and mathematical thinking. *Listening to music involves not only hearing but also visual, tactile and emotional experiences.* (Eckart O. Altenmüller, *Music in Your Head*, Scientific American, January 2004) .

TRANSFERABILITY OF COURSEWORK:

COVAH's curriculum will follow the Common Core Standards, the UC "a – g" coursework, and California State University requirements which will be transferable to other California high schools

and ensures that students who graduate from COVAH will be prepared with the requisite coursework, knowledge, and skills to enter and succeed in 4 year colleges and universities.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

(b)(5)(B) COVAH pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 applying to grades 9 – 12.

(b)(5)(C) COVAH – To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

COVAH has identified significant areas of measurable pupil outcomes listed below:

MPO #1 – One hundred percent of COVAH students will participate in the Common Core Curriculum in English, math, science, history, and writing at designated grade levels.
MPO #2 – Seventy percent of individual students who are enrolled at COVAH for two or more years will demonstrate proficiency or advanced achievement on the Common Core assessments in English and Mathematics. Seventy percent of students not reaching proficiency will demonstrate growth toward Proficiency (moving up one or more categories from FFD, BB or B).
MPO #3 – Sixty percent of Special Education and ELL students who are enrolled at COVAH for two or more years will demonstrate proficiency in English and Mathematics based on tests identified in their IEP or ELL plan.
MPO #4 – Ninety percent of students who attend COVAH for 2 years with a major in music will demonstrate knowledge of music theory including note reading, rhythm, vocal skills, music terminology and composition. Ninety percent of students selecting a Performing Arts major will demonstrate the core knowledge of their performance area (evaluated by developed rubrics).
MPO #5 – One hundred percent of COVAH students will declare a major/focus area of music study (vocal or instrumental) or Stage Performance and will participate in coursework designed for their area of study.
MPO #6 - One hundred percent of all COVAH students will participate in at least three and up to five public performances per year.
MPO #7 – One hundred percent of students will keep a planner listing all homework and assignments during the year. This planner will be available to parents as well as anyone working with the student as a way of monitoring and measuring academic areas completed and progress toward those goals.
MPO # 8 – Ninety percent of COVA students will maintain 95% attendance during the school year.

These Measurable Pupil Outcomes (MPOs) are developed within COVAH’s mission, educational and arts programs. Teachers, staff, students, and parents have opportunities for input. Parents will have input via a parent Site Council, and students through the Student Government. The MPOs will be approved by the Board of Directors and the school administration, with input from the teaching staff. Each staff member and student is expected to work toward these outcomes on a daily basis and are held accountable for their part in the achievement of the pupil outcomes (each day teachers come prepared to teach, students come prepared to learn, and parents prepared to support their student’s learning).

ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS

COVAH uses a variety of methods to assess the Measurable Pupil Outcomes. Formal or standardized tests or assessments are used as baseline measures, while in the areas of music and performance, the actual growth in performance ability guides instruction toward the MPOs, COVAH uses performance rubrics to measure performance growth. Special Education students will be assessed according to their Individual Educational Program.

MPO	Means of Assessment
<p>MPO #1 – Ninety- eight percent of COVAH students will participate in the Common Core Assessment in English and Math at all grade levels and testing for science, history, and writing at designated grade levels. COVAH will demonstrate a minimum of a 5 point increase in the API score per year during the term of this charter.</p>	<ul style="list-style-type: none"> ○ All COVAH students will participate in the Common Core testing unless legally excused from assessment. This will be assessed by the participation records. ○ All COVAH subject teachers will follow the Common Core (CC) standards in their instructional areas, ensuring that all students receive appropriate instruction. This will be assessed through teacher lesson plans and pacing guides. Course syllabi from college courses will be evaluated for Common Core content and will be supplemented through COVA instructional groups to ensure all students

	<p>have received CC content.</p> <ul style="list-style-type: none"> ○ Students will participate in benchmark assessments a minimum of three times during the school year. These benchmarks will be used to identify standards that students have not mastered and allow teachers to align instruction to re-teach or refer students to the tutoring program. This will be assessed by records of individual student benchmark assessments and classroom benchmark scores. <p>COVAH's textbooks and curriculum will be aligned with the Common Core standards. This will be assessed through documentation of alignment of the textbooks and supplementary materials.</p>
<p>MPO #2 – Seventy percent of individual students who are enrolled at COVAH for two or more years will demonstrate proficiency or advanced achievement on the Common Core assessments in English and Mathematics. Seventy percent of students not reaching proficiency will demonstrate growth toward Proficiency (moving up one or more categories from FFD, BB or B).</p>	<ul style="list-style-type: none"> ○ Student tracking over the two year period will be achieved through the benchmark tests and year to year progress on the CCT. ○ Documentation of tutoring or interventions for students not reaching proficiency will be documented, and year to year progress documented.
<p>MPO #3 – Sixty percent of Special Education and ELL students who are enrolled at COVAH for two or more years will demonstrate proficiency in English and Mathematics based on tests identified in their IEP or ELL plan.</p>	<ul style="list-style-type: none"> ○ Through the SELPA, COVAH will track IEP or EL services to SpEd and ELL students. Reports on student progress, services, and standards will be completed and provided to the parents of all students in the SpEd or ELL programs with the trimester report cards by the teacher responsible for the programs. This will be

	<p>assessed by documentation of these reports.</p>
<p>MPO #4 – Eighty percent of students who attended COVAH for two years with a focus in music will demonstrate knowledge of basic music theory including note reading, rhythm, vocal skills, music terminology, and composition. Students with other stage performance will demonstrate knowledge of their focus.</p>	<ul style="list-style-type: none"> ○ Student progress in music/performance will be assessed through their report cards and progress reports. These reports will be based on bi-annual assessment and observations by the music teacher. These records will be documented through a system rubrics and performance. Progress will be assessed through the review of each child’s growth on the rubric skills of their performance skills.
<p>MPO #5 – One hundred percent of COVAH students will declare a major area of music (vocal or instrumental) or performance study and will participate in coursework designed for their area of study.</p>	<ul style="list-style-type: none"> ○ Upon entering COVAH each student will declare their major focus of music/performance study and transcripts of coursework completed. This will be documented for review.
<p>MPO #6 - One hundred percent of all COVAH students will participate in at least three public performances per year.</p>	<ul style="list-style-type: none"> ○ All COVAH students participate in performances throughout the year. Records are kept for attendance at these events. This will be assessed through the performance and attendance documentation.
<p>MPO #7 – Ninety-five percent of COVAH students will keep an organizer/calendar listing all homework and assignments during the year. This organizer will be available to parents as well as anyone working with the student as a way of monitoring and measuring academic areas completed and progress toward those goals.</p>	<ul style="list-style-type: none"> ○ This will be assessed through the review of the planners and the retention of planner artifacts during the charter term.

MPO # 8 – Ninety percent of COVAH students will maintain 95% attendance during the school year.	○ COVAH’s attendance records will be used to assess this area.
MPO #9 - Eighty – five percent of COVAH students will matriculate to College with necessary skills for success in a college/university setting. This will be evaluated by follow-up of students who graduated from COVAH having been enrolled for a minimum of 2 years.	○ COVAH will keep records on graduating students regarding entrance to a College/Univeristy and on completion rates where possible. This data is dependent upon having ongoing information regarding student contact information.

Specific Measurable Targets: Common Core

In addition, COVAH has developed long-range student achievement targets for the term of the charter that are outlined below. Numbers indicate percentages of students scoring proficient or advanced on Common Core Assessment:

YEAR	CC Math	CC LA	CC SS	CC Science
2014-15	50%	50%	35%	40%
2015-16	60%	60%	40%	45%
2016-17	70%	70%	45%	50%
2017-18	72%	72%	50%	55%
2018-19	75%	75%	55%	60%

ELEMENT D: GOVERNANCE STRUCTURE

The Conservatory of Vocal/Instrumental Arts High School is a California 501c3 Non-Profit Public Benefit Corporation pursuant to California law. The school will maintain in effect general liability insurance, student accident insurance, board error and omissions policy, as well as certificates of additional insured for the Oakland Unified School District and any other organization where liability is necessary. The COVAH governing board will follow all regulations and laws for a Non-Profit Public Benefit Corporation including Brown Act and operate procedurally consistent with the adopted by-laws of the organization. The governing board’s major roles and responsibilities include establishing and

approving all major educational and operational policies, approving all major contracts and agreements, approving the school's annual budget, and oversight of the school's fiscal affairs. The Board also evaluates the Superintendent and Executive Director's job performance on an annual basis.

Members of the COVAH governing board are identified and elected to ensure the Board is reflective of the diverse and specialized needs of the school. This will include expertise in education, finances, accounting, marketing, fund-raising, community relations, public school administration and the arts. The Board will be composed of appointed or elected individuals who represent the various constituencies of the school: parents, teachers, community members, business leaders and arts administrators in accordance with the governing board's by-laws.

The Board of Directors of the Conservatory of Vocal/Instrumental Arts High is responsible for hiring and oversight of a Superintendent and Executive Director who will be responsible for the day-to-day operations of the school. The COVAH Superintendent will serve as the administrator of record for the Local Educational Agency (LEA) for matters that require this level of approval by the California Department of Education. The Director will be responsible for implementing the policies determined by the Board of Directors as they apply to the regular daily operation of the school.

COVAH will enter into an agreement with an appropriate SELPA to provide SpEd services after a careful review of the needs of COVAH students, the capability of the organization and the services/supports offered by the various SELPAs. This will also include the analysis of students' residences to determine how to equitably fund Special Education given that COVAH will enroll students from a wide range of regions and school districts. In its agreement with a SELPA to provide services to its students, COVAH will enter into a financial agreement that ensures that COVAH students are receiving the highest level of service to which they are entitled and to join with other SELPA members in a fiscal arrangement that follows the general guidelines of the SELPA.

COVAH uses a Student Study Team (SST) process which involves a team leader, parent, teacher, and student to identify individual academic or behavioral challenges and develop an intervention plan. The intervention plan is then implemented and its effectiveness evaluated. The SST may also determine the need for individual assessment to identify additional interventions or services needed.

The Director may execute any powers delegated by the COVAH governing board, and may appoint a designee to carry out any duties associated with specialized student placement and services.

COVAH will comply with the District policies related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

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

COVAH and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

COVAH/Conservatory of Vocal/Instrumental Arts High will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

ELEMENT E: EMPLOYEE QUALIFICATIONS

COVAH will recruit, hire and train a core academic teaching staff that hold appropriate California credentials for the specific subjects they will teach. Teachers with appropriate multiple single subject credentials will be recruited to support broad instruction in a small school setting. Ideal candidates will have math and science or English and history credentials for core academics. This also helps with implementation of Common Core goals of cross-curricular instruction. The academic teaching staff will also be selected based on their suitability for teaching in an arts school: the ideal COVAH teacher will have 2 or more single subject credentials, the demonstrated ability to provide instruction to a broad spectrum of grade levels and abilities, experience in the arts, and knowledge of the arts as powerful

force in society. College courses will be taught by qualified College instructors employed by the college.

COVAH may also employ non-certificated instructional staff for its non “a-g” music, non-core, elective and arts classes where appropriate. These staff members will demonstrate professional experience in music or the performing arts, an advanced degree in their subject area, or extensive experience working with students in the performing arts. Non-credentialed staff will be provided with training and consultation regarding COVAH’s expectations and vision to ensure the consistent implementation across the music and arts curriculum.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

The Conservatory of Vocal/Instrumental Arts High will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school’s insurance carriers and at minimum will address the following:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A requirement that all staff provide clear TB test and fingerprint clearance.
- Policies and procedures in response to natural disasters and emergencies, including fire and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including first-aid and resuscitation training.
- Policies relating to the prevention of contact with blood-borne pathogens.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals.
- COVAH will maintain a policy that the school is a drug, tobacco and alcohol-free workplace.

These policies and procedures will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis through staff development and governing board resolution.

COVAH shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

ELEMENT G: MEANS TO ACHIEVING ETHNIC BALANCE

COVAH has developed an outreach program that includes attending a variety of community festivals throughout Oakland. COVAH will reach out to the community through parents currently in COVA K-8 and the varied ethnic and performing communities in Oakland. During these outreach activities, information will be available regarding the school and programs. COVAH will contract with translation services in Spanish and Chinese in order to make information more accessible. COVAH will do outreach into Spanish and Asian communities to ensure ethnic balance. Recruitment will consist of the following strategies:

- The application will be easily accessible on the school web-site. School officials will also assist parents with disabilities or language needs to complete an online application. The application will also be available in the office in paper format.
- The Web-site will list a calendar of events, informational tours, and school schedule.
- Multiple opportunities to visit and view the campus, including drop-ins.
- Development of promotional and informational materials that are distributed to commercial, professional, and volunteer local and regional music organizations.
- COVAH staff and students will perform in community fairs and events that involve school communities directly in COVAH target enrollment areas and assistance with application and enrollment procedures.
- Prepare translated materials and translation services for a wider group of non-English speaking communities.

ELEMENT H: ADMISSIONS REQUIREMENTS

The Conservatory of Vocal/Instrumental Arts High (COVAH) will be nonsectarian in its programs, admission policies, or any and all other operations and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender,

nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of a Fall enrollment, Conservatory of Vocal/Instrumental Arts High will notify the District in writing of the application deadline and proposed Public Random Lottery date if applications exceed the school's capacity. COVAH will follow Conservatory of Vocal/Instrumental Arts High will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

COVAH will actively recruit a diverse student population from the city of Oakland and greater Bay Area. Admission to COVAH is available to any California resident, and it is the vision of the school to attract a regional population to the school, while attracting a demographic population reflecting the demographic population of Oakland. In COVAH's first year parents will be informed through community events and publications. In subsequent years, prior to going through the admission process, prospective students and families will be informed through informational tours, classroom observations, attendance at concerts and events, orientations. At an individual interview and/or audition where students may demonstrate experience in the performing arts and parents and students may ask questions about the school to determine interest in participation in music or performance, so that families can make an appropriate educational choice for their student.

The COVA application process consists of:

1. Completed online application
2. Participation in an interview and/or audition demonstrating experience in performing arts.
3. A short essay on their interest in music or performing arts programs and desire to attend COVAH.
4. Participation in an orientation regarding COVAH programs and requirements.
5. Documentaion of participation in music or performing arts. This can be demonstrated by previous participation in music or performance programs in school or community, or through an audition in their area of music or performance.

Students are not required to identify their disability status, or to submit any school records of any kind prior to admission to COVAH.

COVAH's application window is November 1st through December 1st each year (with the exception of Year 1). Applications that are received by the December 1st deadline are recorded and parents notified of the next steps in the process including the schedule of the Random Public Drawing. If more applications are received during the application window than there are spaces available, students will be placed on the waiting list in the order drawn. Following these steps, families drawn in the lottery for grades where there is available space are provided interview/audition appointments and enrollment packets to complete. The Public Random Lottery will be conducted in late January or early February as scheduled. In grades where there are no known openings, students are placed on a waiting list in the order of application, and are notified as openings become available. COVAH continues to admit students during the school year from the waiting list.

Included in the enrollment packet is a statement of school philosophy and a volunteer commitment form that families are asked to sign.

In January and May an Intent to Return Form will be distributed to parents to determine where space is available in grades 9 - 12. This allows COVAH to determine the number of spaces for new students and placement on the waiting list.

Enrollment preferences will be afforded to graduating COVA 8th graders, siblings, and children of faculty or staff. Currently enrolled COVA 8th grade students applying for COVAH must have successfully completed 8th grade, demonstrate a desire to continue with music or the performing arts, and have demonstrated progress in music and/or the performing arts while at COVA K-8.

ELEMENT I: FINANCIAL AND PROGRAMMATIC AUDIT

The COVAH Board of Directors will participate each year in the selection of an independent auditor and review and approve the annual audit of the school's financial affairs.

The audit will verify the accuracy of the school's financial statements, attendance and accounting practices, and review the school's internal controls. The school will notify OUSD of the persons responsible for financial management of the school. The audit will be conducted by a state approved auditor or auditing firm in accordance with generally accepted accounting procedures and principles appropriate to a school setting. It is anticipated that the audit will be completed within six months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to OUSD. The school's financial officer will review any audit exceptions or deficiencies and report to the full Board of Directors the recommendations on how to solve the problems that were uncovered. The plan will be forwarded to OUSD. Any issues or disputes that arise will be addressed and resolved in accordance with COVAH's charter.

In addition to the financial audit, COVAH will complete the SARC annual school report. COVAH will keep OUSD informed of any critical fiscal, administrative, or legal issues that arise which could impact the fiscal soundness of the school.

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

To the extent that COVAH is a recipient of federal funds, including federal Title I, Part A funds, COVAH has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the *No Child Left Behind Act* and other applicable federal grant programs. COVAH agrees that it will keep and

make available to the District any documentation necessary to demonstrate compliance with the requirements of the *No Child Left Behind Act* and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

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

COVAH also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program reviews and federal and state compliance issues.

ELEMENT J: SUSPENSION AND EXPULSION

The disciplinary guidelines for COVAH are based on the belief that a safe and orderly campus must be free of bullying and harassment, that a safe and respectful campus comes from a discipline program that addresses student issues in a timely and effective manner, and that high expectations for school and classroom behavior protect the rights of all students to learn in a safe and orderly environment. This is accomplished by developing a school and learning environment that maximizes academic achievement and artistic expression.

COVAH has developed a clear, effective model of discipline practices and meaningful policies and procedures to address student behavior. These practices and procedures will be outlined in the Parent/Student handbook.

The student and the student's family will be provided with full due process relating to suspension or expulsion. This means having the opportunity to communicate any information regarding the incident to the school authorities undertaking the investigation, access to all materials and documents related to the case, and full knowledge of all procedures put into motion and the possible outcomes of those procedures. Due process shall also include written notice of the specific circumstances surrounding any disciplinary action and the opportunity to respond to any allegations. Policies and procedures are published, printed and distributed to students and families which provides all necessary steps in the process. These policies will be part of the COVAH's Parent/Student Handbook, which will be distributed at the start of the school year and will be posted on the COVAH website. The printed information will detail the process, student and parent expectations pertaining to attendance, punctuality, mutual respect, authority, substance abuse, violence, criminal activity, safety and work habits. This information will also be distributed and discussed during orientation meetings, where new students and families receive necessary school information.

Violations of the COVAH discipline policy will be handled by the school administration, specifically the Director/Principal unless delegated to another administrative or credentialed staff by the Director/Principal. When discipline is warranted that may involve expulsion, the school will prepare written reports and statements for the governing board and provided to the family to be addressed at a regular or special meeting of the board, and provided to the student and parent. The parent and student will have due process and will be heard by the governing board in a closed session agenda item. Should a behavioral action occur that reaches the level of expulsion as defined in the student handbook, and the student and parents are provided the due process outlined in the COVAH parent/student handbook, the board will make the final determination regarding the expulsion of the student. The president of the governing board will then notify the Oakland Unified District to determine appropriate placement for the student.

Students who have been removed from the educational environment for any reason shall be provided with academic work and will be given full credit for completed work. This exclusion will be at the discretion of the Director/Principal of the School. Students awaiting placement by OUSD in another school will be placed on Independent Study and provided appropriate work and assignments until a placement has been completed.

Discipline matters that involve students with IEPs or 504 plans shall conform to all applicable state and federal laws. Fair hearing practices and mediation processes, where appropriate, will be adhered to. Student Study Teams and IEP Teams may be involved in this process as well in order to determine how to best meet the needs of the student and family while still following applicable laws and regulations related to discipline violations.

In the case of a Special Education student, or a student who receives 504 accommodations, COVAH will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, related to the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or Special Education student, the charter administrator will convene a review committee to determine:

- 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability
- 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP.

If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

ELEMENT K: RETIREMENT SYSTEM

COVAH full-time faculty and staff will participate in either the federal social security system or the California STRS system, depending upon the status of credentials and licensure within the school. COVAH will also offer a range of supplementary benefit plans available to all employees on a voluntary basis. The COVAH accountant will be responsible for the implementation of the retirement program.

ELEMENT L: ATTENDANCE ALTERNATIVES

Students who do not choose to attend COVAH may register with the public school district in which they reside and will receive an appropriate educational placement.

ELEMENT M: DESCRIPTION OF DISTRICT EMPLOYEE RIGHTS

COVAH faculty and staff who have left permanent status in OUSD to work at COVAH will not have the right to return to a comparable position within OUSD unless District policy permits this. Former OUSD employees must work with OUSD on the procedures for returning to the District should they wish to make that choice.

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) to minimize the oversight burden on OUSD, (3) to ensure a fair and timely resolution to disputes and (4) to frame a charter oversight and renewal process and timeline in order to reach mutual agreement between the entities regarding these matters.

Public Comments

COVAH and OUSD will attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being put into writing to the Executive Director. All complaints must be signed and dated.

OUSD will not intervene in internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board

or Executive Director for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene.

Disputes Between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the charter or other issues related to the relationship between the entities, both parties agree to follow the process outline below.

In the event of a dispute between OUSD and COVAH, the staffs and governing boards of COVAH and OUSD agree to put the dispute in writing and work with the entities' respective governing boards to begin a resolution process. If OUSD believes the issue in question could result in the revocation of the charter, this will be put into writing.

Representatives from the COVAH board and the OUSD superintendent or designee shall meet in a timely and informal fashion to begin the resolution process. If this fails to result in a solution, both parties agree to identify a neutral third-party arbitrator. The format of the arbitration session shall be developed jointly and will incorporate rules of evidence and procedure unless both parties agree otherwise. Findings and recommendations will be non-binding unless the parties agree to bind themselves.

The staff and Governing Board members of COVAH agree to attempt to resolve all disputes between the District and COVAH regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written

Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Oversight, Reporting, Revocation and Renewal

OUSD may visit the school premises at any time and will be provided access to all records, physical spaces and other facets of COVAH. OUSD may choose, without approval from COVAH, to contract out inspection services to a third-party organization. COVAH must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of COVAH in accordance with Education Code Section 47607 any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters. If the OUSD school board believes it has cause to revoke the COVAH charter, they will notify the COVAH board in writing. The specific reasons for the possible revocation will be noted and COVAH will be granted reasonable time to respond and take corrective action. "Reasonable time" may be mutually agreed upon by OUSD and COVAH.

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

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – Final Audited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

1. COVAH agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:
2. COVAH is subject to District oversight.
3. The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of COVAH.

4. The District is authorized to revoke this charter for, among other reasons, the failure of COVAH to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

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

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

OUSD agrees to receive and review the annual fiscal and programmatic audits as outline in Element I of this charter. Within two months of the receipt of this annual review, OUSD may notify the governing board of COVAH as to whether or not it considers the school to be making progress toward the specified goals. This annual notification may include the specific reasons for the charter-granting agency's conclusions.

Public Records

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

Reporting and Accountability

If COVAH does not test (i.e., STAR) with the District, COVAH hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 15 of each year.

Public Complaint Procedures

COVAH will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. COVAH will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

COVAH will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with COVAH alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. COVAH will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

External Reporting

COVAH will maintain sufficient staff and systems including technology required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

District Fee for Oversight

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

ELEMENT O: LABOR RELATIONS

COVAH shall be deemed the executive public school employer of the employees for the purposes of the Education Employment Relations Act. COVAH will have an employee handbook to detail employee rights and responsibilities and complaint procedures.

ELEMENT P: PROCEDURES FOR SCHOOL CLOSING

In the event that COVAH closes for any reason, the following steps will be initiated:

1. A final audit of funds, equipment, and materials will be completed and provided to the OUSD Charter Office.
2. All student records will be transferred to the OUSD student placement office with a list of schools where students enrolled (where possible), and a list of students who have not received a placement.

FACILITIES

If COVAH fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If COVAH moves or expands to another facility during the term of this charter, COVAH shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least

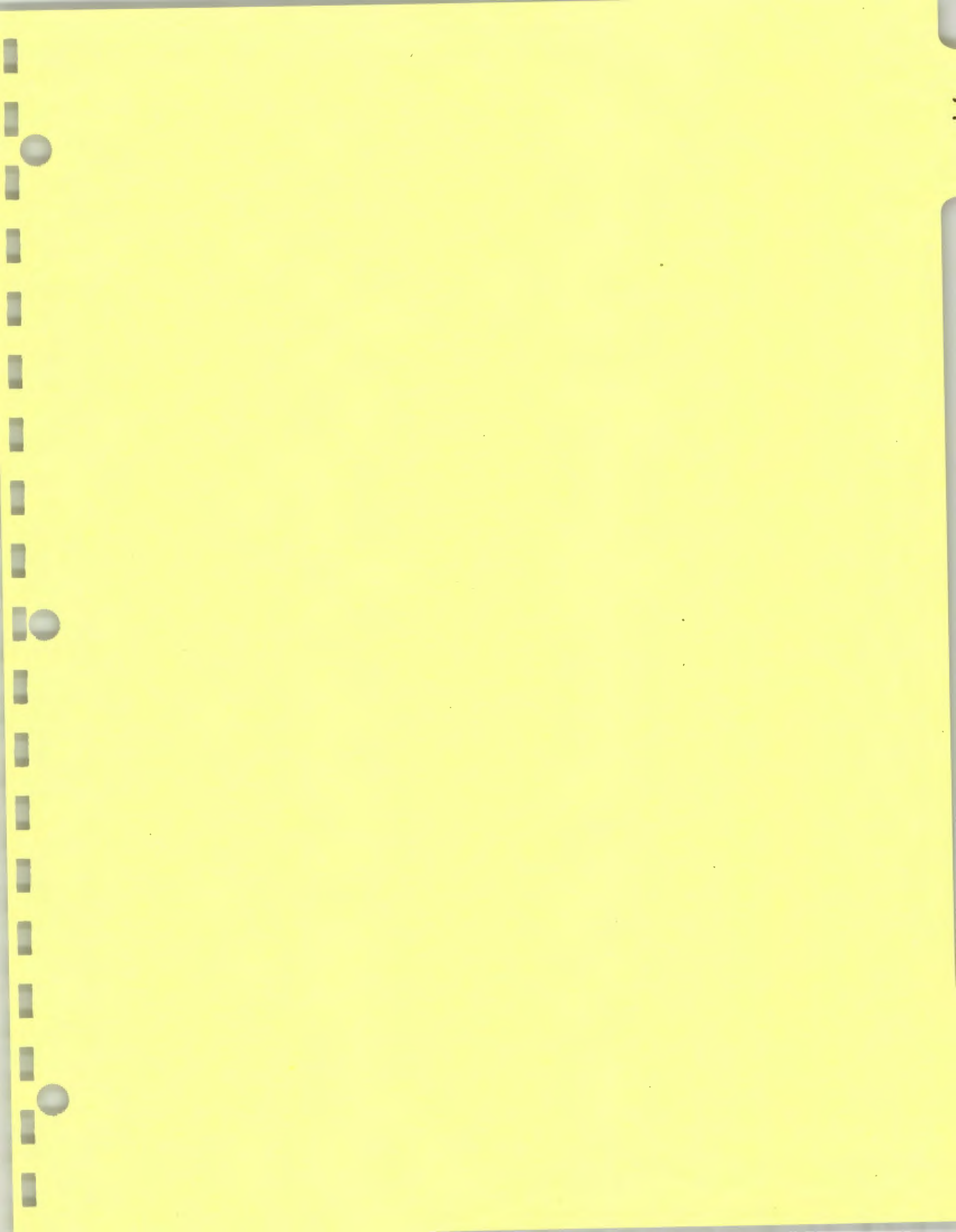
30 days before school is scheduled to begin operations in the facility or facilities. COVAH shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

COMMUNICATIONS

Official communications between OUSD and COVAH will be directed to the following:

Dr. Valerie Abad, Petitioner
Conservatory of Vocal/Instrumental Arts High
3800 Mountain Blvd.
Oakland, California 94619
P: 510.531-0110 P: 510.285.7511
F: 510.873-8816
vabad@covaconservatory.org

Silke Bradford, Coordinator
Oakland Unified Schools
1025 2nd Ave.
Oakland, California 94606
P:
F: 510.879.1844
silke.bradford@ousd.k12.ca.us



Conservatory of Vocal/Instrumental Arts — COVA HS

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Conservatory of Vocal/Instrumental Arts — COVA HS

Multi-Year Budget Executive Summary

Budget Type	Ordinal Year Fiscal Year	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Key Budget and Financial Variables: Enrollment and ADA					
School Enrollment		0	60	90	120
School ADA at P-2		0	57	86	114
Ratio of P-2 ADA to Enrollment		n/a	95.0%	95.0%	95.0%

A. Revenues:

1. Revenue Limit Sources	\$ -	\$ 364,800	\$ 559,769	\$ 765,054
2. Federal Revenues	-	14,400	21,600	28,800
3. Other State Revenues	-	101,247	139,504	186,099
4. Other Local Revenues	16,600	40,000	50,000	60,000
5. Total Revenues	\$ 16,600	\$ 520,447	\$ 770,873	\$ 1,039,953

B. Expenditures:

1. Certificated Salaries	1000	\$ -	\$ 201,250	\$ 280,818	\$ 365,233
2. Noncertificated Salaries	2000	-	85,000	87,750	90,600
3. Employee Benefits	3000	-	34,697	45,120	56,170
Subtotal Compensation Costs		-	320,947	413,688	512,003
4. Books and Supplies	4000	-	17,880	21,034	27,066
5. Services and Other Operating Expenses	5000	10,000	321,174	370,852	414,232
6. Capital Outlay	6000	6,600	-	-	-
7. Other Outgo	7100-7400	-	598	50,600	50,480
8. Total Expenditures		\$ 16,600	\$ 660,600	\$ 856,175	\$ 1,003,782

C. Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses

1. Net Operations: Sub Total	\$ -	\$ (140,153)	\$ (85,302)	\$ 36,171
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D. Other Financing Sources and Uses

4. Total, Other Financing Sources and Uses	\$ -	\$ 250,000	\$ -	\$ -
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E. Net Increase (Decrease) in Fund Balance

1. Net Operations plus Total Other Financing Sources and Uses	\$ -	\$ 109,847	\$ (85,302)	\$ 36,171
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F. Fund Balance, Reserves

1. Beginning Fund Balance					
a. As of July 1	9791	\$ -	\$ -	\$ 109,847	\$ 24,546
b1. Audit Adjustments to Beginning Balance	9793	-	-	-	-
b2. Other Restatements to Beginning Balance	9795	-	-	-	-
c. Adjusted Beginning Balance		-	-	109,847	24,546
2. Ending Fund Balance, June 30		\$ -	\$ 109,847	\$ 24,546	\$ 60,716

Conservatory of Vocal/Instrumental Arts — COVA HS

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Budget Type Acct Code				
A. REVENUES				
1. State Revenue Limit Sources				
Education Protection Account	8012	\$ 59,827	\$ 91,802	\$ 125,469
Charter Schools General Purpose				
Entitlement - State Aid	8015	207,221	321,340	444,082
Transfers to Charter Schools in Lieu of Property Taxes	8096	97,752	146,627	195,503
1. Subtotal State Revenue Limit Sources		\$ 364,800	\$ 559,769	\$ 765,054
2. Federal Revenues				
No Child Left Behind	8290			
NCLB: Title I, Part A, Basic Grants				
Low-Income and Neglected: Base Allocation	8290.30	\$ 14,400	\$ 21,600	\$ 28,800
Federal Child Nutrition	8290.53	-	-	-
Other Federal Programs		<i>No Other Federal Programs Currently in Use</i>		
2. Subtotal Federal Revenues		\$ 14,400	\$ 21,600	\$ 28,800
3. Other State Revenues				
State Special Education	StRevSE	<i>No State Special Education Currently in Use</i>		
All Other State Revenues	StRevAO			
Mandated Programs Block Grant	8550	-	1,424	2,190
Lottery – Prop 20 Restricted	8560.63	-	1,710	2,565
Lottery – Unrestricted	8560.11	-	7,182	10,773
Charter School Categorical Block Grant	8590.05			
Funding based on rate per ADA		24,255	37,219	50,866
In Lieu of EIA Funding		25,350	23,397	36,959
Subtotal, Categorical Block Grant	8590.05	\$ 49,605	\$ 60,616	\$ 87,825
Charter School Facility Grant Program	8590.63	-	42,750	64,125
3. Subtotal Other State Revenues		\$ 101,247	\$ 139,504	\$ 186,099
4. Other Local Revenues				
Interest	8660	\$ -	\$ -	\$ -
School Concert Revenues	86xx	-	20,000	30,000
Donations	8699	16,600	20,000	20,000
4. Subtotal Other Local Revenues		\$ 16,600	\$ 40,000	\$ 50,000
5. TOTAL REVENUES		\$ 16,600	\$ 520,447	\$ 770,873
		\$ 520,447	\$ 770,873	\$ 1,039,953

Conservatory of Vocal/Instrumental Arts — COVA HS

Multi-Year Budget Summary

Budget Type	Ordinal Year Fiscal Year Acct Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget	
B. EXPENDITURES						
1. Certificated Salaries 1000-1999						
	Certificated Teachers' Salaries	1100	-	141,250	218,818	301,233
	Certificated Pupil Support Salaries	1200	-	-	-	-
	Certificated Supervisors' and Administra	1300	-	60,000	62,000	64,000
1. Subtotal Certificated Salaries			\$ -	\$ 201,250	\$ 280,818	\$ 365,233
2. Noncertificated Salaries 2000-2999						
	Noncertificated Instructional Salaries	2100	-	30,000	31,000	32,000
	Noncertificated Support Salaries	2200	-	20,000	20,650	21,300
	Clerical and Office Salaries	2400	-	35,000	36,100	37,300
2. Subtotal Noncertificated Salaries			\$ -	\$ 85,000	\$ 87,750	\$ 90,600
3. Employee Benefits 3000-3999						
	STRS	3101-3102	-	16,603	23,167	30,132
	OASDI / Medicare / Alternative	3301-3302	-	9,421	10,785	12,227
	Unemployment Insurance	3501-3502	-	3,149	4,054	5,014
	Workers' Compensation Insurance	3601-3602	-	5,525	7,113	8,798
	Other Employee Benefits	3901-3902	-	-	-	-
3. Subtotal Employee Benefits			\$ -	\$ 34,697	\$ 45,120	\$ 56,170
4. Books & Supplies 4000-4999						
	Approved Textbooks and Core Curricula	4100	-	6,000	3,998	4,422
	Books and Other Reference Materials	4200	-	300	154	158
	Materials and Supplies	4300	-	11,580	16,883	22,487
4. Subtotal Books & Supplies			\$ -	\$ 17,880	\$ 21,034	\$ 27,066

Conservatory of Vocal/Instrumental Arts — COVA HS

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Budget Type Acct Code				
5. Services & Operational Expenses 5000-5999				
Subagreements for Services 5100	-	89,100	97,960	107,008
Travel and Conferences 5200	-	3,000	3,080	3,160
Dues and Memberships 5300	-	2,550	2,798	2,990
Insurance 5400	-	550	560	580
Rentals, Leases, Repairs, and Noncap. 5600	-	113,800	125,280	128,412
Professional/Consulting Services and O 5800	10,000	109,294	138,222	169,058
Communications 5900	-	2,880	2,952	3,024
5. Subtotal Services & Operational Expenses	\$ 10,000	\$ 321,174	\$ 370,852	\$ 414,232
6. Capital Outlay 6000-6999				
Land and Land Improvements 6100-6170	-	-	-	-
Buildings and Improvements of Building: 6200	-	-	-	-
Books and Media for New School Librar 6300	-	-	-	-
Equipment 6400	6,600	-	-	-
Equipment Replacement 6500	-	-	-	-
Depreciation Expense 6900	-	-	-	-
6. Subtotal Capital Outlay	\$ 6,600	\$ -	\$ -	\$ -
7. Other Outgo 7100-7299				
Debt Service				
Interest Payments 7438	-	598	600	480
Principal Payments (for modified accn 7439	-	-	50,000	50,000
7. Subtotal Other Outgo	\$ -	\$ 598	\$ 50,600	\$ 50,480
8. TOTAL EXPENDITURES	\$ 16,600	\$ 660,600	\$ 856,175	\$ 1,003,782

Conservatory of Vocal/Instrumental Arts — COVA HS

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Budget Type Acct Code				

C. Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses

1. Net Operations: Sub Total	\$ -	\$ (140,153)	\$ (85,302)	\$ 36,171
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D. Other Financing Sources and Uses

1. Other Financing Sources	8930-8979	\$ -	\$ 250,000	\$ -	\$ -
2. Less: Other Financing Uses	7630-7699	-	-	-	-
3. Contributions Between Unrestricted :	8980-8999	-	-	-	-
4. Total, Other Financing Sources and Uses		\$ -	\$ 250,000	\$ -	\$ -

E. Net Increase (Decrease) in Fund Balance

1. Net Operations plus Total Other Financing Sources	\$ -	\$ 109,847	\$ (85,302)	\$ 36,171
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F. Fund Balance, Reserves

1. Beginning Fund Balance					
a. As of July 1	9791	-	-	109,847	24,546
b1. Audit Adjustments to Beginning Balance	9793	-	-	-	-
b2. Other Restatements to Beginning Balance	9795	-	-	-	-
c. Adjusted Beginning Balance		-	-	109,847	24,546
2. Ending Fund Balance, June 30		\$ -	\$ 109,847	\$ 24,546	\$ 60,716

COMPONENTS FOR ENDING FUND BALANCE

Miscellaneous Nonspendable Components	<i>No Miscellaneous Nonspendable Components Currently in Use</i>				
Nonspendable Revolving Cash (equal	9711	-	-	-	-
All Other Nonspendable Assets	9719	-	-	-	-
Designated Amounts					
Reserved for Economic Uncertainty	9789	-	65,000	66,000	68,000
currently set at greater of \$64,000 or 5% of Total Expenditures		n/a	5%	5%	5%
Other Assignments	9780	-	-	-	-
Unassigned/Unappropriated/Unrestricted	9790	-	44,847	(41,454)	(7,284)
Net Investment in Capital Assets	9796	-	-	-	-
Restricted Net Position	9797	-	-	-	-
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ -	\$ 109,847	\$ 24,546	\$ 60,716

Conservatory of Vocal/Instrumental Arts — COVA HS

Expenditures Worksheet – Compensation

	Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Certificated Salaries	1000-1999				
Certificated Teacher Salaries	1100-1199				
Teachers – Regular Program	1100	-	102,200	158,400	218,000
Other Teacher Salaries					
Hourly Subject Specialist Teachers	1120	-	37,800	58,482	80,568
Substitute Teacher Costs					
Day-to-Day Substitutes	1130	-	1,250	1,936	2,665
Total Certificated Teacher Salaries	1000-1199	\$ -	\$ 141,250	\$ 218,818	\$ 301,233
Other Certificated Employee Salaries					
School Administrator Salaries	13xx				
Principal	1341	-	60,000	62,000	64,000
Other (Identify)	1361	-	-	-	-
Subtotal	13xx	\$ -	\$ 60,000	\$ 62,000	\$ 64,000
TOTAL CERTIFICATED SALARIES	1000-1999	\$ -	\$ 201,250	\$ 280,818	\$ 365,233
Classified Salaries	2000-2999				
Non-Certificated Instructional Salaries	21xx				
Paraprofessional	2111	-	30,000	31,000	32,000
Other (Identify)	2121	-	-	-	-
Subtotal	21xx	\$ -	\$ 30,000	\$ 31,000	\$ 32,000
Pupil Support Salaries	22xx				
Custodian	2261	-	20,000	20,650	21,300
Other (Identify)	2291	-	-	-	-
Subtotal	22xx	\$ -	\$ 20,000	\$ 20,650	\$ 21,300
Administrator Salaries	23xx				
Subtotal	23xx	\$ -	\$ -	\$ -	\$ -
Clerical, Technical & Other Office Employee	24xx				
Receptionist/Office Assistant	2471	-	35,000	36,100	37,300
Other (Identify)	2491	-	-	-	-
Subtotal	24xx	\$ -	\$ 35,000	\$ 36,100	\$ 37,300
Other Classified Employee Salaries	29xx				
Subtotal	29xx	\$ -	\$ -	\$ -	\$ -
Subtotal Classified Salaries Cost		\$ -	\$ 85,000	\$ 87,750	\$ 90,600
TOTAL ALL CLASSIFIED WAGES	2000-2999	\$ -	\$ 85,000	\$ 87,750	\$ 90,600

Conservatory of Vocal/Instrumental Arts — COVA HS

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
State Teachers Retirement System (STRS)				
Certificated contributions 3101	-	16,603	23,167	30,132
Noncertificated contributions 3102	-	-	-	-
STRS Subtotal	\$ -	\$ 16,603	\$ 23,167	\$ 30,132
Public Employees Retirement System (PERS)				
PERS Subtotal	\$ -	\$ -	\$ -	\$ -
Old Age, Survivors, Disability, and Health Insurance (OASDI)				
Medicare, certificated contributions 3301	-	2,918	4,072	5,296
Medicare, noncertificated contributions 3302	-	1,233	1,272	1,314
Social Security, noncertificated contribut 3302	-	5,270	5,441	5,617
OASDI Subtotal	\$ -	\$ 9,421	\$ 10,785	\$ 12,227
Health Benefit Costs (HDV) <i>COVA offers no HDV Benefit</i>				
HDV Subtotal	\$ -	\$ -	\$ -	\$ -
State Unemployment Insurance (SUI/SEF)				
Certificated contributions 3501	-	2,214	3,089	4,018
Noncertificated contributions 3502	-	935	965	997
SUI/SEF Subtotal	\$ -	\$ 3,149	\$ 4,054	\$ 5,014
Worker's Compensation Insurance (WC)				
Certificated contributions 3601	-	3,884	5,420	7,049
Noncertificated contributions 3602	-	1,641	1,694	1,749
WC Subtotal	\$ -	\$ 5,525	\$ 7,113	\$ 8,798
Other Benefits <i>No Other Benefits costs currently projected</i>				
Other Benefits Subtotal	\$ -	\$ -	\$ -	\$ -
Total Benefit Costs 3000-3999	\$ -	\$ 34,697	\$ 45,120	\$ 56,170

Conservatory of Vocal/Instrumental Arts — COVA HS

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Approved Textbooks and Core Curricula 4100				
New Textbooks (students) 4100	-	6,000	3,075	3,158
Replacement Textbooks (students) 4100	-	-	923	1,264
Subtotal, Approved Textbooks and Core Curricula	\$ -	\$ 6,000	\$ 3,998	\$ 4,422
Books and Other Reference Materials 4200				
Library Books 4200	-	-	-	-
Other Books (teachers) 4200	-	300	154	158
Subtotal, Books and Other Reference Materials	\$ -	\$ 300	\$ 154	\$ 158
Materials and Supplies 4300				
Custodial Supplies 4300	-	1,500	2,307	3,158
Instructional Supplies 4300	-	4,500	6,919	9,475
Office Supplies 4300	-	480	738	1,010
Printing & Reproduction (academic) 4300	-	3,300	5,074	6,948
Food for Staff and Board Meetings 4300	-	1,800	1,845	1,895
Subtotal, Materials and Supplies	\$ -	\$ 11,580	\$ 16,883	\$ 22,487
Non Capitalized Equipment 4400				
Equipment 4400	-	-	-	-
Other Replacement Allocation 4400	-	-	-	-
Subtotal, Non Capitalized Equipment	\$ -	\$ -	\$ -	\$ -
Food for Student Nutrition 4700				
Subtotal, Food for Student Nutrition	\$ -	\$ -	\$ -	\$ -
Total Books & Supplies 4000-4999	\$ -	\$ 17,880	\$ 21,034	\$ 27,066

Conservatory of Vocal/Instrumental Arts – COVA HS

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Personal Services of Instructional Consultants, Lecturers & Others				
Instructional Consultant 5101	-	24,300	24,910	25,580
Superintendent Consultant 5102	-	40,800	41,820	42,948
Substitute Teachers 5103	-	9,000	9,230	9,480
Title I Tutor 5104	-	15,000	22,000	29,000
Subtotal of Personal Services of Instructional Co	\$ -	\$ 89,100	\$ 97,960	\$ 107,008
Travel and Conference				
Conferences 5210	-	3,000	3,080	3,160
Other (Identify) 5240	-	-	-	-
Subtotal of Travel and Conference	\$ -	\$ 3,000	\$ 3,080	\$ 3,160
Dues and Memberships				
(CCSA) California Charter Schools Assoc 5310	-	300	450	600
(WASC) Western Association of Schools i 5320	-	750	810	810
Other (Identify) 53xx	-	1,500	1,538	1,580
Subtotal of Dues and Memberships	\$ -	\$ 2,550	\$ 2,798	\$ 2,990
Insurance				
Property, Casualty & Liability Insurance 5400	-	550	560	580
Other (Identify) 54xx	-	-	-	-
Subtotal of Insurance	\$ -	\$ 550	\$ 560	\$ 580
Operation and Housekeeping Services				
Utilities	<i>Utilities are included in the school lease</i>			
Subtotal of Utilities	-	-	-	-
Subtotal of Operation and Housekeeping Service	\$ -	\$ -	\$ -	\$ -
Rentals, Leases, Repairs and Noncapitalized Improvements				
Copier/Equipment (lease/rental) 5610	-	5,400	5,520	5,640
Computers (perpetual lease) 5620	-	6,000	6,300	6,600
Property (lease/rental) 5630	-	100,000	102,000	104,400
Property (repairs) 5635	-	2,400	2,460	2,532
Instrument Repair 5650	-	-	9,000	9,240
Subtotal of Rentals, Leases, Repairs and Noncap	\$ -	\$ 113,800	\$ 125,280	\$ 128,412

Conservatory of Vocal/Instrumental Arts — COVA HS

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Professional/Consulting Services and Operating Expenses				
Accounting 5801	-	1,200	1,236	1,272
Advertising 5802	-	900	924	948
Audit Services 5803	-	7,500	7,700	7,900
Business Services 5804	5,000	36,000	37,200	38,400
District Financial Oversight Fee 5805	-	4,144	6,204	8,529
IT/IS/Networking Services 5807	-	4,800	4,800	4,920
Legal Services 5808	5,000	6,000	6,000	6,120
Special Education Encroachment or Exce 5809	-	44,160	67,860	92,880
Staff Training & Professional Developmen 5810	-	4,500	6,160	7,900
Student Testing & Assessment 5812	-	90	139	190
Subtotal of Professional/Consulting Services and	\$ 10,000	\$ 109,294	\$ 138,222	\$ 169,058
Communications				
Postage and Shipping 5930	-	1,080	1,104	1,128
Telephone 5910	-	1,800	1,848	1,896
Subtotal of Communications	\$ -	\$ 2,880	\$ 2,952	\$ 3,024
Total Services & Operational Expenses 5000-5999	\$ 10,000	\$ 321,174	\$ 370,852	\$ 414,232

Conservatory of Vocal/Instrumental Arts — COVA HS

Expenditures Worksheet – Capital Costs

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Projected Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget
Sites and Site Improvement	<i>No Sites and Site Improvement costs currently projected</i>			
Site Acquisition 6100	-	-	-	-
Site Improvement 6170	-	-	-	-
Subtotal Sites and Site Improvement	\$ -	\$ -	\$ -	\$ -
Buildings and Building Improvement	<i>No Buildings and Improvement costs currently projected</i>			
Building Construction 6200	-	-	-	-
Tenant Improvements 6200	-	-	-	-
Subtotal Buildings and Building Improvement	\$ -	\$ -	\$ -	\$ -
New Library Books & Media	<i>No New Library Books & Media costs currently projected</i>			
Other (Identify) 6300	-	-	-	-
Other (Identify) 6300	-	-	-	-
Subtotal New Library Books & Media	\$ -	\$ -	\$ -	\$ -
Capital Equipment	<i>No Computers and Technology costs currently projected</i>			
Computers and Technology	<i>No Computers and Technology costs currently projected</i>			
Subtotal Computers and Technology	\$ -	\$ -	\$ -	\$ -
Furniture and Equipment	<i>No Furniture and Equipment costs currently projected</i>			
School Equipment (students) 6400	6,000	-	-	-
School Equipment (teachers) 6400	600	-	-	-
Subtotal Furniture and Equipment	\$ 6,600	\$ -	\$ -	\$ -
Subtotal Capital Equipment	\$ 6,600	\$ -	\$ -	\$ -
Capital Equipment Replacement	<i>No Equipment Replacement costs currently projected</i>			
Computers and Technology Replacement	-	-	-	-
Furniture and Equipment Replacement	-	-	-	-
Subtotal Capital Equipment Replacement	\$ -	\$ -	\$ -	\$ -
Depreciation Expense 6900	-	-	-	-
Total Capital Costs	\$ 6,600	\$ -	\$ -	\$ -

Conservatory of Vocal/Instrumental Arts — COVA HS

Title I Program Budget and Reconciliation Worksheet

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2013-14 Actual Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget	Comments
PROGRAM SUMMARY					
REVENUES					
NCLB: Title I, Part A, Basic Grants Lov	\$ -	\$ 14,400	\$ 21,600	\$ 28,800	
Carryover from Prior Year	-	-	-	-	
TOTAL REVENUES	\$ -	\$ 14,400	\$ 21,600	\$ 28,800	
EXPENDITURES					
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -	
Classified Salaries 2000-2999	-	-	-	-	
Employee Benefits 3000-3999	-	-	-	-	
Books & Supplies 4000-4999	-	-	-	-	
Services & Operational Expense 5000-5999	-	15,000	22,000	29,000	
Capital Outlay 6000-6999	-	-	-	-	
Other Outgo 7100-7299	-	-	-	-	
Direct Support/Indirect Costs 7300-7399	-	-	-	-	
TOTAL EXPENDITURES	\$ -	\$ 15,000	\$ 22,000	\$ 29,000	
PROGRAM SURPLUS/(DEFICIT)	\$ -	\$ (600)	\$ (400)	\$ (200)	
PROGRAM DETAILS					
Expenses					
Certificated Employee Compensation					
Teacher – Special Education 1110	-	-	-	-	
Other (Identify) 1251	-	-	-	-	
Certificated Subtotal	\$ -	\$ -	\$ -	\$ -	
Number of Certificated FTEs in this Program	-	-	-	-	FTE count for positions listed above; hand input re
Classified Employee Compensation					
Classified Salary Costs					
Other (Identify) 2121	-	-	-	-	
Other (Identify) 2291	-	-	-	-	
Classified Salary Subtotal 2000	\$ -	\$ -	\$ -	\$ -	
Classified Wage Costs (Hourly Employees)					
Other (Identify) 2122	-	-	-	-	
Other (Identify) 2292	-	-	-	-	
Classified Wage Subtotal 2000	\$ -	\$ -	\$ -	\$ -	
Classified Subtotal 2000	\$ -	\$ -	\$ -	\$ -	
Number of Classified FTEs in this Program	-	-	-	-	FTE count for positions listed above; hand input re

Conservatory of Vocal/Instrumental Arts — COVA HS

Title I Program Budget and Reconciliation Worksheet

Ordinal Year Fiscal Year SACS Budget Type	Year 0 2013-14 Actual Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget	Comments
PROGRAM DETAILS, continued					
Benefits					
State Teachers Retirement System (STRS)					
Certificated contributions	3101	-	-	-	-
Noncertificated contributions	3102	-	-	-	-
STRS Subtotal	3100	\$ -	\$ -	\$ -	\$ -
Public Employees Retirement System (PERS)					
PERS Subtotal	3200	\$ -	\$ -	\$ -	\$ -
Old Age, Survivors, Disability, and Health Insurance (OASDI)					
Medicare, certificated contrib	3301	-	-	-	-
Social Security, certificated c	3301	-	-	-	-
Medicare, noncertificated con	3302	-	-	-	-
Social Security, noncertificat	3302	-	-	-	-
OASDI Subtotal	3300	\$ -	\$ -	\$ -	\$ -
Health Benefit Costs (HDV)					
HDV Subtotal	3400	\$ -	\$ -	\$ -	\$ -
State Unemployment Insurance (SUI/SEF)					
Certificated contributions	3501	-	-	-	-
Noncertificated contributions	3502	-	-	-	-
SUI/SEF Subtotal	3500	\$ -	\$ -	\$ -	\$ -
Worker's Compensation Insurance (WC)					
Certificated contributions	3601	-	-	-	-
Noncertificated contributions	3602	-	-	-	-
WC Subtotal	3600	\$ -	\$ -	\$ -	\$ -
Other Benefits					
Other Benefits Subtotal	3900	\$ -	\$ -	\$ -	\$ -
Subtotal All Benefit Costs	3000	\$ -	\$ -	\$ -	\$ -
Books & Supplies					
Other (Identify)	4200	\$ -	\$ -	\$ -	\$ -
Other (Identify)	4x00	-	-	-	-
Subtotal Books & Supplies	4000	\$ -	\$ -	\$ -	\$ -
Operating Costs					
Title I Tutor	5104	\$ -	\$ 15,000	\$ 22,000	\$ 29,000
Other (Identify)	5x00	-	-	-	-
Subtotal Operating Costs	5000	\$ -	\$ 15,000	\$ 22,000	\$ 29,000
Capital Costs					
Other (Identify)	6x00	\$ -	\$ -	\$ -	\$ -
Other (Identify)	6x00	-	-	-	-
Subtotal Capital Costs	6000	\$ -	\$ -	\$ -	\$ -
Subtotal Expenses		\$ -	\$ 15,000	\$ 22,000	\$ 29,000

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Revenue Funding Data

	Year 0 2013-14 Actual Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget	Last Update	Comments & Footnotes
Financial Projection Factors						
Statutory COLA	1.57%	1.80%	2.30%	2.50%	7/15/2013	see Footnotes, KV Revenue [1]
California Consumer Price Index (CA CPI)	2.00%	2.30%	2.50%	2.70%	7/15/2013	see Footnotes, KV Revenue [2]
California Funding Deficit Factor	100.00%	100.00%	100.00%	100.00%		
1. State Revenue Limit Funding Rates						
Charter School General Purpose Block Grant Allocations						
<i>Rates shown are actual/projected values AFTER application of any deficit factors</i>						
Grades 9-12 Rate	\$ 6,287	\$ 6,400	\$ 6,587	\$ 6,711	8/27/2013	Annual revenue per P-2 ADA.
Estimated Annual Education Protection Account Allocation Percentage	16.40%	16.40%	16.40%	16.40%	3/14/2013	see Footnotes, KV Revenue [3]
Estimated Annual In Lieu Property Tax Rate/ADA	\$ 1,715	\$ 1,715	\$ 1,715	\$ 1,715		Rate is assumed constant unless historical data indicate otherwise
2. Federal Revenue Funding Rates						
NCLB Funding Rates						
NCLB: Title I, Part A	\$ 300	\$ 300	\$ 300	\$ 300		Basic Grants Low-Income and Neglected (Base Allocation)
Other Federal Funding Rates						
Federal Child Nutrition Funding Rate	\$ -	\$ -	\$ -	\$ -		
3. Other State Revenue Funding Rates						
CA Primary (K-3) Class Size Reduction (E)	\$ 723	\$ 736	\$ 753	\$ 772	7/15/2013	see Footnotes, KV Revenue [4]
Mandated Programs Block Grant	\$ 24.00	\$ 24.43	\$ 24.99	\$ 25.61	7/15/2013	see Footnotes, KV Revenue [5]
California Lottery Education Fund						
<i>Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.</i>						
Prop 20 Restricted	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	7/15/2013	Annual revenue per prior year actual ADA
Unrestricted	\$ 124.00	\$ 126.00	\$ 126.00	\$ 126.00	7/15/2013	
Charter School Categorical Block Grant						
<i>CAIBG probably will disappear under LCFF, but is listed here pending CDE clarification of coming changes.</i>						
Funding rate per ADA	\$ 418.00	\$ 425.52	\$ 433.31	\$ 446.19	8/27/2013	see Footnotes, KV Revenue [6]
Charter School Categorical Block Grant Funding in Lieu of Economic Impact Aid (revised per AB1881, 100)						
Rate per Eligible Student	\$ 338.00	\$ 338.00	\$ 344.08	\$ 351.99	06/20/13	see Footnotes, KV Revenue [7]
Min grant amount, 1-9 students	\$ 5,740	\$ 5,749	\$ 5,852	\$ 5,987		<10 qualifying pupils
Min grant amount, 10+ students	\$ 8,676	\$ 8,676	\$ 8,832	\$ 9,035		10 or more qualifying pupils
Charter School Facility Grant Program	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		Annual revenue per ADA, subject to
Other State Programs						
Other (Identify)	\$ -	\$ -	\$ -	\$ -		
4. Other Local Revenue Rates						
School Concert Revenues	\$ -	\$ 333	\$ 333	\$ 333	9/5/2013	est rate per pupil from V. Abad

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Certificated Staffing (Staffing Ratios and FTE counts)					
Teacher:Pupil Staffing Ratios					
Teachers – Regular Program Grades 9-12		1/30	1/30	1/30	
Teachers – Certificated Specialists on Hourly Assignments (hrs/day)					
Total all hourly teachers		6	9	12	Assignment spread among 5+ part time employees
Teacher Staffing Projections (FTE counts)					
Teachers – Regular Program					
9th Grade		1.00	1.00	1.00	
10th Grade		1.00	1.00	1.00	
11th Grade		-	1.00	1.00	
12th Grade		-	-	1.00	
Total All Teachers		2.00	3.00	4.00	
Other Certificated Employee Staffing (FTEs)					
School Administrator Staffing					
Principal		1.00	1.00	1.00	
Other (Identify)		-	-	-	
Subtotal Certificated (Non-Teaching) FTEs		1.00	1.00	1.00	
Total Certificated Staff		3.00	4.00	5.00	
Classified Employee Staffing (FTEs)					
Non-Certificated Instructional Staffing					
Paraprofessional		1.00	1.00	1.00	
Other (Identify)		-	-	-	
Pupil Support Staffing					
Custodian		0.50	0.50	0.50	
Other (Identify)		-	-	-	
Clerical, Technical & Other Office Employee Staffing					
Receptionist/Office Assistant		1.00	1.00	1.00	
Other (Identify)		-	-	-	
Total Classified Staff		2.50	2.50	2.50	
Total All Staff		5.50	6.50	7.50	

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Staff Compensation Data

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Salary and Wage COLA Table					
CA CPI (reference value)	2.10%	2.30%	2.50%	2.70%	all wage increases are per Salary COLA copied from KV_State
School Seniority COLA	1.00%	1.00%	1.00%	1.00%	annual retention increase
Subtotal	3.10%	3.30%	3.50%	3.70%	sum of preceding components
Maximum COLA School will pay	3.25%	3.25%	3.25%	3.25%	(limit for cost containment)
Total Annual Salary COLA	3.00%	3.25%	3.25%	3.25%	
Teacher Salaries 11xx					
Average Teacher Cost - Regular	1110	\$ 51,100	\$ 52,800	\$ 54,500	
Hourly Teacher Pay Rate	1120	\$ 35.00	\$ 36.10	\$ 37.30	
Substitute Teacher Cost per Day	1130	\$ 125	\$ 129	\$ 133	
School Administrator Salaries 13xx					
Principal	1341	\$ 60,000	\$ 62,000	\$ 64,000	
Other (Identify)	1361	\$ -	\$ -	\$ -	
Classified Employee Salaries 2000-2999					
Non-Certificated Instructional Sal 21xx					
Paraprofessional	2111	\$ 30,000	\$ 31,000	\$ 32,000	
Other (Identify)	2121	\$ -	\$ -	\$ -	
Pupil Support Salaries 22xx					
Custodian	2261	\$ 40,000	\$ 41,300	\$ 42,600	
Other (Identify)	2291	\$ -	\$ -	\$ -	
Clerical, Technical & Other Office 24xx					
Receptionist/Office Assistant	2471	\$ 35,000	\$ 36,100	\$ 37,300	
Other (Identify)	2491	\$ -	\$ -	\$ -	

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Employee Benefit Cost Rate Data

Ordinal Year Fiscal Year	Year 0 2013-14 Actual Budget	Year I 2014-15 Projected Budget	Year II 2015-16 Projected Budget	Year III 2016-17 Projected Budget	Comments	
Budget Type Use?						
Retirement Plan Contribution Rates						
State Teachers Retirement Syst	Y	8.25%	8.25%	8.25%	8.25%	paid to all qualifying certificated employees; rate has not changed since 1990; rate changed must be enacted by the CA Legislature
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees; contribution limited to first \$106,800 of wages for 2011
Other Mandatory Benefits						
Medicare	Y	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay.
State Unemployment (SUI/SEF)	Y	1.10%	1.10%	1.10%	1.10%	This tax is calculated against ALL wages. Per CA Unemployment Insurance Code §828, new schools pay an additional LEC of 10% for the first 3 years of operation; later year LEC rates (of 0, 5%, 10% or 15%) are determined by calculation against a reserve ratio matrix table (specified in §828b), updated by EDD annually. LEC is calculated against all claims paid out for the school. EDD will notify Schools of UI and LEC rates annually near 3/31.
Worker's Compensation (WC)	Y	1.93%	1.93%	1.93%	1.93%	Tax rate per CCSA charterSAFE Invoice/proposal of 6/13/13
Health Benefits					COVA does not offer a Health Benefit Plan to its employees	

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Books & Supplies

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	Comments
SACS Budget Type Code	Actual Budget	Projected Budget	Projected Budget	Projected Budget	
Approved Textbooks and Core Curricula Materials					
New Textbooks (students) 4100	\$	\$ 100.00	\$ 102.50	\$ 105.27	Annual amount per new student
Replacement Textbooks (students) 4100		-	10.25	10.53	Annual amount per student; 10% replacement
Books and Other Reference Materials 4200					
Library Books 4200	\$	\$ -	\$ -	\$ -	Annual amount per new student
Other Books (teachers) 4200		150.00	153.75	157.90	Annual amount per new teacher
Materials and Supplies 4300					
Custodial Supplies 4300	\$	\$ 25.00	\$ 25.63	\$ 26.32	Annual amount per student
Instructional Supplies (students) 4300		75.00	75.88	78.96	Annual amount per student
Office Supplies (students) 4300		8.00	8.20	8.42	Annual amount per student
Printing & Reproduction (academic) 4300		55.00	56.38	57.90	Annual amount per student
Food for Staff and Board Meetings 4300		1,800	1,845	1,895	Annual amount
Non Capitalized Equipment 4400					
Equipment 4400	\$	\$ -	\$ -	\$ -	Annual amount
Other Replacement Allocation 4400		-	-	-	
Food for Student Nutrition 4700					
					<i>No Food for Student Nutrition costs currently projected</i>

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	Comments	
SACS Budget Type Code	Actual Budget	Projected Budget	Projected Budget	Projected Budget		
Personal Services of Instructional Consultants, Lecturers & Others						
Instructional Consultant	5101	\$ -	\$ 24,300	\$ 24,910	\$ 25,580	Estimated annual cost
Superintendent Consultant	5102	-	3,400	3,485	3,579	Estimated monthly expense (12 mos/yr)
Substitute Teachers	5103	-	900	923	948	Estimated monthly expense (10 mos/yr)
Title I Tutor	5104	-	1,500	2,200	2,900	Estimated monthly expense (10 mos/yr)
Travel and Conference						
Conferences	5210	\$ -	\$ 3,000	\$ 3,080	\$ 3,160	Estimated annual cost
Other (Identify)	5240	-	-	-	-	
Dues and Memberships						
(CCSA) California Charter Schools Assoc	5310	\$ 1,000	\$ 5.00	\$ 5.00	\$ 5.00	Estimated annual cost per pupil
(WASC) Western Association of Schools	5320	-	750	810	810	Estimated annual cost
Other (Identify)	53xx	-	1,500	1,538	1,580	Estimated annual cost
Insurance						
Property, Casualty & Liability Insurance	5410	\$ -	\$ 550	\$ 560	\$ 580	Estimated monthly expense. Quote requested
Other (Identify)	54xx	-	-	-	-	Estimated annual cost
Operation and Housekeeping Services						
Utilities	5550					Utilities are included in the school lease
Other (Identify)	55xx	-	-	-	-	Estimated annual cost
Rentals, Leases, Repairs and Noncapitalized Improvements						

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	Comments	
SACS Budget Type Code	Actual Budget	Projected Budget	Projected Budget	Projected Budget		
Copier/Equipment (lease/rental)	5610	\$ -	\$ 450	\$ 450	\$ 470	Estimated monthly expense
Computers (perpetual lease)	5620	\$ -	\$ 500	\$ 525	\$ 550	Estimated monthly expense
Property (lease/rental)	5630	-	8,333	8,500	8,700	Estimated monthly expense
Property (repairs)	5635	-	200	205	211	Estimated monthly expense
Instrument Repair	5650	-	-	750	770	Estimated monthly expense
Professional/Consulting Services & Operating Expenses						
Business Services Fee Rate	5804	-	0.0%	0.0%	0.0%	Percentage of Combined State Grant funds (B)
District Financial Oversight Fee Rate	5805	-	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds (B)
Accounting	5801	\$ -	\$ 100	\$ 103	\$ 106	Estimated monthly expense
Advertising	5802	-	75	77	79	Estimated monthly expense
Audit Services	5803	-	7,500	7,700	7,900	Estimated annual cost
Business Services	5804	417	3,000	3,100	3,200	Estimated monthly expense
IT/IS/Networking Services	5807	-	400	400	410	Estimated monthly expense
Legal Services	5808	417	500	500	510	Estimated monthly expense
Special Education Encroachment or Exce	5809	719	736	754	774	Estimated additional annual expense per pupil
Staff Training & Professional Developmer	5810	-	1,500	1,540	1,580	Estimated annual cost per certificated employe
Student Testing & Assessment	5812	-	1.50	1.54	1.58	Estimated annual cost per pupil
Communications						
Postage and Shipping	5930	\$ -	\$ 90	\$ 92	\$ 94	Estimated monthly expense
Telephone	5910	-	150	154	158	Estimated monthly expense

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Capital Costs

Ordinal Year Fiscal Year	Year 0 2013-14	Year I 2014-15	Year II 2015-16	Year III 2016-17	Comments
SACS Code	Actual Budget	Projected Budget	Projected Budget	Projected Budget	
Budget Type					
Sites and Site Improvement					
Site Acquisition	6100	-	-	-	Monthly cost, amortized at 6% over 10 years
Site Improvement	6170	-	-	-	Annual cost of ongoing site prep for new portables
Buildings and Building Improvement					
Building Construction	6200	-	-	-	Monthly cost, amortized at 6% over 20 years
Tenant Improvements	6200	-	-	-	Monthly cost, amortized at 8% over 5 years
New Library Books & Media					
Other (Identify)	6300	-	-	-	
Other (Identify)	6300	-	-	-	
Capital Equipment					
Computers & Technology	6400	-	-	-	
Furniture and Equipment					
School Equipment (students)	6400	100	-	-	per new classroom seat
Student Desk/Table		75	-	-	
Student Chair		25	-	-	
School Equipment (teachers)	6400	300	-	-	per new classroom
Desks & Chairs (per FTE)		200	-	-	
Filing & Storage Cabinets (per FTE)		100	-	-	
Capital Equipment Replacement					
Computers and Technology Replacement	6500	5	5	5	Expected average life of computer systems
Furniture and Equipment Replacement		20	20	20	Expected average life of school furnishings
Depreciation Expense	6900	-	-	-	

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Student Enrollment Data

Year Fiscal Year	Year 0 2013-14 Projected CBEDS	Year I 2014-15 Projected CBEDS	Year II 2015-16 Projected CBEDS	Year III 2016-17 Projected CBEDS
Summary of All Enrollment by Grade				
9th Grade	-	30	30	30
10th Grade	-	30	30	30
11th Grade	-	-	30	30
12th Grade	-	-	-	30
Total	-	60	90	120

Key Variables Worksheet — ADA Data

Fiscal Year	2013-14	2014-15	2015-16	2016-17
	P-2 Estimate	P-2 Estimate	P-2 Estimate	P-2 Estimate
Total Combined ADA Ratio Grades 9-12	-	0.95	0.95	0.95
Total ADA Grades 9-12	-	57.00	85.50	114.00
Total ADA	-	57.00	85.50	114.00

Conservatory of Vocal/Instrumental Arts — COVA HS

Key Variables Worksheet — Student Demographics Data

Fiscal Year	2013-14	2014-15	2015-16	2016-17
Variables	Projected Count	Projected Count	Projected Count	Projected Count
Special Population Data Counts				
English Language Learner	-	12.0	12.0	18.0
Federal Poverty Eligible	-	48.0	48.0	72.0
EIA Disadvantaged Pupil Count	-	60.0	60.0	90.0
<small>= sum of prior-year EL and FP counts (except for 11 for newly opened charters, which use current-year projections), as reported through R30-LC Language Census and Principal Apportionment Revenue software</small>				
EIA Pupil Concentration Factor	-	15.0	8.0	15.0
<small>concentration factor varies according to how much the EIA Disadvantaged Pupil Count exceeds 50% of total enrollment</small>				
Free Meal Eligible	-	45.0	68.0	90.0
Reduced-Price Meal Eligible	-	-	-	-
Immigrant Students	-	-	-	-
Special Education population	-	6.0	9.0	12.0
Special Population Percentages				
English Language Learner	0%	20%	20%	20%
Federal Poverty Eligible	0%	80%	80%	80%
Free Meal Eligible	0%	75%	76%	75%
Reduced-Price Meal Eligible	0%	0%	0%	0%
Immigrant Students	0%	0%	0%	0%
Special Education	0%	10%	10%	10%

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS

Conservatory of Vocal/Instrumental Arts — COVA HS
Footnotes Worksheet

Source

Comments and Footnotes

• KV_Revenue

Revenue Funding Data Worksheet

- [1] COLA predictions are used to forecast changes to future revenue rates. Statutory COLA rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as the rate is updated.

- [2] CPI predictions are used to forecast changes to future expense rates. CPI rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as rate revisions are released by the Feds.

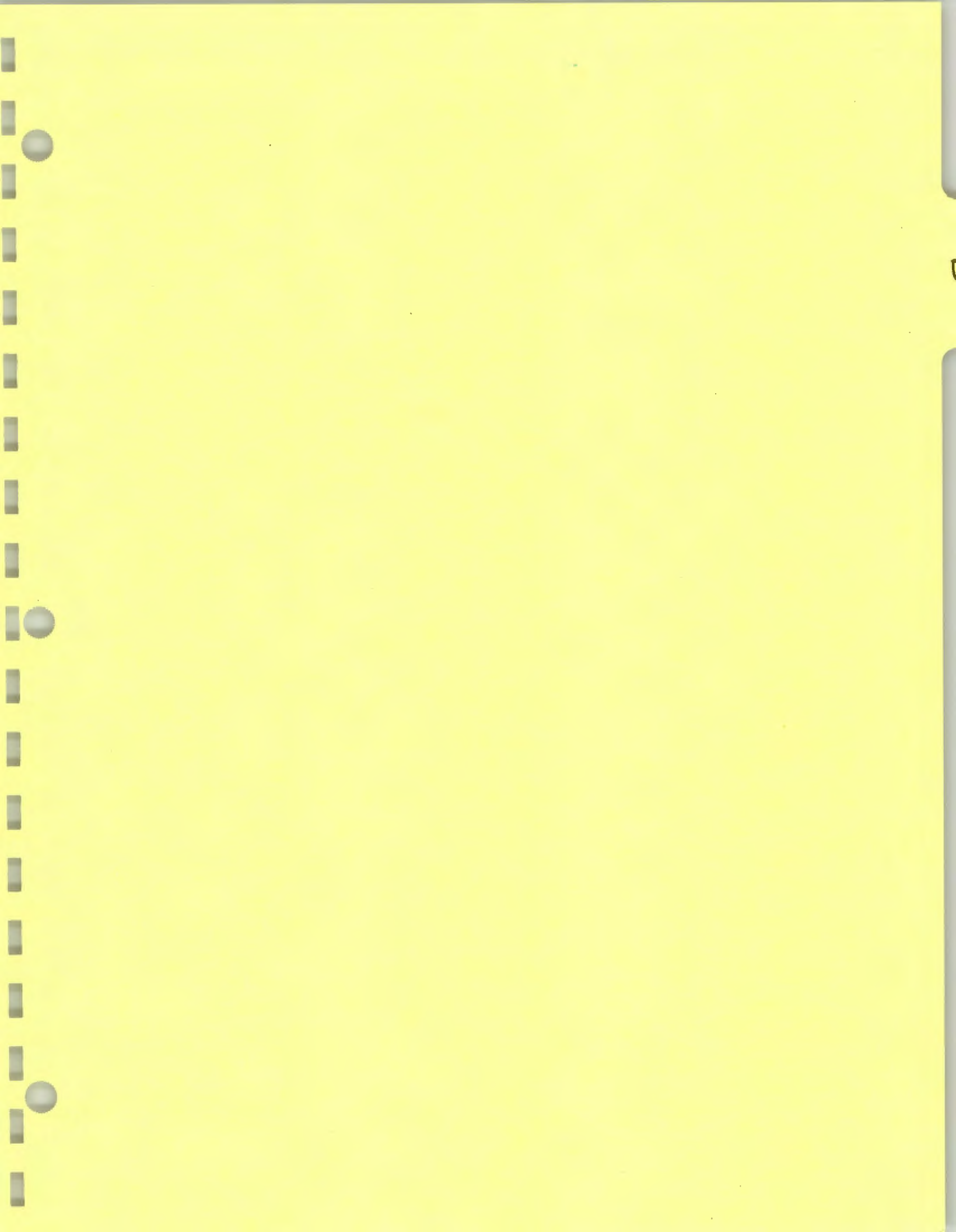
- [3] EPA funds are removed from the total Principal Apportionment allocation before the remainder is split between State Aid and funds to be paid In Lieu of Property Taxes. By statute, the rate allocation will be updated twice annually, by June 30 and Q4. For 2013-14+, funds are projected to be paid within 10 days of the end of each calendar quarter (sep, Dec, Mar, June) through 2017-18 when the temporary taxes approved under Prop 30 are due to expire.

- [4] Program changes for 2013-14 are imminent!

- [5] Funding per prior year ADA. New program as of 2012-13

- [6] A list of programs currently included in the Categorical Block Grant is given at <http://www.cde.ca.gov/sp/cs/as/cscatblkgrinfo.asp>

- [7] Funding in Lieu of EIA is paid upon prior-year Eligible Student count (ED + EL + bonus factor). Startup charters will receive Y1 funds based on current year counts.



Resume

Dr. Valerie M. Abad

6454 Valley View Road

Oakland, CA

510-531-0110

SUMMARY: More than 45 years as a professional educator. Experience in Educational Administration; staff training, over-site and evaluation; Special Education; training and certification in learning, reading, technology, and gifted education; experience teaching grades pre-school through college; served as team member on County "Underperforming Schools" and School Reform projects. Training and experience in Computer and Technology Education; vocal and instrumental music and musical theater performance: and experience and training in student and program assessment and evaluation.

EDUCATION

Ph.D.	Capella University U.C. Berkeley/S.F. State University:	Teaching and Professional Practice Reading/Learning Disabilities Educational Technology Gifted Education
M.A.	San Francisco State University	Education of Exceptional Children: Emotionally Disturbed
B.A.	San Francisco State University	Major: Psychology Minor: Music

CREDENTIALS

Administrative and Supervisory Learning Handicapped K-Jr. College Resource Specialist K-Jr. College Supplementary: Computers and Technology K-12	Standard Elementary K-8 SpEd: Full-Inclusion Early Childhood Supplementary: Music
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SPECIALIZED TRAINING AND SKILLS

Software Beta -Testing - Apple Computer Reading Intervention and Assessment Real Skills - A+ and NT+ Certified Instructor Computer Animation, Ray Tracing (LLNL) Teacher Inservice and Curriculum Development Climate Modeling (CRAY computer) (LLNL)	Grant Writing DISTAR, Slingerland, Open Court Program Assess. and Evaluation Web - Based Assessment Web-Based I.E.P. development Cisco Networking Academy Trainer
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EMPLOYMENT HISTORY

6/13 – Present Superintendent – Conservatory of Vocal/Instrumental Arts Charter

1/07 – 6/13	Executive Director/Principal – Conservatory of Vocal/Instrumental Arts (COVA)
9/04 – 6/07	Special Education: Full Inclusion Specialist, Resource Specialist, Alameda Unified School District
6/03 - 6/04	Principal - Oakland Military Institute College Preparatory Academy
4/02 - 6/03	Special Education Case Manager, Charter School Compliance Specialist, OUSD
10/01 - 12/02	Professor, Chapman University - Special Education (Part-Time)
10/02 - 1/03	Consultant, ACOE - Compliance coordinator for Technology Grant
7/00 - 5/01	Assessment Developer (Web based) - Teacher.Universe.com
6/87 - 7/03	Professor, Holy Names University, Oakland (Part-Time)
7/99 - 6/00	Technology Coordinator, Alameda County Office of Education
4/96 - 6/99	Director of Technology, Emery Unified School District
9/93 - 4/96	TechLab 2000 Facilitator, Bret Harte Jr. High, OUSD
9/92 - 6/93	Resource Specialist, Montera Jr. High, OUSD
2/92 - 9/92	Computer Technology Specialist, Special Ed., OUSD
9/90 - 2/92	Computer Specialist, Chabot Science Center, Oakland
1987-1991	Assistant Professor, GATE Certificate Program, Cal State University, Hayward (Part-time)
1981-1989	Special Education Resource Specialist, Oakland Unified Schools
1972-1982	Learning Disabilities Teacher, Special Day Class, OUSD
1971-1972	Fifth grade teacher, Oakland Unified School District
1992 Summer	Project coordinator: Apple Beta-Test project. Trained and supervised forty students and fifteen teachers in software beta-testing. Tested various software for compatibility with System 7.
1992 Spring	Family Computing Instructor: Conducted training sessions for parents and children in computer use and applications including scanner operation and image importation.
1991-94 Summers	Computer Inservice Instructor. Bay Area Science and Technology Education Collaboration. Provided extensive computer inservice training to 95 Oakland teachers. (Mac and IBM)
1987-90 Summers	Computer Instructor, Gifted student program, OUSD
1986 Summer	Researcher/Administrative Assistant, U.C. Berkeley Summer Gifted Student Program.
1983-85 Summers	Director, Hawaiian Computer Seminars. Conducted computer seminars on Maui for teachers and business users.

1981-85 Summers **Director, Data Base Computer Camp.** Responsible for organization, publicizing, and operation of summer computer camp.

1979-85 Summers **Director/Principal,** Bridging The Gap and The Arts Academy Responsible for curriculum design, daily program operation, and supervision of up to 20 staff members.

Presentations/Media Coverage

1985-86 Media Tour/Talk Shows. Topic: Computer Use in Education. Appeared on KGO, KQED, KMEL, KNBR, KCBS, KBHK, KFRC, and KQAK.

1996 News article in the Oakland Tribune regarding use of state-of-the-art computer technology in schools.

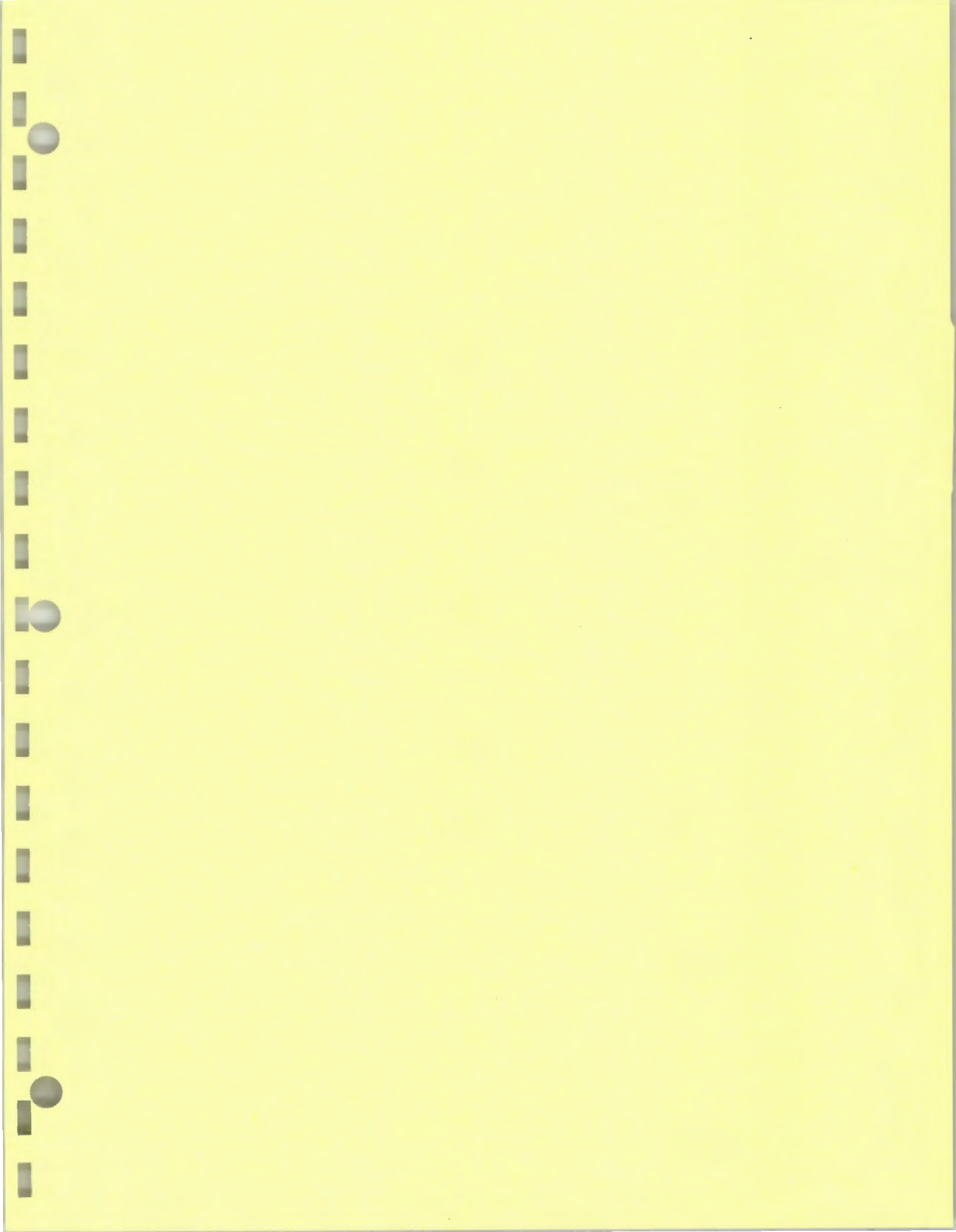
Inservice presentations for:

Alameda County Office of Education, Hayward
Emery Unified School District, Emeryville
California State University, Hayward
San Francisco State University, San Francisco
John F. Kennedy University, Orinda
U.C. Berkeley - Extension
Oakland Unified School District
Richmond USD Science/Technology Conference
BASTEC Collaboration Annual Conference

Publications:

Sound and Graphics for the Apple, Datamost Pub.
Various articles on computer education

References available upon request



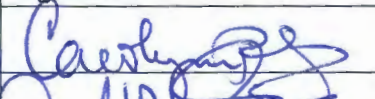
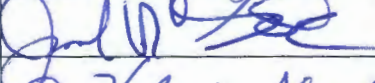
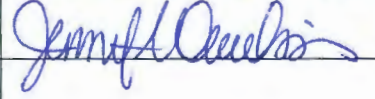
CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Conservatory of Vocal/Instrumental Arts High (COVAH)

The charter school estimates that 4 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are **meaningfully interested in teaching at the School under the charter petition.** Signatures are subject to verification.

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

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

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Carolynn R Jennings		9/10/13	646.319.3984	Supplemental Single subject	8/1/2017
Joseph R Solove		9/10/13	510.531.0110	Single Subject	10/1/2013
Dr. Valerie Abad	Dr. Valerie Abad	9/10/13	510.531.0110	Supplemental Single Subj/SpED	Lifetime
Jennifer Avelino		9/10/13	510.531.0110	Supplemental Single subject	11/1/2017

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

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Conservatory of Vocal/Instrumental Arts High (COVAH)

The charter school estimates that 60 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

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

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

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Homayoun Saffarian	Jacobs Saffarian	H-S [Signature]	9/10/13	9th	2918 Fulton St #5 Berkeley, Ca, 94705	925-522-1222

*Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)*

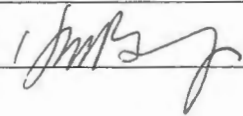
CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Conservatory of Vocal/Instrumental Arts High (COVAH)

The charter school estimates that 60 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

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Amy Bang	Venessa Kwan		9/10/13	9th	2375 106th Ave Oakland CA 94603	510-746-6472

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PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Conservatory of Vocal/Instrumental Arts High (COVAH)

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Alegria Hernandez	Antonio Villagran	<i>A. Hernandez</i>	9-10-13	9th 9th	3757-39th ave #1 Oakland, CA 94619	(510) 517-4558

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NEFFERTICE WILLIAMS	Nakya Loggins	<i>Neffertice Williams</i>	9/10/13	9th	820 Hawkins Drive	(510) 274-8426

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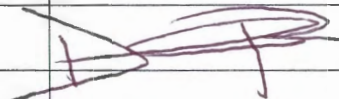
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Danny Rivera	Nathalie		9-10-11	9	4470 Malcolm Ave.	408-679-9908

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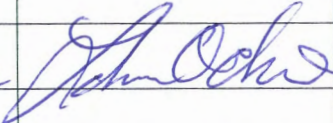
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Jhissia Ochoa	Carlos Ochoa		9/10/13	9th High School 2014	8745 Mountain Blvd Oakland, CA 94605	510-472-6231

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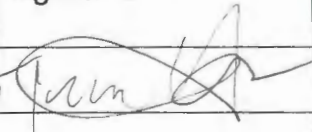
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TRINA HERRON	Vanessa Hernandez		9/10/2013	9 th	5906 Avenida ave	(510) 467-3349

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<i>Guonilla Galvan</i>	Elizabeth Torres	<i>Guonilla Galvan</i>	9/10/13	Ninth Grade	6006 Hobway St	510 757 3073
<i>Francisco torres</i>	<i>Jorge torres Galvan</i>	<i>Francisco torres</i>	9/10/13	Eleven	6006 Hobway St	510 772 9807

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Sid Smith III						
Sid Smith, III	Victoria		9/10	9 th	4808 McDonnell Ave	813-786-0038
Kimberly Smith	Grace		9/10	9 th	4808 McDonnell Ave	813-732-2174
Kimberly Smith						

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Debbie Nguyen	Jada Hem		9-10-13	11th	1521 42nd Ave, Oakland, CA 94601	510-219-8948

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Mecole Tate	Malaya Jules	<i>Mecole Tate</i>	9/19/13	9th	908 Empiata Dr	(415) 525-1338

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Lu-Toya Williams	Sakai Jone	<i>[Signature]</i>	9/10/13	9 th	2637 Kingsland Ave	510-866-5872

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Chris Shelton	Caris Shelton	<i>C. Abad</i>	9/10/13	9 th grade	5660 Vista Dr. 94806 Richmond, CA	(415) 271-3331

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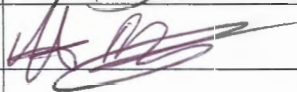
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Keisha Brooks	Iakla & Bryce		9/10/13	8th 9th	2890 20th St.	510-215-6490
Aaron Blaisdell	Brooks-Blaisdell		9/10/13	8th 9th	San Pablo, Ca. 94806	510-377-2335
						510-43-2124

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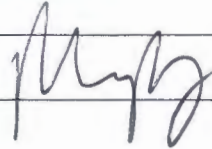
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Phoung Ung	Asta Chhon		9/10/13	9	7974 Hillmont Dr. Oakland, CA 94605	510-709-5883

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Adlay Castrejon	Varey Maldonado		9-11-13 10-1-13	9	1316 92nd Ave 94603	510 302 7414

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<i>Madeline Anderson</i>	<i>Aliah Anderson</i>	<i>M. Anderson</i>	<i>9/10/13</i>	<i>9th</i>	<i>9937 Lawlor St Oak, Ca</i>	<i>(510) 632-8211</i>

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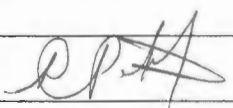
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APRIL Patrick	Xaire Patrick		9/11/13	9	6503 Fenham St ⁹⁴⁶²¹ Oak	(510) 938-8463

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Maura Guerrero	Abraham O.	<i>[Signature]</i>	9/10/13	9th grade	2743 Nicol Ave	(510) 692-2444
Saul Oleta	Abraham Oleta	<i>[Signature]</i>	9/10/13	9th grade	Apt. #3 Oakland, Ca 94602	(510) 692-2481

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
KITTY CHAN	JEFFREY CHAN	<i>Kitty Chan</i>	9/10/13	3 RD GRADE	1405 E. 38 TH ST OAKLAND CA 94602	(510)368-0608

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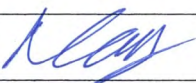
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May & Tam Tieu	Jonathan Tieu		9/10/13	9th	935 Marin Ave Hayward, CA 94544	510-928-2097

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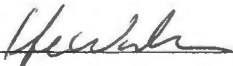
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De Walker	Tyrice Robinson		9/11/13	9	3832 39th Ave Oak 94617	510-467-7882

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Renee Case	Amara Ford	<i>[Signature]</i>	9/9/13	9 th	4108 CANYON OAKS OAKLAND	510-316-1527
Naila Neal	ANDREW SYLVA	<i>[Signature]</i>	9/9/13	9	9409 THERMAL ST OAKLAND	510-866-7792
Beauy Princess	Amirah Princess	<i>[Signature]</i>	9/9/13	9 th	3221 NICOL AVE OAKLAND	510-244-8926
Larissa Ochoa	Carlos Ochoa	<i>[Signature]</i>	9/9/13	9 th	8745 MOUNTAIN DL OAKLAND	510-472-6231
LISA COPPIN	Hannah	<i>[Signature]</i>	9/9/13	9 th	2929 NICOL AVE OAKLAND	510-534-2884
HOWARD FEIGHT	MAYA	<i>[Signature]</i>	9/9/13	9	1072 60 th ST #5 OAKLAND	510-282-2070
Patricia Coleman	EVA W PITTS	<i>[Signature]</i>	9/9/13	9 th	1626 83 rd AVE OAKLAND	510-395-3714

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Ife Walker	C. Ago Walker		9-6-13	9 th	3832 39 th Ave ^{Oak} 94619	510-467-7802
Danielle Beecham	ERROL KELLY		9-9-13	9 th	3760 39 th AVE OAKLAND CA	510-266-4860
CARLA KENNEDY	DAMIAN IRVING		9-9-13	9 th	3281 BLANDON RD OAKLAND	510-978-2307
Amy Pang	VENESA KWAN		9-9-13	9	2375 186 th AVE OAKLAND	510-746-6472
Sid Smith, III	GRACE SMITH		9-9-13	9 th	4808 McDONELL AVE OAKLAND	813-732-2174
Todd Lawrence	TAJAH LAWRENCE		9-9-13	9 th	3859 DEUMONT AVE OAKLAND	510-355-2981
Maribel Bernal	NIA BURNETT		9-9-13	9 th	3148 MONTICELLO AVE OAKLAND	510-414-1926

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Linda Williams	Amiel Williams	<i>[Signature]</i>	9/5/13	2nd	7630 Princess Drive Oakland, CA 94611	707-552-2435
Tenike Perine	Chris Crowell	<i>[Signature]</i>	9/5/13	7th	641 Clara St Oakland, CA 94603	570-773-6265
Alisha Perine	Aniya Perine	<i>[Signature]</i>	9/5/13	4th	641 Clara St Oakland, CA 94603	570-314-1251
IRINA ITSEKSON	Rachel Itsekson	<i>[Signature]</i>	9/5/13	5th	570 El Dorado Oakland, CA 94611	570-502-3454
ALESHA WILLIAMS	ABREA WILLIAMS	<i>[Signature]</i>	9/5/13	1st	336 PEPPER DRIVE VALLEJO, CA 94589	(925) 698-6316
Shawntay Jordan	Matthew Jordan	<i>[Signature]</i>	9/5/13	9th grade	1190 Cherrybrook Commons San Leandro, CA 94578	510 715 8782
Nancy Veliz	Josue Veliz	<i>[Signature]</i>	9/5/13	7th	3156 Cuthbert Ave Oakland, CA 94602	(510) 285-7639

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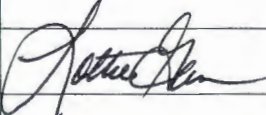
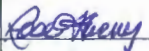
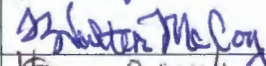
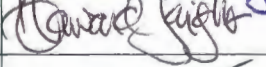
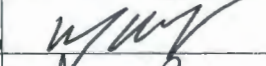
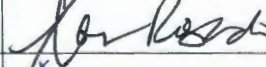

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Lottie Garrison	Josiah McCoy		9/5/13	2nd	2333 E. 21 ST STREET OAKLAND, CA 94601	510-395-5769 290
ROSE HARVEY	ELISE CORNELISON		Sept 5, 2013	3rd	839 36 ST STREET RICHMOND, CA 94805	510-541-0506
Walter McCoy	Josiah McCoy		9-5-13	2ND	1550 8 TH STREET OAKLAND CA 94607	290-5073
HOWARD FEIGHT	MAYA FEIGHT		9/5/13	6TH	1072 60TH ST. OAKLAND 94608	510 282-2080
Nestali Rosado	Joel Rosado		9/5/13	7 th	1752 68 th Ave Oakland CA 94621	510-719-9252
Noemi Rosado	Elias Rosado		9/5/13	K	1752 68 th Ave OAKLAND 94621	510-913-1886
Sophia Clemente	Tyler Clemente		9/5/13	K	5515 Hackney CT. Richmond, CA 94803	510 758 4141

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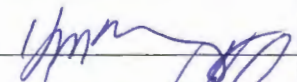
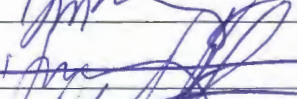

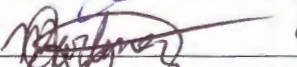

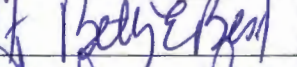
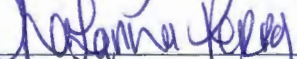
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Amy Baum	renessa Kwan		9/6/13	7th 6th	2375 106th Ave Oakland CA 94603	510 746 6472
Amy Baum	Yannie Kwan		9/6/13	3rd 1	same as above	510 746 6472
CHARLES FOSTER	DESTINEE FOSTER		9/6/13	2nd	POB 3395 SL 94578	510 776-7753
Mayra Martinez	Leila Vivian Tanner		9/6/13	4th & 2nd		(818) 939-3673
Dyna CRENSHAW	Niyah Johns		9/6/13	3rd	16 Parrott Valley	415 947 9901
Betsy Bes	Zuri & Josie Swift		9-10-13	K, 2nd grade	703 Brockhurst St	(510) 290-9510
Chalanna Perry	Jayelucka		9.6.13	K	660 32nd St #A	510 385-1932

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Devin McDaniel	Salathiel ^{McDaniels}		9/6/13	3rd	9417 C. St Oakland	510 712-8735
Angyline Toscano	Xochitl ^{Toscano} Julia Coronado		9/6/13	K, 2, 4, 11	929-37th Ave	(510) 914-6500
Veetina Harrison	LaVonde Jenkins		9/6/13	K	6951 Sun Way #225	(510) 759-3305
Stefani Cond	Tyler Kirk		9/6/13	7	331 Joan Vista	925-455-8838
Nicholas Whip	Kendall Horse		9/6/2013	4th	6847 HALLIDAY	(510) 499 1516

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Elan Jayue-Smith	Sereena McIntosh		9/5/13	5 th	2732 INYCO AVE OAKLAND, CA 94601	707 363 1602
Cardice Schneider	Natasha + Sebastian		9/5/13	1st + 3rd	1134 Huff Ave San Leandro, CA 94577	(510) 614-7682
Russ Zimmerman	Sege Zimmerman		9/5/13	6 th	3101 Burdeck 94602	510 3885 916
Tanya Scott	Sundaya Scott Nella Scott Esai Scott		9/5/13	2 nd , K, K	4755 Geranium Pl Oakland, CA 94619	510. 326. 2029
Kimberly Palmore	Kenya Abdallah		9/5/13	3 rd	2226 17 th Ave #1 Oakland, CA 94600	(510) 78-6153
Alegria Hernandez	Antonio Villagran		9/6/13	5th 6 th	3757-39 th ave #1 Oakland CA	(510) 517-4558

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Accrediting Commission for Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
E-mail: mail@acsWSC.org • Website: www.acsWSC.org

REQUEST FOR WASC AFFILIATION

School: Conservatory of Vocal/Instrumental Arts High (COVAH) Charter School **Date Submitted:** 9/30/14

Site Address: 3800 Mountain Blvd. Oakland CA 94619
(no PO Boxes) Street City State Zip Code

Mailing Address (if different): _____ **Phone:** 510-285-7511

Fax #: _____ **E-mail:** vabad@covaconservatory.org **Website:** www.covaconservatory.org

Type of School: (Check ALL that apply)

- Academic/College Prep
- Adult Correction School
- Adult School*
- Alternative Education School**
- California Youth Authority
- Comprehensive School
- Community Day School
- Continuation School
- Distance Learning
- Elementary School
- High School
- Independent Study School
- Job Corps
- Juvenile Court and Community
- Magnet School
- Middle School/Jr. High/Intermediate
- Necessary Small High School
- Online School
- Postsecondary, For-Profit
- Postsecondary, Non-Profit
- ROP or ROCP*
- Special Education
- Title IV *
- Vocational/Technical
- Other**

* **Adult/ROP or ROCP schools.** Indicate your Title IV School Code # if one exists: _____

** **Alternative Ed. and Other.** Attach a brief school description.

Category of School

- Charter School (Copy of school charter **must accompany this form.**)
- Independent (private school)
- Public
- Religious (Denomination: _____)
- Supplementary Education Program

Affiliation

- Assn. of Christian Schools International
- Bureau of Jewish Education
- California Assn. of Independent Schools
- California Charter School Association
- Council of International Schools
- East Asia Regional Council of Overseas Schools
- Golden State Association of Christian Schools
- Hawaii Assn. of Independent Schools
- Lutheran Schools, Missouri Synod
- National Lutheran Schools
- Seventh-day Adventist
- Western Catholic Educational Assn.
- Other (Specify: _____)

Enrollment: 100 **Grade Span:** 9 - 12

Does the school have more than one campus?

- Yes
- No

If so, how many campuses/sites? _____

If multiple campuses/sites, **attach a list** of all addresses and phone numbers.

Year school first opened: 2014

Has the school previously been accredited by WASC or applied for WASC accreditation? Yes No

Who should be billed for WASC services?

- District/Headquarters
- School

Name of District or Headquarters: _____

Address: _____
Street City State Zip Code

Superintendent: _____
Indicate Dr., Mr., Mrs., Miss, Ms., or Religious Title

Principal/Head of School: Dr. Valerie Abad Director/Principal
Indicate Dr., Mr., Mrs., Miss, Ms., or Religious Title Official School Title/Position

Check the year you would like to have an initial visit scheduled:

- 2014 Spring
- 2015 Fall
- 2016 Spring

ATTACH \$150.00 NONREFUNDABLE APPLICATION FEE TO THE COMPLETED FORM

**Conservatory of Vocal/Instrumental Music Charter School High
(COVAH)**

DRAFT: Outreach Plan for Student Recruitment

Timeline	Location	Activity	Target Population
January 2014 – March 2014	COVA Auditorium	Music night for local residents. Student performances.	North/West Oakland students.
January - March 2014	Boys and Girls Clubs	COVA school presentation	Oakland Locations
February – March 2014	Music stores, musical groups	Distribute enrollment information	All Oakland students.
February – March 2014	Bay Area High school communities	Literature distribution local stores/parks.	North/West Oakland Downtown Oakland
February – March 2014	Public Ads in local news	Place Ads	North/East/West Downtown Oakland Publications
February – April 2014	Public Libraries	Information leaflets to after school programs.	Various
February – April 2014	Recreation Centers	Information leaflets for after school programs and Center Advisory Councils.	Various
February – April 2014	Local Churches	Information leaflets, church meetings and bulletins.	Various
February – June 2014	Local neighborhood activities/citywide activities (parades, festivals)	Information leaflets and brochures, applications, student music participation.	Various

STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Conservatory of Vocal/Instrumental Arts (name of school) to be located at 3800 Mountain Blvd - or ^{High School} appropriate site, is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Dr. Valerie Abad

9/11/13

Signature

Date

Dr. Valerie Abad

Print Name

CERTIFICATION STATEMENT

Proposed Charter School Name Conservatory of Vocal/Instrumental Arts High

Proposed School Location (City) Oakland, CA

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

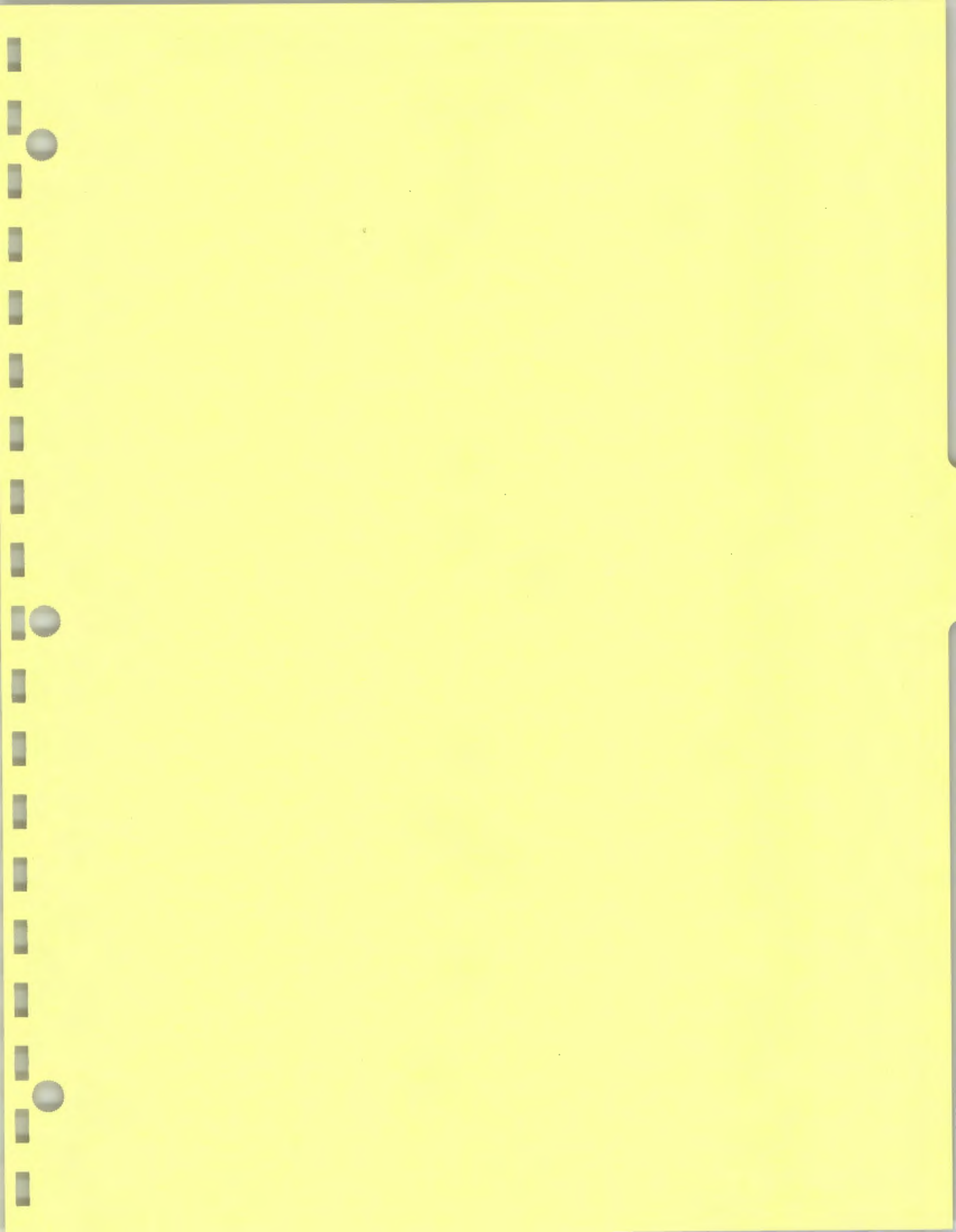
Signature of Authorized Person Dr. Valerie Abad * Date 9/11/13

(Please label the copy that has original signatures.) *

Print/Type Name Valerie Abad

Address 3800 Mountain Blvd.

Daytime Phone 510-759-9515 Fax: 510-531-9434



BYLAWS
OF
COVAH EDUCATION CHARTER RESOURCES, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is COVA Education Charter Resources, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is **3800 Mountain Blvd**, Oakland, State of California, 94619. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board of Directors on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Conservatory of Vocal/Instrumental Arts High Charter School ("COVAH"), a California public charter school. The Corporation may also engage in other charitable activities and purposes described in Internal Revenue Code Section 501(c)(3). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in COVAH's charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Board officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

The Board may generally delegate the management of the corporation's activities to any COVA employee, other person(s), management company, or committee of the Board of Directors, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board (i.e., the Board retains ultimate responsibility over the performance of those powers or duties so delegated).

Such delegation shall:

- a. Be in writing;
- b. Specify the individual or entity designated as the delegated authority;
- c. Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise of power, and the beginning and ending dates of the delegation; and
- d. Require an affirmative vote of a majority of the Directors present at a meeting duly held at which a quorum (as defined in Article VII, Section 20 of these bylaws) is present.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all agents and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. BOARD RESPONSIBILITIES. The Board of Directors shall be responsible for the operation and fiscal affairs of COVAH, including but not limited to:

- a. Approval of the annual COVAH budget, calendar, salary schedules, major fundraising events, and grant writing;
- b. Negotiation and approval of a Memorandum of Understanding (MOU) or other contracts with the District;
- c. Approval of all contracts, contract renewals, and personnel actions (e.g., hiring,

discipline, and dismissal) (subject to the disclosure and recusal of employee Board members);

- d. Approval of bylaws, resolutions, and policies and procedures of COVAH operation;
- e. Approval of all changes to the COVAH charter to be submitted as necessary in accordance with applicable law;
- f. Long-term strategic planning for COVAH.
- g. Participation as necessary in dispute resolution;
- h. Monitoring overall student performance;
- i. Evaluation of the Executive Director (subject to the disclosure and recusal of employee Board members);
- j. Monitoring the performance of COVAH and take necessary action to ensure that COVAH remains true to its mission and charter;
- k. Monitoring the fiscal solvency of COVAH;
- l. Participation in the independent fiscal audit of COVAH;
- m. Participation in the programmatic audit of COVAH;
- n. Participation as necessary in student expulsion matters;
- o. Updating the District of changes to the COVAH Board of Directors;
- p. Conduct all Board meetings in compliance with the provisions of the Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation;
- q. Adopt a Conflicts of Interest Code in compliance with (1) the provisions of the Political Reform Act, California Government Code Section 87100 et seq., as said chapter may be modified by subsequent legislation; and (2) applicable conflict of interest provisions in the California Corporations Code; and
- r. Participate in regularly held training regarding Board governance, the Brown Act, and conflict of interest rules.

Section 4. DESIGNATED DIRECTORS AND TERMS. The initial Board of Directors ("Founding Board") shall be appointed by the Sole Incorporator, and shall comprise at least six (6) members, including the Lead Petitioner, **one (1) parent**. Terms for the Founding Board members shall be staggered to ensure continuity in governance.

The Founding Board shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Dr. Valerie M. Abad, Lead Petitioner	June 30, 2015
Dr. Sandy Carpenter	June 30, 2015
Tanya Scott	January 30, 2014
Daphne Gammage	January 30, 2014

The permanent Board of Directors shall consist of at least seven (7) members, including: the Executive Director, a parent elected by the parent council, a business leader with organizational finance experience, a corporate/business representative, a teacher, a community member (from the professional music community), and a Founding Member (or a staff member with at least 4 years association with COVAH). Additionally, in accordance with California Education Code Section 47604(b), the District may appoint one representative to the Board of Directors. If the District chooses to appoint a voting member of the Board of Directors, COVAH shall increase its Board by one member in order to prevent an even number of Board members.

All Board members will be committed to the goal of providing a high quality academic and musical education for enrolled students. Each Board member will represent expertise necessary for governance of a successful charter school. The Board member representative positions and qualifications shall include, but are not limited to, the following:

- Executive Director: Shall have experience in school leadership, teacher support, educational law (including Title I, English Learners, Special Education IDEIA and federal 504 statutes), student achievement, curriculum, instruction, and assessment.
- Teacher Representative: Shall be a current member of the COVA staff and have experience in curriculum development and implementation, and faculty mentoring and leadership.
- Business Leader Representative: Shall have experience in financial planning and oversight of charter schools or equivalent organizations. Shall not also be a current parent of a COVA student.
- Corporate Representative: Shall have experience, which will provide direction in best practices for sound and stable organizations. Shall not also be a current parent of a COVA student.
- Parent Representative: Shall provide a conduit between the Board and the parent group, bringing parental input and representation to the Board.
- Community Leader Representative: From the field of professional music to assist in the growth and development of the music aspects of the program. Shall not also be a current parent of a COVA student.
- Founding Member: A representative of the COVA Charter founders or if a founding member can not be found, a member of the COVA staff who has a minimum of 4 years experience with the programs and operation of the school. The purpose of this member is

provide the history and continuity of the school vision.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. DIRECTORS' TERM. Except for the terms of the Founding Board, each Director shall hold office for **3 years** and until a successor Director has been designated and qualified.

Section 7. NOMINATIONS BY COMMITTEE. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary of the Board of Directors shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Directors, at any meeting of the Board at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting; and (e) termination of employment or in the case of a parent representative, withdrawal of the student from COVA.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President of the Board of Directors, the Secretary of the Board of Directors, or the Treasurer of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 12. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided in Section 13.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the unanimous consent of the Directors then in office, (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Director.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors relating to school business shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.¹

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).²

¹ As the corporation is operating a California public charter school, Board meetings held for the purpose of conducting school business shall meet the requirements of the Brown Act (as described in Sections 15-22 and 25 of Article VII of these bylaws). However, if the Corporation chooses to engage in other types of charitable activities and purposes described in Internal Revenue Code Section 501(c)(3), then meetings of the Board held for those non-school business purposes shall not be held in accordance with the Brown Act (and Sections 15-22 and 25 of Article VII of these bylaws shall not be applicable).

² As previously noted, as the corporation is operating a California public charter school, Board meetings held for the purpose of conducting school business shall meet the requirements of the Brown Act (as described in Sections 15-22 and 25 of Article VII of these bylaws). However, if the Corporation chooses to engage in other types of charitable activities and purposes described in Internal Revenue Code Section 501(c)(3), then meetings of the Board held for those non-school business purposes shall not be held in accordance with the Brown Act (and Sections 15-22 and 25 of Article VII of these bylaws shall not be applicable).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held not less than once per month during the school year, and as determined by the board during school recess at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, the Secretary of the Board of Directors, the Treasurer of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address or via email or other electronic means as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if contact information is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid or as documented via email notice. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A majority of the voting Directors then in office shall constitute a quorum. With the exception of the removal of Board members described in Article VII, Section

12 of these bylaws, all acts, decisions, or measures voted on by the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Voting Directors may not vote by proxy.

Section 21. TELECONFERENCE MEETINGS.

(Members Attending via phone/internet connection) Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the Charter in which COVAH operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 22. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may receive such

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

compensation, if any, for their services as Directors or Board officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 24. CREATION AND POWERS OF COMMITTEES OF THE BOARD OF DIRECTORS. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees of the Board of Directors, each consisting of two or more voting Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES OF THE BOARD OF DIRECTORS. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees of the Board and the calling of special meetings of such committees of the Board may be set either by Board of Directors' resolution or, if none, by resolution of the committee of the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee of the Board may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. COVA and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII BOARD OFFICERS

Section 1. OFFICES HELD. The officers of the Board of Directors shall be a President, a Secretary, and a Treasurer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary of the Board of Directors nor the Treasurer of the Board of Directors may serve concurrently as the President of the Board of Directors.

Section 3. ELECTION OF BOARD OFFICERS. The officers of the Board of Directors (e.g., President, Secretary, and Treasurer) shall be elected annually by the Board of Directors at the final COVA Board meeting of the school year.

Section 4. RESIGNATION OF BOARD OFFICERS. Any Board officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the Board officer is a party.

Section 5. VACANCIES IN OFFICE. A vacancy in any Board office because of death, resignation, removal, disqualification, or any other cause shall be filled as provided in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 6. PRESIDENT OF THE BOARD OF DIRECTORS. The meetings of the Board of Directors will be headed by the President of the Board of Directors ("Board President"). The Board President has the general powers and duties usually vested in the office of the President of the Board of Directors, and shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 7. SECRETARY OF THE BOARD OF DIRECTORS. The Secretary of the Board of Directors shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or

emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board of Directors and committee of the Board meetings.

The Secretary of the Board of Directors shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary of the Board of Directors shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary of the Board of Directors shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 8. TREASURER OF THE BOARD OF DIRECTORS. The Treasurer of the Board of Directors shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer of the Board of Directors shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer of the Board of Directors shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Board when requested, an account of all transactions as Treasurer of the Board of Directors and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer of the Board of Directors shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer of the Board of Directors on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors have a material financial interest) unless all of the following apply:

- a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

- b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the COVA Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS OR BOARD OFFICERS

Section 1. **LOANS TO DIRECTORS OR BOARD OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Director or Board officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or Board officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or Board officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, Board officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions,

against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, Board officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, Board officer, employee, or agent in such capacity or arising from the Director's, Board officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its Board of Directors and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the

corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary of the Board of Directors shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several

transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any Director or Board officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter that created the Conservatory of Vocal/Instrumental Arts Charter School or make any provisions of these bylaws inconsistent with that charter, the corporation's articles of incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

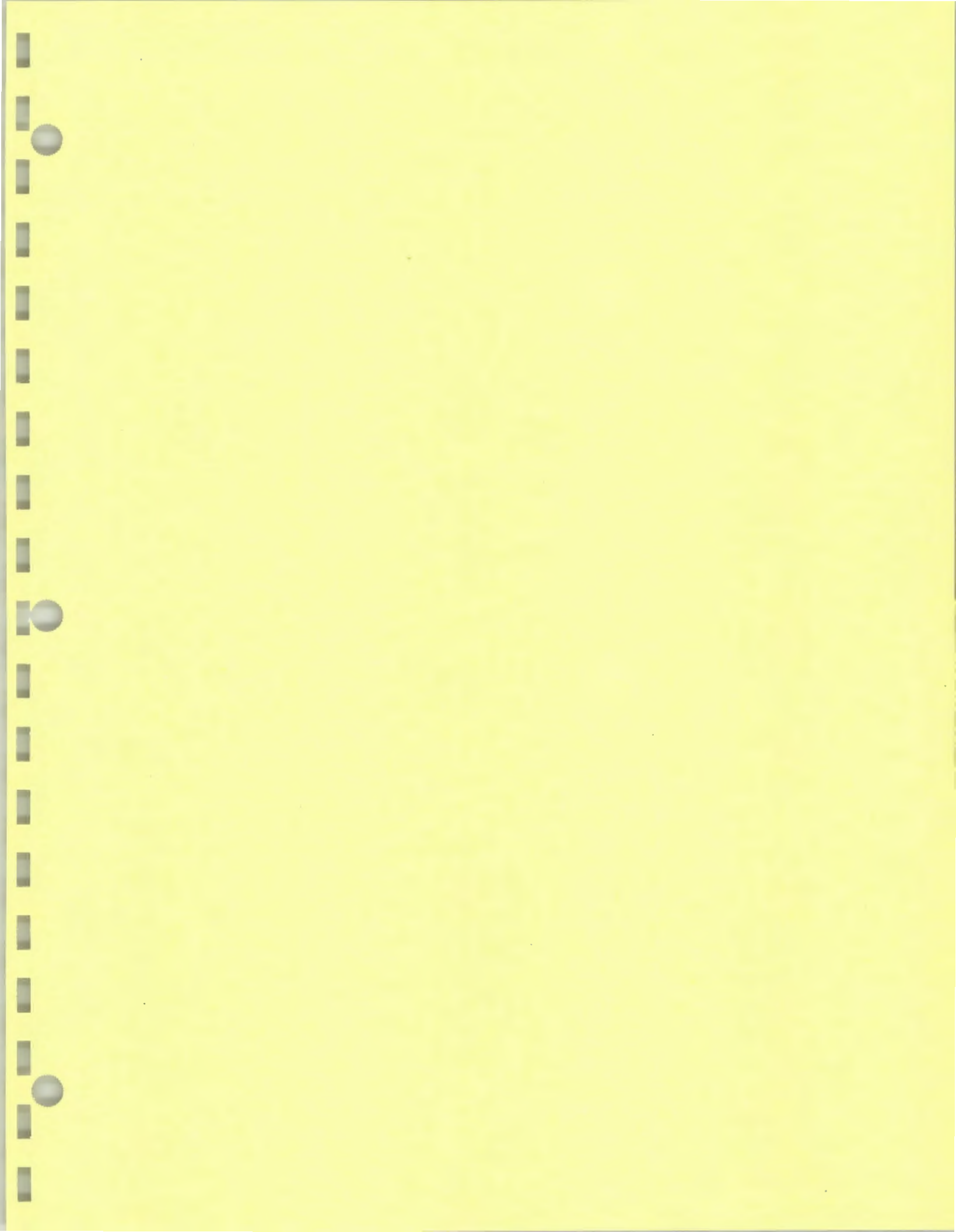
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY OF THE BOARD OF DIRECTORS

I certify that I am the duly elected and acting Secretary of the Board of Directors of the COVA Education Charter Resources, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on 8/25/08; and that these bylaws have not been amended or modified since that date.

Executed on _____ at Oakland, California.

Board Secretary





SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

SEP 23 2004



Kevin Shelley
Secretary of State



State of California

OFFICE OF THE SECRETARY OF STATE

I, *MARCH FONG EU*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute
this certificate and affix the Great
Seal of the State of California this

JUN 6 1984



March Fong Eu

Secretary of State

corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Dated: 5/16, 1984.

Valerie M. Abad
Valerie Abad, Incorporator

I hereby declare that I am the person who executed the above Articles of Incorporation, which execution is my act and deed.

Valerie M. Abad
Valerie Abad

COVA Education Charter Resources, Inc.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the COVA Education Charter Resources, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of COVA Education Charter Resources, Inc. ("COVA"), as specifically required by California Government Code Section 87300.

II. DESIGNATED EMPLOYEES

Employees of COVA and the California public charter school(s) it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

III. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- A. Initial Statements. All designated employees employed by COVA and the California public charter school(s) it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the County Board of Supervisors (code reviewing body), shall file Statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a designated employee shall file an Initial Statement within 30 days after the effective date of the amendment.
- B. Governing Board Candidates. Candidates for election to the governing board shall file Statements within 5 days after the final date for filing nomination petitions.

- C. Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file Statements within 30 days after assuming designated positions.
1. Annual Statements. All designated employees shall file Statements no later than **April 1.**
 2. Leaving Office Statements. All persons who leave designated positions shall file Statements within 30 days after leaving office.
 3. Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.
 4. Statements Filed With COVA. All Statements shall be supplied by the COVA or the California public charter school(s) it operates. All Statements shall be filed with COVA or the California public charter school(s) it operates. The filing officer of COVA or the California public charter school(s) it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

IV. STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- A. Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.
- B. Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.
- C. Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The Statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the Statement, with the date of acquisition or disposal.
- D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last Statement filed and the date of leaving office. The Statement shall include any reportable investment or interest

in real property, partially or wholly acquired or disposed of during the period covered by the Statement, with the date of acquisition or disposal.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the Statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property; and
4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of two thousand dollars (\$2,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

When personal income is required to be reported under this Code, the Statement shall contain the following:

1. The name and address of each source of income aggregating five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), greater than ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the Statement shall contain:

1. The name, address, and a general description of the business activity of the business entity; and
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name and address of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any COVA decision (or the decisions of the California public charter school(s) it operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- A. Any business entity in which the designated employee has a direct or indirect investment or interest worth two thousand dollars (\$2,000) or more;
- B. Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
- C. Any source of income, other than gifts, and other loans by a commercial lending institution in the regular course of business on terms available to the public without prior regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision was made;
- D. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or holds any position of management; or

- E. Any donor, or any intermediary or agent for a donor of, a gift or gifts aggregating three hundred sixty dollars (\$360) or more provided to, received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The fact that the vote of a designated employee who is on a voting body is needed to break a tie vote does not make his/her participation legally required.)

VII. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the COVA bylaws.

VIII. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Board of Directors
 - B. Candidates for Member of the Board of Directors
 - C. Corporate Officers
 - D. Executive Director
 - E. Consultants¹
 - F. Other Employees²

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Registrar
 - B. Other Employees³

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Registrar
 - B. Contractor
 - C. Other Employees⁴

EXHIBIT B

¹ The Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ “Other Employees” include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than two thousand dollars (\$2,000).

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds two thousand dollars (\$2,000). No source of income is reportable unless the income received by or promised to the public official aggregates five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift during the preceding 12-month reporting period.

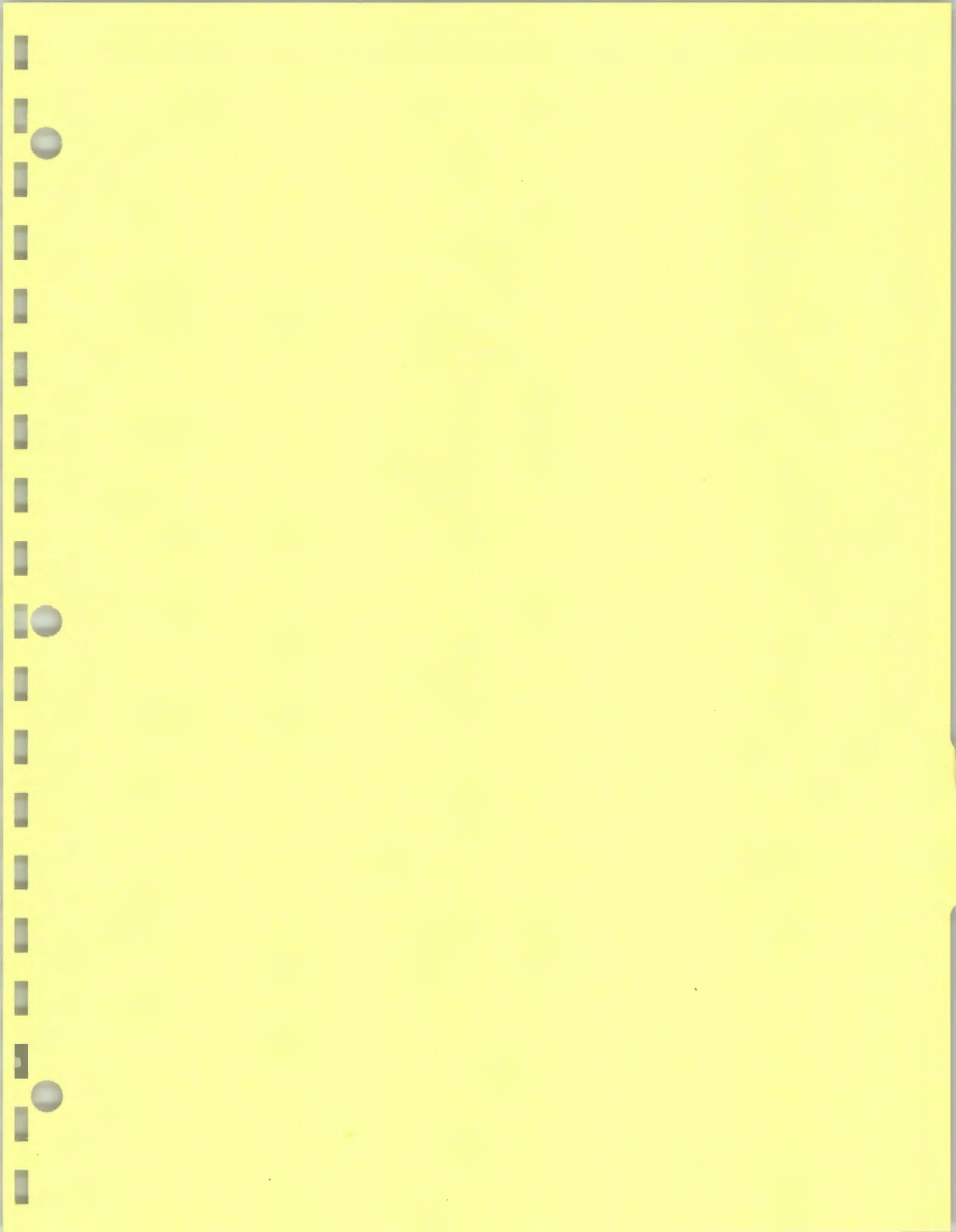
Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

DRAFT





Accrediting Commission for Schools

533 Airport Boulevard, Suite 200

Burlingame, California 94010

(650) 696-1060 • Fax (650) 696-1867

E-mail: mail@acs-wasc.org • Website: www.acs-wasc.org

REQUEST FOR WASC AFFILIATION

School: Conservatory of Vocal/Instrumental Arts High (COVAH) Charter School **Date Submitted:** 9/30/14

Site Address: 3800 Mountain Blvd. Oakland CA 94619
(no PO Boxes) Street City State Zip Code

Mailing Address (if different): _____ **Phone:** 510-285-7511

Fax #: _____ **E-mail:** vabad@covaconservatory.org **Website:** www.covaconservatory.org

Type of School: (Check ALL that apply)

- Academic/College Prep
- Adult Correction School
- Adult School*
- Alternative Education School**
- California Youth Authority
- Comprehensive School
- Community Day School
- Continuation School
- Distance Learning
- Elementary School
- High School
- Independent Study School
- Job Corps
- Juvenile Court and Community
- Magnet School
- Middle School/Jr. High/Intermediate
- Necessary Small High School
- Online School
- Postsecondary, For-Profit
- Postsecondary, Non-Profit
- ROP or ROCP*
- Special Education
- Title IV *
- Vocational/Technical
- Other**

* **Adult/ROP or ROCP schools.** Indicate your Title IV School Code # if one exists: _____

** **Alternative Ed. and Other.** Attach a brief school description.

Category of School

- Charter School (Copy of school charter must accompany this form.)
- Independent (private school)
- Public
- Religious (Denomination: _____)
- Supplementary Education Program

Affiliation

- Assn. of Christian Schools International
- Bureau of Jewish Education
- California Assn. of Independent Schools
- California Charter School Association
- Council of International Schools
- East Asia Regional Council of Overseas Schools
- Golden State Association of Christian Schools
- Hawaii Assn. of Independent Schools
- Lutheran Schools, Missouri Synod
- National Lutheran Schools
- Seventh-day Adventist
- Western Catholic Educational Assn.
- Other (Specify: _____)

Enrollment: 100 **Grade Span:** 9 - 12

Does the school have more than one campus?

- Yes No

If so, how many campuses/sites? _____

If multiple campuses/sites, **attach a list** of all addresses and phone numbers.

Year school first opened: 2014

Has the school previously been accredited by WASC or applied for WASC accreditation? Yes No

Who should be billed for WASC services?

- District/Headquarters School

Name of District or Headquarters: _____

Address: _____
Street City State Zip Code

Superintendent: _____
Indicate Dr., Mr., Mrs., Miss, Ms., or Religious Title

Principal/Head of School: Dr. Valerie Abad Director/Principal
Indicate Dr., Mr., Mrs., Miss, Ms., or Religious Title Official School Title/Position

Check the year you would like to have an initial visit scheduled:

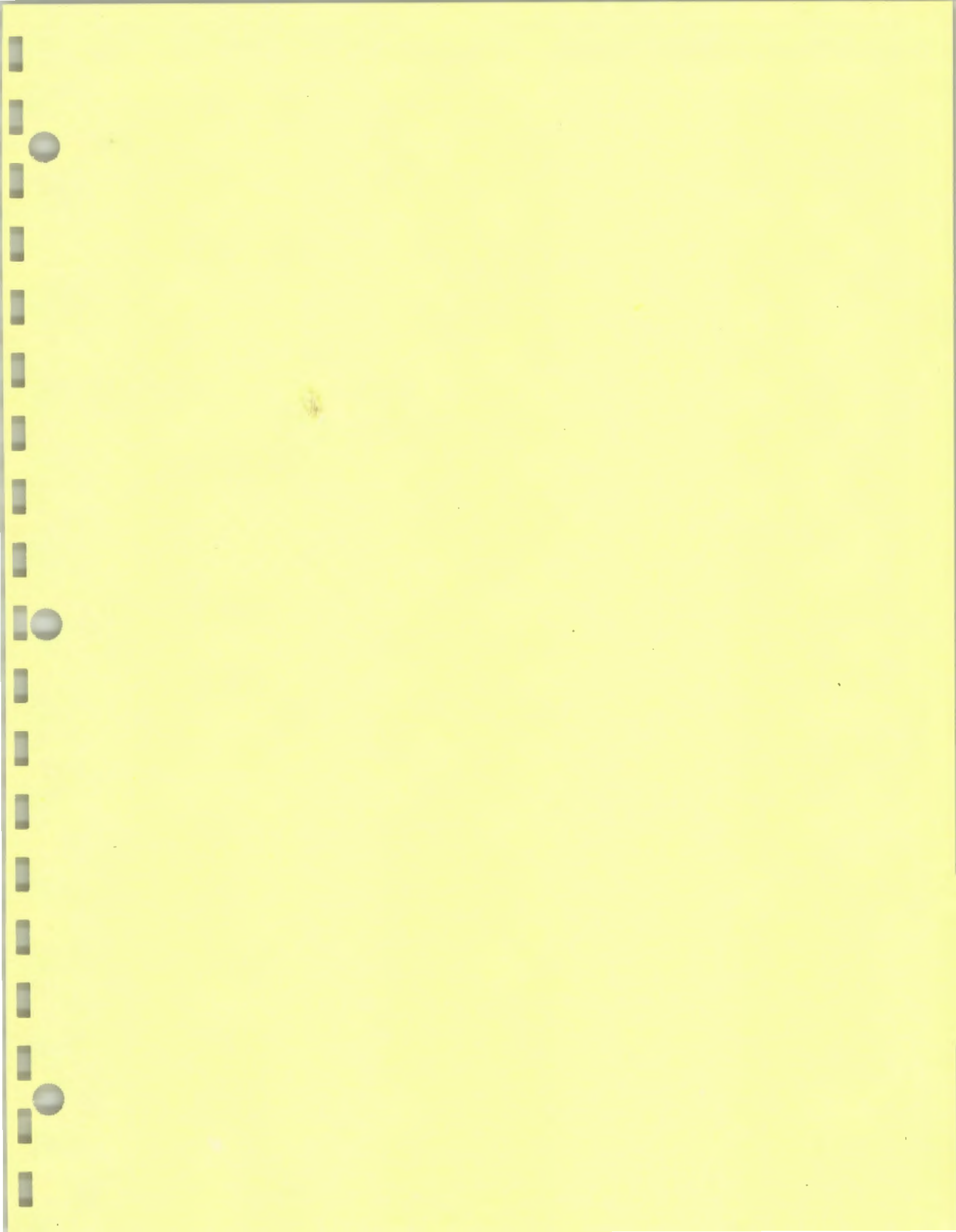
- 2014 Spring 2015 Fall 2016 Spring

ATTACH \$150.00 NONREFUNDABLE APPLICATION FEE TO THE COMPLETED FORM

**Conservatory of Vocal/Instrumental Music Charter School High
(COVAH)**

DRAFT: Outreach Plan for Student Recruitment

Timeline	Location	Activity	Target Population
January 2014 – March 2014	COVA Auditorium	Music night for local residents. Student performances.	North/West Oakland students.
January - March 2014	Boys and Girls Clubs	COVA school presentation	Oakland Locations
February – March 2014	Music stores, musical groups	Distribute enrollment information	All Oakland students.
February – March 2014	Bay Area High school communities	Literature distribution local stores/parks.	North/West Oakland Downtown Oakland
February – March 2014	Public Ads in local news	Place Ads	North/East/West Downtown Oakland Publications
February – April 2014	Public Libraries	Information leaflets to after school programs.	Various
February – April 2014	Recreation Centers	Information leaflets for after school programs and Center Advisory Councils.	Various
February – April 2014	Local Churches	Information leaflets, church meetings and bulletins.	Various
February – June 2014	Local neighborhood activities/citywide activities (parades, festivals)	Information leaflets and brochures, applications, student music participation.	Various



Research Review

Music and Learning

Compiled by:

Dr. Valerie Abad

Abstract

The educational functions of music, like the educational functions of the other arts, are not well understood by parents or by those who shape educational policy. The general public does not think of music as the product of complex forms of thinking. In terms of educational priorities music is regarded as nice, but not necessary. It occupies a place on the rim of education, not at its core. Music begins to become important when the public believes it contributes to extra-musical outcomes, such as its highly touted contributions to spatial reasoning and math performance. This research review will examine the benefits of music education on academic achievement, cognitive ability, personal growth, discipline and diligence, health, and parental involvement.

Review of Research: Music and Education: Can they all be wrong?

“Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective.” — **Bill Clinton, former President, United States of America.**

“Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better math and science students, enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!” — **Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.**

Music gives a soul to the universe,
Wings to the mind,
Flight to the imagination ...
And life to everything.

--Plato

“The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” — **No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11).**

In 2001 the Reviewing Education and the Arts Project (REAP), conducted a meta-analysis of studies conducted between 1950-1999 testing the claim that studying the arts leads to academic improvement. A large causal relationship was found between learning music and spatial-temporal reasoning. The effect was greater when standard music notation was learned in conjunction with music performance, but even without notation the effect was large. The value for education is great, since the effect worked equally for both general and at-risk populations, had relatively little cost, and influenced many students.

Arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores, and they appear to have more powerful effects on the achievement of struggling students than more conventional arts education programs do (Rabkin & Redmond, 2004). Standardized test scores of students in 23 arts-integrated schools in Chicago, Illinois, most serving low-income students, rose as much as two times faster than the scores of youth in more traditional schools (Catterall & Waldorf, 1999). A study of a Minneapolis, Minnesota, arts integration program showed that the program had the greatest effect on disadvantaged learners (Ingram & Seashore, 2003). Low-performing students in these programs consistently defied teachers' expectations as they found pathways to success through the arts that had eluded them in conventional classrooms. Many of these students went from being withdrawn or disruptive to becoming active and productive class members.

Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation. — College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.

In an analysis of **U.S. Department of Education data on more than 25,000** secondary school students (NELS:88, National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show “significantly higher

levels of mathematics proficiency by grade 12.” This observation holds regardless of students’ socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time (Catterall, James S., Richard Chapleau, and John Iwanaga. “Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts.” Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999).

The **U.S. Department of Education** lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children’s intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students (Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997).

“The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling, thus training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression” (Ratey John J., MD. A User’s Guide to the Brain. New York: Pantheon Books, **2001**).

There are many benefits from music in education, which cross the boundary between formal education and success in life. Success in society is often predicated by success in school. Skills learned through the discipline of music are known to transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum, and in the development of values and structures for life. Participation in ensembles helps students learn to work effectively together in the school and community environment. Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, illicit drugs) (Texas Commission on Drug and Alcohol Abuse Report, January 1998).

Gordon Shaw and Frances Rauscher suggested a relationship between music and spatial intelligence that included the ability to recognize objects visually, form mental images of them, and detect variations among objects. Shaw proposed that these processes involve certain firing patterns in highly structured, interconnected neurons in the brain. The development of these firing patterns allows us to perform complex tasks requiring advanced reasoning used in chess, mathematics, and engineering. Shaw and Rauscher suggested that music cognition required the same temporal sequences as spatial-temporal reasoning and the ability to execute the higher reasoning tasks could be strengthened through experience or learning. Shaw and Rauscher conducted a study using 42 boys and 36 girls of normal intelligence between the ages of 3 and 5. The children were divided into 4 groups: keyboarding (students received private piano lessons and participated in group singing); singing (participated in the group singing only); computer (received private computer lessons involving use of software to teach basic reading and math skills); no lessons (control group who received only the general pre-school program).

The children were tested before and after the training on the Spatial Reasoning subtest of the Wechsler Preschool and Primary Scale of Intelligence-R. The results revealed that music training for the keyboard group produced a dramatic overall increase in spatial-temporal abilities such as figuring out jigsaw puzzles and shape arrangements. Pre-training scores produced a mean value of 9.79, with post-training scores having a mean of 13.41. All other groups scored significantly lower; with a mean score at least 2 points lower. In a follow-up study in 1999, the Kindergarten classes of the Kettle Moraine, Wisconsin school district, confirmed earlier results that children who were given music instruction scored 48 percent higher on spatial-temporal skill tests than those who did not receive music training.

Research in neuropsychology suggests ways that music can enhance learning. Optimal learning occurs when the two hemispheres of the brain work together. Any teaching strategy, such as music, that integrates the functions of both hemispheres uses the natural design of the brain to make learning easier, faster, and more fun (Caine, Caine, & Crowell, 1994; Campbell, 1986; Healy, 1994; Howard, 1994; Williams, 1983). Researchers report that the left hemisphere analyzes the structure of music, while the right hemisphere focuses on the melody (Breitling, Guenther, & Rondot, 1987; Campbell, 1986). The hemispheres of the brain work together when emotions are stimulated, attention focused, and motivation heightened. Rhythm acts as a hook for capturing attention and stimulating interest. Once a person is motivated and actively involved, learning is optimized. In a study conducted by Dr. Timo Krings, pianists and non-musicians of the same age and sex were required to perform complex sequences of finger movements. Their brains were scanned using a technique called "functional magnetic

resource imaging” (fMRI) which detects the activity levels of brain cells. The non-musicians were able to make the movements as correctly as the pianists, but less activity was detected in the pianists’ brains. Thus, compared to non-musicians, the brains of pianists are more efficient at making skilled movements. These findings show that musical training can enhance brain function. — Weinberger, Norm. “The Impact of Arts on Learning.” (Cortical Activation Patterns during Complex Motor Tasks in Piano Players and Control Subjects. A Functional Magnetic Resonance Imaging Study.” *Neuroscience Letters* 278, no. 3 (2000): 189-93.)

Electroencephalogram tests reveal that music alters brain waves, making the brain more receptive to learning. Don Campbell, Director of the Institute for Music, Health, and Education, explains that music "rhythmically and harmonically stimulates essential patterns of brain growth" (Campbell, 1992, p. 53). A number of recent research studies suggest other ways that music accelerates learning:

- Preliminary research at the Center for the Neurobiology of Learning and Memory at the University of California, Irvine, shows that music enhances higher-brain functions. Subjects who listened to 10 minutes of music (in this case, Mozart) prior to taking the abstract reasoning portion of the Stanford-Binet ability test did better than those using a relaxation tape or meditating before the test. It appears that complex music may promote more complex thinking (Viadero, 1993).
- Mary Jane Collett (1991) reports that the Learning To Read Through the Arts (LTRTA) program results in improved attitudes toward the arts, reading, and learning in general, and that it substantially improves academic achievement. This

program uses the arts, including music, as a stimulus for teaching reading, writing, and higher-level thinking skills.

- Shaw (1993) examined how learning to play an instrument or singing in groups affected children's learning. The preliminary results showed that music training improves preschoolers' performance on spatial-reasoning tasks, such as puzzles or mazes.
- Campbell (1986) and Keen-Payne & Cagle (1993) found music heightens emotional involvement in learning. This heightened involvement creates a stronger neural connection, which in turn makes it easier to remember information. All learning incorporates emotions and thinking (Caine & Caine, 1991). Instructional approaches that combine both, as music does, are most effective.

Hanson, Silver, and Strong (1991) identified four types of learners: 1) sensing thinking, 2) sensing feeling, 3) intuitive thinking, and 4) intuitive feeling. Schools tend to focus on the learning styles of sensing and intuitive thinking students, shortchanging those students classified as sensing feeling or intuitive feeling. Sensing-feeling students typically focus on personal feelings and values, friendships, and interpersonal relationships. They tend to do well through grade four, but they often struggle in the upper elementary / middle school years, when the learning environment becomes more competitive. Intuitive feelers look for new ways of doing things. Although not academically at risk, they often feel alienated. Music offers all students, regardless of learning style, the opportunity to explore the self, communicate, generate ideas, and focus on relationships.

Music in the classroom can reduce stress, increase productivity, regulate energy, and create a relaxed and supportive learning environment. Such an environment aids students in learning. Stress reduces the flow of blood and oxygen to the brain, results in mental blanks, a reduced willingness to take intellectual risks, difficulty engaging in higher level thinking, and often a sense of helplessness. Too much stress interferes with learning (Caine & Caine, 1991).

Suggestology, a teaching method designed by a Bulgarian physicist, Dr. Georgi Lozanov, uses music to accelerate learning (Campbell & Brewer, 1991; Ostrander & Schroeder, 1979; Prichard & Taylor, 1980). This approach has found success in accelerating learning by focusing on creating optimal internal and external conditions for learning through music, specifically of the baroque style including composers such as Bach, Handel, Pachelbel, and Purcell.

Music's novelty, its power to evoke emotions, and its role as a universal language all serve to nurture creativity. It provides new perspectives for sensing the world around us. Most people learned their ABCs musically. Teachers have long known that students more readily remember facts when they are put to a rhythm. Advertisers count on the public remembering their products because of an advertising jingle or song. The rhyme, rhythm, and repetition of music make it easier to remember facts. Music captures our attention and balances repetition with novelty, which, in turn, facilitates retention (Maute, 1987; Woolfolk, 1995). In addition, our bodies "feel" the rhythm, thus incorporating our kinesthetic sense in the remembering process. Musical mnemonics, because of their novel, multi-sensory approach, are particularly beneficial to at-risk learners (Gfeller, 1986; Hanson, Silver, & Strong, 1991).

Research is clear that physical and mental health are important factors in learning. Carefully designed musical compositions can help fortify our immune system, reduce our feeling of pain, and enhance certain higher mental functions, (Pouliot, 1998). Recent studies show that music does more than “pep us up”, it can actually alter the body’s physiology, making us happier, healthier, and smarter. Alan Watkins of the Department of University Medicine, Southampton General Hospital, England, examined music’s effect on the immune functions in healthy adults. Based on preliminary investigation, researchers postulated that if music induces a positive mind-set, it should enhance the production of salivary immunoglobulin A. Immunoglobulin A (IgA) is the first line of defense in the body’s immune system. When a virus or other microbe enters the body, we immediately increase our production of IgA to intercept and fight off the invading pathogen. In a study at the Institute of HeartMath, subjects were exposed to three types of music (rock, New Age, and designer) for 15 minutes per day. The designer music consisted of melodies and rhythms created to produce the desired result (such as music to induce relaxation, attention, etc.). Saliva samples were collected immediately before and after the listening period, and the samples were tested for the change in content of salivary IgA. Using the designer music, salivary IgA shot up 140 percent on average, indicating a major boost for the immune system. Rock and New Age music did not lead to statistically significant changes in IgA levels. Numerous studies have also indicated that certain types of vibrations, particularly musically fluctuating vibrations, have a strong influence on our perception of pain and thus on our overall sense of health.

Dai and Shader (2001) conducted a study of parent’s motivation for selecting music education for their children, and how their involvement impacts children’s

continuation in music instruction. Besides the straightforward development of musical talent, there are many incentives that motivate parents' decisions to involve their children in musical training. One reason relates to intrinsic benefits such as the development of musical and aesthetic sensitivity and enrichment of inner life (Csikszentmihalyi, Rathunde, & Whalen, 1993). Other reasons relate to more extrinsic factors such as status (e.g., social recognition, fame, applause) and more opportunities and avenues for success. Yet another category of reasons involves the use of musical study as a way to develop desirable personal attributes, such as work ethic, diligence, or increased intelligence (Gardner, 1997). In a retrospective study, Sosniak (1997) found that parents of eminent pianists typically had an avocational interest in music. Davidson et al. (1996) also found that parents of musically successful children tended to be involved in music themselves (in the form of listening to music) and tended to increase their own levels of involvement over the period of time when their children were taking music lessons.

There is research suggesting that parental encouragement emphasizing the intrinsic value of the task at hand facilitates children's intrinsic motivation for that task, while an emphasis on extrinsic consequences decreases children's intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994). Besides, intrinsic expectations (with an emphasis on intrinsic rewards of music training) have a more positive influence than extrinsic expectations (with an emphasis on extrinsic rewards), although both may be needed to sustain a prolonged process of talent development (Dai, Moon, & Feldhusen, 1998). In addition to the intrinsic and extrinsic values discussed above, music training is also associated with personal benefits such as: improvement in academic performance (Graziano, Peterson, & Shaw, 1999); improved intellectual performance in general

(Gardner, 1997; Laczó, 1985; Phillips, 1976); personal growth (Levin, 1989); and discipline and diligence (Sloboda, 1990). A review of achievement literature indicates that parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987). This parental support also plays an important role in helping a child persist through the difficult stages of mastery. The influence of parents' intrinsic and extrinsic orientations and their reactions to their child's performance and progress will impact the child's intrinsic motivation to learn and practice.

Discussion

Given that much research correlates learning music with improvement in cognitive ability (Gardner, 1997; Laczó, 1985; Phillips, 1976), academic achievement (Graziano, Peterson, & Shaw, 1999), personal growth (Levin, 1989), discipline and diligence (Sloboda, 1990), health (Pouliot, 1998), and parental involvement and support (Olszewski et al., 1987), the inclusion and integration of musical study can be identified as an important factor in improved overall performance of students. With a national focus on achievement, and the overwhelming evidence that indicates parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987), a strong music instructional program would enhance the educational experience for all students. Although often a direct correlation is difficult to achieve between any specific academic skill and music education, the overwhelming research points to generalized benefits from instruction which includes music and the arts. Unfortunately with school budget cuts and focus on specific academic performance

on State Standards exams, the arts have been cut or reduced significantly. It shouldn't be lost on the educational observer that over the last 30 years as music and the arts have been reduced or eliminated in the schools, academic achievement has also declined. Given an opportunity to develop skills in an environment that integrates the instruction of music and academics, students benefit academically and socially, developing poise and confidence through public performance and the discipline and diligence of practice. A Music Conservatory Charter School can provide an opportunity for students from all ethnic and economic backgrounds to enhance learning and musical development through COVA's intensive academic and music programs. It is the intent of COVA to apply the principals of research on the benefits of musical instruction in academic and cognitive development.

SPECIFIC FINDINGS OF SCHOOLS INTEGRATING MUSIC

1. Ashley River Elementary in Charleston, South Carolina is #2 academically, second only to a school for the academically gifted. In 2006, the school met all of their AYP targets. In addition, 97.7% of the 3rd grade students met state standards in English, 94.3% met state standards in Math, 88.5% met state standards in Science, and 94.3% met state standards in Social Studies. The percentage rates for the other three grades were almost identical or higher.
2. At Guggenheim Elementary School in Chicago, the faculty and students are finding new success in learning through the visual arts and music. Attendance is high, test scores are steadily rising, and enthusiasm is pervasive throughout the school. Reading comprehension, math, and science standardized test scores have risen every year since **2002**.
3. At the Horton School in San Diego, music has been used extensively to teach all the students to become bilingual in Spanish and English. Scores for this school consistently improve. In the previous year, Horton has fully achieved 64 (80 percent) of its 80 benchmarks set by the school district for program improvement.
4. Creative Arts Charter School (SFUSD) integrates music into their curriculum.
 - API score of 748, statewide rank of 6.
5. Nevada City School of the Arts (Twin Ridges)
 - Scores have consistently improved. In **2005-2006**, their API score was 797, with a statewide rank of 7.
6. Opening Minds Through the Arts (OMA), Tucson, AZ
 - After two years of participation in the OMA® program, second-grade students scored significantly higher than their counterparts in comparison schools on all SAT9 tests; reading, language, and mathematics. OMA® showed a pattern of robust positive effects.
 - The achievement gap was narrowed in all subject areas for second-grade Hispanic students participating in OMA® for two years.
 - Additionally, the achievement gap was narrowed for second-grade Hispanic students participating in OMA® for two years.
7. Conservatory Laboratory Charter School, Brighton, MA
 - A partnership with the New England Conservatory.
 - The 2005 Grade 5 Science and Technology MCAS results for the CLCS are significantly higher than the Boston Public Schools.
 - Through tracking student progress through the DRA, Writing Prompts, Testing Early Numeracy, Curriculum Based Management (Math) assessments, Gordon Primary Measures of Audiation (Music), portfolios, and Essential Skills Tests in music and violin, students across the school have demonstrated a year or more of

growth. Pioneer Valley Performing Arts Charter Public School, South Hadley, MA

- English and Math scores have consistently improved or remained strong over the past five years.
- The number of 10th grade students scoring advanced or proficient on the state English standardized test has remained at or above 85% for three years.
- The number of 10th grade students scoring advanced or proficient on the state Math standardized test has gone from 59% to 78% in three years.

8. Oklahoma A+ schools

- A+ school's Academic Performance Index averages exceed the API averages of their district and maximum scores have increased by an average of 5% from **2003 – 2004**.
- The need for reading remediation among economically disadvantaged students in A+ schools has decreased by an average of 40% after two years of participation, opposite a national trend.
- In Oklahoma City Public Schools, an independent analysis showed that students in A+ Schools significantly outperformed their matched sample cohort students in non-A+ schools in both reading and math.
- A survey of **over 12,000** A+ and non-A+ educators, administrators, community members, legislators and business people across Oklahoma found that those involved in A+ schools agree significantly more often that arts education:
 - Decreases violence
 - Teaches problem solving
 - Improves learning
 - Improves grades
 - Increases student attention span
 - Has a positive impact on the community
- 1,230 students in A+ schools indicate that they find their school work:
 - Enjoyable (average rating of 4 on a 5 point scale)
 - Interesting (average rating of 3.67 on a 5 point scale)
 - Challenging (average rating of 3.61 on a 5 point scale)
- A survey of 312 A+ teachers reveals that:
 - The arts have a positive impact on the school and their teaching (average rating of 3.15 on a 4 point scale)
 - A+ enhances collaboration (average rating of 2.92 on a 4 point scale)
- In **2004-05**, Oklahoma A+ Schools served 8,197 students and 558 teachers in 22 schools. Oklahoma A+ Schools also provided over 800 clock hours of

professional development for educators and administrators in the Oklahoma A+ Schools Network.

9. The A+ program was started in North Carolina, and is also in Arkansas, but the documented success of these programs is not as easily accessible. I will send it on when I receive it next week.

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Woolfolk, A. E. (1995). *Educational psychology*. Boston: Allyn and Bacon. Mary Ann Davies is Associate Professor, Education, Northern Arizona University, Flagstaff.

RELATED RESEARCH IN ARTS EDUCATION/INTEGRATION

John Clinton, Ph.D.

University of Central Oklahoma
Oklahoma Center for Arts Education

There is considerable research that points to the value of arts education and integration in the learning process.

In subsequent pages, studies or meta analysis of selected studies will be cited with a summary of findings that provide evidence in both correlative and causal analysis as it relates to arts education and integration.

SUMMARY OF SELECTED RESEARCH IN ARTS EDUCATION

1. Fiske, E. (Ed.) (1999). Champions of change: the impact of the arts on learning. [OnlineReport]. Washington, D.C.: The Arts Education Partnership and the President's Committee on the Arts and Humanities. Available: <http://www.aep-arts.org/>

Summary:

- The arts reach students who are not otherwise being reached.
- The arts reach students in ways that they are not otherwise being reached.
- The arts connect students to themselves and each other.
- The arts transform the environment for learning.
- The arts provide learning opportunities for the adults in the lives of young people.
- The arts provide new challenges for those students already considered successful.
- The arts connect learning experiences to the world of real work. (Retrieved March 24, 2004 from <http://www.aep-arts.org/>)

2. Catterall, J. (1998). Involvement in the arts and success in secondary school. Americans for the Arts Monographs, 1 (9), Washington, D.C.

Summary:

- This study draws on data collected from **more than 25,000 students** contained in the **10-year database of the National Educational Longitudinal Survey**. The author examines the relationships between students' arts participation and their achievement, attitudes, and behavior in secondary school.
- The analysis establishes a **significant correlation between eighth and 10th grade students' arts activities and their grades, standardized test scores, staying in school, and being interested in school**.
- This study lays the groundwork for a viable rationale for arts inclusion in the schools. . . . the research show that an arts-rich learning environment is associated with a host of positive educational measures. The study connects the arts to academics and to other "valued-added" outcomes. (Winner, Critical Links, p. 68)

3. Asmus, E.P. (1990) The influence of music education on non-musical indicators of educational attainment. Paper presented at the National In-Service Conference on the Value of Music Learning. Winston-Salem, NC, November 10-12, 1990.

Summary:

- Asmus analyzed data from **national, state, and local sources and found strong correlations between student/music teacher ration, music class enrollment, and music background and knowledge with students' academic achievement.** The student/music teacher ratio was the strongest predictor of student achievement, while student/all teacher ratio, per pupil expenditure, and enrollment were the weakest predictors.
4. Collett, M.J. (1991). Read between the lines. *Music Educators Journal*, 87(3), 42-45.

Summary:

- **Reports indicate that the Learning to Read Through the Arts (LTRTA) program results in improved attitudes toward the arts, reading, and learning in general, as well as improved academic achievement.** LTRTA used the arts, including music, for teaching reading, writing, and higher-level thinking skills.
5. Vaughn, K. (2000). Music and mathematics: modest and support for the oft-claimed relationship. *Journal of Aesthetic Education*, Fall, 34 (3-4: 149-166.

Summary:

- This study helps confirm the relationship between music study and performance on standardized mathematics tests.
- The analysis adds substance to the widely publicized **correlation between music and SAT scores by synthesizing 10 years of SAT analysis** with 10 other studies chosen through stringent selection criteria.
- The study shows positive, unanticipated benefits of music learning that should be of interest to school administrators and policy-makers. Sustained participation in music education programs likely supports the development of thinking skills applicable to mathematical reasoning, which may, in turn, be reflected in mathematics scores. (Horowitz, *Critical Links*, p.130-131)

Current Research and Recognized Benefits:

“The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” — **No Child Left Behind Act of 2002**, Title IX, Part A, Sec. 9101 (11)

- Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the

math, than did students with no arts participation. — College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.

- In a study conducted by Dr. Timo Krings, pianists and non-musicians of the same age and sex were required to perform complex sequences of finger movements. Their brains were scanned using a technique called “functional magnetic resource imaging” (fMRI) which detects the activity levels of brain cells. The non-musicians were able to make the movements as correctly as the pianists, but less activity was detected in the pianists’ brains. Thus, compared to non-musicians, the brains of pianists are more efficient at making skilled movements. These findings show that musical training can enhance brain function. — Weinberger, Norm. “The Impact of Arts on Learning.” *MuSICa Research Notes* 7, no. 2 (Spring 2000). Reporting on Krings, Timo et al. “Cortical Activation Patterns during Complex Motor Tasks in Piano Players and Control Subjects. A Functional Magnetic Resonance Imaging Study.” *Neuroscience Letters* 278, no. 3 (2000): 189-93.
- In an analysis of **U.S. Department of Education data on more than 25,000** secondary school students (NELS:88, National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show “significantly higher levels of mathematics proficiency by grade 12.” This observation holds regardless of students’ socio-economic status, and differences in those who are

involved with instrumental music vs. those who are not is more significant over time. — Catterall, James S., Richard Chapleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.

- The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. — Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997
- "Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better math and science students, enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!"— Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.
- Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, illicit drugs). —

Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998

- “The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression.” — Rater John J., MD. A User’s Guide to the Brain. New York: Pantheon Books, 2001.
- In the Kindergarten classes of the school district of Kettle Moraine, Wisconsin, children who were given music instruction scored 48 percent higher on spatial-temporal skill tests than those who did not receive music training. — Rauscher, F.H., and Zupan, M.A. (1999). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field study. Manuscript in press, Early Childhood Research Quarterly.

ADDITIONAL RESEARCH

- Barry, N. H. (1998). Arts integration in the elementary classroom: Conference development and evaluation. UPDATE: Applications of Research in Music Education, 17 (1), 3-8.
- Burton, J., Horowitz, R., & Abeles, H. (1999). Learning in and through the arts: Curriculum implications. Champions of Change Report, The Arts Education Partnership, and the President's Committee on the Arts and Humanities: Washington, D.C.

- Deasy, R.J. (Ed.) (2002). *Critical links: learning in the arts and student academic and social development*. Washington, D.C.: Arts Education Partnership.
- Goldberg, M., Bennett, T., & Jacobs, V. (1999). *Artists in the classroom: A role in the professional development of classroom teachers*. Paper presented at the American Educational Research Association meeting, Montreal, Canada, April, 1999.
- Hetland, L. and Winner, E. (Ed.) (2000). *The Arts and Academic Achievement: What the evidence shows*. *The Journal of Aesthetic Education*, (Volume 34, nos. 3/4, Fall/Winter) Street Champaign, IL: University of Illinois Press.
- Jensen, E. (2001). *Arts with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Oklahoma State Department of Education (2002.) *Priority Academic Student Skills*. Oklahoma City, OK. Available:
<http://www.sde.state.ok.us/home/defaultie.html>
- Oklahoma State Department of Education (1996 & 1998). *The arts tool kit*. Oklahoma City, O