

Charter Petition for

# COVA Music Charter School

February 9, 2005



## LEGISLATIVE FILE

File ID No. 05-0219

Introduction Date 2/9/05

Enactment No. \_\_\_\_\_

Enactment Date \_\_\_\_\_

By \_\_\_\_\_

Presented by:  
Valerie M. Abad, Lead Petitioner  
6454 Valley View Road  
Oakland, CA 94611  
510-339-2961

2/9/05  
Randolph Ward  
State Administrator & OUSD Board of Education  
Oakland Unified School District  
1025 2<sup>nd</sup> Avenue  
Oakland, CA 94606

Dear Dr. Ward,

A charter petition for the COVA Music Conservatory Charter School is enclosed. The petition contains the signatures of:

- Six teachers who are meaningfully interested in working at the school, representing 100% of the number of teachers the school anticipates employing during its first year of operation.

We hereby submit the petition and request that the staff and state administrator of the Oakland Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code 47605.

We look forward to developing a charter school and educational programs that lead to a positive and lasting partnership between the charter school and district.

I will serve as the Lead Petitioner and as the group's liaison for all communications during the review and approval process. We understand that an initial public hearing of this charter petition will be held within 30 days of receipt, and that a decision to grant or deny the charter will occur within 60 days of the public hearing as required by the Charter Act. Please do not hesitate to contact me if you have any questions or concerns related to the application. We would be pleased to meet with you to answer any questions or concerns prior to the hearing.

Thank you for your attention and support,



Valerie M. Abad

Lead Petitioner

cc: board members

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## Petition for the Establishment of the COVA Music Charter School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the COVA Music Conservatory Charter School. The COVA Music Conservatory Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are:

- > 83% of needed first year teachers who are meaningfully interested in teaching in the charter school (170 students - 6 teachers with an average class size of 28)

### By the Lead Petitioner:

Valerie M. Abad Valerie M. Abad 2-1-05  
Name (print) Signature Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board.

### By the Petitioners:

Linda M. Baker Linda M. Baker 2-1-05  
Name (please print) Signature Date  
Phone (925) 256-0735

MICHAEL CHOW Michael Chow 2-4-05  
Name (please print) Signature Date  
Phone 650-248-4420

DAVID M. RAMIREZ David M. Ramirez 2-3-05  
Name (please print) Signature Date  
Phone 530-306-7366 cell- 879-2050 (510)

Roy Griffin Roy Griffin 2/4/05  
Name (please print) Signature Date  
Phone 510 562-6161

Jeffrey Taylor Jeffrey Taylor 2/4/05  
Name (please print) Signature Date  
Phone (510) 568-7469

Melinda Madigan Melinda Madigan 2/4/05  
Name Signature Date  
Phone 510-8791690

**Note: Each of the sections, which relates to a Required Charter Element will be denoted after each heading with (RCE - letter).**

## **I. Founding Group**

The Conservatory of Vocal/Instrumental Arts Music Charter School (COVA) was founded by a group comprised of teachers, parents, and community business and corporate supporters who feel that music education has been diminished in the Oakland schools, and are dedicated to providing a quality multi-cultural music centered program for Oakland students.

The Lead Petitioner, Valerie Abad, has served over 32 years as a professional educator in grades K-10, and over 20 years in teacher professional development and College teaching (teacher training and credential programs in computers, Special Education, and Gifted Education). Valerie has served as a regular education teacher, GATE teacher, Special Day Class teacher, Full-Inclusion teacher, Resource Specialist, Director of Educational Technology and Principal of a Charter School. She has a Master's Degree in Education: Education of Exceptional Children, and is completing her Ph.D. in Education: Teaching and Professional Practice. She served as a Mentor Teacher and Master Teacher. Valerie has credentials in: General Education (Life) K – 9 (Major: Psychology, Minor: Music), Administrative Service Credential, Resource Specialist Certificate K – 12 (Life), and Computer Concepts and Applications single subject clear supplementary authorization. Valerie has developed her own curriculum in reading, which includes a supplementary six week reading program which consistently has demonstrated more than a year's growth in word decoding over a 6 week period in under-performing inner city minority, ELL, and Special Education students. She has developed curriculum in all elementary subjects and middle/high school computer education. She is very involved in the music community and performs with the Contra Costa Wind Symphony.

The teachers represent an average of over 15 years in the field of education, and come from the fields of Math, Science, Language Arts, History, Computer Education, Music, and Special Education. They represent skilled teachers who have demonstrated success in the classroom with under-performing as well as high achieving students.

The parents represent a variety of experience with public and private school education. The parent concerns focus on having the choice of a quality college preparatory educational program integrated with music and the arts in a safe and secure environment.

The community of supporters include; professional musicians, corporate leaders, and administrators (see following - letters of support and lead petitioner recommendations).



Dolby Laboratories, Inc.  
Dolby Laboratories Licensing Corporation  
100 Potrero Avenue  
San Francisco, CA 94103-4813  
Tel. 415-558-0200  
Fax 415-863-1373

January 4, 2005

Ms. Carol Barkley  
California Department of Education  
Charter School Division  
1430 N. Street  
Sacramento, CA 95814

Re: COVA music charter school in Oakland

Dear Ms. Barkley:

I started playing the clarinet in the fourth grade and for over 45 years have continued playing and having music enrich my life enormously. At Dolby we try and hire individuals who have an appreciation for music, or even better, some experience in performing music. While this background helps some more than others in performing their jobs, I firmly believe that studying music instills in individuals a sense of discipline, self-confidence, pride and many other attributes that are essential in today's business world.

Over the last few decades music education in our public schools has played second fiddle to other programs when tough decisions must be made to balance budgets. I served 13 years on school boards in the east bay (8 at the elementary level and 5 at the high school level) and understand the choices that must be made financially given inadequate state funding. Unfortunately, in most cases the very loud voices and publicity supporting programs such as sports gain more attention than the equally valid arguments supporting music, and the end result is that music education funding suffers.

A charter program such as COVA would be an excellent start to putting music higher on the education priority list. COVA's well-reasoned philosophy, mission statement, goals and objectives can ensure that music be an essential element in a well rounded education. COVA's existence would benefit all students, in particular inner-city youth with limited opportunities or resources for musical instruction.

I urge you and others to give COVA a chance to prove that music can make a difference.

Sincerely,

A handwritten signature in black ink, appearing to read "N. W. Jasper, Jr.", written over a horizontal line.

N. W. (Bill) Jasper, Jr.  
President and CEO

To: **Ms. Carol Barkley**  
California Department of Education  
Charter School Division  
1430 N Street  
Sacramento, CA 95814

Dear Ms. Barkley:

January 4, 2005

My name is Erika Miranda. I am a professional violinist and have worked as a music teacher in the Bay Area for the past eight years. Prior to coming to California, I was Principal Second for English Festival Opera in London and established two concert series in Oxford, England as well as teaching violin and chamber music. I am writing to you in support of COVA, the music charter school in Oakland, California.

As I'm sure you know, there is a great deal of information available concerning the extraordinary intellectual and physical advantages for children who learn to play music. In this letter, I want to address the benefits that are often less discussed, but which are *invaluable*: that of reaching and drawing forth the full essence of a child (something every good musician and good teacher has experienced) thereby giving them access to emotional, spiritual, and mental resources that would have remained hidden or tremendously underdeveloped without it. Moreover, I want to describe my experience of how music can expand *every* child's potential—*regardless of musical talent*.

Learning to "speak" the language of music is the equivalent of drawing from the deepest reservoirs of one's being to awaken one's most profound internal truths. I grew up under extraordinarily difficult family circumstances that left me with few outlets for coping emotionally. Music allowed me to find and tap what I needed to deal with so much at such a vulnerable time. Furthermore, it gave me the emotional and spiritual strength to move beyond it. There is no doubt that I would be a completely different person if music hadn't connected me to those inner resources.

However, even though I knew instinctively that I had experienced so many profound effects, it wasn't until I started teaching that it registered how pervasive these benefits could be. Even when I first became a professional musician, I still mistakenly believed these benefits were gleaned only by the very musically-gifted. Teaching kids who possess vastly differing spectrums of talent, and still observing the same kind of transformation taking place within them, has been an extraordinary revelation. It has become very clear to me how fundamentally important music can be to every child for emotional growth and development *regardless of ability*. Time after time I have seen kids with self-doubt, low confidence or no self-esteem learn to trust and develop their instincts as they begin to comprehend and draw on their deepest self. Though many of my private pupils are winning competitions and awards now, my own reasons for wanting to teach is that I know that music will allow a powerful sense of their inner being to emerge and also give a voice to their chaotic and potentially overpowering emotions in a meaningful way.

For these reasons (in addition to all the other acknowledged benefits of music!), I believe this school would be an invaluable asset to the community as it would open this world to all students regardless of social/economic background. Having directed or participated in many music programs for kids in the Bay Area, Sacramento and in England. I well appreciate how rare an opportunity this would be for the families in Oakland.

My experience working with so many institutions has also taught me the importance of leadership and vision in a director and how profoundly that can determine the effectiveness of an institution. This project is a monumental undertaking. Therefore, I could not support the creation of a music charter school if it was lacking in the level of leadership required. It is a fortuitous and exciting event for the community that Ms. Abad has demonstrated the necessary vision, skills, experience and enthusiasm to bring such a dynamic project to fruition: A comprehensive understanding of the needs and potential of children; A recognition of music's potential to enrich and expand a child's experience of life both for them and their community; and equally important: A mastery of organizational efficacy. With all these elements in place, this project is one that will bring tremendous gifts to this area and will be an extraordinary legacy for future generations. Its value would be beyond measure and I hope you will give it your full support.

Sincerely,



Erika Miranda, Director

**British & American Chamber Music Exchange**



Carol Barkley  
California Department of Education  
Charter School Division  
430 N Street  
Sacramento, CA 95814

January 3, 2005

Dear Carol:

My name is Jeffery Stephens. I'm writing a letter in support of the formation of COVA, a proposed charter school in Oakland, California for grades 4 thru 9. COVA will incorporate music playing and education into many aspects of its academic curriculum, a notion that I strongly support, based on personal experience.

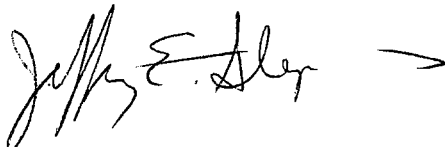
My son, Daniel Stephens, attended the Crowden School in Berkeley, California. The Crowden School is a private school for children in grades 4 – 9, that emphasizes music education and skills as a way to aid the personal and intellectual growth of its students. My son's experience, both playing and listening to music, has made him both a fine young musician (he plays the violin), and a top notch student.

Most of the children in my son's 6<sup>th</sup> Grade class at the Crowden School tested well above grade level in all of their subjects. Many of these 6<sup>th</sup> grade children tested at the 10<sup>th</sup> or 12<sup>th</sup> grade level in Mathematics and English, a level of achievement that has long been attributed at the Crowden School to the fact that the discipline required of young musicians also turns them into excellent students.

For a long time, our family has longed for a music-oriented charter school in Oakland. To my mind, there is no doubt that having students in the same building, singing the same tunes both musically and academically, creates a critical mass of energy and spirit that can greatly benefit the development of mind and body.

I urge you to strongly support the formation of this charter school.

Sincerely,



Jeffery Stephens  
459 62<sup>nd</sup> Street  
Oakland, CA 94609  
(510) 652-1727  
jefferye@ix.netcom.com

Robin DeMartini  
763 Mirador Court  
Pleasanton, CA 94566  
(925) 484-3089

Carol Barkley  
California Department of Education  
Charter School Division  
1430 N. Street  
Sacramento, CA 95814

Dear Ms. Barkley,

I am writing in support of the COVA Music Charter School to be located in Oakland, CA. I have been a music teacher at Holy Names University in Oakland for over 30 years. In that time, I have seen the music programs in the Oakland schools deteriorate for lack of funding and a reduction in instructional time available to the arts. It's well known that students who study music and learn to play an instrument are more likely to do well in school and later in life. Music performance and study gives students positive self-esteem and confidence.

Due to budget constraints, there is now little or no support for music in most Oakland public schools. This has resulted in a decline in the interest of even those students who are able to take private lessons. With no orchestra or ensemble to attend on a regular basis, there is little reason to practice and master an instrument. While I feel this is a sad commentary on current school programs, I understand this is due to lack of state funding. It is a tragedy for students who cannot afford private music instruction. They lack the opportunity to be exposed to the study of music or learn the stimulating experience of playing a musical instrument.

The only school specific to music in the Oakland area that I know of is The Crowden School in Berkeley. With tuition of almost \$20,000 a year, it is not a viable solution for most parents. Low-income families are not able to give their children the musical opportunities they deserve and are necessary for a broad and motivating education.

A public charter school would provide opportunities for students who otherwise may never have the chance to develop their musical skills and talents. The COVA Music Charter School, with its dual approach of integrating music into the academic curriculum while also providing a high quality comprehensive musical education, would greatly benefit the Oakland community and all participating students whether music is simply a life enriching experience or a career path.



Robin DeMartini  
Flute Instructor  
Holy Names University Preparatory Music Department



**Alameda Unified School District**  
*We Serve Children*

**Special Education**  
**2200 Central Avenue, Room 201E**  
**Alameda, CA 94501**  
**(510) 337-7075 Fax (510) 864-2309**

Linda Baker  
1124 Westmoreland Circle  
Walnut Creek, CA. 94596

Dr. Randolph Ward  
State Administrator, OUSD School Board  
1025 2<sup>nd</sup> Ave.  
Oakland, CA

Dear Dr. Ward,

I am writing this letter in support of COVA Music Charter School purposed for Oakland, California for the school year beginning September 2005. As both a general education teacher and a special educator in Oakland for thirty-three years I have had numerous opportunities to work with students in many learning environments with many different learning styles. The Oakland district has an overwhelming number of students who are struggling to master basic academic requirements. It is well understood that students learn better with positive attitudes and self-motivation. I have found that many students with low academic skills flourish when given the opportunity to learn through alternative modalities such as music and the arts. Exposure to music or the arts can provide this motivation and give balance to their school day. Research has consistently shown a correlation of arts to improved academic success and this charter would provide Oakland students with a chance to incorporate their musical talents with improvement in academic skills.

As a Program Specialist I had the privilege of working with Valerie Abad, lead petitioner, as the principal of Oakland Military Charter School. Because of her extensive background in special education Mrs. Abad was extremely knowledgeable and supportive in implementation of appropriate curriculum interventions and ensured that special education laws and regulations were followed. Both high risk and special education students were encouraged and given extensive opportunities to excel.

Over the years there has been a decrease in opportunities for public school students to participate in programs involving music and the arts, even during a time when the value of the arts is recognized as a benefit to student overall academic development.

COVA can provide the students of Oakland with an alternative way to channel their creative talents and improve academics through a variety of instructional techniques and methodologies, using varied learning modalities so that all students, regardless of their individual learning styles, will be able to make academic progress resulting in improved self-esteem and positive attitudes. There is no public school in Oakland at this time for this age group that uses the arts as a discipline to engage, encourage and motivate students in all curriculum areas. Without these types of creative program options, we will continue to struggle to keep students in school so they graduate with the skills necessary for the world of work.

Sincerely,

A handwritten signature in cursive script that reads 'Linda M. Baker'. The signature is written in black ink and is positioned below the word 'Sincerely,'.

Linda Baker, Program Specialist  
Alameda Unified School District

**American Indian Public Charter School**  
**3637 MAGEE AVENUE OAKLAND, CA 94619**  
**PHONE (510) 482-6000 FAX (510) 482-600**

June 9, 2004

TO Whom It May Concern:

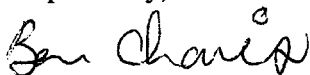
It is a privilege to write this letter of recommendation for Mrs. Valerie Abad as a perspective employee with your school system. I have known her for five years. During the 2002-2003 school year, Mrs. Abad successfully completed her administrative internship with me. I was very pleased with her dedication to complete each task that was assigned to her. In addition, she has the internal motivation to go beyond those duties that she was given.

She brings a diverse perspective to public education. Mrs. Abad's educational training has helped develop a sound academic foundation for her as an educator. She has worked with economically disadvantaged students, bilingual students, and special education students during her experience as an educator. She had positive academic results with each population.

In addition, she has completed numerous professional training sessions for educators throughout California. On numerous occasions during the past five years we have worked together to provide educational services to students with unique educational needs. Mrs. Abad is committed to serving the needs of her students and staff.

Mrs. Abad is very effective in the area of administrative management. She is well organized and keeps her staff focused on the goals and objectives at hand. It is my ethos that her willingness to accept challenges and creativity are qualities that will contribute to her success as an educator in your school system. It has been a pleasure to write this letter of support for Mrs. Valerie Abad as a perspective employee with your institution.

Respectfully,



Ben Chavis, Ph. D.  
Director

Susan L DeMersseman, Ph.D.  
1879 San Juan Avenue  
Berkeley, California 94707

January 12, 2002

To whom it may concern:

I am very pleased to provide this letter of reference for Valerie Abad. I have known Valerie since 1982 and worked with her for five years. I am aware of her personal and professional qualities. As a school psychologist I have worked with Valerie on special education teams and on various projects outside school duties. I have observed many qualities which Valerie exemplifies.

--Valerie has a conscientious and committed approach to the projects she takes on. She can be relied upon to follow through efficiently and effectively with her part of any task.

--She has true intellectual curiosity. She is willing to do what is necessary to research an issue thoroughly to assist a team in effective decision making.

--Her analytic skills are superb. It was always a pleasure to work on a team with Valerie, because she did such a complete job, and was willing to collaborate with teachers and administrators to develop an accurate assessment of a problem.

--Valerie has tremendous awareness of the individual differences in students and can respond well to their strengths and weaknesses.

--Valerie puts a great deal of energy into her work. She does excellent task analysis so that the steps are appropriate to maximize potential for a project's success.

I can recommend Valerie without reservation and would be happy to provide additional information if needed.

Sincerely,

  
Susan DeMersseman Ph. D.



To Whom It May Concern:

Valerie Abad worked at Teacher Universe as part of the Assessment Team during the start-up phase of the company. She managed the dual role of designing and programming online assessments for our teacher training programs, and following up and evaluating the Integrated Lesson Plan projects submitted by teachers from around the country.

Valerie showed great ability and creativity in designing procedures and structures to ensure that processes flowed smoothly. She designed and implemented a series of standards to be used by the Client Services team and the Curriculum Integration Specialists which allowed for consistency and collaboration across departments. She planned and implemented training for staff in the processes and procedures.

One of Valerie's greatest strengths was the ability to see the broader picture and cross department lines to facilitate the smooth transition from a teacher's initial log-on to the completion of the training course and issuing of certificates of completion for Continuing Education Units.

I often found it valuable to seek Valerie out for input on a variety of matters, and always found her willing to brainstorm and explore options for transitions and implementation of operation procedures and practices.

Valerie was able to assist training and sales staff in the start-up and trouble-shooting phases of implementation. She worked professionally to enhance the experience of schools in the delivery of a combination of online or live training in the use of the Teacher Universe training curriculum.

Valerie was a true asset to the Teacher Universe staff, and I recommend her highly for any position within her qualifications. I would be happy to speak with you further regarding her job performance at Teacher Universe.

Sincerely,

A handwritten signature in black ink, appearing to read "Jessica Bond", written in a cursive style.

Jessica Bond  
Vice President, Education Services  
Teacher Universe, Inc.  
5900 Hollis Street, Suite A  
Emeryville, CA 94608  
510.768.2535  
jbond@teacheruniverse.com



5900 Hollis St., Suite A  
Emeryville, CA 94707  
Ph: 510 768-2400  
Fax: 510 768-2444

May 23, 2001

To Whom It May Concern:

I am writing this letter to enthusiastically endorse Valerie Abad as a professional colleague. In all aspects of her work at Teacher Universe Valerie was an invaluable member of our team who consistently performed above and beyond all expectations.

While at Teacher Universe Valerie worked as an Assessment Developer and reported directly to me. Originally I hired Valerie to oversee the scoring of all our performance assessment components, a complex job that involved the development of scoring rubrics, the recruitment and training of teacher scorers, and the organization and monitoring of all the projects that came into us electronically from all over the country. In addition, Valerie was responsible for designing content and developing questions for numerous on-line technology assessments. She excelled at all these tasks, and proved particularly adept at designing new organizational structures and procedures to make our work flow smoothly.

Perhaps the most impressive aspect of Valerie's work, however, was her willingness to take on disparate challenges. In fact, one of my hardest tasks as her manager was to keep away all the other managers who wanted to steal her time away from assessment! For example, our sales staff always wanted to take her on calls with them because she clearly had such a strong knowledge of the school systems, and impressed potential clients with her professionalism and technical expertise. Similarly, our instructional staff were forever asking her to help classrooms get squared away to take our on-line courses.

Throughout all these efforts, Valerie was a joy to work with. She is clearly extremely bright and talented, never misses a production deadline, and possesses a wealth of knowledge about both the technology and educational worlds. I strongly recommend Valerie for any position you have available, and I would be delighted to speak with you further about her job responsibilities and performance here at Teacher Universe if you so desire. I can be emailed at [alatham@teacheruniverse.com](mailto:alatham@teacheruniverse.com) or phoned at (510) 768-2494.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Latham", written in a cursive style.

Andrew Latham  
Director of Assessment  
Teacher Universe

## **II. EDUCATIONAL PHILOSOPHY AND PROGRAM (RCE - A)**

### **a. Mission Statement**

COVA's mission is to provide a college preparatory education encompassing academic skills and values through the musical arts, which enable students to pursue a wide variety of life/career paths. COVA's goals include providing an opportunity for educational choice to enable students to participate passionately in music and performance, enhancing student self-confidence and discipline, and creating a desire for life-long learning. COVA's intent is to improve student learning by equipping inner city students grades 4 – 9 with the literacy necessary for the 21<sup>st</sup> century through a multi-cultural California Standards based music integrated curriculum designed to increase students' ability to read, write, speak, and calculate with clarity and precision. COVA students will demonstrate ideals of citizenship by contributing to the life enrichment of the community through public musical performance and collaboration.

### **An “Educated Person” in the 21<sup>st</sup> Century**

An educated person in the 21<sup>st</sup> century must, above all, be a master of basic skills such as reading, writing and mathematics. In addition, they must be skilled in other academic disciplines including science, social science/history and world languages, and utilize technology productivity tools for school, career, and life. An educated person must also demonstrate a mature respect for themselves and others, teamwork skills and leadership/decision-making skills. The COVA program as follows, will enable its students to become self-motivated, competent, lifelong learners, prepared to meet the challenges of the 21<sup>st</sup> century.

### **b. Students to be served**

COVA's intent is to serve a target population of Oakland students who are interested in developing strong academic skills in a framework of musical development. Students will be recruited from all areas of Oakland with specific emphasis on students from under-performing schools, or schools designated for closure. COVA projects enrollment will range from 25 to 28 students per grade



level in grades 4 – 9, with initial enrollment not to exceed 175 students. Challenges of performance, team building and goal setting coupled with a rigorous academic program will provide students with an opportunity to gain academic mastery. The program will be based on successful music based programs across the nation and grounded in research based on the values of music instruction as a method of increasing academic achievement (see appendix D – Research Foundation). The overall goal of COVA is academic excellence. Students will participate in a CORE academic curriculum that meets California Content Standards and all other Oakland Unified School District requirements for Charter schools.

### **c. Educational Philosophy: How Learning Best Occurs**

COVA's philosophy of learning as a process across disciplines, rather than focusing on isolated academic skill development, has been formulated from a strong research foundation. COVA's philosophy supports music education as an instructional delivery system to develop proficient learners in all academic domains.

Research has demonstrated that the integration of music across the curriculum results in increased test scores in Language Arts, Math, Science, and educational success strategies.

Students who are underachieving often suffer from frustration and school related stress. Research shows that stress reduces the flow of blood and oxygen to the brain which results in mental blanks, a reduced willingness to take intellectual risks, difficulty engaging in higher level thinking, and often creates a sense of helplessness. Music training in the classroom can reduce stress, increase productivity, regulate energy, and create a relaxed and supportive learning environment (Caine & Caine, 1991).

Most people learned their ABCs musically. Teachers have long known that students more readily remember facts when they are put to a tune or rhythm. Advertisers count on the public remembering their products because of an advertising jingle or song. The rhyme, rhythm, and repetition of music makes it easier to remember facts and retain information in all academic areas. 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 for at-risk learners (Gfeller, 1986; Hanson, Silver, & Strong, 1991).

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 often express an interest in music and the arts tending 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. Often academically at risk students feel alienated and disconnected from the school learning environment. Music offers all students, regardless of learning style or academic achievement the opportunity to explore the self, communicate through music, generate innovative ideas, and focus on learning as a natural process.

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).

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:

- Shaw (1993) examined how learning to play an instrument or singing in groups affected children’s learning. The results showed that music training

improves young student's 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.

#### **d. Parent Involvement (RCE – D)**

COVA's philosophy includes strong parent participation in both the academic and musical components of the program. A Parent Advisory Council (PAC) will provide input to the board and administration relating to the overall school program. Studies of parental involvement consistently support parent involvement as a primary factor in student academic success. COVA will support a strong Parent Advisory Council.

Research in parental choice relating to selection of a musical education for their children identifies a variety of motivations. Music training is 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's success (Olszewski et al., 1987). Musical training allows a direct venue for parents to participate in their child's education by attending student performances and encouraging self-discipline and diligence through practice.

Dai and Shader (2001) conducted a study of parent's motivation for selecting music education for their children. 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 an address at the Council of Elementary Principals' meeting, benefits of the arts in the curriculum were identified (Appendix E).

### **III. CURRICULUM AND INSTRUCTIONAL DESIGN**

COVA will follow California State Standards for all CORE curriculum, and implement and expand the California Standards for Music and the Arts. The curriculum for all grade levels will ensure mastery of the state curricular and content standards, as well as standards identified and developed by the faculty, parents and students at COVA Music Charter School. The curriculum for the 9<sup>th</sup> grade will incorporate the “a-g” California State University requirements, and will follow the CBEDs course content to ensure transferability of courses.

Instructional materials will include commercial books and materials adopted by the State, aligned with the standards, and proven to be effective with the target population. A low adult-to-student ratio will be achieved by utilizing parent and community resources to allow for mentoring, individualized attention, encouragement and instruction directed to each student’s academic needs.

Students who have trouble meeting COVA’s academic standards will benefit from the substantial adult presence by participating in before or after school tutoring.

Musical instruction will be integrated throughout the curriculum as well as through enrichment before and after school.

COVA will recruit “highly qualified” teachers who are credentialed in their subject area in alignment with the No Child Left Behind guidelines and criteria. Music instruction may be provided by non-credentialed teachers who have completed a masters program in music and have significant experience as a music professional. In accordance with State Education Law, credentialed personnel will supervise these teachers.

COVA’s mission includes integrating music fully into the curriculum and serving students from low performing minority schools. To achieve this, on-going professional development will include strategies for academic improvement across the curriculum. Staff will also participate in curriculum development inservicing to ensure that all teachers have the training and skills to create lessons, which integrate music and the arts into the CORE instructional areas.

#### **a. Proposed Curricular Programs**

**Reading:** Several methods will be utilized to ensure that each student achieves mastery in all areas of reading. This will include the use of a State adopted

reading series that has demonstrated effectiveness with the target population, as well as programs designed to integrate reading and the arts. One program to be used to enhance reading instruction through integration with the arts is Learning to Read Through the Arts.

**Learning To Read Through the Arts (LTRTA):** This program uses the arts, including music, as a stimulus for teaching reading, writing, and higher-level thinking skills. LTRTA is designed for children in grades 2-7, as well as Special Education and bilingual students. Curriculum is developed based on themes. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the artist teacher and classroom/reading teachers in whole class and/or small groups for an average of four hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in the areas of dance, music, theater, crafts, sculpture, painting, printmaking, and photography. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice training will be provided for teaching staff (program and training funded through ADA/Title I). A study of inner city students in New York participating in the LTRTA program demonstrated an average of two months improvement in reading for each month they participated in the program.

### **Language Arts and Literature**

Language Arts textbooks, which address the State Standards will be evaluated and adopted by June 2005. In conjunction with the textbooks, a literature curriculum will be developed by the Language Arts teachers to align with the State of California recommended reading lists, and integrate with the music themes.

**Mathematics:**

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. 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). The development of rhythm, spatial-reasoning, and abstract thinking which occurs during music instruction has been found to correlated closely with success in mathematics. COVA's mathematics program will integrate rhythm, meter, and tempo within the math curriculum as well as providing instruction through Standards based State adopted texts and supplementary math curriculum.

**Math Textbooks:** One of the following primary textbook (multi-grade series) will be selected by the math faculty. In an evaluation of standards based textbooks, the American Association for the Advancement of Science rated the following two series as the top two Standards Based textbooks in mathematics (Appendix F).

**Connected Mathematics.**

Dale Seymour Publications, 1998

**Mathematics in Context.**

Encyclopedia Britannica Educational Corporation, 1998

**Supplementary Math Program:** Neufeld Learning Systems – Understanding Math™ is a series of computer software that will be used to supplement math instruction for students needing additional practice, topic review, or advanced study in math. Program topics include: Algebra, Exponents, Graphing, Equations, Fractions, Integers, Measurement & Geometry, Percent, Probability,

and Numeration. Each section includes: concepts, examples, practice questions, topic tests, and cumulative checks (with tracking).

**Science and Social Studies:**

Textbooks will be selected from the state adopted texts for each grade level which align with California State Standards. Music and the arts will be integrated into science instruction through the study of curricular units such as sound (physics) and rhythm (patterns). Social Studies text will be selected from the state adopted standards aligned textbooks. Music and the arts will be integrated into the social studies curriculum through the study of the history of arts and music across cultures. The science and history teachers will participate in the selection of textbooks and development of the arts integrated units.

**Physical Education:**

All students will participate in activities designed to meet the State Standards for physical fitness. This will include sports, dance and movement, physical training, and health education.

**Music Education:**

COVA will provide instruction in all State music and art standards as well as extended and advanced instruction in music. Music from varied cultures will be explored and performed. All students will receive training on one or more selected musical instruments as well as music theory, vocal music, ear training, keyboard (piano), and ensembles (band, orchestra, instrumental or vocal groups). As students progress, or advanced students enroll, instruction in advanced musical composition and performance will be provided.

**b. Plan for students who are low achieving, high achieving and ELL.**

The STAR information, standards tracking, and regular teacher evaluation of student progress will be utilized to determine specific academic needs for all students. A plan will be developed to ensure that students scoring in the Far Below Basic or Below Basic range receive appropriate academic intervention through specialized learning materials and small group or individual instruction



(see Student Performance and Assessment). Students who demonstrate high achievement will also be identified and will receive instruction designed to enhance their academic skill and experience through advanced curriculum and projects. All students enrolling whose primary language is not English will be assessed using the CELDT (California English Language Development Test) to determine their level of English proficiency. All students who qualify as English Language Learners (ELL) will receive specialized instruction in English through an ELL program that utilizes materials designed to meet the specific needs of the ELL population. ELL students will be assessed annually to track their progress toward English and academic proficiency.

### **c. Special Education**

During its first year of operation, the school intends to function as a “public school of the Local Education Agency that granted the charter” for purposes of providing Special Education and related services pursuant to Education Code Section 47641(b). COVA will provide Special Education services through a memorandum of understanding with the Oakland Unified School District SELPA. The school shall pay to the district an amount of funding per unit of Average Daily Attendance equal to the district's direct costs of providing Special Education and related services minus the district's revenues from all Special Education and transportation funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs attending the school are provided the services identified in each student's Individual Educational Program (IEP).

COVA will follow all Special Education/IDEA requirements in its delivery of services including (but not limited to):

- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability.
- Due process requirements that include parental notification and consent for special education assessment.
- Access to appropriate Special Education teachers

- The incorporation of a Student Success Team for evaluation of individual student's needs.
- Reasonable accommodation of all students to ensure a free and appropriate public education in a non-discriminatory manner.

All students who enroll at COVA with an Oakland IEP will receive services as specified in the IEP. Students who enroll with an IEP from another SELPA will be evaluated and an IEP meeting held within 30 days of enrollment to determine if the stated IEP goals and objectives are appropriate for full participation in the COVA program, or 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 significantly below average. 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 be provided training, specialist consultation, and support in implementing any regular education strategies or modifications identified in the student's IEP. A qualified Special Education teacher and the school Principal 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.

After its first year of operation, the school shall have the right to pursue independent Local Education Agency (LEA) and/or Special Education Local Plan Area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive

funding and services pursuant to the terms of this section and an annual agreement.

#### IV. MEASUREABLE STUDENT OUTCOMES (RCE – B)

According to The College Entrance Examination Board, “Students of the arts continue to outperform their non-art participating peers on the Scholastic Assessment Test”. In 1995, SAT scores for students who studied the arts for 4 or more years were 59 points higher on the verbal, and 44 points higher on the math portion of the College Entrance Exam than students with no coursework or experience in the arts (The College Board, 1995).

Measurement of COVA’s success in academic performance will use the same key results by which OUSD schools are measured, i.e., at least 70% of the school’s students will score at the Proficient or Advanced levels on California Standard Tests for English Language Arts and Math or Algebra within 5 years, with at least 95% of enrolled students testing. *[Ed Code Section 47605(b)5B and C].*

##### Target Percent of Students Scoring at Proficient or Above

<b>Subject</b>	<b>Target in 2006</b>	<b>Target in 2007</b>	<b>Target in 2008</b>	<b>Target in 2009</b>	<b>Performance Goal 2010</b>
English Language Arts	15%	25%	35%	50%	70%
Mathematics	10%	20%	40%	55%	70%
Algebra I	10%	25%	35%	55%	70%

**Performance Criteria:** Academic mastery of CORE academic skills will be assessed through the STAR testing as well as assessments adopted by COVA to track student progress more frequently during each school year. Each year, at least 50% of COVA Music Charter School students will show “academic progress” in the CORE academic areas. Progress will be defined as at least 10% increase in STAR assessment scores.

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Program or English proficiency level.

In the belief that attendance is an essential component of the learning process, 90% of COVA students will demonstrate 90% or greater attendance.

**Students of COVA Music Charter School will demonstrate the following skills upon graduation or matriculation:**

**a. CORE ACADEMIC SKILLS.**

*Students will achieve Proficiency in each of the CORE academic areas. Students will demonstrate their academic proficiency by receiving a C or better and a GPA of at least 2.0 in all CORE subjects.*

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world with an emphasis on elements of music that provide richness to past and present world cultures. This will be measured through teacher prepared assessments, records of student community service and participation in community functions and events.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, musical notation and mathematical conceptualization of music, and other mathematical subjects that the staff and school governing board deem appropriate. This will be measured through teacher prepared tests, standardized tests, annual STAR assessment, and student work portfolios.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures. This will be measured through teacher prepared tests, standardized tests, annual STAR assessment, and student work portfolios.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences. This will be measured through teacher prepared tests, standardized tests, annual STAR assessment, and student work portfolios.

The Arts: Students will demonstrate creative expression through various forms of music, drama, and movement, and successful completion of portfolios consisting of music performance portfolios including photo and video documentation. All COVA Music Charter School students will design and participate in at least one community performance annually. To be assessed through student performance portfolios including photo, audio and video documentation.

Physical Fitness: Knowledge of pertinent issues of health and the development of physical fitness. To be assessed through teacher prepared records documenting completion of health curriculum and student improvement on fitness testing.

Underlying and utilized throughout each of the above subject areas will be other core skills such as: critical thinking skills: e.g., problem-solving, analyzing, applying knowledge and the ability to effectively use technology. Student records will also document: student projects; community internships; participation in community performance groups (bands, orchestras); college classes or advanced courses completed; public performance; and awards and honor received.

**b. LIFE-LONG LEARNING SKILLS.** *Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:*

- Study skills and habits, e.g., note-taking, library research skills, studying strategies, computer competence.
- Ability to plan, initiate, and complete a project.
- Ability to reflect on and evaluate one's own and others' learning and performance.

**c. SOCIAL/INTERPERSONAL SKILLS.**

*Students will demonstrate:*

- Citizenship and leadership skills by planning and implementing performance based projects in service to the school and greater community.

- Ability to engage in responsible, compassionate peer relationships by participating in school and community activities to enhance a sense of school community and social responsibility and awareness.
- Ability to collaborate and work effectively with others in cooperative groups through projects and musical ensembles.

**d. LIFE SKILLS.** *Students will develop skills necessary for a healthy adult life, including: Personal financial management skills (e.g., budget development, balancing check books)*

- Job readiness and career development skills (e.g. developing resumes, job internship skills)
- Higher education continuance skills (e.g. college applications, financial aid forms)

These student exit outcomes will be further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the Oakland Unified School District standards, and the California state content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of “benchmark” performances at various points throughout their experience at the COVA Music Charter School. These benchmark and classroom-level skills will be developed prior to the school commencing operation.

In order to best serve our students and community, the COVA Music Charter School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission.

## **V. METHODS TO ASSESS PROGRESS TOWARD MEETING OUTCOMES (RCE – C)**

COVA Music Charter School students will be assessed in each of the core academic skill areas through standardized tests, including the STAR (and any

appropriate district tests), and a combination of ongoing “authentic” assessments, such as portfolios and in their citizenship and musicianship through public performances and documentation of entry music skills and yearly progress.

To ensure an ongoing and effective assessment program to achieve each student’s academic goals and meet or surpass the school **API targets**:

- All students will participate in the state annual STAR testing.
- Teachers will maintain records updated at least monthly for each student, documenting if standards are being met, and if not, to provide a plan to assist the student in meeting the standards.
- All students will be assessed using a combination of teacher tests and commercial State Standards assessments each quarter in combination with Report Cards to determine progress toward mastering the State Standards. These reports will be provided to the parents/guardians as part of the Report Cards and reviewed during parent conferences.
- Parent/Teacher conferences will be held quarterly to ensure that parents are informed of student progress. Parents and teachers will develop and implement a plan for failing or non-progressing students.
- Each student will be assigned an advisor, who may be an adult or older student to monitor progress and recommend academic intervention when needed.
- A standardized assessment in reading, language arts and math will be administered at the beginning of the school year and at the end of the first semester to evaluate student progress. Students not demonstrating progress will receive academic intervention.
- A SST (Student Success Team) will be organized and consist of a teacher, administrator, special educator, and any other pertinent school staff. The purpose of the SST is to identify students in need of academic or behavioral intervention. Teachers, an administrator, parents, or other school staff may refer students to the SST. The SST will gather appropriate students information, meet with teachers and parents, and



maintain records for each referred student. The SST will work with teachers and parents to develop, implement and monitor an educational intervention plan for referred students.

- Portfolios will be kept of student work in all academic areas as well as arts and music performance including audio and video media.
- Musical progress will be assessed through student participation, ability to play more complex music and improved performance including audio and video recording at regular intervals throughout the years of a students attendance.

#### **a. Use and Reporting of Data:**

##### **Internal Reporting**

All students will be assessed using a combination of teacher tests and commercial State Standards assessments each quarter to determine progress toward mastering the State Standards. The administration will provide STAR assessment data and any other assessment results for every student to their teachers. Teachers will receive in-service training in the interpretation of the scores and techniques for identifying and utilizing appropriate strategies to ensure progress toward student mastery of each assessed area. Results of the STAR testing and any standardized tests will be provided in writing to the parents/guardians. Teachers will meet with the parents/guardians to interpret each student's levels of performance. Parent/Teacher conferences will be held quarterly to ensure that parents are informed of student progress including report cards, classroom assessments, and portfolio work samples. These reports will be provided to the parents and reviewed during parent conferences.

##### **External Reporting**

The COVA Music Charter School will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in the Measurable Pupil Outcomes section, and assessment instruments and techniques listed in the Assessment section.

- An analysis of whether student performance is meeting the goals specified in Pupil Outcomes. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the methods stated in the Charter to achieve a racially and ethnically balanced student population.
- An overview of the school's admission practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students suspended or expelled.
- Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the Charter generally.

The COVA charter school and the Oakland Unified School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. COVA and the Oakland Unified School District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

## **VI. GOVERNANCE STRUCTURE OF THE SCHOOL (RCE – D)**

The COVA Music Charter School will constitute itself as a California Non-Profit 501c public corporation pursuant to California law (see Appendix G – Non-Profit certificate). The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and reviewing and approving staff performance reviews.

All board members will be committed to the goal of providing a high quality academic and music education for enrolled students. The board will meet at least monthly and will be charged with reviewing the school operation including making recommendations for program improvement or modification.

The school board will consist of seven members: the school Principal, a parent selected by the Parent Advisory Council, a teacher, business leader with organizational finance experience, corporate/business representative, and 2 community members (at least one from the professional music community). Each member will represent expertise necessary for governance of a successful Charter school. The founding members of the school including the lead petitioner, parents, and teachers will recruit the board members.

- The principal will demonstrate experience in school leadership, teacher support, educational law (including Title I, English Language Learners, Special Education IDEA and federal 504 statutes), student achievement, curriculum, instruction, and assessment.
- The teacher will demonstrate experience in curriculum development and implementation, and faculty mentoring and leadership.
- The business leader will have experience in financial planning and oversight of Charter Schools or equivalent organizations.
- The corporate representative will have experience, which will provide direction in best practices for sound and stable organizations.
- The parent will provide a conduit between the board and parents, bringing parental concerns and representation to the board.

- One community member will be from the field of professional music to assist in the growth and development of the music aspects of the program.
- One community member will be selected to bridge any areas necessary for efficient and effective operation and growth of the school.

Additional consultant services will be contracted as necessary to provide advising to the board on budget and accounting, State and Federal educational law, Special Education and English Language Learner services, and teacher training in techniques for evaluating and tracking student achievement.

The school's bylaws will also permit the District to retain all authority granted by Charter Law [Ed Code Section 47604(b)] to determine if it wishes to select a representative to serve on COVA's governing board, who that representative will be, and whether that representative will serve as a voting or nonvoting member.

The COVA Music Charter School will assist parents in forming a parent advisory committee (PAC) to the school's governing board, who will elect a representative from the PAC to sit on the board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies. COVA will solicit parent input in compliance with regulations governing all state and federal resources that the school receives.

## **VII. HUMAN RESOURCES**

### **Employee Qualifications (RCE – E)**

The COVA Music Charter School in alignment with the “No Child Left Behind” Act, will retain or employ “highly qualified” teachers as defined by the reauthorized Elementary and Secondary Education Act: full state certification or passed the state teacher licensing examination (CBEST); hold a license to teach in the state; and not have had a certificate or license requirement waived under emergency, temporary or provisional conditions. COVA will also seek to hire teachers who have a passion for the arts, five or more years in teaching,

advanced coursework, and positive recommendations. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

The COVA Music Charter School may also employ or retain non-certificated instructional support staff, particularly in music and the arts, in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

Teacher assessment will include, but not be limited to, the standardized test scores of their students, parental surveys and feedback, attendance, promotion of COVA's mission, peer review, observation, and conformance with state continuing education requirements. COVA reserves the right to incorporate student reviews of teachers as a means of teacher assessment.

COVA's academic personnel shall work with the governing board to develop a professional development plan. Such a plan will have the purpose of ensuring (1) proper certification of teachers and (2) curriculum alignment.

### **Compensation and Benefits (RCE – K)**

Staff at the COVA Music Charter will be covered under school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. The School retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the

future, should it find that participation enables the school to attract and retain a higher quality staff. Staff will also be eligible for Medical and Dental benefits as specified through board approval. Upon adding or deleting a qualified pension system offered to its employees, COVA shall provide written notice of the change to the District and receive appropriate authorization.

### **Employee Representation (RCE – O)**

The COVA Music Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. The process for disputes will be developed by the school bylaws in accordance with the Public Employees Relations Board.

### **Rights of School District Employees (RCE – M)**

Charter School staff that has left permanent status employment in the Oakland district to work at the COVA Music Charter School shall have rights specified in the OUSD collective bargaining agreement and any rights to return under the guidelines of re-employment by the Oakland Unified School District.

### **Health and Safety Procedures (RCE – F)**

Prior to the commencement of operations, the educational facility will be inspected by safety and building specialists to ensure that it meets applicable safety standards and the Fire Marshall will approve the facility. The facility will comply with applicable provisions of the Americans with Disabilities Act (ADA). The school shall maintain a written record of the facility's safety, health and ADA compliance, and both the facility and these records shall be available for inspection by the Oakland Unified School District upon demand.

Prior to commencing instruction, the COVA Music Charter School 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 a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- School employees who work either on the school's campus or directly with COVA youth shall be required to provide evidence of testing for tuberculosis, and a negative finding or completed treatment within the last four years prior to commencing employment and at four year intervals as the test results expire.
- Policies and procedures for response to natural disasters and emergencies, including fire and earthquake.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school's student and staff handbooks which will be developed by the board and staff prior to commencing operation, and will be reviewed on an annual basis as part of the school's staff development process and governing board policies.

**a. DISPUTE RESOLUTION (RCE – N)**

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. The cost of mediation or dispute process shall be handled through contracted legal services and liability insurance as part of the school operational budget.

**Disputes Arising from within the School**

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the board bylaws. The district shall not intervene in any such 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 director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

**Disputes between the School and the Charter-Granting Agency**

In the event that the school or Oakland Unified have disputes regarding the terms of this charter or any other issue regarding the school and OUSD relationship, both parties agree to follow the process outlined below:



1) In a dispute between the school and the OUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the district and principal of the school. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

2) The COVA principal and OUSD shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the district and COVA principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the district and COVA principal shall meet to jointly identify a neutral, third party arbitrator. The District Superintendent or Administrator reserves the right to name a designee to negotiate the dispute resolution. The format of the arbitration session shall be developed jointly by the district and COVA principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and OUSD jointly agree to bind themselves.

## **VIII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION AND EXPULSION POLICIES**

### **Student Recruitment: Means to achieving racial and ethnic balance (RCE – G)**

The COVA Music Charter School will actively recruit a racially diverse student population reflective of the general population residing in Oakland who understand and value the school's mission and are committed to the school's instructional and operational philosophy. The COVA Music Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies:

- Mailings targeted to students in the target areas and surrounding schools with a state decile rank 1 or 2 in PI Years 1 – 4.
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups within the district.
- Outreach meetings in several locations to reach prospective students and parents.
- Advertising in local media.
- Local school enrollment fairs and outreach to local youth organizations and churches.
- Additional recruitment will be conducted through the Oakland-East Bay Symphony, Music in the Schools program. This program involves professional musicians working with students at targeted Oakland schools.

## **Admissions (RCE – H)**

Applications and program information will be available in English, Spanish, and Chinese. Translation resources will be identified for all non-English speaking parents/ guardians. Applications will be accepted from any parent/student who has successfully completed grades 3 – 8 interested in participating in the COVA Music Charter School Program. If more students apply than there is space, a public random lottery will be held for the purpose of selection. COVA is a State of California non-profit corporation. As a public Charter school, no tuition will be charged. The application process will include:

- A completed application for admission
- A student essay explaining their interest in music and desire to participate in the COVA music program.
- A parental participation agreement (2 hours per month)
- An audition demonstrating musical skill or ability, or in the case of a student with no previous musical training, an interview with the student and parent to establish interest in participating in the music program.
- A complete transcript demonstrating current grade placement.
- Appropriate health and immunization information.

Although auditions will be held to determine the level of musical competence of students, the auditions will be for the purpose of placement in musical ensembles. Previous musical knowledge or experience will not be a requirement of enrollment. Preference may be given to less than 10% of students demonstrating exceptional musical ability. Students with no musical background, but who have an interest in music will be provided the opportunity to participate in a summer Music Preparatory Program. In the summer program students will have the opportunity to select an instrument and receive individual or small group instruction by professional music instructors. Vocal music, keyboard and ensemble participation will also be offered. For students whose reading or math scores are Far Below or Below Basic, summer tutoring will be provided during the Summer Music Preparatory program. Students completing the summer preparatory program will be enrolled for the school year. On a space available basis, students may apply after the summer session on a space available basis.

Students who apply after the summer preparatory program will be provided before or after school music instruction to allow them to fully participate in the integrated CORE curriculum and music classes or ensembles.

Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

### **Non-discrimination Policy**

The COVA Music Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. *This will be noted on all applications and publications.*

### **Attendance Alternatives (RCE – L)**

Students who live in the attendance area of the proposed Charter school, but opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the Oakland Unified School District.

### **Pupil Suspension and Expulsion (RCE – J)**

The COVA Music Charter School will develop and maintain a comprehensive set of student discipline policies. Each student and his or her parent/guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent/guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but is not limited to, suspension or expulsion. The school principal may, pursuant to the school's adopted policies, discipline and ultimately suspend students who fail to comply with the terms of a remediation agreement.

Expulsion hearings will be held by the governing board and will follow board adopted policies and guidelines. Students who present an immediate threat to health and safety may be immediately suspended and later expelled by the school's governing board upon recommendation of the principal. The board's policies will provide all students with the opportunity of due process and will be developed to conform to applicable federal and state education laws pertaining to student rights and students protections under IDEA and Federal 504 rights of handicapped individuals. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

COVA's discipline policies will align with the California State Education Code – Cause for Suspension and Expulsion, Regulations # 48900:

**Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person.

**Willful Use of Force or Violence:** Willfully used force or violence upon another person, or Violence: except in self-defense.

**Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object (including fire crackers, laser lights, "poppers," etc.) unless the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

**Imitation Firearm Possession:** Possessed an imitation firearm.

**Drugs/Alcohol:** Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of ANY controlled substance.

**Look-Alike Substance:** Unlawfully offered, arranged or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind; either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

**Robbery/Extortion:** Committed robbery or extortion.

**Damage to Property:** Caused or attempted to cause damage to school property or private property.

**Theft:** Stole or attempted to steal school property or private property.

**Receipt of Stolen Property:** Knowingly received stolen school property or stolen private property.

**Tobacco:** Possessed or used tobacco.

**Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

**Drug Paraphernalia:** Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia.

**Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.

**Hostile Educational Environment:** Bullying, intimidating, threatening, harassing (in any form), menacing any person on campus.

**Hate Violence:** Caused or attempted to cause, threatened to cause, or participated in an act of hate violence.

**Terroristic Threats:** Made terroristic threats against school officials or school property, or both.

#### **Assault/Battery on School Employee**

**Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness.

**Sexual Harassment:** Committed or attempted to commit a sexual assault or sexual battery.

## **IX. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

### **Budget (See Appendix A).**

#### **a. Reporting Process**

Each fiscal year, the COVA board of directors will oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and in absolute accordance with all Oakland Unified School District policy pertinent to charter school audits and in compliance with California Education Code. The annual audit will be completed and a copy of the auditor's findings will be forwarded to the District and State Controller by December 15 of each year. The Oakland Unified School District agrees to receive and review the reports. Within two months of the receipt of this annual review, the charter-granting agency will notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the OUSD's conclusions. COVA agrees to address and remediate any items noted in the annual review.

COVA will annually prepare and submit the following reports to OUSD and the county superintendent of schools, a schedule that may be modified according to changes in education law and oversight direction by the District:

- (1) On or before April 15, a preliminary budget showing enrollment, attendance, revenue and expense projections for the coming fiscal year.
- (2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- (3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- (4) On or before September 15, a final un-audited report for the full prior year.

COVA will also prepare and submit the annual state required "School Accountability Report Card". This report will include a summary of the school's mission, goals, and accomplishments, and contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School matriculation rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

In addition to satisfy the No Child Left Behind Act, the Accountability Report Card will contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; Title 1 Program Improvement; and the extent to which "highly qualified" teachers are teaching core academic subjects.

The Oakland Unified School District may inspect or observe any part of the school at any time, in accordance with applicable District policy and state and federal law. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the School in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.



**Insurance**

The school will maintain in effect general liability and board errors and omissions insurance policies.

**b. Administrative Services (Funded through ADA)****Principal**

The principal will be the administrative head of the school and will be responsible for ensuring that all required services and reports are provided and made available to the stakeholders (board, OUSD, parents and students). The principal will be responsible for the day-to-day operation of the school, school climate and discipline, and charged with maintaining the health and safety of the school environment. The principal will also provide school leadership to the staff and students, and ensure that all programs align with the state standards to meet or exceed the API expectations.

**Personnel Management/Registrar**

An administrative assistant, with personnel experience, will be hired to process and manage staff personnel records as well as manage student attendance accounting, student applications, cumulative files, course completion records, transcripts, discipline files, and health and immunization records. The administrative assistant will also coordinate textbook adoption and ordering, and coordination of all student assessment timelines, materials, and reporting.

**Financial Management**

Financial services will be contracted with an individual or financial firm such as EdTec, with successful experience in school finance and accounting. The selection will be made through a process of interview, past performance review, and recommendations from clients. It will be the responsibility of the contractor to provide accounting services, accounts payable/receivable, budgeting, payroll (including benefit reporting and tracking), and financial reporting. The contractor will also provide consultation with the administration and board relating to business and financial issues to ensure the successful financial operation of the school. This includes all reporting requirement of the State and Oakland Unified School District.

It shall be the duty of the financial representative to advise the administration and board related to changes in receiving or billing which impact the sound financial operation of the school.

### **c. Facilities**

The Oakland School District is proposing to close several under-performing schools. The COVA Music Charter School proposes to work with the Oakland school district to identify unused or underused school property, which becomes available due to school/program closures. If space is identified, it is the intent of the COVA Music Charter School to negotiate an appropriate lease agreement for available space. In the event that space is not available, COVA will seek to partner with a local college/university, church, or locate appropriate commercial space to lease. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the charter school and leasing agency. Currently COVA is in preliminary discussion for facilities lease at two appropriate locations.

### **Transportation**

The Oakland area is served by excellent public transportation system including A.C. transit bus and Bay Area Rapid Transit.

### **d. Audits (RCE – I)**

The COVA Music Charter School's board of directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Oakland

Unified School District. The school's audit committee will review any audit exceptions or deficiencies and report to the COVA school board of directors with recommendations for their resolution. The board will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process.

**e. Closure Protocol**

In the event that conditions necessitate the closing of the school, COVA to the extent possible, will provide sufficient written notice to the Oakland Unified School District, parents and students, and school employees of the closure plan.

It shall be COVA's Board of Directors' responsibility to ensure that the closure process is legally compliant and orderly. Such process will include,

1. Notification of parents and students of public school alternatives.
2. A re-evaluated school budget that addresses payoff of all liabilities and disposal of all assets.
3. Coordination with relevant regulatory bodies such as the U.S. Internal Revenue Service to determine any obligations and/or requirements.
4. A final financial and performance report to the Oakland Unified School District within 45 days of school closure that includes a report on the final disposition of school assets and liabilities.

COVA shall also retain adequate staff or volunteers to ensure that all student records are confidentially managed and transferred to their new schools.

**Additional Clauses:**

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the charter school and Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

## **Budget Narrative**

Following is a 3 year budget for COVA Music Charter School. Included are Revenue, Expenses, Cash Flow and Profit and Loss balance sheets.

The budgets are based on 165 students in Year 1, 200 students in Year 2, and 225 students in Year 3. The budgets are balanced on estimated revenues for ADA only. We anticipate applying and qualifying for Title I and State Consolidated funding, however since these are restricted funds they are not included in the budgets. These funds will be used according to State and Federal Guidelines.

To assist in start-up costs, we have applied for the Charter Start-up grant. We have also begun the process of preparing a state loan application. We have included facilities lease expenses based on initial discussions with potential school locations.

The budget assumes OUSD administration and Special Education Services. Financial Reporting and Accounting services will be contracted with a consulting organization such as EdTec, or an individual with extensive experience in school finance and accounting. Services contracted will include: accounts payable/receivable; accounting; district, State and Federal reporting; cash flow management; GAAP, GASB, and SACS compliance; Audit preparation and compliance; insurance; strategic planning; board presentation; payroll and employee benefits; PERS and STRS reporting; Short-term cash flow financing; Bank Line-of Credit; attendance reporting; student information systems set-up; technology planning.

A COLA of 3% is included for each subsequent year, with annual increases for teachers and staff.

In the first year of operation, it is expected that the instrumental music instructional program will be funded through grants, donations (time or funds), and music organizational support. Beginning the second year, funding is included to fully implement the instrumental music program.

**COVA Music Conservatory**  
**Estimated Revenue for FY 2005/2006**  
**165 Students - Grades 4 to 9**

	4th - 6th	7th - 8th	9th	Total
Enrolled	81	56	28	165
ADA @ 95%	76.95	53.2	26.6	156.75
Teacher FTE	3	2	1	6
 COLA				0.00%
Block Grant Rates	\$5,014	\$5,133	\$5,974	
USDF Funds in lieu of Tax	\$2,000	\$2,000	\$2,000	
Supplemental Hourly 7%/120 Hrs	\$0	\$0	\$0	
Categorical Block Grant	\$265	\$265	\$265	
In Lieu EIA ( \$7,829 Min )	\$113	\$113	\$113	
Lottery - Unrestricted	\$108	\$108	\$108	
Lottery - Restricted	\$12	\$12	\$12	

**REVENUE**

Block Grant	\$385,827	\$273,076	\$158,908	\$817,811
Less Funds in lieu of Tax	153,900	106,400	53,200	313,500
Block Grant From State	\$231,927	\$166,676	\$105,708	\$504,311
Supplemental	\$0	\$0	\$0	\$0
Categorical Block Grant	\$20,392	\$14,098	\$7,049	\$41,539
In-lieu EIA (Min, 10 or more)	\$2,610	\$2,610	\$2,610	\$7,829
Lottery - Unrestricted	\$8,311	\$5,746	\$2,873	\$16,929
Lottery - Restricted	\$923	\$638	\$319	\$1,881
USDF - Funds in lieu of Tax	\$153,900	\$106,400	\$53,200	\$313,500
Subtotal - Unrestricted	\$417,139	\$295,529	\$171,440	\$884,108
Subtotal - Restricted	\$923	\$638	\$319	\$1,881
Total Revenue	\$ 418,063	\$ 296,167	\$ 171,759	\$ 885,989
Title I @ 60%	\$400	\$13,440	\$6,720	\$39,600



**COVA Music Conservatory**  
**Estimated Salaries and Fringe Benefits for FY 2005/2006**  
**165 Students - Grades 4 to 9**

	Full Time	Salary	8.25% STRS	9.77% PERS	6.20% FICA	1.45% Mand/ Med	1.15% UI	5.96%/2.23% WC	Health	Dental and Vision	Total
<b>Certificated</b>											
Classroom Teacher 1	1	40,000.00	3,300.00			580.00	460.00	2,384.00	4,700.00	1,200.00	52,624.00
Classroom Teacher 2	1	40,000.00	3,300.00			580.00	460.00	2,384.00	4,700.00	1,200.00	52,624.00
Classroom Teacher 3	1	45,000.00	3,712.50			652.50	517.50	2,682.00	4,700.00	1,200.00	58,464.50
Classroom Teacher 4	1	45,000.00	3,712.50			652.50	517.50	2,682.00	4,700.00	1,200.00	58,464.50
Classroom Teacher 5	1	50,000.00	4,125.00			725.00	575.00	2,980.00	4,700.00	1,200.00	64,305.00
Classroom Teacher 6	1	50,000.00	4,125.00			725.00	575.00	2,980.00	4,700.00	1,200.00	64,305.00
<b>Subtotal</b>	<b>6</b>	<b>270,000.00</b>	<b>22,275.00</b>	<b>-</b>	<b>-</b>	<b>3,915.00</b>	<b>3,105.00</b>	<b>16,092.00</b>	<b>28,200.00</b>	<b>7,200.00</b>	<b>350,787.00</b>
Principal	1	84,000.00	6,930.00			1,218.00	966.00	5,006.40	4,700.00	1,200.00	104,020.40
<b>Total Certificated</b>	<b>7</b>	<b>354,000.00</b>	<b>29,205.00</b>	<b>-</b>	<b>-</b>	<b>5,133.00</b>	<b>4,071.00</b>	<b>21,098.40</b>	<b>32,900.00</b>	<b>8,400.00</b>	<b>454,807.40</b>
<b>Classified</b>											
Receptionist/Secretary	100%	27,500.00	-	-	1,705.00	398.75	316.25	613.25	2,657.88	1,200.00	34,391.13
Registrar/Pupil Acct	100%	33,000.00	-	-	2,046.00	478.50	379.50	735.90	2,657.88	1,200.00	40,497.78
<b>Total Classified</b>	<b>200%</b>	<b>60,500.00</b>	<b>-</b>	<b>-</b>	<b>3,751.00</b>	<b>877.25</b>	<b>695.75</b>	<b>1,349.15</b>	<b>5,315.76</b>	<b>2,400.00</b>	<b>74,888.91</b>
<b>Substitute Teachers</b>		<b>6,000.00</b>									<b>6,000.00</b>
<b>Other Services</b>											
Information Tech (Cont. Serv.)		15,000.00									15,000.00
<b>Total Other Services</b>		<b>15,000.00</b>									<b>15,000.00</b>
<b>GRANDTOTAL</b>		<b>435,500.00</b>	<b>29,205.00</b>	<b>-</b>	<b>3,751.00</b>	<b>6,010.25</b>	<b>4,766.75</b>	<b>22,447.55</b>	<b>38,215.76</b>	<b>10,800.00</b>	<b>550,696.31</b>

**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2005/2006**

	Amount	Running Total
<b>Instructional Supplies</b>		
4th Grade @ \$310	\$7,750	
5th Grade @ \$310	7,750	
6th Grade @ \$310	7,750	
7th Grade @ \$310	7,750	
8th Grade @ \$310	7,750	
9th Grade @ \$400	10,000	
Classroom @ \$200	1,200	
Software	1,500	
Testing Material	1,500	
Other Instructional Supplies	1,500	
	<b>\$54,450</b>	<b>\$54,450</b>
<b>Office Supplies</b>		
Administrative Software	\$3,000	
Office Supplies	3,500	
Postage	1,500	
	<b>\$8,000</b>	<b>\$62,450</b>
<b>Custodial Supplies</b>		
	<b>\$5,000</b>	<b>\$67,450</b>
<b>Other Supplies</b>		
First Aid	\$500	
Sports Eqqui/Supp	1,000	
Music: Stands, Folders, Etc.	1,200	
	<b>\$2,700</b>	<b>\$70,150</b>
<b>TOTAL SUPPLIES</b>		
		<b>\$70,150</b>
<b>Field Trips/ Trans. to Perform.</b>		
	<b>\$3,000</b>	<b>\$73,150</b>
<b>Travel/Staff Dev</b>		
Training/Staff Dev	<b>\$2,000</b>	<b>\$75,150</b>
<b>Dues &amp; Memberships</b>		
	<b>\$500</b>	<b>\$75,650</b>
<b>Insurance</b>		
Liability/Ed Tech	\$0	
Student	3,300	
	<b>\$3,300</b>	<b>\$78,950</b>
<b>Rents/Leases</b>		
Facility	\$40,000	
Copiers/Equipment	5,000	
	<b>\$45,000</b>	<b>\$123,950</b>



**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2005/2006**

	Amount	Running Total
<b>Utilities</b>		
PG&E	\$10,000	
Phone/Networking	7,000	
Water	3,000	
	<b>\$20,000</b>	<b>\$143,950</b>
<b>Contracted Services</b>		
Ed Tec (Acct/Pyrl&Benef/Rpts/Insur./bd Rpts)	\$50,000	
Advertising	2,000	
Facility Maintenance	2,860	
Custodial	11,000	
OUSD Sp.Ed.	\$400	
OUSD Admin Fee	8,860	
Fingerprinting	500	
Legal	5,000	
Other Misc.	2,500	
<b>Total Services</b>	<b>145,420</b>	<b>\$289,370</b>
<b>Furniture &amp; Equipment</b>		
Student Desks	\$9,196	
Chairs/Tables	3,647	
Office/Furniure/Equip.	6,500	
	<b>\$19,343</b>	<b>\$308,713</b>
<b>Total Expenses</b>		<b>\$308,713</b>

**COVA Music Conservatory**  
**Profit and Loss Statement**  
**FY 2005/2006**

<b>Revenue</b>	<b>885,989</b>
<b>Payroll</b>	<b>(550,696.31)</b>
<b>Supplies</b>	<b>(308,712.89)</b>
<b>Reserves</b>	<b>(26,579.67)</b>
<b>Gross Profit</b>	<b>0</b>

**COVA Music Conservatory**  
**Estimated Revenue for FY 2006/2007**  
**200 Students - Grades 4 to 9**

	4th - 6th	7th - 8th	9th	Total
Enrolled	110	60	30	200
ADA @ 95%	104.5	57	28.5	190
Teacher FTE	4	2	1	7
 COLA	 3.00%	 3.00%	 3.00%	 3.00%
Block Grant Rates	\$5,164	\$5,308	\$6,153	
OUSD Funds in lieu of Tax	\$2,000	\$2,000	\$2,000	
Supplemental Hourly 7%/120 Hrs	\$3,78	\$3,78	\$3,78	
Categorical Block Grant	\$273	\$273	\$273	
In Lieu EIA ( \$7,829 Min )	\$116	\$116	\$116	
Lottery - Unrestricted	\$108	\$108	\$108	
Lottery - Restricted	\$12	\$12	\$12	

**REVENUE**

Block Grant	\$539,682	\$302,533	\$175,367	\$1,017,581
Less Funds in lieu of Tax	209,000	114,000	57,000	380,000
Block Grant From State	\$330,682	\$188,533	\$118,367	\$637,581
Supplemental	\$3,493	\$1,905	\$953	\$6,350
Categorical Block Grant	\$28,523	\$15,558	\$7,779	\$51,861
In-lieu EIA (Min, 10 or more)	\$2,688	\$2,688	\$2,688	\$8,064
Lottery - Unrestricted	\$11,286	\$6,156	\$3,078	\$20,520
Lottery - Restricted	\$1,254	\$684	\$342	\$2,280
OUSD - Funds in lieu of Tax	\$209,000	\$114,000	\$57,000	\$380,000
Subtotal - Unrestricted	\$585,672	\$328,840	\$189,864	\$1,104,376
Subtotal - Restricted	\$1,254	\$684	\$342	\$2,280
Total Revenue	\$ 586,926	\$ 329,524	\$ 190,206	\$ 1,106,656
Title I @ 60%	\$400	\$26,400	\$14,400	\$7,200
				\$48,000

**COVA Music Conservatory**

FY 2006/2007 Cash Flow

Item Categories	July	August	September	October	November	December	January	February	March	April	May	June	A/R	Total
Block Grant From State	\$ 31,166	\$ 31,166	\$ 31,166	\$ 31,166	\$ 41,555	\$ 41,555	\$ 41,555	\$ 41,555	\$ 125,954	\$ 62,977	\$ 62,977	\$ 62,977	\$ 62,977	\$ 637,581
Supplemental									2,117	1,058	1,058	1,058	1,058	6,350
Categorical Block Grant	2,567	5,134	3,323	3,323	3,323	3,323	3,323	3,323	9,182	4,591	4,591	4,591	4,591	51,861
In-lieu EIA (Min. 10 or more)	484	968	645	645	645	645	645	645	1,129	565	565	565	565	8,064
Lottery - Unrestricted							5,130			5,130			5,130	20,520
Lottery - Restricted							570			570			570	2,280
OUSD - Funds in lieu of Tax	18,810	37,620	25,080	25,080	25,080	25,080	25,080	25,080	66,057	33,028	33,028	33,028	33,028	380,000
Total Revenue	\$ -	\$ 53,027	\$ 74,888	\$ 60,214	\$ 70,603	\$ 70,603	\$ 76,303	\$ 70,603	\$ 204,438	\$ 107,919	\$ 102,219	\$ 102,219	\$ 102,219	\$ 1,106,656
Accounts Receivable	\$ 106,847						\$ 18,810							\$ 125,657
Total Resources	\$ 106,847	\$ 53,027	\$ 74,888	\$ 60,214	\$ 70,603	\$ 70,603	\$ 95,113	\$ 70,603	\$ 204,438	\$ 107,919	\$ 102,219	\$ 102,219	\$ 102,219	\$ 1,232,313
Item Categories	July	August	September	October	November	December	January	February	March	April	May	June	A/R	Total
Instructional Supplies		5,550	1,114	1,114	1,114	1,984	1,984	1,984	3,042	3,042	3,042	3,042	3,042	30,050
Office Supplies		3,000	591	591	591	591	591	591	1,891	1,891	1,891	1,891	1,891	16,000
Custodial Supplies		1,000	205	205	205	205	205	205	655	655	655	655	655	5,500
Other Supplies		1,000	182	182	182	182	182	182	582	582	582	582	582	5,000
Field Trips/Staff Dev.		1,000		1,000		2,000	1,000		1,000	2,925	2,925	2,925		11,850
Dues & Memberships														1,000
Insurance		333	333	333	333	333	333	333	333	333	333	333	333	4,000
Rentals/Leases		4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	51,980
Utilities		1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Contracted Services		5,000	8,382	8,382	8,382	11,945	11,945	11,945	24,686	24,686	24,686	24,686	24,686	189,412
Furniture & Equipments		4,000	341	341	341	341	341	341	1,091	1,091	1,091	1,091	1,091	11,500
Summer School														
Total Supplies/Services/Equip	\$ -	\$ 27,132	\$ 18,396	\$ 18,396	\$ 17,396	\$ 23,828	\$ 22,828	\$ 21,828	\$ 39,527	\$ 41,452	\$ 41,452	\$ 38,527	\$ 38,527	\$ 349,292
Payroll and Benefits				75,074	75,074	75,074	75,074	75,074	75,074	75,074	75,074	75,074	75,074	750,745
Accounts Payable	75,061													
Total Outgo	\$ 75,061	\$ 27,132	\$ 18,396	\$ 93,470	\$ 92,470	\$ 98,903	\$ 97,903	\$ 96,903	\$ 114,602	\$ 116,527	\$ 116,527	\$ 113,602	\$ 113,602	\$ 1,100,036

**COVA Music Conservatory**  
**Estimated Salaries and Fringe Benefits for FY 2006/2007**  
**200 Students - Grades 4 to 9**

	Full Time	Salary	8.25% STRS	9.77% PERS	6.20% FICA	1.45% MandMed	1.15% UI	5.96%/2.23% WC	Health	Dental and Vision	Total
<b>Certificated</b>											
Classroom Teacher 1	1	41,200.00	3,399.00			597.40	473.80	2,455.52	4,841.00	1,200.00	54,166.72
Classroom Teacher 2	1	41,200.00	3,399.00			597.40	473.80	2,455.52	4,841.00	1,200.00	54,166.72
Classroom Teacher 3	1	46,350.00	3,823.88			672.08	533.03	2,762.46	4,841.00	1,200.00	60,182.44
Classroom Teacher 4	1	46,350.00	3,823.88			672.08	533.03	2,762.46	4,841.00	1,200.00	60,182.44
Classroom Teacher 5	1	51,500.00	4,248.75			746.75	592.25	3,069.40	4,841.00	1,200.00	66,198.15
Classroom Teacher 6	1	51,500.00	4,248.75			746.75	592.25	3,069.40	4,841.00	1,200.00	66,198.15
Classroom Teacher 7	1	44,290.00	3,653.93			642.21	509.34	2,639.68	4,841.00	1,200.00	57,776.15
<b>Subtotal</b>	<b>7</b>	<b>322,390.00</b>	<b>26,597.18</b>	<b>-</b>	<b>-</b>	<b>4,674.66</b>	<b>3,707.49</b>	<b>19,214.44</b>	<b>33,887.00</b>	<b>8,400.00</b>	<b>418,870.76</b>
<b>Music and Art Teachers</b>											
Principal	1	90,000.00	7,425.00		3,720.00	870.00	690.00	-	4,841.00	1,200.00	65,280.00
Tutors	8	40,000.00	-		2,480.00	580.00	460.00	5,364.00	-	-	111,170.00
<b>Total Certificated</b>	<b>8</b>	<b>512,390.00</b>	<b>34,022.18</b>	<b>-</b>	<b>6,200.00</b>	<b>7,429.66</b>	<b>5,892.49</b>	<b>24,578.44</b>	<b>38,728.00</b>	<b>9,600.00</b>	<b>638,840.76</b>
<b>Classified</b>											
Receptionist/Secretary	1	28,325.00	-		1,756.15	410.71	325.74	631.65	2,657.88	1,200.00	35,307.13
Registrar/Pupil Acct	1	33,990.00	-		2,107.38	492.86	390.89	757.98	2,657.88	1,200.00	41,596.98
<b>Total Classified</b>	<b>2.00</b>	<b>62,315.00</b>	<b>-</b>	<b>-</b>	<b>3,863.53</b>	<b>903.57</b>	<b>716.62</b>	<b>1,389.62</b>	<b>5,315.76</b>	<b>2,400.00</b>	<b>76,904.10</b>
<b>Substitute Teachers</b>		<b>10,000.00</b>									<b>10,000.00</b>
<b>Other Services</b>											
Information Tech (Cont. Serv.)		25,000.00									25,000.00
<b>Total Other Services</b>		<b>25,000.00</b>									<b>25,000.00</b>
<b>GRANDTOTAL</b>		<b>609,705.00</b>	<b>34,022.18</b>	<b>-</b>	<b>10,063.53</b>	<b>8,333.22</b>	<b>6,609.11</b>	<b>25,968.07</b>	<b>44,043.76</b>	<b>12,000.00</b>	<b>750,744.86</b>

**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2006/2007**

	Amount	Running Total
<b>Instructional Supplies</b>		
4th Grade @ \$310	\$7,750	
Replacement All Grades \$200	5,000	
Classroom @ \$300	1,800	
Software	4,000	
Testing Material	5,000	
Other Instructional Supplies	6,500	
	<b>\$30,050</b>	<b>\$30,050</b>
 <b>Office Supplies</b>		
Administrative Software	\$8,000	
Office Supplies	6,000	
Postage	2,000	
	<b>\$16,000</b>	<b>\$46,050</b>
 <b>Custodial Supplies</b>		
	<b>\$5,500</b>	<b>\$51,550</b>
 <b>Other Supplies</b>		
First Aid	\$1,000	
Sports Eqqui/Supp	3,000	
Music: Stands, Folders, Etc.	1,000	
	<b>\$5,000</b>	<b>\$56,550</b>
 <b>TOTAL SUPPLIES</b>		
		<b>\$56,550</b>
 <b>Field Trips/ Trans. to Perform.</b>		
	<b>\$8,850</b>	<b>\$65,400</b>
 <b>Travel/Staff Dev</b>		
Training/Staff Dev	<b>\$3,000</b>	<b>\$68,400</b>
 <b>Dues &amp; Memberships</b>		
	<b>\$1,000</b>	<b>\$69,400</b>
 <b>Insurance</b>		
Liability/Ed Tech	\$0	
Student	4,000	
	<b>\$4,000</b>	<b>\$73,400</b>
 <b>Rents/Leases</b>		
Facility	\$45,980	
Copiers/Equipment	6,000	
	<b>\$51,980</b>	<b>\$125,380</b>
 <b>Utilities</b>		
PG&E	\$11,000	
Phone/Networking	8,000	
Water	4,000	
	<b>\$23,000</b>	<b>\$148,380</b>

**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2006/2007**

	<b>Amount</b>	<b>Running Total</b>
<b>Contracted Services</b>		
Ed Tec (Acct/Pyrl&Benef/Rpts/Insur./bd Rpts)	\$65,000	
Advertising	3,000	
Facility Maintenance	4,000	
Custodial	16,000	
OUSD Sp.Ed. @ ADA	\$400	
OUSD Admin Fee	11,067	
Fingerprinting	500	
Accred./WASC	1,000	
Legal	8,045	
Other Misc.	4,800	
<b>Total Services</b>	<b>189,412</b>	<b>\$337,792</b>
 <b>Furniture &amp; Equipment</b>		
Student Desks	\$4,000	
Chairs/Tables	2,500	
Office/Furniure/Equip.	5,000	
	<b>\$11,500</b>	<b>\$349,292</b>
 <b>Total Expenses</b>		 <b>\$349,292</b>

**COVA Music Conservatory**  
**Profit and Loss Statement**  
**FY 2006/2007**

<b>05/06 Reserves</b>	<b>\$</b>	<b>26,580</b>
<b>Revenue</b>		<b>1,106,656</b>
<b>Payroll</b>		<b>(750,745)</b>
<b>Supplies</b>		<b>(349,292)</b>
<b>Reserves</b>		<b>(33,200)</b>
<b>Gross Profit</b>	<b>\$</b>	<b>(0)</b>



**COVA Music Conservatory**  
**Estimated Revenue for FY 2007/2008**  
**225 Students - Grades 4 to 9**

	4th - 6th	7th - 8th	9th	Total
Enrolled	136	59	30	225
ADA @ 95%	129.2	56.05	28.5	213.75
Teacher FTE	5	2	1	8
 COLA	 3.00%	 3.00%	 3.00%	 3.00%
 Block Grant Rates	 \$5,319	 \$5,467	 \$6,338	
 OUSD Funds in lieu of Tax	 \$2,000	 \$2,000	 \$2,000	
 Supplemental Hourly 7%/120 Hrs	 \$3.89	 \$3.89	 \$3.89	
 Categorical Block Grant	 \$281	 \$281	 \$281	
 In Lieu EIA ( \$7,829 Min )	 \$120	 \$120	 \$120	
 Lottery - Unrestricted	 \$108	 \$108	 \$108	
 Lottery - Ristricted	 \$12	 \$12	 \$12	

**REVENUE**

Block Grant	\$687,260	\$306,415	\$180,628	\$1,174,303
Less Funds in lieu of Tax	258,400	112,100	57,000	427,500
Block Grant From State	\$428,860	\$194,315	\$123,628	\$746,803
 Supplemental	 \$4,448	 \$1,930	 \$981	 \$7,359
 Gategorical Block Grant	 \$36,323	 \$15,758	 \$8,012	 \$60,093
 In-lieu EIA (Min, 10 or more)	 \$2,769	 \$2,769	 \$2,769	 \$8,306
 Lottery - Unrestricted	 \$13,954	 \$6,053	 \$3,078	 \$23,085
 Lottery - Restricted	 \$1,550	 \$673	 \$342	 \$2,565
 OUSD - Funds in lieu of Tax	 \$258,400	 \$112,100	 \$57,000	 \$427,500
 Subtotal - Unrestricted	 \$744,754	 \$332,925	 \$195,468	 \$1,273,146
 Subtotal - Restricted	 \$1,550	 \$673	 \$342	 \$2,565
 Total Revenue	 \$ 746,304	 \$ 333,597	 \$ 195,810	 \$ 1,275,711
 Title I @ 60%	 \$400	 \$32,640	 \$14,160	 \$54,000

**COVA Music Conservatory**

FY 2007/2008 Cash Flow

Item Categories	July	August	September	October	November	December	January	February	March	April	May	June	July	Aug	Total
Block Grant From State		\$ 39,403	\$ 39,403	\$ 39,403	\$ 52,537	\$ 52,537	\$ 52,537	\$ 52,537	\$ 139,482	\$ 69,741	\$ 69,741	\$ 69,741	\$ 69,741	\$ 69,741	\$ 746,803
Supplemental									2,453	1,226	1,226	1,226	1,226	1,226	7,359
Categorical Block Grant		3,205	6,410	4,149	4,149	4,149	4,149	4,149	9,911	4,956	4,956	4,956	4,956	4,954	60,093
In-lieu EIA (Min. 10 or more)		498	997	664	664	664	664	664	1,164	582	582	582	582	581	8,306
Lottery - Unrestricted							5,771			5,771				11,543	23,085
Lottery - Restricted							641			641				1,283	2,565
OUSD - Funds in lieu of Tax		22,800	45,600	30,400	30,400	30,400	30,400	30,400	69,033	34,517	34,517	34,517	34,517	34,516	427,500
Total Revenue	\$ -	\$ 65,906	\$ 92,410	\$ 74,616	\$ 87,750	\$ 87,750	\$ 94,162	\$ 87,750	\$ 222,043	\$ 117,434	\$ 111,022	\$ 111,022	\$ 111,022	\$ 123,845	\$ 1,275,711
Accounts Receivable	\$ 170,836														\$ 182,236
Total Resources	\$ 170,836	\$ 65,906	\$ 92,410	\$ 74,616	\$ 87,750	\$ 87,750	\$ 105,562	\$ 87,750	\$ 222,043	\$ 117,434	\$ 111,022	\$ 111,022	\$ 111,022	\$ 123,845	\$ 1,457,947
Item Categories	July	August	September	October	November	December	January	February	March	April	May	June	July	Aug	Total
Instructional Supplies		3,000	1,000	1,000	1,000	1,000	1,781	1,781	2,731	2,731	2,731	2,731	2,731	2,731	25,000
Office Supplies		4,000	586	586	586	586	586	586	1,876	1,876	1,876	1,876	1,876	1,876	16,900
Costodial Supplies		1,000	182	182	182	182	182	182	582	582	582	582	582	582	5,000
Other Supplies		1,000	227	227	227	227	227	227	727	727	727	727	727	727	6,000
Field Trips/Staff Dev.		3,000							2,000	2,500	2,000				14,000
Dues & Memberships			1,000												1,000
Insurance		375	375	375	375	375	375	375	375	375	375	375	375	375	4,500
Rent/Leases		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Utilities		2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	29,000
Contracted Services			10,077	10,077	10,077	10,077	10,077	10,077	17,949	27,522	27,522	27,522	27,522	27,522	221,688
Furniture & Equipments		4,000	364	364	364	364	364	364	1,164	1,164	1,164	1,164	1,164	1,164	12,000
Summer School															
Total Supplies/Services/Equip	\$ -	\$ 24,625	\$ 22,061	\$ 22,061	\$ 21,061	\$ 33,215	\$ 29,715	\$ 29,715	\$ 45,227	\$ 45,727	\$ 45,227	\$ 43,227	\$ 43,227	\$ 43,227	\$ 405,088
Payroll and Benefits					86,555	86,555	86,555	86,555	86,555	86,555	86,555	86,555	86,555	86,555	865,552
Accounts Payable	113,602														
Total Outgo	\$ 113,602	\$ 24,625	\$ 22,061	\$ 108,616	\$ 107,616	\$ 119,770	\$ 116,270	\$ 116,270	\$ 131,783	\$ 132,283	\$ 131,783	\$ 129,783	\$ 129,783	\$ 129,783	\$ 1,270,640

**COVA Music Conservatory**  
**Estimated Salaries and Fringe Benefits for FY 2007/2008**  
**225 Students - Grades 4 to 9**

	Full Time	Salary	8.25% STRS	9.77% PERS	6.20% FICA	1.45% MandMed	1.15% UI	5.96%/2.23% WC	Health	Dental and Vision	Total
<b>Certificated</b>											
Classroom Teacher 1	1	42,400.00	3,498.00			614.80	487.60	2,527.04	5,847.36	1,200.00	56,574.80
Classroom Teacher 2	1	42,400.00	3,498.00			614.80	487.60	2,527.04	5,847.36	1,200.00	56,574.80
Classroom Teacher 3	1	47,700.00	3,935.25			691.65	548.55	2,842.92	5,847.36	1,200.00	62,765.73
Classroom Teacher 4	1	47,700.00	3,935.25			691.65	548.55	2,842.92	5,847.36	1,200.00	62,765.73
Classroom Teacher 5	1	53,000.00	4,372.50			768.50	609.50	3,158.80	5,847.36	1,200.00	68,956.66
Classroom Teacher 6	1	53,000.00	4,372.50			768.50	609.50	3,158.80	5,847.36	1,200.00	68,956.66
Classroom Teacher 7	1	45,580.00	3,760.35			660.91	524.17	2,716.57	5,847.36	1,200.00	60,289.36
Classroom Teacher 8	1	45,000.00	3,712.50			652.50	517.50	2,682.00	5,847.36	1,200.00	59,611.86
<b>Subtotal</b>	<b>8</b>	<b>376,780.00</b>	<b>31,084.35</b>	<b>-</b>	<b>-</b>	<b>5,463.31</b>	<b>4,332.97</b>	<b>22,456.09</b>	<b>46,778.88</b>	<b>9,600.00</b>	<b>496,495.60</b>
<b>Music and Art Teachers</b>											
Principal	Hty 1	65,000.00	-	-	4,030.00	942.50	747.50	-	-	-	70,720.00
Tutors	Hty 1	95,000.00	7,837.50	-	-	1,377.50	1,092.50	5,662.00	5,847.36	1,200.00	118,016.86
<b>Total Certified</b>	<b>9</b>	<b>586,780.00</b>	<b>38,921.85</b>	<b>-</b>	<b>7,130.00</b>	<b>8,508.31</b>	<b>6,747.97</b>	<b>28,118.09</b>	<b>52,626.24</b>	<b>10,800.00</b>	<b>739,632.46</b>
<b>Classified</b>											
Receptionist/Secretary	1	29,150.00	-	-	1,807.30	422.68	335.23	650.05	2,657.88	1,200.00	36,223.13
Registrar/Pupil Acct	1	34,980.00	-	-	2,168.76	507.21	402.27	780.05	2,657.88	1,200.00	42,696.17
<b>Total Classified</b>	<b>2.00</b>	<b>64,130.00</b>	<b>-</b>	<b>-</b>	<b>3,976.06</b>	<b>929.89</b>	<b>737.50</b>	<b>1,430.10</b>	<b>5,315.76</b>	<b>2,400.00</b>	<b>78,919.30</b>
<b>Substitute Teachers</b>		<b>17,000.00</b>									<b>17,000.00</b>
<b>Other Services</b>											
Information Tech (Cont. Serv.)		30,000.00									30,000.00
<b>Total Other Services</b>		<b>30,000.00</b>									<b>30,000.00</b>
<b>GRANDTOTAL</b>		<b>697,910.00</b>	<b>38,921.85</b>	<b>-</b>	<b>11,106.06</b>	<b>9,438.20</b>	<b>7,485.47</b>	<b>29,548.19</b>	<b>57,942.00</b>	<b>13,200.00</b>	<b>865,551.76</b>

**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2007/2008**

	Amount	Running Total
<b>Instructional Supplies</b>		
4th Grade @ \$310	\$0	
Replacement All Grades \$200	6,000	
Classroom @ \$500	4,000	
Software	4,000	
Testing Material	6,000	
Other Instructional Supplies	5,000	
	<b>\$25,000</b>	<b>\$25,000</b>
<b>Office Supplies</b>		
Administrative Software	\$8,000	
Office Supplies	6,000	
Postage	2,900	
	<b>\$16,900</b>	<b>\$41,900</b>
<b>Custodial Supplies</b>		
	<b>\$5,000</b>	<b>\$46,900</b>
<b>Other Supplies</b>		
First Aid	\$1,000	
Sports Eqqui/Supp	3,000	
Music: Stands, Folders, Etc.	2,000	
	<b>\$6,000</b>	<b>\$52,900</b>
<b>TOTAL SUPPLIES</b>		
		<b>\$52,900</b>
<b>Field Trips/ Trans. to Perform.</b>		
	<b>\$10,000</b>	<b>\$62,900</b>
<b>Travel/Staff Dev</b>		
Training/Staff Dev	<b>\$4,000</b>	<b>\$66,900</b>
<b>Dues &amp; Memberships</b>		
	<b>\$1,000</b>	<b>\$67,900</b>
<b>Insurance</b>		
Liability/Ed Tech	\$0	
Student	4,500	
	<b>\$4,500</b>	<b>\$72,400</b>
<b>Rents/Leases</b>		
Facility	\$60,000	
Copiers/Equipment	10,000	
	<b>\$70,000</b>	<b>\$142,400</b>
<b>Utilities</b>		
PG&E	\$14,000	
Phone/Networking	10,000	
Water	5,000	
	<b>\$29,000</b>	<b>\$171,400</b>

**COVA Music Conservatory**  
**Supplies, Services and Equipment - FY 2007/2008**

	Amount	Running Total
<b>Contracted Services</b>		
Ed Tec (Acct/Pyrl&Benef/Rpts/Insur./bd Rpts)	\$65,000	
Advertising	4,000	
Facility Maintenance	10,000	
Custodial	25,000	
OUSD Sp.Ed. @ ADA	\$400	
OUSD Admin Fee - 1%	12,757	
Fingerprinting	1,000	
Accred./WASC	2,000	
Legal	12,000	
Other Misc.	4,431	
<b>Total Services</b>	<b>221,688</b>	<b>\$393,088</b>
 <b>Furniture &amp; Equipment</b>		
Student Desks	\$5,000	
Chairs/Tables	3,000	
Office/Furniure/Equip.	4,000	
	<b>\$12,000</b>	<b>\$405,088</b>
 <b>Total Expenses</b>		 <b>\$405,088</b>

**COVA Music Conservatory  
Profit and Loss Statement  
FY 2007/2008**

<b>06/07 Reserves</b>	<b>\$</b>	<b>33,200</b>
<b>Revenue</b>	<b>\$</b>	<b>1,275,711</b>
<b>Payroll</b>		<b>(865,552)</b>
<b>Supplies</b>		<b>(405,088)</b>
<b>Reserves</b>		<b>(38,271)</b>
<b>Gross Profit</b>	<b>\$</b>	<b>(0)</b>

## **District Impact Statement**

### *COVA Music Charter School*

The following District Impact Statement conforms to California Ed Code Section 47605(g) and supplements the terms under the charter petition. It describes the manner in which the COVA Music Charter School (COVA) will manage and operate the school in relation to the interests of the Oakland Unified School District ("District").

### **Facilities**

Currently, the school's facility plans are not expected to impact the District unless a mutually beneficial lease agreement is negotiated between COVA and the OUSD. If OUSD space is secured, the impact on the district will be ameliorated through appropriate insurance and health and safety plans specified in a memorandum of understanding between COVA and OUSD. In the future, the school intends to apply for open programs such as Prop 39, SB 740, and California Department of Education facilities grants.

### **Administrative Services**

COVA does not intend to rely on the District for administrative services. A contractor, knowledgeable in Charter School finance and accounting such as EdTech will be engaged. Should the Institute use any District administrative services, however, the terms and remuneration will be agreed to in a Memorandum of Understanding between the parties.

### **Potential Civil Liability Effects**

COVA, a 501(c)(3) nonprofit corporation, is responsible for matters of civil and financial liability resulting from its operation of the school. The District will not be liable for the debts or obligations of the school. COVA will hold the District harmless from all matters of civil liability for its exclusive operation under this charter. COVA shall provide any and all of its own attorney, court, and litigation costs during its operation under the charter and shall be fully liable for such costs, including those that extend beyond the term of the charter that resulted from any claims filed that were associated with the school.

COVA assumes these responsibilities and will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. The insurance coverage shall meet insurance standards and amounts as documented in a certificate of insurance or other appropriate document satisfactory to the District. COVA will be responsible for claims resulting from charter school operations that are made during or after existence of the charter school.

COVA will be responsible for all supplies and equipment that it purchases and, in the event of loss by fire, disaster, or theft, the District shall not have responsibility for such items. Further, COVA shall hold harmless the District for losses of student property.



## ASSURANCES

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

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

  
Authorized Representative's Signature

2/9/05  
Date

<sup>1</sup> In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.

## Research Foundation

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

--Plato

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.

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.

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).

Music synchronizes the right and left hemispheres of the brain. 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.

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; Laczo, 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; Laczo, 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 school with a strong musical instructional component would enhance the educational experience for students. Given an opportunity to develop skills in an environment that integrates the instruction of music and academics, students will benefit academically and socially, developing poise and confidence through public performance and discipline through practice. A Conservatory Charter school of music can provide this opportunity for students from

all ethnic and economic backgrounds. It is the intent of this application to apply the principles of research to the benefits of musical instruction on general learning.



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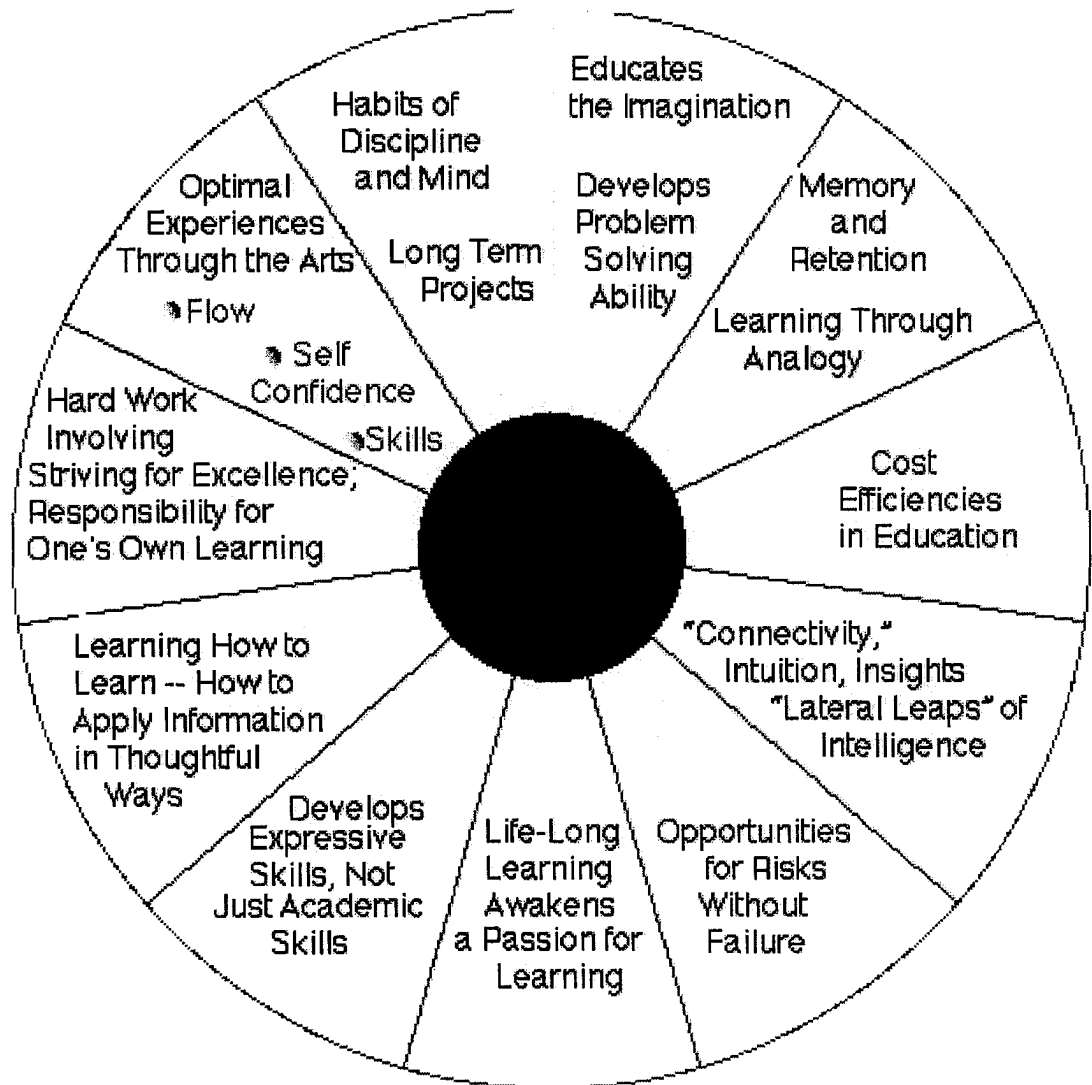
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**Developing a High Standard of Culture for All**  
An Address to the Council of Elementary Principals Meeting  
Boston, MA Public Schools  
May 18, 1995  
Eric Oddleifson, Chairman CABC

## **The Benefits of the Arts in the Curriculum** Why the arts have a dramatic impact on learning abilities and the school environment



Appendix F  
Math Textbook Selection Graph

**APPENDIX F - Math Textbook Evaluation by Project 2061 of the American Association for the Advancement of Science  
Ranking by Quality of Instruction in Student and Teacher Editions**

**Selected**

**Benchmarks**

***Connected Mathematics.***

Dale Seymour Publications, 1998

***Mathematics in Context.***

Encyclopedia Britannica Educational Corporation, 1998

***MathScape.***

Creative Publications, 1998

***Middle Grades Math Thematics.***

McDougal Littell, 1999

***Mathematics Plus.***

Harcourt Brace & Company, 1994

***Middle School Math.***

ScottForesman-Addison Wesley, 1998

***Math Advantage.***

Harcourt Brace & Company, 1996

***Heath Passport***

McDougal Littell, 1996

***Heath Mathematics Connections.***

D.C. Heath and Company, 1996

***Transition Mathematics.***

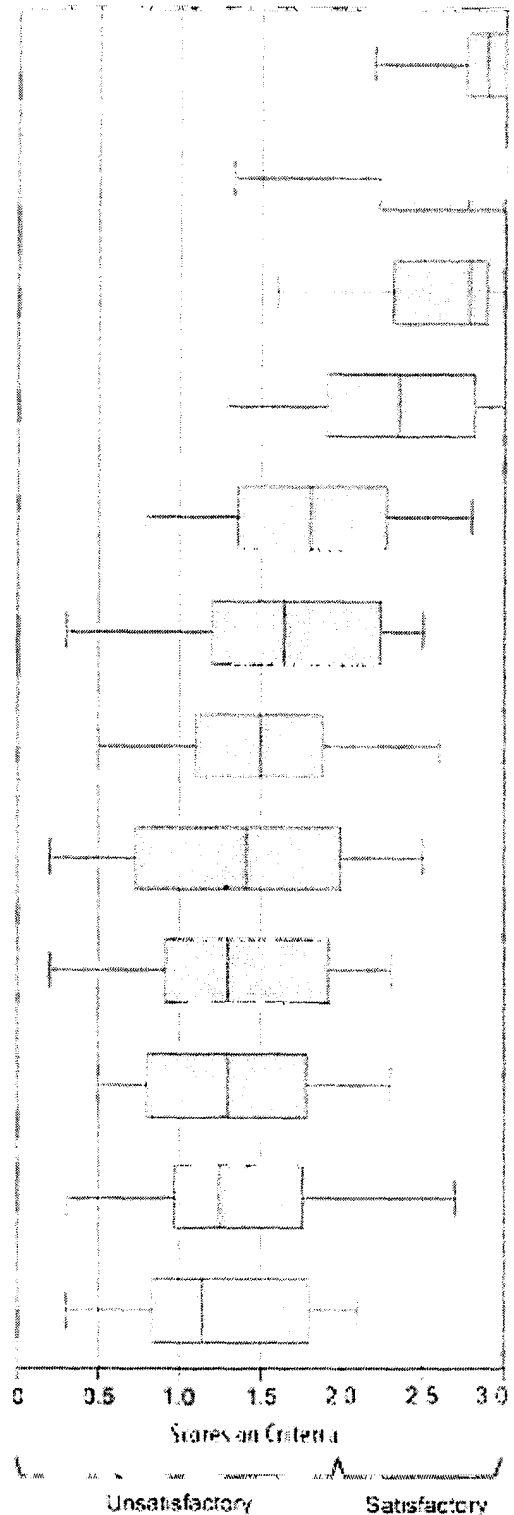
ScottForesman, 1995

***Mathematics: Applications and Connections.***

Glencoe/McGraw-Hill, 1998

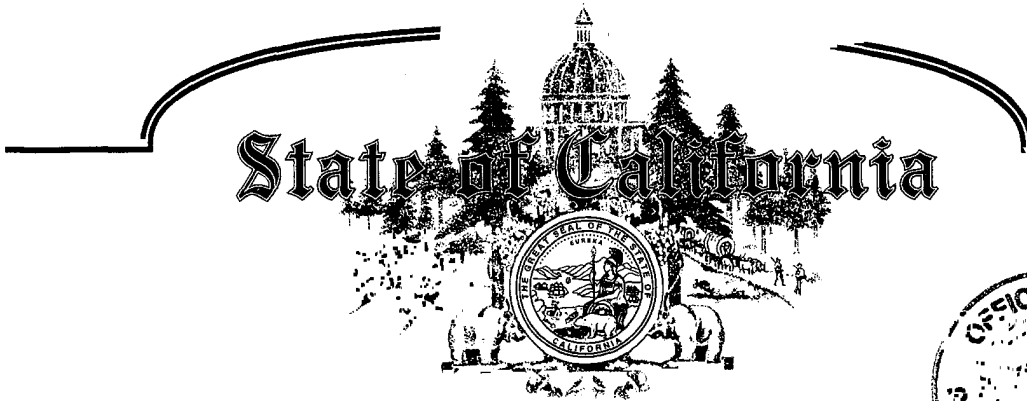
***Middle Grades Math.***

Prence Hall, 1997

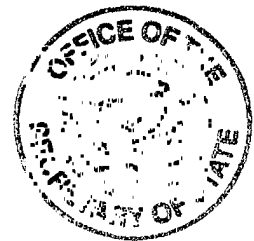


## Appendix G

### Non-Profit 501c Certificate



# State of California



## 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



## CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and secretary, respectively of Computer Education and Technology Resources, Inc., a California Corporation.
2. The name of the Corporation to be changed from Computer Education and Technology Resources, Inc. to COVA Education Charter Resources, Inc.

AND

Article III of the Articles of Incorporation of this corporation is amended to read as follows:

The objectives of this corporation shall be: To provide information and educational instruction to students, teachers, and others in the community. To provide access to music and technology education through the Charter School COVA Music Conservatory. To provide technology instruction and resources to students, teachers, and others in the community.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 8/17/04

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

AUG 18 2004

KEVIN SHELLEY  
Secretary of State

*Valerie M. Abad*

Valerie M. Abad, President

*Daphne Gammage*

Daphne Gammage, Secretary



The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and governing board of the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**f. Charter Term**

The term of this charter shall be for the period of 3 years, to begin on June 30, 2005 and expire June 30, 2008.

All official communications between the COVA Music Conservatory Charter School and Oakland Unified School District charter-granting agency will be sent via First Class Mail or other appropriate means to the following address:

Att: V. Abad, COVA Music Conservatory, 6454 Valley View Road, Oakland, CA  
94611