

Castlemont Primary Academy

A Castlemont Community Transformation School

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Respectfully Submitted to the Oakland Unified School District
June 11, 2014

Requested Charter Term:
July 1, 2015 through June 30, 2020

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

Improve pupil learning.

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

Encourage the use of different and innovative teaching methods.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code § 47601(a)(g)

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

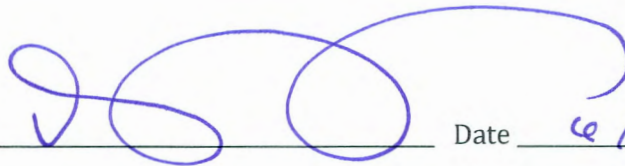
OUSD CERTIFICATION STATEMENT

Proposed Charter School Name: Castlemont Primary Academy

Proposed School Location (City): Oakland, California

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

Signature of Authorized Person: _____



Date _____

6/11/14

Print/Type Name: _____

Olis Simmons

Address: _____

8711 MacArthur Blvd., Oakland, CA 94605

Daytime Phone: _____

510-777-9909

Fax: _____

510-777-9949

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Olis Simmons, hereby certify that the information submitted in this application for a charter for the creation of the California public charter school to be named Castlemont Primary Academy ("CPA" or the "Charter School"), and to be located within the boundaries of the Oakland Unified School District ("OUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, CPA:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to California Education Code § 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [California Education Code § 47605(c)(1)]
- Castlemont Community Transformation Schools shall be deemed the exclusive public school employer of employees of CPA for purposes of the Educational Employment Relations Act. [California Education Code § 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [California Education Code § 47605(d)(1)]
- Shall not charge tuition. [California Education Code § 47605(d)(1)]
- Shall admit all students who wish to attend CPA, and who submit a timely application, unless CPA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in California Education Code § 47605(d)(2), admission to CPA shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CPA in accordance with Education Code Section 47605(d)(2)(C). [California Education Code § 47605(d)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [California Education Code § 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans

with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Title 5 California Code of Regulations § 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in CPA 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. [California Education Code § 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by California Education Code § 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves CPA without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [California Education Code §47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to CPA including but not limited to:
 - CPA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [California Education Code Section 47612.5(a)]
 - CPA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [California Education Code Section 47605(c)]
 - CPA shall comply with any jurisdictional limitations to location of its facility. [California Education Code Sections 47605 and 47605.1]
 - CPA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [California Education Code Sections 47612(b), 47610]
 - CPA shall comply with all applicable portions of the No Child Left Behind Act (NCLB).
 - CPA shall comply with the Public Records Act.
 - CPA shall comply with the Family Educational Rights and Privacy Act.

- CPA shall comply with the Ralph M. Brown Act.
- CPA shall meet or exceed the legally required minimum of school days. [Title 5, California Code of Regulations Section 11960]



Olis Simmons, Board Chair

Date 12/11/14

Castlemont Community Transformation Schools

Founding Team

Each of the founding members of the Castlemont Primary Academy, a part of the Castlemont Community Transformation Schools (CCTS), has demonstrated commitments to Oakland, social justice, and education -- both public and public charter. The team formed through a series of provocative discussions about the corrosive impact that educational failure is having on all aspects of community life, the impossibility of achieving community transformation absent a high-quality educational pathway, and the dearth of options for academic success across the entire TK-12 continuum in the Castlemont Community of East Oakland. Despite East Oakland's rich history of social movements and prosperity, our community now suffers the region's lowest academic results, highest dropout rate, lowest graduation rate, highest teen pregnancy rate, and highest rates of juvenile homicide. Motivated by a deep understanding of what this data foretells and Oakland's history of unsuccessful school reform efforts, the founding team developed CPA as a unique approach to providing rigorous academic opportunities that fosters both personal and community transformation. Confirmed by research and proven practices, the founding team is committed to building a high quality cradle to career continuum in our community.

The founders have met consistently since May 2013 to clarify the vision, frame this proposal, and to prepare to design and launch the schools. Work included extensive research, engagement of local and national experts, meeting with community-based agencies, developing affiliation agreements with local colleges and universities, securing parent and student input, and partnering with OUSD. Local press coverage of the proposed schools stimulated broad-based interest across Oakland, which translated into the creation of the founding team. As our letters of support reflect, the founding team, their partners, and allies have demonstrated a commitment to support the vision and implementation of the schools, including the Castlemont Primary Academy. A number of meetings of the founding team, held at Youth UpRising, attracted significant commitment from those attending. True to the mission and vision for the school, those founding team members and community stakeholders will be part of the implementation process, with meetings planned throughout the school development process. It is the intention of CPA to maintain a strong engagement from partners and allies as part of the assessment group throughout the early years of the school to insure our faithfulness to the founding vision and this charter proposal.

The founding team is currently recruiting school leaders to fill the positions of Chief Executive Officer of CCTS and Principal of CPA. The founders have retained a search firm to recruit and screen applicants. They are also leveraging their existing educational networks in search for strong school leaders with extensive experience in an urban school environment. More information about the recruitment efforts can be found in Element 4 and job qualifications can be found in Element 5.

Like the partners and allies, the founding team is impressive, with broad and deep ties to Oakland and the neighboring communities. Combined, the founders have decades of experience representing all of the key areas of skills required for a successful charter school start-up, including managing public funds. Indeed, each member is well qualified and committed to actively support the founding and sustaining of the excellent charter school described in this petition. This deep level of commitment and broad range of influence enjoyed by the founding team will serve us well in overcoming the numerous challenges involved in designing and opening a high quality

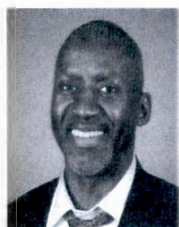
school here in East Oakland.

FOUNDING BOARD BIOGRAPHIES



OLIS SIMMONS, BOARD CHAIR

Olis Simmons is a rare combination of visionary and implementer. As the founding President and CEO of Youth UpRising in East Oakland, Ms. Simmons has the expertise and vision to build pathways for youth development and improve the educational opportunities for underserved communities. She participates in all aspects of Youth UpRising's community engagement, fund development, facility renovation, and program design. Ms. Simmons is committed to developing our nation's highest opportunity youth – often viewed as the problem -- into community leaders. Youth UpRising is a nationally recognized community transformation hub, providing comprehensive, integrated services and leadership development programs as an engine for authentic community revitalization that transforms the community without displacing its people. Her integrated approach to community transformation is grounded in over twenty years of policy, program administration, and research experience in Oakland and across the country. Ms. Simmons earned a B.A. in Urban Legal Studies from City College of New York.



THOMAS STEWART, Ph.D., TREASURER

Dr. Stewart is President of Patten University and leads UniversityNow's corporate and community relationships efforts. Patten University offers affordable online and on campus post-secondary Liberal Arts education programs that emphasize social justice and community service. He has extensive experience improving the University's financial stability, cultivating community partnerships, and building stakeholder consensus. Dr. Stewart directs the ongoing assessment and implementation of curriculum at Patten University, ensuring that educational programming aligns with accreditation standards. He has been involved in numerous social entrepreneurial, civic and volunteer activities, including senior executive and board memberships with the Black Alliance for Educational Options, Next Generation Foundation, LearnNow, and more. Dr. Stewart has supported several charter schools across the nation. He holds a B.A. with honors from the University of the District of Columbia and a Ph.D. in Government from Harvard University.



LINDA C. WING, Ph.D.

As a senior advisor at the University of Chicago Urban Education Institute, Linda C. Wing designed and led the creation of a birth-to-college approach to public education. This work involved co-founding and serving as CEO of the University of Chicago Charter School, which consists of two elementary and two secondary campuses serving 1,800 children from prekindergarten to grade 12. Dr. Wing has broad leadership and research experience in various educational initiatives. Dr. Wing co-directed a Harvard University doctoral program for aspiring urban school system leaders, headed an Apple Computer urban education initiative, led a national center that developed bilingual curriculum materials for elementary schools, and co-founded a small school inside a comprehensive Bay Area high school. She began her career in education as an English and History high school teacher in the Bay Area. She has a B.A. from Stanford University and a Ph.D. from the University of California at Berkeley.

**TRACY SESSION, SECRETARY**

As a child growing up in poverty, Tracy Session experienced the limitations that our students face in our classrooms and communities first-hand. Driven to help his community, he joined Teach For America and taught third and ninth grade in Atlanta. He continued at Teach For America's recruitment team to attract smart, passionate, and dedicated teachers for the organization. He now leads Teach For America's Oakland region and believes that our work alongside our families, students, and community members will make a substantial difference in the lives of kids. Mr. Session graduated from UCLA and is a Coro Fellow in Public Affairs.

**EVAN SMITH**

Evan Smith is a Community Development Advisor for Purpose Built Communities where he works with local leaders to break the cycle of poverty by transforming struggling neighborhoods into vibrant, sustainable communities so everyone has the opportunity to thrive. Before joining Purpose Built, Mr. Smith worked in education as a math teacher and an instructional coach for math and science teachers. He began his career as a Teach For America Corps Member in the Rio Grande Valley of South Texas. A native of LaBelle, FL, he graduated from Wake Forest University with a B.A. in both Economics and Political Science.

**BISHOP KEITH CLARK, Ph.D.**

Bishop Keith Clark is a strong, well-respected Christian leader for the African American community in Oakland and the greater Bay Area. In 1993, he began his ministry at Word Assembly and has expanded the church significantly. He now serves as the General Overseer of four Word Assembly locations throughout the Bay Area. His leadership has improved local economic development, community service and outreach, and spiritual education. Bishop Clark is an active member of Oakland Chamber of Commerce and partners with local businesses to organize for collective change. He is a cofounder of Oakland Bible College and Word Academy, a place for youth to develop spiritually. Bishop Clark is committed to youth in the community and presents at numerous schools throughout the Bay Area about violence prevention, leadership, and staying in school. Originally from New Orleans, Louisiana, Bishop Clark received his B.A., Masters, and Doctorate degrees in Theological Studies.

**SUSANA MORALES KONISHI, MA**

Susana Morales Konishi is the Director of Community Economic Development at Youth UpRising. She holds Youth UpRising's partnership in the East Oakland Early Childhood Hub, a collaboration of organizations and social services that provide young children and their families with age-appropriate services, resources, and support. Ms. Konishi also leads the community-based participatory research (CBPR) and youth participatory action research (Y-PAR) work at YU. This work changes the face of research by transforming young people into researchers and agents of social change in their communities. Youth accomplish this by capitalizing on their ability to problem-solve and ground-truth data. In addition to her experience managing local, statewide, and national health equity projects, Ms. Konishi has over ten years of experience in community

research, evaluation, and implementation of culturally sensitive programs for disadvantaged communities. She holds Bachelor degrees from the University of California, Berkeley in Anthropology and Psychology, and a Masters degree from San Francisco State University in Gerontology.



LISA HAYNES, MA

Currently the Director of Career & Education for Youth UpRising, Lisa is responsible for all aspects of a \$3M department charged with improving educational and employment outcomes for high need youth and young adults. Lisa joined Youth UpRising as a respected educational leader who has successfully served as a high school Principal, Instructional Leader, Culture & Intervention Specialist, Academic Intervention Coordinator, Budget and Finance Manager, and Transition Coordinator and Teacher for California Youth Authority. She is a PhD Candidate in Educational Leadership with Walden University. From San Diego National University she also holds a Master of Arts in English and a Bachelor of Arts.



LASHAWN ROUTÉ CHATMON, MA, VICE CHAIR

As the founding Executive Director of the National Equity Project, LaShawn Routé Chatmon is committed to achieving racial equity in education for underserved and disenfranchised communities across the country. Her work influences systems change at the school and district level by coaching and developing administrators and teacher leaders. She began her career in education as a teacher at public and private schools across the nation. While teaching at Berkeley High School, Ms. Chatmon partnered with UC Berkeley to engage students in community-based research that analyzed differences in academic achievement between white students and students of color. Ms. Chatmon earned a B.A. from University of California, Berkeley, a Masters of Arts in Teaching from Brown University, and an administrative credential from California State University, Sacramento.

FOUNDING BOARD SKILLS MATRIX

Name	Position	Organization	Skill														
			Youth Development	Urban Education	Policy & Systems Change	School Leadership	Curriculum & Assessment	Finance	Gov & Law	Outreach	Facilities	HR	Technology	Community Transformation	Community Based Research	Development	Relevant Program Expertise
Olis Simmons	Chair	Youth UpRising	X	X	X					X	X			X	X	X	X
Tom Stewart	Treasurer	Patten University				X		X	X	X			X		X	X	
Evan Smith	Chief of Audit	Purpose Built Communities	X	X			X	X		X				X	X		X
Linda Wing		Retired Education Professor	X	X		X	X	X	X	X	X				X	X	X
Bishop Keith Clark	Outreach Chair	Word Assembly Baptist Church	X			X				X				X		X	
Tracy Session	Secretary	Teach for America		X		X	X			X		X					X
Susana Morales Konishi		Youth UpRising	X		X					X					X	X	X
Lisa Haynes		Youth UpRising	X	X		X	X	X	X	X	X	X		X	X		X
LaShawn Chatmon	Vice Chair	The National Equity Project	X	X	X	X	X			X				X	X	X	X

INTRODUCTION

MISSION

The mission of the Castlemont Community Transformation Schools is to provide a high quality TK-12 education that equips East Oakland students to thrive in school and career by fueling their capacity to transform their lives and communities. By embedding community-based participatory action research methods into a program aligned with Common Core State Standards, all of our students will become 21st Century leaders ready to succeed in the global economy.

FOUNDING VISION

The Castlemont Community Transformation Schools (CCTS), a newly founded 501(c)(3) California nonprofit public benefit corporation, will establish a high quality cradle to career pathway designed to meet the needs of children in the Castlemont Community, located in East Oakland, California. CCTS is committed to improving educational outcomes as a primary strategy to transform our community. Despite a parade of well-intended initiatives, educational outcomes, safety, and other key indicators of well-being are steadily declining in East Oakland (as further described in this petition, please see the section on Community Context). The decision to take full responsibility for creating a high quality cradle to career pathway through CCTS was made thoughtfully and with a commitment to deepen our partnerships with key stakeholders, most importantly, the Oakland Unified School District.

Youth UpRising, the founding organization for CCTS exists to transform East Oakland into a healthy and economically robust community. For nearly a decade, Youth UpRising has served as an anchor institution; driving community improvements by advancing opportunities for Oakland's most disadvantaged youth through systems change, and by stimulating economic development. This work illuminated how high quality education is foundational to productive adulthood, healthy families, and thriving communities. Founding CCTS and CPA to provide children with a best in class education within a nurturing, culturally and linguistically relevant web of support is part of that larger community transformation strategy. By facilitating access to the full scope of academic, emotional, and physical resources children need, and educating them within a framework of leadership for social change, CPA will deeply connect students to their community while giving them the skills needed to transform their lives and circumstances. CPA students will be positioned as leaders in their educational lives within the CCTS continuum and beyond.

Grounded in leading research and best practice, CPA springs from the belief that creating a high quality educational continuum creates the unique opportunity to improve the place without displacing the people. There are several successful educational programs from which CPA draws lessons. Among them are:

- Drew Charter School's¹ character building techniques that leverage the school as a powerful community revitalization vehicle;

¹ Drew Charter School, Atlanta, GA. www.drewcharterschool.org/

- KIPP Empower Academy's² innovative blended learning model;
- Perspectives Charter Schools³ culture of success and commitment to addressing each student as a whole person;
- Harlem's Children Zone⁴ and its Promise Academy Charter Schools⁵ comprehensive networks of support;
- Freire Charter School's⁶ integration of social justice into their seamless birth through college and career continuum.

Finally, we envision every CPA student will be grounded in project-based learning and leadership, ultimately creating an educated workforce and a cohort of community leaders. CPA will align this work to the Common Core State Standards and 21st Century Partnership skills. We will expand on Youth UpRising's – our parent agency's – history of successfully empowering youth, thus creating indigenous community leaders.

OVERVIEW

The Castlemont Primary Academy will be a TK-5 school designed to provide a 21st century best-in-class cradle-to-career educational pipeline. We will ignite in students a passion for lifelong learning and self-governed agency and prepare them to thrive in college, career and community. We expect our students to be civically minded young leaders who are able to complete globally but choose to invest locally. Beginning in the earliest grades, our students will build increasingly strong foundations of social-emotional competencies, critical thinking skills and problem solving ability – both in and out of the classroom. CPA students will excel both socially and academically as they progress through the elementary program, mastering early academic literacy skills, high-level math and science California Common Core standards, and readying themselves to transition as confident adolescents. Our model will prepare students to succeed as college students, citizens and leaders in both their chosen fields and community at large.

CPA will braid inquiry-driven, participatory action research, and balanced literacy across all contents as the core drivers of educational outcomes. We expect our educational model, alongside comprehensive wrap-around services, will lead to grade level proficiencies as measured by California Assessment of Student Performance and Progress (CAASPP). We believe that this method of learning will anchor our students' foundation in social justice, advocacy, and dialogue within their community.

CRADLE TO CAREER CONTINUUM

CPA is part of a planned transitional kindergarten (TK) through twelfth grade continuum that forms a community of schools. More specifically, CCTS will include a Primary Academy for grades

² KIPP Empower Academy, Los Angeles, CA. www.kippla.org/empower/

³ Perspectives Charter Schools, Chicago, IL. www.perspectivescs.org/

⁴ Harlem Children's Zone, Harlem, NY. www.hcz.org/

⁵ Harlem Children's Zone Promise Academy Charter, Harlem, NY. www.hczpromiseacademy.org/

⁶ Freire Charter School, Philadelphia, PA. www.freirecharterschool.org/

TK-5; a Junior Academy School for grades 6-8 (both with an expected opening of Fall 2015); and a Senior Academy for grades 9-12 (opening anticipated in Fall 2016 or later, dependent on ongoing conversations with OUSD). At each grade level students will be immersed in an environment in which they will gain the skills necessary to excel academically, develop character, form a strong sense of personal agency, and build the capacity to reach their full potential.

Our cradle to career approach is informed by several theories of human development, the life span stages, and life-long learning:

- Erik Erikson's psychosocial stage theory, which describes the development of a person across the life span in several stages aligned to personality development and social development. CCTS will be grounded in the understanding that our babies, children, adolescents, and young adults navigate life long learning stages as they develop socially.
- Lev Vygotsky's theory on the Zone of Proximal Development, which assesses the optimal level of instruction for children. Identifying a child's ZPD will assist teachers in scaffolding instruction.
- John Dewey's constructivist approach to learning, which respects students' previous knowledge as an integral component to learning. Inquiry-based and cross-disciplinary projects will encourage children to apply their past experiences with new information.
- Michael Lu's life course theory, which contextualizes the intergenerational challenges of poverty, violence, and other trauma in our community, impacting brain science and human development.⁷ CCTS is part of an intergenerational community transformation initiative.
- The life course health development framework that describes how multiple determinants in the environment, culture, and socio-economic status impact the way children develop and learn.⁸

CCTS' education model begins by focusing on intensive language and literacy development with infant-toddler care within the East Oakland Early Childhood Hub – a joint project of Youth UpRising, Alameda County First 5 Commission, Alameda County Public Health Department, Best Babies Zone (a National Initiative), Lotus Bloom, Oakland Children's Hospital, and the Oakland Unified School District. The Hub was created in response to the Castlemont Community being deemed a child development desert due to the absence of licensed care centers and few safe places for children to play. The Hub offers parents and families resources and supports in a space specially designed for young children ages 0-5, which teaches the child and guardian how to engage in complex play and encourages cognitive, emotional, and social development.

Our primary and junior academies will provide a robust foundation for grade-level performance while nurturing leadership skills within all children as they matriculate on to high school. Through

⁷ Lu, M., et al. (2010). "Closing the Black-White Gap in Birth Outcomes: A Life-Course Approach." *Ethnicity & Disease*, v. 20 (Winter).

⁸ Halfon, N., and Hochstein, M. (2002). "Life Course Health Development: An Integrated Framework for Developing Health, Policy, and Research." *The Milbank Quarterly*, Vol. 80, No. 3, Pg. 433-480.

blended learning and data-driven instruction, our academic and early learning programs will be differentiated and personalized to meet students' individual needs and interests.

To conclude the educational continuum, CCTS will build from Youth UpRising's Career Pathway program to offer a range of academically rigorous, market driven college and career preparatory academies that emphasize Science, Technology, Engineering, Art and Math (STEAM) and 21st century skills, which will prepare our students to become part of the local and global economy. See Figure 1.1 for a visual of our cradle to career continuum.

Figure 1.1 - Castlemont Community-based Cradle to Career Continuum



OUR CORE VALUES AND EDUCATIONAL PHILOSOPHY

CPA's curriculum will be housed in participatory action research through problem-based design and with CAASPP to provide a continuum of differentiated learning. Subjects will be integrated using common themes of social justice and community needs using 21st century literacies. CPA will use HighScope's model of instruction for children in Transitional Kindergarten (TK) as well as their Key Developmental Indicators for assessment. The classroom curricula for K-5 will be developed using a variety of proven teaching techniques including regular hands-on activities, blended learning,⁹ differentiated instruction,¹⁰ and authentic learning experiences.¹¹ Scheduled assessments will include: individualized goal setting, portfolios, self-assessments, written and verbal assessments, and standardized testing. An extended learning time will provide support for all students to reach their highest levels of achievement.¹² Research shows that these methods can

⁹ Owston, R., Sinclair, M., & Wideman, H. (2008). Blended learning for professional development: An evaluation of a program for middle school mathematics and science teachers. *The Teachers College Record*, 110(5), 1033-1064.

¹⁰ Tomlinson, C. A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD.

¹¹ Rule, A. (2006) The components of Authentic Learning <http://hdl.handle.net/1951/35263>

¹² Stonehill, R.M., Little, P.M. Ross, S.M., Neergaard, L., Harrison, L., Ford, J., Deich, S., Morgan, E., and Donner, J. (2009). Enhancing School Reform Through Expanded Learning. Learning Point Associates. <http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf>

improve academic performance among racially, ethnically, and socio-economically diverse student groups as well as students with IEPs and English Language Learners.

One of our primary focal points at CPA will be our emphasis on literacy and language development. We know that the advantages that come from greater initial learning in the early years of a child's life have the strongest impact on their ability to become successful throughout their schooling journey. We expect all third grade students will read proficiently because they transition from learning to read to reading to learn.

CPA's educational program will align with our core values and will be centered on the following areas, which, when combined, will meet the academic, social, and emotional needs of developing students:

- Approaches to Learning
- Language, Literacy and Communication
- Social Emotional Development
- Physical Development and Health
- Social Sciences
- STEAM (Science, Technology, Creative Arts, Math)

CORE VALUES

We believe in a *CULTURE OF SUCCESS*. We value the internal capacity of all students to succeed. We believe in *PERSISTENCE* and *RESILIENCE*. We value courage, initiative, and determination. CPA will create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey.

We believe that schools should continuously ignite our children's innate *CURIOSITY* and *CREATIVITY*. We value exploration, perspective, willpower, and disrupting the status quo. We believe in *SELF DISCOVERY* and *REFLECTION*. To ensure that students are fully engaged each day, CPA will use community-based participatory action research to bring each subject in the core curriculum to life.

We believe in teaching the *WHOLE CHILD*. Each child's current and future academic success is grounded in a much larger ecosystem, which includes safety; social-emotional, physical, mental well-being; nutrition and health; and economic security. We believe in *DIVERSITY* and *INCLUSION*. We value the richness of diversity, history, language, and culture and believe that everyone is worthy of respect and equal consideration.

We believe in *COMMUNITY*. We value the many individuals and organizations that support our students' learning and well-being when they are not in school. Student learning and challenges do

not end at the classroom door. At the same time, we believe in **RESPONSIBILITY**. To be a responsible member of the community is to be actively engaged be part of the solution. CPA will offer the following supports and enrichments to ensure each student has the tools to succeed academically, socially, and emotionally.

We believe in **OPPORTUNITY**. We will provide and facilitate access to opportunities for students to reach their learning goals and move into positive and productive roles in their communities. From the earliest years, the CCTS mission is to prepare students to be transformational leaders in their community, as well as in college and career.

CONCLUSION

The goals for CPA described in this petition are ambitious. However, overwhelming data suggests that our strategies will make CPA a high-quality, outcome driven, culturally and linguistically responsive educational continuum that equips students to thrive in school, career, and life. As a result of CPA, students along the entire TK-12 continuum will be critical thinkers able to collaborate, effect change, and transform their lives and community. Our students will be able to successfully navigate the challenges of life as architects of positive social change, leading transformational shifts in East Oakland's Castlemont Community for generations.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

Education Code Section 47605(b)(5)(A)(i)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

Education Code Section 47605(b)(5)(A)(ii)

MISSION

The mission of the Castlemont Community Transformation Schools (CCTS) is to provide a high quality TK-12 education that equips East Oakland students to thrive in school career, and community by fueling their capacity to transform their lives and their communities.

CPA will strive to prepare our students to:

- Develop pre-literacy and numeracy in TK and be “ready” to enter Kindergarten. Our children will start vocabulary acquisition and other pre-literacy skills during their time in our community preschool.
- Develop strong literacy skills and build a strong foundation for 1st through 3rd grade while in Kindergarten.
- Read at grade-level by the end of 3rd grade in an attempt to reduce the vocabulary gap.
- Pass state standards in math, science, and reading and be ready to successfully start middle school by the end of 5th grade.
- Understand successful leadership, self-advocating, and self-guiding principles in order to successfully transition out of CPA and into middle school.

CPA will reduce the achievement gap for our target student population by the time they reach 3rd grade. We will implement a full leadership model and our project-based learning program will align with Common Core State Standards. All of our students will become 21st Century leaders ready to succeed in the global economy.

VISION

At the foundation of our educational philosophy is our belief that we must meet students where they are – academically, socially, and culturally – to help each student succeed to the best of their ability. To that end, we will adopt a constructivist approach to education that creates an environment that nurtures, challenges, and values every member of our community. Research shows that a constructivist approach to teaching and learning develops conceptual understanding in students.

We believe learning should be an active experience that involves educators, students, families and the entire community. We will create a culture of caring and respect to support all students in achieving their potential; academically, socially, emotionally, artistically, and physically. We expect all stakeholders to support these convictions and to endorse our model because it is the most effective model for our students and will produce the results we want for them.

When coupled with proven data-driven instructional approaches and student-led research that is known to increase student engagement, we expect even better outcomes. Each of these pillars of our approach is described further below.

COMMUNITY CONTEXT: THE NEED FOR THE PROPOSED SCHOOL

In the 1940s, Oakland was one of the fastest growing industrial cities on the West Coast. In the decades following WWII, global trends and technological advances eliminated domestic industrial/manufacturing jobs creating massive disinvestment and employment losses in industry-based cities. East Oakland, the seat of much of Oakland's industry, was particularly impacted. In addition, the changing land-use policies caused an exodus of industry and commerce and resulted in the elimination of the high-wage, low-skill jobs that residents relied on. Liquor stores, check-cashing agencies, and fast food businesses now reside where commercial thoroughfares, banks, and restaurants once thrived.¹³

Currently, African American and Latino families represent 85% of East Oakland community.¹⁴ One in four residents live in poverty and nearly half the households earn less than \$30,000.¹⁵ 38.4% of East Oakland children between ages 5-11 live in poverty.¹⁶ Impoverished children and families have low access to educational resources, services, and support. An important study by Hart and Risley found that children who live in middle-income households hear 30 million more words than children who grow up in poverty by age three.¹⁷ By age five, low-income children are already two years behind in language and literacy development compared to their more affluent peers.¹⁸ Not only do they have smaller vocabularies, but they are also talking less and learning new words more slowly. We believe this educational achievement gap is an intergenerational equity gap, which continues to widen over time. As a result, children from low-income households have lower standardized test scores, lower levels of educational attainment, and higher levels of learning

¹³ Achieving Community Transformation: Intentional Investment in People and Place. (2012). Youth UpRising publication.

¹⁴ 2010 U.S. Census Data for area codes 94605, 94603, and 94621.

¹⁵ Ibid.

¹⁶ Alameda County Public Health Department

¹⁷ Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1): 4-9.

¹⁸ California Department of Education.

disabilities when they begin school.¹⁹ CPA's instructional model emphasizes literacy and language development in the earliest grades in order to bring children up to speed and prepare them to read proficiently in the later grades. This will contribute to the elimination of the word and equity gaps for our target student population, anchoring our students for success.

CCTS understands that literacy and language development are closely tied to future educational attainment and academic success. An important study by the Annie E. Casey Foundation determined that a student's reading proficiency in elementary school could predict high school graduation. The study found students who are not reading proficiently by the third grade are four times more likely to drop out of school compared to students who are reading at proficient levels.²⁰ Even in East Oakland's high performing elementary schools such as Parker, Burkhalter, and Acorn Woodland, a significant number of students are not reaching proficiency levels in standardized English Language Arts exams. Figure 1.2 below illustrates the most recent data from OUSD School Accountability Report Cards (SARC). Our commitment to language, literacy, and motor skill development starting at infancy will prepare our primary students to read proficiently or higher in elementary school.

Figure 1.2 – East Oakland Elementary School Data²¹

School	Enrollment	Socioeconomically Disadvantaged	English Learners	Special Needs	ELA	Math	Science	API
Parker	180	91.1%	12.8%	5.0%	63%	79%	35%	852
Howard	205	87.3%	10.7%	21.0%	47%	65%	13%	777
Markham	361	100%	51.5%	13.9%	45%	43%	18%	749
Burckhalter	298	76.5%	10.1%	15.4%	45%	50%	52%	769
Brookfield	367	76.0%	63.2%	16.1%	32%	36%	5%	687
Esperanza	321	100%	89.1%	6.5%	37%	67%	51%	778
Fred T. Korematsu Discovery	400	100%	66.5%	7.5%	36%	48%	39%	743
Reach Academy	339	100%	39.8%	6.8%	16%	33%	18%	628
Community United	396	100%	65.7%	3.8%	32%	50%	24%	700
Acorn Woodland	267	100%	83.1%	10.5%	56%	60%	51%	798
East Oakland Pride	472	100%	64%	10.2%	22%	44%	21%	668
Encompass Academy	312	100%	70.8%	12.2%	37%	51%	44%	746
Futures	333	100%	45.6%	7.2%	17%	20%	25%	588
Greenleaf	501	100%	79.2%	7.0%	48%	72%	36%	818
New Highland	298	100%	78.2%	6.0%	25%	42%	33%	678

¹⁹ Brooks-Gunn, J. & Duncan G.J. (1997). The Effects of Poverty on Children. *Children and Poverty*.7(2): 55-71.

²⁰ Hernandez, D.J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation: 1-15.

²¹ OUSD School Accountability Report Cards 2012-2013.

Rise Community	325	100%	60%	8.0%	14%	13%	23%	556
Aspire Millsmont	266	88.0%	33.1%	4.1%	38%	48%	18%	732
Aspire Monarch	388	96.4%	89.9%	5.7%	43%	59%	11%	761
East Oakland Leadership Academy (K-8)	128	31.3%	43%	0	46%	52%	55%	779
E.C. Reems (K-8)	237	80.1%	2.5%	4.1%	38%	36%	21%	711
Lighthouse Community Charter (K-8)	492	75.8%	75.2%	4.3%	49%	60%	33%	796

We expect CPA to be located in the Castlemont community of East Oakland, where poverty is compounded by an epidemic of violence. The murder rate in the Castlemont neighborhood is seven times higher than the national average, with homicide as the leading cause of death for people under the age of 25.²² Research reveals that children who experience chronic stress from uncontrollable and unpredictable trauma, such as community violence, are less likely to respond to and cope with stress. This type of chronic stress impacts brain development in children.²³ They are at higher risk of depression and Post Traumatic Stress Disorder (PTSD), which can lead to behavioral and learning problems in the classroom.²⁴ Additionally, studies show that physicians may misdiagnose trauma-suffering children with Attention Deficit Hyperactivity Disorder (ADHD) rather than PTSD.²⁵ Teachers may also incorrectly associate behavioral problems in the classroom with ADHD. This illustrates some of the obstacles that children must cope with as they walk through the school door. CPA will offer mental health services to children on campus and create a school culture that normalizes wellness services. We will open and close every school day with Mind and Body Matters to provide a safe space for children to identify and share their feelings with their classmates and a trusted adult. All faculty and staff will receive extensive training to identify trauma-induced behavioral problems and how to refer children for appropriate services.

According to Alameda County Public Health Department (ACPHD), the community in East Oakland also suffers disproportionately from higher rates of heart disease, stroke, and diabetes compared to the rest of Oakland. This is primarily a result of low-income families not having the funds to purchase fresh produce to maintain a healthy diet, especially when fast food restaurants are so

²² Castlemont Advantage, Youth UpRising publication

²³ National Scientific Council on the Developing Child. Cambridge: The Council: 2005. Excessive stress disrupts the architecture of the developing brain. Working Paper No. 3. Available from: http://www.developingchild.net/pubs/wp/Stress_Disrupts_Architecture_Developing_Brain.pdf.

²⁴ Hunt, K.L., Martens, P.M. & Belcher, H.M.E. (2011) Risky Business: Trauma Exposure and Rate of Traumatic Stress Disorder in African American Children and Adolescents. *Journal of Traumatic Stress*. 24(3): 365-369.

²⁵ Burke, N.J., Hellman, J.L., Scott, B.G., Weems, C.F., & Carrion, V.G. (2011) The impact of adverse childhood experiences on an urban pediatric population. *Child Abuse & Neglect*. 35(6): 408-413.

affordable and accessible. When the threat of violence is a constant, residents may feel safer inside their homes than outside exercising. This translates into the sobering fact that a resident in the Castlemont neighborhood of East Oakland can expect to live 10 fewer years than someone living 1.3 miles away in the affluent Oakland hills.²⁶ We are committed to providing free and healthy meals and snacks to our students every day, especially since we expect a vast majority of our student population to be eligible for the National School Lunch Program. All students will participate in physical education and structured physical activity during recess and afterschool programming in collaboration with PlayWorks.

Currently, most children living in East Oakland do not attend their neighborhood school. Oakland Unified School District's Live/Go data reveals 75% of grade eligible students in the neighborhood do not attend Parker Elementary School, a high performing school in proximity to our planned location. Though the reasons parents and guardians choose to send their children to schools farther away remain unclear, we understand that this decision impacts the school's social cohesion. Children are less likely to play or do homework with their friends, which can impact how they connect with their school and local neighborhood. Families have fewer personal interactions and opportunities to share resources when they live far away from each other. This not only impacts the school's cohesion, but also the community's capacity to build and organize. We expect CPA to be a trusted neighborhood school that will maintain a high Live/Go Percent Attend Area. CPA will be the heart of the neighborhood – families will be more likely to trust their neighbors if their children are classmates. This will ultimately improve the neighborhood's social cohesion.

Notwithstanding decades of disinvestment, East Oakland is a strong and resilient community. Many residents actively participate in organized groups and faith organizations and have lived in the neighborhood for generations. In fact, Best Babies Zone, a community partner and national initiative housed at the Alameda County Public Health Department, engaged local families at two large bilingual community forums to understand community concerns related to education. Residents believe education is imperative but feel dissatisfied with current educational outcomes in their neighborhoods. They spoke of the importance of early education and the need for family engagement, parenting classes, and support. Some of their notable points on the current educational realities and needs in East Oakland include:

Educational needs	How CPA will meet the need
We need to bring back neighborhood schools. People living here don't trust each other.	CPA will be a neighborhood school that educates families and children who live nearby. CPA will improve the community's social cohesion because families will feel connected through the school. Students will feel a greater connection to their school through participatory action research projects.

²⁶ Alameda County Public Health Department.

There are no reliable ways to ensure our students are doing well in school, no one is held accountable.	<p>CPA will manage and implement several forms of student assessments to ensure students continuously progress in their learning. Teachers will receive thorough and extensive professional development throughout the year and will be evaluated annually by administrators.</p> <p>Parents and guardians will be expected to meet teachers and counselors to discuss student progress multiple times throughout the year.</p>
Our schools do not prepare our children for the jobs of the future.	<p>CPA will educate its students to meet 21st Century standards. They will learn how to communicate, collaborate, and solve problems – important 21st Century skills. Students will also integrate technology into their everyday learning.</p>

CCTS believes that our cradle to career continuum will address these community-identified needs and transform current educational realities in East Oakland. Our emphasis on literacy and language development in the earliest grades will eliminate the word gap for our target student population. We will set high expectations for our students to constantly promote to the next grade level, graduate from high school, succeed in college and post-secondary education, and prepare for 21st century careers. We will create a family of neighborhood schools that will be central to the revitalization of the community. By creating a cradle-to-career continuum, we will drive an intergenerational transformation of families, children, youth, parents, and ultimately the community without displacing residents. We envision an economically robust community. East Oakland families deserve high performing schools that provide students the opportunity to learn, grow, and succeed.

HOW WE WILL MEET THE NEEDS OF OUR TARGET POPULATION

CCTS will be a family of community schools offering the highest-quality educational services and wrap-around support to children and youth from cradle to career. CCTS will include a Primary Academy for grades Transitional Kindergarten (TK)-5; a Junior Academy for grades 6-8; and a Senior Academy for grades 9-12. We expect a high Live/Go Percent Attend Area, where a significant ratio of grade level students in the neighborhood will attend CPA. In fact, hundreds of neighborhood residents have already expressed interest in sending their children to CPA during our door-to-door outreach. We expect that a high Live/Go Percent Attend Area will increase the community's social cohesion and connectedness through the school.

Early education can be an effective way to reduce educational inequities between middle-income and low-income families. Nobel Prize laureate James Heckman evaluated the social and economic impacts of a two-year preschool program called Perry Preschool and followed up with them at age 27 and age 40. Perry Preschool served low-income families in urban communities with similar demographics to our expected student population. Those who participated in the Perry program as children had significantly better health outcomes, employment, income, and reduced participation in crime as adults, compared to the control group. The Perry preschool program had a 6-10 percent rate of return per year²⁷ and 9:1 benefits-to-costs ratio.²⁸ Participating in quality preschool programming can also improve educational attainment and increase high school graduation rates.²⁹

Our cradle-to-career continuum is grounded in rigorous research, impact evaluations, and best practices. It will provide children with developmentally appropriate resources and services as they transition from infancy, to childhood, then adulthood. Intensive language and motor skill development from ages 0 through 3 in early education will play an integral role in preparing children to enter school ready to learn. From TK through high school, CCTS students will benefit from a seamless and consistent stream of leadership development, mentorship, wellness services, and college and career preparation. Our goal is for all students to graduate high school prepared to succeed in college and career and thrive as active members of their communities. Drawing on a wealth of resources and expertise in Career Pathways from Youth UpRising (YU), CPA's founding organization, CCTS graduates will work closely with YU to advance their education through post-secondary programs and secure living-wage jobs.

We believe quality and equitable education should be accessible to all children and we expect that children who participate in our cradle-to-career continuum from birth will be ready to succeed at all grade levels. Data from U.S. Census and ACPHD reveals that licensed childcare centers in East Oakland have the capacity to serve only 25% of our 0-4 year-old population.³⁰ Youth UpRising is involved in several efforts to increase access to quality early education programming to members of the community. In 2013, Youth UpRising, Alameda County First 5 Commission, ACPHD, Best Babies Zone, and Lotus Bloom created an early childhood hub in partnership with the Oakland Unified School District called Room to Bloom (R2B). R2B was created as a direct response to the community's need for early childhood services, ranging from licensed care centers to safe places for children to play. R2B is a safe space specially designed for children between 0-5 years. It hosts two play dates per week where both child and parent participate in structured play and create age appropriate projects to encourage educational, emotional, and social development. To date, R2B has served over 75 East Oakland children and their families. R2B also organizes weekly parent

²⁷ Heckman, J. J., Pinto, R., & Savelyev, P. A. (2012). *Understanding the mechanisms through which an influential early childhood program boosted adult outcomes* (No. w18581). National Bureau of Economic Research.

²⁸ Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics*, 94(1), 114-128.

²⁹ Berrueta-Clement, J. R. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19*. Monographs of the High/Scope Educational Research Foundation, Number Eight. Monograph Series, High/Scope Foundation, Ypsilanti, MI.

³⁰ 2010 U.S. Census data shows there are 8248 children between ages 0-4 living in the 94605, 94621, and 94603 zip codes. There are 86 licensed child care centers in the same zip codes registered in Alameda County Public Health Department with the capacity to serve 2,093 children within 3 miles of our proposed location.

cafes and 6-week long workshops to provide families with culturally and linguistically appropriate resources and referrals. The gatherings provide parents with the opportunity to connect with other families and grow their social network.

We believe that all children deserve equitable educational opportunities and that all parents in our community want their children to be healthy and successful. Therefore, it is important that we remain culturally sensitive in tailoring early education programs to fit a variety of family needs. Many families in our community are single-parent households; we understand the financial and time constraints that they face on a day-to-day basis, which may impact their capacity to participate in their children's education. The CCTS cradle to career continuum will provide two options for early childhood education to prepare children to enter Transitional Kindergarten and Kindergarten ready to learn.

SCALE UP ROOM TO BLOOM (AGES 0-3)

An internal evaluation of parents participating in R2B revealed overwhelming approval of and satisfaction with the playdates, activities, and resources. As such, we will expand and scale up R2B activities to include evidence-based curriculum focusing on language and pre-literacy for children between ages 0-3 to eliminate the word gap for our target student population. We will collaborate with Rollins Center for Language and Learning to implement their TALK and READ models to develop language and pre-literacy skills, respectively.³¹ TALK and READ are modeled off of HighScope's framework, emphasizing active participatory learning by honing decision-making and problem-solving skills. Children will also gain important social and emotional development skills and enhance their gross and fine motor skills during play and snack time. R2B will implement TALK strategy to engage children in meaningful and cognitively challenging conversations during play time. Teachers guide the conversation by asking open-ended questions and modeling language with infants and toddlers so they learn grammar and new vocabulary. Infants who are not speaking yet may communicate and respond with a smile, glance, or gurgle. Teachers follow the READ model by reading books repeatedly with children. Teachers will share problem-solving stories to engage toddlers in identifying emotions and inferring lessons learned. Infants will learn from interactive and textured books to exercise their gross motor skills and hear consistent vocabulary. Teachers will also ask questions and create story-related activities to develop reading comprehension skills.

Meaningful adult-child interactions through play and conversations are vital to the effectiveness of our R2B program. Infants and toddlers in R2B will meet five days per week to build these foundational skills. Certificated preschool teachers will intentionally prepare how they will engage children through conversations, structured play, and reading. R2B will continue engaging parents, guardians, and families through parent cafes and workshops. However, teachers will also train parents and guardians to maintain the TALK and READ strategies at home. Close collaboration with our current early education partners and Rollins Center for Language and Learning can make this expansion a reality starting in 2015.

³¹ Rollins Center for Language and Learning at Atlanta Speech School. www.atlantaspeechschool.org/readandtalk

FAMILY CARE CENTERS (AGES 0-3)

Anecdotal evidence suggests most parents in the Castlemont community bring their children to unlicensed family care centers due to their flexibility, affordability, and the low availability of licensed childcare centers in the neighborhood. Family care centers provide a safe and loving environment while stimulating the local economy. However, they do not have the capacity to invest in best-practice programming and curriculum. In response to this need, our early education partners will house the Training Institute for Family Caregivers starting in 2015. The Training Institute will build partnerships with local family care centers to provide resources, workshops, and professional development on social-emotional, language, pre-literacy, and physical development. Parents will be trained to engage in meaningful conversations with their children. They will also be encouraged to read to their children at home and attend parent workshops whenever possible.

We believe that the collective efforts of R2B programming and family care centers will meet the majority of needs in the Castlemont community. Therefore, we expect that all CPA families will participate in at least one form of early education before starting Transitional Kindergarten or Kindergarten. We will use HighScope's Key Developmental Indicators to assess child development and growth from 0 to 3. The Indicators will also determine children's readiness to begin TK. We will recruit new parents for our early education programming at the Eastmont WIC center and door-to-door outreach.

By strengthening and expanding our early childhood programming, our children will develop the motor, cognitive, and social skills necessary to enter and excel in Transitional Kindergarten (TK) and Kindergarten. We believe that beginning our continuum at infancy will set children at an equal starting point in their academic careers.

CPA will offer Transitional Kindergarten to four-year-old children who will turn 5 between September and December of their enrollment year. Transitional kindergarten serves as a bridge between early education programming and Kindergarten to provide developmentally appropriate curriculum and prepare them for Kindergarten readiness. This will ensure that even children who do not participate in our infant-toddler programming enter Kindergarten prepared to learn.

As previously mentioned, East Oakland experiences a disproportionate amount of violence and poverty, which impacts every member of the community, including children. This can significantly impact their ability to focus and learn at school. According to SARC reports, District elementary schools in East Oakland are not staffed with counselors or psychologists. CPA realizes the impact trauma has on children. When left untreated, mental health problems grow and compound - whole communities normalize the violence and dysfunction. We believe the most effective time to intervene is in early childhood. Therefore, CPA will create a school culture that normalizes wellness, mindfulness, and health services. We are committed to educating the "whole child" and will accomplish this by addressing students' needs and providing wrap-around services throughout the continuum, including mental and physical health, afterschool programming, mentoring, and more.

We will engage parents, guardians, and families throughout the continuum to ensure children receive support at home. A team of faculty, school administrators, and a counselor will meet with parents and guardians to track students' test scores, social-emotional learning assessments, and overall well-being to ensure students are on track to accomplish their academic and personal goals. Parent cafes will be used as a platform to teach parents and guardians how their children are impacted by violence. Families will develop tools and share resources to support each other. This will strengthen the school's and community's social cohesion. A detailed description of our wrap-around services to support student learning can be found in Element 1.

STUDENTS TO BE SERVED

As stated above, the majority of residents in East Oakland identifies as African American or Latino. We understand that race and ethnicity significantly impact educational outcomes. For example, African American and Latino male students face harsher punishment than their peers throughout the educational pipeline, but the disproportionate suspension of African American students begins as early as preschool.³² We are committed to hiring faculty and staff that reflect our student population and will engage all CPA employees to participate in ongoing professional development trainings related to cultural humility and competency and restorative justice. Restorative justice practices have been shown to reduce suspension rates among African American and Latino boys and are more supportive, inclusive, and educational than other disciplinary approaches.³³ More information about restorative justice can be found in Element 10.

Students representing a minority culture within the United States also have a unique need for their culture to be respected, their home language to be valued, and their cultural institutions to be connected with the school. A school that is committed to community transformation through its pedagogical approach in curriculum, pedagogy and governance will be inherently responsive to the needs of the community that it serves. Providing explicit opportunities for parents and students to be heard and their ideas valued will allow for stronger connections between school and home. For example, students, families, and the broader community will be invited and encouraged to participate in biannual community surveys to share their opinions and evaluate school progress. Additionally, parents and guardians can meet with the Principal to share their concerns or learn more about the instructional model during open monthly meetings.

Additionally, a significant population of East Oakland residents lives in poverty. Approximately 90% of students in East Oakland elementary schools are classified as socioeconomically disadvantaged.³⁴ This implies that children may come to school hungry or uninsured and go home without adult supervision. We know that children cannot learn when they are hungry – we will provide breakfast, lunch, and afterschool snacks to children every day. Our wrap-around services in afterschool programming ensure children continue learning outside of the classroom and receive adequate help with assignments. Physical and mental wellness services will ensure children receive the support that they need to build a strong academic foundation in their earliest

³² Office for Civil Rights, U.S. Department of Education.

³³ Amstutz, Loraine Stutzman and Judy H. Mullet, "The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates," Goodbooks (2005) Intercourse, Pennsylvania: 10.

³⁴ Oakland Unified School District – School Accountability Report Cards.

years.

The demographic and social characteristics of East Oakland (and sub-groups of students from communities within the Oakland Unified School District) also imply distinct social service needs, as well as unmet needs for connections between school and home communities. Social service needs include: childcare, nutritional support, access to physical and mental health care, sexual health education, housing support, parent education, afterschool care, and homework help. Providing wrap-around social services to CPA families will help them see and use the school as a community center. Furthermore, social services that are integrated with the school will insure that these needs are met before they become a barrier to education. Some of the educational needs of these students include, but are not limited to: strong preparation for reading proficiently by third grade, culturally appropriate support for English Language Learners, expert support for special needs children, and an environment where student and family knowledge is respected and used as a foundation for learning.

The founding team is in a particularly good position to serve the East Oakland community. They have extensive experience and understanding of the communities and are already successfully serving this community as social service providers, advocates, and educators. As community leaders, the founding team will leverage their professional networks to ensure our capacity to implement the cradle to career continuum remains strong.

ENROLLMENT PLAN

CPA will not only provide educational options to those who have few, it will also serve as a locus for community change and societal improvement in a community that is disaffected and disenfranchised. CPA intends to open in the fall of 2015 with 60 TK, 100 Kindergarten, and 100 1st grade students. We will add a new class of TK and Kindergarten students each subsequent year through 2019, when we will reach full capacity of 660 students in grades TK-5. Figure 1.3 illustrates how we will roll out our grades.

Figure 1.3: Enrollment plan from TK to Grade 5

Year	TK	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
2015-16	60	100	100				
2016-17	60	100	100	100			
2017-18	60	100	100	100	100		
2018-19	60	100	100	100	100	100	
2019-20	60	100	100	100	100	100	100

The student body at CPA is expected to be diverse, consisting largely of English learners and African American students from low income and minimally educated families. As previously stated, CPA seeks to be a neighborhood school. As such, the student population is expected to match that of other public elementary schools in East Oakland. We expect:

- 92.7% will be considered socioeconomically disadvantaged and qualify for free or reduced meals³⁵
- 58.5% of the students will be English Language Learners³⁶
- 8.4% of the students will qualify for special education services³⁷

The following sections first discuss the theory and rationale for our instructional model then describes how we will implement our model into practice. Our instructional model is designed specifically for our target student population as described above, taking into consideration the best approaches to learning, the learning environment, social emotional development, adult-child interactions, physical health, and literacy, language and communication.

APPROACHES TO LEARNING

WHAT IT MEANS TO BE EDUCATED IN THE 21ST CENTURY

The nation has taken a shift in the 21st century from a manufacturing-based economy of the past to a knowledge-based economy. One of the fundamental characteristics of the 21st century is “ever-accelerating change”. Through the use of technology, information is multiplying and new information is sprouting as quickly as it becomes obsolete. Simultaneously, our world is becoming increasingly interdependent. To become an educated person in the 21st century, our students will be expected to navigate a global society that is collaborative and innovative.

CPA defines “an educated person in the 21st century” as one who is able to navigate networks in order to make sense of the world and act within it in creative ways: by listening, reading, writing, talking, problem-solving, understanding perspectives, empowering others, leading, and most importantly, by connecting cross-disciplinary issues.

CPA will prepare its students for this millennium by building a foundation of knowledge and skills, aligned to the Common Core State Standards, to motivate them to pursue learning as a life-long endeavor. Our students will also develop habits of mind that include social emotional components, cross-cultural awareness and a curiosity for learning through our leadership model, I-LEAD, and Social Emotional Development framework. In addition, students will be required to work

³⁵ Calculated from Figure 1.2 - SARC data on socioeconomically disadvantaged students in traditional and charter elementary schools in East Oakland

³⁶ Calculated from Figure 1.2 - SARC data on English Language Learners in traditional and charter elementary schools in East Oakland.

³⁷ Calculated from Figure 1.2 - SARC data on Disabled Students Learners in traditional and charter elementary schools in East Oakland.

collaboratively to develop ideas using unified approaches. As collaborators, students will need to develop life skills that value moral reasoning and respect family, community and the world at large. Students at CPA will use these traits to develop sound leadership traits to become empowered citizens in their home communities and beyond.

We believe an “educated person in the 21st century” is one who:

- *Communicates Effectively.* Writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums.
- *Learns Continually.* Seeks to develop skills and acquire knowledge at all times, examines multiple perspectives, maintains an open-mind and a willingness to change in response to data, reflects on new experiences and information in order to expand their understanding of the world.
- *Perseveres.* Maintains focus and self-discipline, works through struggles and setbacks, attempts repeated trials, examines errors in order to improve in future attempts, tries harder, tries differently, tries again even when problems cannot be solved readily or when faced with criticism or disappointment.
- *Thinks Critically.* Uses a discerning mind to make competent decisions and informed choices in the face of continually evolving expectations and competing, sometimes conflicting, information; uses critical thinking skills to discern facts and quality resources from biased information.
- *Solves Problems.* Independently and collaboratively creates innovative solutions to problems small and large, using the full suite of 21st century skills to approach challenges.
- *Develops Science, Technology, Engineering, Arts, and Mathematics (STEAM) Skills.* Demonstrates fluency across the STEAM disciplines to ensure ability to be technologically and financially literate throughout life and work; uses skills to adapt in increasingly technical workplaces
- *Demonstrates Cultural Competence.* Has an awareness and appreciation of cross-cultural differences and the ability to engage in productive and respectful cross-cultural relations, while honoring and carrying forward own traditions and values in an increasingly diverse and global culture.³⁸
- *Leads.* Combines the skills defined above to become active and engaged citizens and workplace leaders with a highly developed moral compass and a deep toolkit for adapting to new challenges as they arise.

³⁸ Brustein, W.I. (2007). The global campus: Challenges and opportunities for higher education in North America. *Journal of Studies in International Education*. 11(3/4): 382-391.

The constructivist approach, in which children actively construct their knowledge, dovetails well with our definition of 21st century skills. In a constructivist classroom, rather than simply absorbing ideas spoken at them by teachers or through rote practice, students invent and test their own ideas, assimilating new information with pre-existing knowledge and modifying their understanding in light of new data. This educational approach fosters not just understanding, but also growth and development of the mind, preparing students with the 21st century skills described above.^{39,40} Those who can think critically, creatively solve problems, and pose high quality questions are poised to become the leaders of the 21st century.

CPA's model will integrate the following strategies in an effort to provide opportunities for mastery as students prepare to provide problem-solving solutions to navigate the world around them. As a result, CPA will not only build upon the core content but also develop information and communication skills, thinking and problem solving skills, interpersonal and self-directional skills and the ability to utilize tools, such as information and communication technologies. CPA's model ignites the development of a 21st century learner through our essential components.

ACTIVE PARTICIPATORY LEARNING

Constructivism

CPA's learning experiences will be grounded in constructivist learning theory as described in other parts of this petition. Researchers document the success of this approach, particularly in underserved populations. Successful approaches to constructivism are also evident in some of the nation's hallmark schools as a vehicle to academic success and differentiation.

Because our focus is grounded in place-based opportunities toward community transformation, constructivism aligns with our strategy to keep what the student brings to the classroom as a valuable element to what they will learn in the classroom. Many underserved communities place their focus on the urgency for a student to abandon his community and connect with a new perspective. While we believe that diverse experiences and opportunities are important in developing life-long goals, we want to show students that their origins are an important foundation to the decisions they make and their ability to participate in advocacy for social justice. Schools that adopt this model have proven that constructivism enhances a student's self-confidence and development.

Several notable educational models were formed out of a constructivist tradition, including situated learning theory, expeditionary learning, experiential learning, project-based learning and collaborative learning. In order to bring constructivism to life in our classrooms, CPA will support teachers in developing and implementing curriculum that includes real-world activities, community based participatory action projects, and projects that are focused on place-based outcomes that will be realized through multiple representations in the classroom.

³⁹ Forman, G. (1988). *Constructivism in the Computer Age*. Lawrence Erlbaum Associates, Inc.

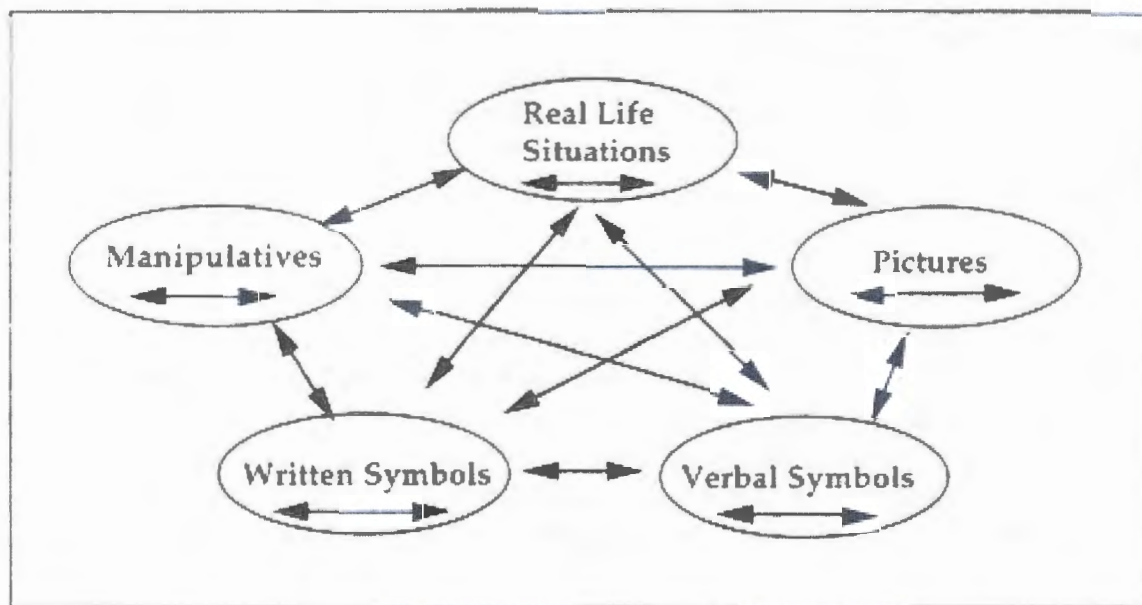
⁴⁰ Newman, D., Griffin, P., & Cole, M. (1989). *The Construction Zone: Working for Cognitive Change in School*. Cambridge University Press.

The learning strategies that CPA will utilize for this active-learning are validated by the findings in *How People Learn: Brain, Mind, Experience and School*. Teachers will be supported in professional learning communities during and beyond school to motivate students to be investigators so that they develop into the initiators of their own learning and development.

As stated in our middle academy model, CCTS' focus on action research and placed-based learning is essential to the transformation of the Castlemont community. As such, teachers in our primary academy will use a slightly different approach to their instruction to address the limited conceptual development of their early learners. We will embed Lesh's model to teach young children how to "take control of their learning" (Figure 1.4). This approach to constructivism expands on Bruner's theory by including real-life situations and manipulatives.

The active learning process will allow students to excel in areas that are supported by research as the "gatekeeper" to success, particularly in STEAM outcomes. It stresses that "understanding is reflected in the ability to represent ideas in multiple ways." This is our approach to a highly structured constructivist environment.

Figure 1.4 – The Lesh Translation Model facilitates deeper and higher understanding of mathematical concepts for primary school students



Zone of Proximal Development

The Zone of Proximal Development (ZPD) is the difference between what a child can do independently and what he/she is capable of doing with targeted assistance (scaffolding). Vygotsky coined this term to describe the point where instruction is most beneficial for each student. This point is just beyond their current level of independent capability.

As stated throughout this narrative, the goal of CPA will be to build on a student's prior knowledge to ensure that the point of new knowledge does not present an unachievable gap.

ZPD considers a three-tiered approach to developing new knowledge:

- **Level of actual development** determines what a student already knows and has mastered. Instruction in this area would not challenge a student.
- **Zone of proximal development** refers to the space between the level of actual development and the level of potential development and is deemed the most effective space for learning.
- **Level of potential development** refers to what a student is not able to do independently but able to do under adult guidance or in collaboration with more competent peers.⁴¹

While this approach is typically used with those in special education, CPA will embed this approach as the onset of all new information presented in the classroom.

Technology is invaluable in embracing this approach but will not evade the process of human interaction and collaboration necessary in building a strong learning environment.

As with all of CPA's students, identifying the ZPD for each student with special needs will be an important part of our strategy for educating all students. This helps determine what appropriate scaffolding to support the emerging and developing skills for each student. However, with special education students, additional strategies of dynamic assessment will be used to further ensure adequate and appropriate interventions and learning tools are used. Unlike traditional assessments, which focus on skills acquisition, dynamic assessment allows instructors to follow a "test-intervene-retest" format to better understand a child's cognitive processes and therefore better tailor instruction to the needs of the individual. This information is crucial for effective remediation. See Figure 1.5 for a visual depiction of the ZPD.

Following Vygotsky's model,⁴² special education programs at CPA will work to counter students' "secondary" disability – the negative social consequences of a student's "primary" disability. Vygotsky asserts that a physical or mental impairment can be overcome by proactively building alternative opportunities for social and cultural development. In particular, working as a collective, student peers, under the guidance of a teacher, can be a promising remedial tool for students with disabilities, helping to increase their social development. This then opens the space for the student's more traditional learning. With this philosophy in mind, CPA's special education students will be integrated into classrooms based on Vygotsky's "integration based on positive differentiation." While the pacing and content of curriculum may vary for students with special needs, the social context will be shared.⁴³ This does not negate or dismiss the unique needs of special education students, but acknowledges and addresses the important "secondary" disability of social disconnection. Meanwhile, the "primary" disability can be addressed with appropriate supportive technology and differentiated curriculum within each student's zone of proximal

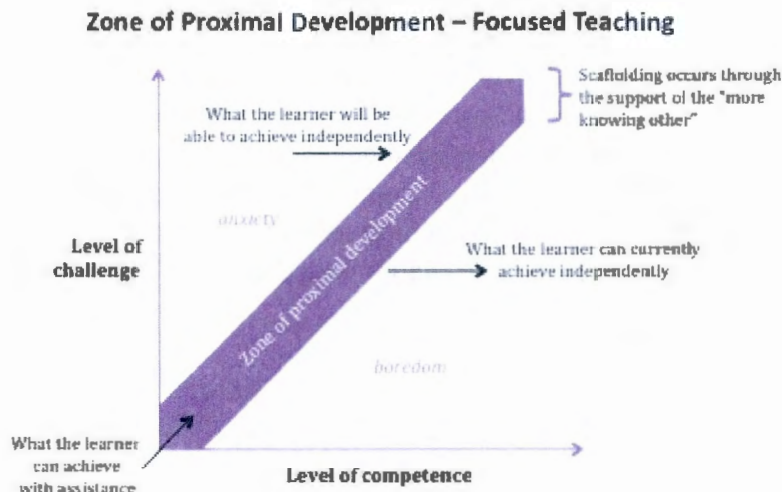
⁴¹ Liu, Angela. (2012). *Teaching in the Zone*. Children's Progress <http://www.childrensprogress.com/wp-content/uploads/2012/05/free-white-paper-vygotsky-zone-of-proximal-development-zpd-early-childhood.pdf>

⁴² Daniels, H. 2008. "Vygotsky and Inclusion" in *Psychology for Inclusive Education: New Directions in Theory and Practice*. Hick, Kershner, and Farrell, eds. p. 34-35.

⁴³ Gindis, B. 2003. "Remediation Through Education." *Vygotsky's Educational Theory in Cultural Context*. Alex Kozulin, ed. p. 211-213.

development.

Figure 1.5 – Zone of Proximal Development



Community-Based Participatory Action Research (CBPAR) through Problem Based Learning

Problem-based and place-based learning will be encouraged through our program resulting in an assortment of developmentally appropriate learning experiences for students. Play and socialization will be a core component of this model and bringing literacy to life through experiential experiences. In relation to the demand for 21st century skills and Common Core, there is an increased need for accountability of students' knowledge and skills. As a result, our students will also be technologically literate. They will need to be critical and creative thinkers with strong collaboration skills.

Place-Based Learning (Grades TK-3)

The formula for place-based learning (PLBL) is a strategy that captures students' imaginations and advances their environmental stewardship and civic engagement. PLBL asks the question: What is the natural and social history of this place? How does this place fit into the larger world?"

Successful place-based programs involve students as participants in the life of their communities. This ties into our core values of reflection and responsibility – we will encourage them to think critically about their surrounding environment. We will also instill in our children a commitment to positively contribute to their school and community. PLBL will demonstrate many of the following characteristics:

- Learning takes students out of the classroom and into the community and natural environment.

- Projects have an impact; students' contributions make a difference to environmental quality and to the well-being of communities.
- Place-based projects are integrated back into classroom lessons.
- Students want to learn in order to apply their knowledge to solve real problems.
- Students play an active role in defining and shaping projects.
- Students collaborate with local citizens, organizations, agencies, businesses, and government. Working alongside community members, students help make plans that shape the future of their social, physical, and economic environments.
- Students are encouraged to view their community as an ecosystem and to understand the relationships and processes necessary to support healthy living.
- By mapping their school and its surrounding community, students create visual representations of the systems nested within larger systems that constitute their local place in its wholeness.

Ensuring that all of our students are supported using cognitive constructivist theory, we will embed the *Young Investigators* approach as a primary strategy for PBL.

Problem-Based Learning (Grades 4-5)

Problem-based learning (PRBL) is an approach that incorporates many of the principles of differentiated curriculum with some of the newer constructivist notions of learning and curriculum development. CPA's curriculum will be housed in participatory action research through problem-based design, aligned with CAASPP to provide a continuum of differentiated learning. Subjects will be integrated using common themes of social justice and community needs using 21st century literacies. The classroom curricula will be developed using a variety of proven teaching techniques including regular hands-on activities, blended learning,⁴⁴ differentiated instruction,⁴⁵ and authentic learning experiences.⁴⁶ Scheduled assessments will include: individualized goal setting, portfolios, self and peer assessments, written and verbal assessments, and standardized testing. An extended learning time will provide support for all students to reach their highest levels of achievement.⁴⁷ Research makes it clear that these methods can improve academic performance among racially, ethnically, and socio-economically diverse student groups as well as students with IEPs and English Language Learners.

PRBL classrooms spend time learning about important content through experiences that emphasize key executive functions for older children, such as critical thinking, problem-solving, collaboration, creativity, and communication. Using effective best practices from New Tech School and the Buck Institute, this approach will help students to develop a mindset of innovation and enterprise, integral components to success and well-being.

⁴⁴ Owston, R., Sinclair, M., & Wideman, H. (2008). Blended learning for professional development: An evaluation of a program for middle school mathematics and science teachers. *The Teachers College Record*, 110(5), 1033-1064.

⁴⁵ Tomlinson, C. A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD.

⁴⁶ Rule, A. (2006) The components of Authentic Learning <http://hdl.handle.net/1951/35263>

⁴⁷ Stonehill, R.M., Little, P.M. Ross, S.M., Neergaard, L., Harrison, L., Ford, J., Deich, S., Morgan, E., and Donner, J. (2009). Enhancing School Reform Through Expanded Learning. Learning Point Associates. <http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf>

LEARNING ENVIRONMENT

HOW LEARNING BEST OCCURS

CPA will provide diverse learning opportunities through our blended learning stations and Place-Based and Problem-Based Learning to meet the needs of our diverse learners. While we are proponents of Gardner's multiple intelligences as a strategy for engaging students in environments that meet their personal preferences, contemporary research suggests teaching to learning styles has not provided evidence that students do better as a result of this approach. Pashler et al. found no evidence that children in the preferred learning style performed better than when taught in their non-preferred styles. However, they do support the practice of diverse teaching methods as a valid way to reach any student. In fact, they suggest varying teaching methods as an efficient teaching practice⁴⁸ and propose that differentiation is best when connected to prior knowledge, content background, interest levels, and learning differences.⁴⁹ CPA will use LEAD Plans to capture students' readiness for these modalities and need for support. In alignment we will offer diverse and innovative teaching methods to meet the needs of students with diverse learning styles and needs.

New research indicates that exercise, nutrition, and stress reduction can promote the growth of new brain cells in the cerebellum and other regions of the brain. This process is widely known as neurogenesis, which is defined as the growth and development of neurons.⁵⁰ Based on these findings, CPA sees the great potential in building our students' ability to learn in areas that would potentially lie dormant. At CPA, our students will have structured and unstructured time to play and exercise. We will also offer our students healthy, high quality meals throughout the day. In addition, our students will have opportunities to learn how to manage stress and have ample opportunities to find healthy ways to navigate their environment through our Mind and Body Matters curriculum.

With the rise of Common Core and its alignment to 21st Century skills, educators can finally move away from "spoon-fed" teaching that is proving detrimental to the needs of the 21st century. 21st Century employers look for workers who are collaborative, innovative and creative in problem solving. These factors influence the CPA belief that learning best occurs in an environment that fosters and maintains an atmosphere of emotional security, which will allow our students to be creative, innovative, make mistakes and collaborate with their peers to resolve problems. The BBT model, described in detail below aligns to Common Core Standards and with CPA's learning environment.

Brain-Targeted Teaching and Learning Model

Research on brain development and how learning occurs specifically for elementary school children reveals six areas that influence students' abilities to thrive in a school environment and maximize their learning potential. CPA will adopt the Hardiman's theory of brain-targeted teaching and

⁴⁸ Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles concepts and evidence. *Psychological science in the public interest*, 9(3), 105-119.

⁴⁹ Ibid

⁵⁰ Mandal, A. Neurogenesis -What is Neurogenesis? <http://www.news-medical.net/health/Neurogenesis-What-is-Neurogenesis.aspx>

learning (BTT) to enhance classroom learning by focusing on the following elements:

- Target One: The emotional climate
- Target Two: The physical environment
- Target Three: Big picture learning design
- Target Four: Mastery of content, concept and skills
- Target Five: Application of knowledge
- Target Six: Evaluation and assessment⁵¹

Target One: Establishing the emotional climate for learning

Studies show that emotion begins in the limbic system of our neurological system. CPA realizes the importance of fostering a home-school connection with students in this age group and demographic. Jill Bolte Taylor posits that although we think of ourselves as thinking creatures that feel, biologically, we are feeling creatures that think.⁵² Creating a safe emotional learning environment will allow us to incorporate rational and emotional processes to strengthen a child's ability to thrive in a community with many emotional triggers. Too often, students in early grades, particularly in communities like ours, are targeted or criticized for their inability to master a task. Unfortunately, trauma is hard to erase and as a result, students as young as 5 years old see school as an unsafe place to gain new knowledge. These experiences squelch a student's willingness to attempt new tasks. Many times our students are also criticized because of the challenges faced within a family dynamic. Hardiman concludes that understanding and preventing how attention is shifted under stress is crucial, especially in a school environment if learning is to happen successfully and authentically.

CPA will support teachers through professional development and coaching to ensure that students feel safe learning and making mistakes from the start of school. They will also learn to create an emotional connection to the student that is relevant and meaningful.

CPA will remain cognitive of the stresses placed on children in the community. A study by Bradley et al. found poverty is strongly associated with stress, particularly the stresses of family poverty, and can delay a child's cognitive development.⁵³ Currently, Room to Bloom provides parent cafes to address best practices for more intense social engagement with their children and linguistic skills.

CPA's Mind and Body Matters SEL model will provide an opportunity for students to engage in emotional identification and provide strategies to enhance wellness among its staff and students. Our approach to ensure that the learning environment is positive and safe will include the following strategies:

- Positive language
- Predictability, routines and celebrations (knowing what is expected)

⁵¹ Hardiman, M. (2012) *The Brain Based Teaching Model for 21st Century Schools*. Corwin Publications, a Sage Company, Thousand Oaks, CA

⁵² Taylor, J. B. (2008). *My stroke of insight: A brain scientist's personal journey*. Penguin.

⁵³ Bradley, Robert H., Corwyn, Robert F., Burchinal, Margaret, McAdoo, Harriette Pipes, Garcia-Coll, Cynthia (2001). Home Environments of Children in the United States Part II: Relations with Behavioral Development through Age Thirteen. *Child Development Journal* 72(6). Blackwell Publishers. <https://dx.doi.org/10.1111/1467-8624.t01-00383>

- Emotional events (Engagement)
- Be aware of emotional temperature
- Adult mentors (building trusting relationships with adults)
- Control and choice
- Social and Emotional Learning
- Reflection
- Humor
- Engagement in the Arts

Target Two: Creating the physical environment

Similar to emotional environment, the physical learning environment has a strong impact on how children engage in learning. Students need to feel proud of the physical environment. Hardiman posits that teachers must consistently change the physical environment with new stimuli. When a classroom remains the same, it creates a response known as habituation, which suggests that an unchanging classroom produces a lack of interest and boredom for students.⁵⁴

To create a positive learning environment, teachers will be trained to decorate and spatially organize their classrooms to meet the needs of each individual cohort of students; hence, no two classrooms will look the same. CPA classrooms will be suitable for a variety of learning modalities to include group work, individual work, and space to reflect. Each part of the day will take place in different spaces within the classroom including a seamless exit to the external environment. Research suggests that regular changes in the school and classroom environment through lighting, sound, smell and visualization work well to stimulate learning and can improve academic performance. Attention in class is contingent on sensory stimuli. This cognitive process allows students to choose what becomes a part of their conscious response system. The attention of a human being will rarely ignore novel objects or events.

CPA will ensure that the focus on school/classroom environment is aligned to the brain stimuli that enhance learning in thriving physical environment. Utilizing a ubiquitous strategy as identified by Stephen Covey,⁵⁵ we will ensure that all classrooms include the following elements as a necessary element for a safe, productive learning environment.

Classrooms will, however, all share several key characteristics that will define CPA's culture of success, leadership, and social emotional development.

Each classroom will:

1. Use natural lighting whenever possible.
2. Include space that will encourage independent, self-initiated activities.
3. Include theme-based stations that will encourage active learning through developmentally appropriate manual activities and art projects.
4. Encourage critical thinking by having the tools and supplies students might need to solve problems. Our students will also be allowed space to work through problems in different

⁵⁴ Hardiman, M. (2012) *The Brain Based Teaching Model for 21st Century Schools*. Corwin Publications, a Sage Company, Thousand Oaks, CA

⁵⁵ Covey, S. (2008). *The Leader in Me*. FranklinCovey Co. New York, NY.

ways, whether is by conversing with a small group of peers, one-on-one time with their teacher, to time to work alone.

5. Encourage frequent movement within the environment
6. Encourage warm, respectful relationships through organized classrooms and classroom ground rules.
7. Reduce clutter and promote aesthetically pleasing layouts.
8. Physically display student's projects in pictures frames and/or on the walls.
9. Physically display CPA's mission and vision for our students through posters and pictures.
10. Physically display the student's pictures and family biographies in a prominent place on the classroom walls.
11. Physically display the classroom monthly newsletter in a frame or bulletin board.
12. Physically display the classroom's motto, values, and goals for the school year on the walls.
13. Be a safe space for cultural expression.
14. Use scents to trigger better academic performance (plays a role in emotion and memory).
15. Use sound during quiet activities because our community is plagued with the noise of speeding cars, sirens and other distractions.

Target Three: Designing the learning experience

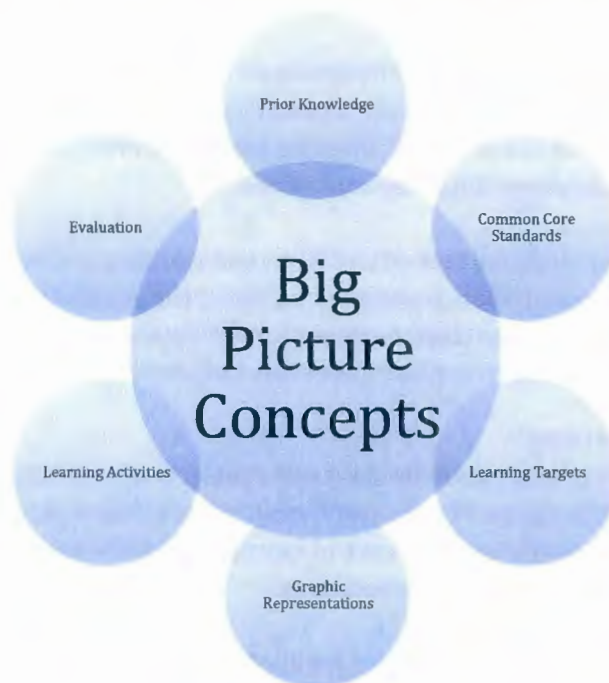
CPA understands the importance of integrating new patterns of thinking and learning with prior knowledge. Therefore, we will design the learning experience by using big-picture ideas and concepts built on prior knowledge to set a safe cultural environment while encouraging students to develop new ideas based on their experiences. This approach supports the brain's ability to look for patterns and connections between what is known and how it connects to creating new information. Research conducted by Nicolas Poirel et al. determined:

*"...visual processing (big picture) evolves during childhood by comparing global visual processing to local processes (component parts). Results show that children at the age of four tend to focus more on component parts of a picture of local processing than on the whole picture. However findings also show that beyond age four, children progressively demonstrated a tendency to process the picture globally. By age 9, they had an adult-like tendency for global processing... they more frequently identified a picture by its overall image."*⁵⁶

Please look to Figure 1.6 for a visual of the various components that contribute to learning, student outcomes, and the larger learning concept.

⁵⁶ Poirel, N., Mellet, E., Houdé, O., & Pineau, A. (2008). First came the trees, then the forest: Developmental changes during childhood in the processing of visual local-global patterns according to the meaningfulness of the stimuli. *Developmental Psychology*, 44: 245-253.

Figure 1.6 – Model of components that impact student learning



Target Four: Teaching for mastery of content, skills, and concepts

Our discussion has focused primarily on ways that students learn. Target Four in this process better articulates the strategies of implementation to ignite a students' ability to effectively experience the emotional and physical environment and the learning experience.

CPA will adopt Vygotsky's theory on the Zone of Proximal Development as a strategy for cognitive development. Teachers at CPA will scaffold to support students across their zone of proximal development. They will serve as coach and facilitators to building a strong collaborative environment for students with mixed abilities. Vygotsky's theory strongly emphasizes the important role that the community plays in the process of creating meaning from what students learn in the classroom.

In practice, this means that teachers will facilitate in small steps according to the tasks that a student is already able to do until the student can master all the steps necessary to understand a concept. Prior to administration of this process, teachers will be required to identify how this concept applies to everyday life. The connection between the prior knowledge a child brings to the classroom is important in framing a new idea on concept. In this model, students continue to make associations between ideas and real life experiences.

Target Five: Teaching for the extension and application of knowledge – creativity and innovation in education

The hallmark of 21st century skills is one's ability to demonstrate creative and innovative thinking. This target focuses on the best practices to foster divergent thinking and problem solving. As mentioned in Target Four, CPA will use ZPD as a strategy for delivering content. Target Five builds

on this strategy by utilizing a child's cognitive development to extend and apply knowledge to create new ideas. Piaget best describes this innovative learning in his quote:

"The principle goal of education in the schools should be creating men and women who are capable of doing new things not simply repeated what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify and not accept everything they are offered."⁵⁷

Our goal as a community transformation school will be to use content, context and skills to build a child's capacity to solve problems in their community. In the primary academy, we will teach students how to solve problems in their classroom and school community by identifying core content principles and allowing them to explore new ways to use the information.

Target Six: Evaluating learning

In addition to traditional types of assessments, CPA will creatively assess how students demonstrate mastery and performance. For example, student-generated products and performance-based assessments will be at the core of our program. Please refer to Element Three for further details on our assessments and methodology.

Teachers at CPA will provide frequent and timely feedback. We will use various forms of assessment and students will be motivated to assess their own learning throughout an activity or project. Using a performance-based platform, assessments will include portfolio assessments, student journals, performance assessment, rubrics, oral presentation and exams and other diverse forms of assessing regularly.

SOCIAL EMOTIONAL DEVELOPMENT

SOCIAL EMOTIONAL LEARNING

There is expanding recognition across the U.S about the importance of social and emotional development for successful student performance in preschool and elementary school. The six sets of SEL competencies – self- identity, sense of competence, emotions, empathy, community and building relationships – are important from very early in life but are especially relevant as children begin to spend time with adults outside the home and to socialize with peers.⁵⁸ Social and emotional skills play a role in determining how well-equipped children will be to meet the demands of the classroom. They also help assess a child's capacity to be present and actively engaged in their learning.

A meta-analysis⁵⁹ of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

⁵⁷ Duckworth, E. 1964. Piaget rediscovered: A report of the conference on cognitive studies and curriculum development. Paper presented at the Cognitive Studies and Curriculum Development Conference, March, Ithaca, N.Y.: Cornell University.

⁵⁸ <http://www.casel.org/social-and-emotional-learning/outcomes>

⁵⁹ Durlak, J.A.; Weissberg, R.P; Dymnicki, A.B et al (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions." *Child Development* 82(1) pgs 405-432.

- **Better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- **Fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal⁶⁰

CPA will use evidence-based practices supported by *Second Step* curriculum to build the capacities of empathy, emotion-management, problem-solving, and executive functions for children between TK and 2nd grades. *Second Step* uses developmentally appropriate ways to teach core social-emotional skills. For children in grades 3 to 5, we will integrate curriculum from *Project Happiness* for greater executive functions, such as conflict mediation and responsible decision-making. The curriculum will supplement our core content and also be taught as an isolated focus in our Mind and Body Matters program by trained faculty (See Appendix 1.1 for more information on our Professional Development Plan). We believe that our SEL model equips children with the basic competencies that underlie success across contexts including school, work, relationships, and positive community engagement.

CPA will play a crucial role in the education of students for the 21st century. In building the skills identified above, our students will demonstrate the ability to:

- Contribute effectively to work and society
- Fulfill civic responsibilities
- Fulfill personal talents
- Carry forward positive and productive traditions and values.

SEL serves as a foundation for teaching the whole child in an effective and supportive learning environment. CPA's core values reflect a commitment to the whole child. These values demonstrate the necessary understanding of systems, trauma and resilience, which impacts how a student progresses through their educational journey. Our framework provides a foundation for teaching the whole child in an effective and supportive learning environment. It is imperative that CPA integrate an SEL model that assesses where students are when they start school and determines what supportive interventions are required to foster a level of social emotional capacity that optimizes a student's learning.

CPA LEADERSHIP MODEL

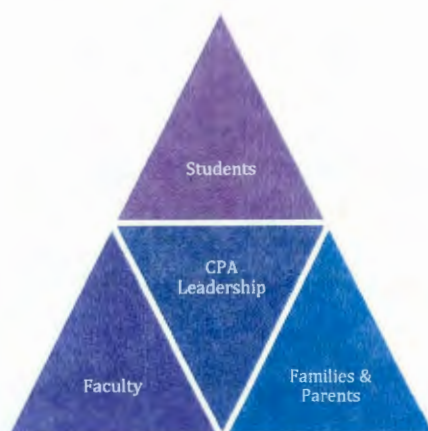
We recognize that there are several social emotional skills that our students will need in order to be successful in college and career, including communication, moral development, conflict resolution, and autonomy. At CPA, we will teach these skills through our leadership model. By implementing a program established by Dr. Stephen R. Covey, *The Leader in Me*,⁶¹ our students will develop habits

⁶⁰ The Positive Impact of Social and Emotional Learning for Kindergarten to students in the Eighth grade (2008). <http://www.lpfch.org/sel/casel-narrative.pdf>

⁶¹ Covey, R. S. (2009). *The Leader in Me. How Schools and Parents Around the World Are Inspiring Greatness, One Child at*

and traits that will help them become successful leaders in the regional and global economy. The Leader in Me is a national and international model with quantifiable improvements in academic achievement, reductions in disciplinary problems, and enhancements in teacher and parent engagement. This model also aligns with our social emotional development framework where students are at the heart of supportive and safe environments to encourage full engagement and leadership development.

At CPA, our culture of success and leadership will align with our core values and include all key stakeholders of our school community:



<p>Students</p> <p>We will value the internal capacity of all students to succeed and encourage their innate ability to LEAD as they grow up to be future shepherds of our community.</p>	<p>Faculty & Staff</p> <p>Our faculty and staff will be ambassadors for our leadership model and school. We will commit to ensuring our faculty and staff LEAD. We will provide a rich professional development plan and continuously offer them opportunities to grow as professionals, individuals, and leaders of our community.</p>
<p>Parents & Families</p> <p>We will value families and parents as the first teachers in our students' lives. We will support our families and parents to take the LEAD in their children's educations through parenting classes and workshops.</p>	<p>CPA Leadership</p> <p>CPA leadership will display our core values and encourage our students to always think of ways they can LEAD.</p>

The leadership model will be reinforced in I-LEAD.

ADULT-CHILD INTERACTIONS

CPA recognizes that our children will be starting a new school and a new journey in their educational trajectory. As such, we will implement a dedicated period to support these transitional periods, provide positive relationship-building skills, and create a safe and nurturing environment for our students to develop meaningful relationships with adults. Positive relationships with adults, specifically teachers, provide emotional support and stability for students. Individual relationships are important, especially when our young students are defining their personalities and finding direction in life.

For very young children, positive relationships with adults can improve basic academic skills, which are important for success in later school years.^{62,63} As a matter of fact, children who have high quality relationships with adults during preschool and kindergarten develop better work habits that help them be successful in elementary school.⁶⁴ Student relationships with teachers have been found to positively influence writing, language, and early literacy skills.⁶⁵ For our children in TK, we will adopt *HighScope's* strategies to promote active learning through adult-child interactions. These strategies illustrate the importance of ensuring faculty engage with students in ways that are responsive, nurturing, and offer guidance instead of one-way instructions that do not allow for shared-control. In environments like these, research shows that children are more likely to take initiative, stay actively involved, and remain focused on their work.

Adult-child interactions at CPA will occur throughout the day, during I-LEAD, and through our LEAD supports.

FAMILY AND COMMUNITY ENGAGEMENT

We believe that education should equip students with the knowledge and skills to positively impact their community. This is best achieved when educators, school leaders, parents, families, community partners, and community residents act collectively and take responsibility for the success of all children. Our commitment to family and community engagement stems from our core beliefs and is integral to our school culture. We know meaningful family engagement in early education is critical and we also recognize that families, parents, and community stakeholders will play a key role in making the school successful. Castlemont Primary Academy will actively engage families, parents, and community members to support student learning and create not only an environment for learning in the classroom and the school, but also an environment that fosters education beyond the campus.

⁶² Pianta, R.C. & Stuhlman, M. W. (2004). Teacher-Child Relationships and Children's Success in the First Years of School. *School Psychology Review*. Vol. 33, Issue 3, p444-458.

⁶³ Hamre, B. K. & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), pp625-638.

⁶⁴ Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, Vol. 44, Issue 3, pp211-229.

⁶⁵ White, K. M. (2013). Associations between teacher-child relationships and children's writing in kindergarten and first grade. *Early Childhood Research Quarterly* 28, pp166-176.

PHYSICAL HEALTH AND PHYSICAL EDUCATION

MOTOR SKILLS

Physical skills and abilities grow substantially for children in Transitional Kindergarten (TK) and Kindergarten.⁶⁶ This is an integral time for intervention in early education because increased physical skill development is associated with higher cognitive development for five- and six-year old children. A body of evidence suggests that children with developed motor skills in Kindergarten scored higher in math and reading assessments than in later elementary grades⁶⁷ and the correlation is especially strong for low-income children.⁶⁸ We expect those children who participate in our cradle to career continuum will develop strong gross motor skills from ages 0 through 3 during structured play times. Some outcomes include balance, strength, dexterity, and hand-eye coordination.

PHYSICAL ACTIVITY

Public health practitioners and health providers recommend that young people participate in at least 30 minutes of vigorous exercise every day. Routine physical activity can reduce the risk of numerous chronic illnesses, including obesity, cardiovascular diseases, diabetes, and cancer. Not only is regular exercise important for general health and wellness, structured physical activity has also been shown to improve cognitive performance and academic achievement among children.⁶⁹ Physically fit children perform better on standardized tests compared to children who are not physically fit.⁷⁰ An analysis of physical activity programs for elementary school children found that at least 40 minutes of daily aerobic exercise improved working memory and executive functions,⁷¹ which are essential for developing complex cognitive functions such as problem solving and reasoning.

All CPA students will participate in Physical Education once per week. Students will also have opportunities for additional physical activity during recess and afterschool programming. Therefore, we expect all students will participate in at least 30 minutes a day of recommended physical activity at CPA.

Recess

Young children in TK and Kindergarten will engage in active and spontaneous play during recess in order to develop their creativity, dexterity, social-emotional learning, and physical and cognitive

⁶⁶ Church, E. *Ages & Stages: How Children Develop Motor Skills*. Scholastic.

<http://www.scholastic.com/teachers/article/ages-stages-how-children-develop-motor-skills>

⁶⁷ Son, SH., & Meisels, S.J. (2006). The Relationship of Young Children's Motor Skills to Later Reading and Math Achievement. *Merrill-Palmer Quarterly*, 52(4), 755-778.

⁶⁸ Dinehart, L., & Manfra, L. (2013). Associations between Low-Income Children's Fine Motor Skills in Preschool and Academic Performance in Second Grade. *Early Education and Development*, 24(2), 138-161.

⁶⁹ Sibley, BA, & Etnier, JL. (2003). The Relationship between Physical Activity and Cognition in Children: A Meta-Analysis. *Pediatric Exercise Science*, 15, 243-256.

⁷⁰ Castelli, D.M., Hillman, C.H., Buck, S.M., & Erwin, H.E. (2007). Physical Fitness and Academic Achievement in Third- and Fifth-Grade Students. *Journal of Sport Exercise and Psychology*. 29(2): 239-252.

<http://www.ncbi.nlm.nih.gov/pubmed/17568069>

⁷¹ Diamond, A., & Lee, K. (2011). Interventions shown to Aid Executive Function Development in Children 4-12 Years Old. *Science (New York, N.Y.)*, 333(6045), 959-964.

skills.⁷² However, CPA intends to collaborate with Playworks to support our recess activities for students in 1st through 5th grades. Playworks is an organization in West Oakland that collaborates with elementary schools across the nation to integrate structured play and social-emotional learning during recess. Extensive evaluations of Playworks' recess program shows that it can increase the quality of physical activity and feelings of playground safety while reducing bullying. Teachers also reported that children transitioned back into the classroom after recess more quickly than children who did not use Playworks.⁷³ CPA will partner with Playworks to train staff and faculty to build a "safe, healthy, and inclusive play program."⁷⁴

LITERACY, LANGUAGE, AND COMMUNICATION

Our literacy philosophy is inspired by Paulo Friere's redefinition of the term, in which student literacy encompasses the world as well as the written word. Through our early education program at CPA, students learn to understand their context and how it shapes their development to read, write, and comprehend and to deploy these skills in their lives.⁷⁵ Our goal is to shape the child's understanding of what learning means and how it happens. One way that this surfaces is through their confidence in reading, comprehending and writing. A child's early reading and writing skills are also embedded in a developing system of oral communication.

For our TK-3 students, we see these as "emerging" skills that develop into "conventional" literacy. We will encourage children to attempt to read books and other types of print by providing:

- A well designed library center
- Independent reading time
- Functional print linked to class activities (Daily schedules, helper charts, toy shelf labels)
- Play related print (signs, menus in a restaurant play center, signs on playground structure and equipment, school menus)

Recent reviews of research indicate that there are critical categories in early literacy: oral language composition, phonological awareness and print knowledge. They also present an argument for print motivation (the frequency of requests for shared reading and engagement in print related activities, such as pretend reading).⁷⁶ Emerging literacy describes the gradual, ongoing process of learning to understand and use language that begins at birth and continues through the early childhood years (i.e., through age eight). During this period children first learn to use oral forms of language (listening and speaking) and then begin to explore and make sense of written forms (reading and writing).

As students matriculate to 4th grade, they develop into conventional reading skills. This means that

⁷² Ginsburg, K.R. (2007). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics*. 119(1): pp. 182-191.

⁷³ Bleeker, M., James-Burdumy, S., Beyler, N., Dodd, A., London, R., Westrich, L., Stokes-Guinan, K., & Castrechini, S. (2012). Findings from a Randomized Experiment of Playworks: Selected Results from Cohort 1. *Mathematica and John W. Gardner Center for Youth and Their Communities*.

⁷⁴ Playworks. www.playworks.org/training.

⁷⁵ Timpson, V.W. (1988) Paulo Freire: Advocate of Literacy Through Liberation. *Education Leadership*. Advocate of Literacy Through Liberation. 62-66.

⁷⁶ Senehal, M.J., LeFevre, K.V. Colton & B.L. Smith (2000) On refining theoretical models of emergent literacy. *Journal of School Psychology* 39 (5): 419-60

they will be presented with strategies to read and write for meaning.

APPROACHES TO LEARNING - IMPLEMENTATION

BACKWARDS DESIGN

CPA teachers will develop their plans in collaboration with school leaders, master teachers and their experienced peers as identified in Wiggins & McTighe *Understanding by Design* which demonstrates the process for “backwards planning” and “six facets of understanding”.

The backwards design model – considered an appropriate approach to a constructivist classroom⁷⁷ – begins with the identification of desired results and then moves to the development of instruction based on those results. Successful learning starts with an existing pool of knowledge and brings the new idea and embeds it into what students already know. A constructivist classroom takes a subjective approach to everything. This allows thoughts to stimulate, ultimately influencing existing experiences and prior knowledge. This framework identifies three main stages by determining what are the most important things that are worth identifying and their relevance:

- Stage 1: Identify desired outcomes and results.
- Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).
- Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

Stage 1: Identify desired results

While teachers will create daily learning outcomes for students, the model of backwards planning will be supported by “enduring understanding” of longer-term goals. The elements include:

- Enduring value beyond the classroom
- Resides at the heart of the discipline
- Uncovers abstract or often misunderstood ideas
- Offer potential for engaging students

“Backward design” uses a question format rather than measurable objectives. By answering key questions, students deepen their learning about content and experience an enduring understanding. The instructor sets the evidence that will be used to determine that the students have understood the content.

Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment)

The second stage in the design process is to define what forms of assessment will demonstrate that the student acquired the knowledge, understanding, and skill to answer the questions.

Wiggins and McTighe define three types of assessment:

⁷⁷ Wiggins, G. & McTighe, J. (2005) *Understanding by Design*. Pearson.

1. Performance Task— The performance task is at the heart of the learning. A performance task is meant to be a real-world challenge in the thoughtful and effective use of knowledge and skill— an authentic test of understanding, in context.
2. Criteria Referenced Assessment (quizzes, test, prompts) – These provide instructor and student with feedback on how well the facts and concepts are being understood.
3. Unprompted Assessment and Self-Assessment (observations, dialogues, etc.).

Stage 3: Plan learning experience and instruction

In this stage it is determined what sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understanding.

Backwards design is important to our model for problem-based and place-based learning and lends itself more intentionally to diverse teaching approaches as the teacher is identifying the path to reach the outcomes for all students and is cognizant about where students are entering. Furthermore, the process allows the teacher to connect meaningful and authentic content that is culturally applicable to all students in meeting the desired results.

DATA DRIVEN INSTRUCTION

Castlemont Primary Academy will use competency-based education as a way to better prepare students for success in college and their careers. Our model will include competency based and personalized learning that identifies specific and measurable learning objectives that students must master before moving ahead. This personalized learning creates a data-driven framework with which students can set goals and assess their progress. The flexible programs can then be adjusted to the needs of each student to ensure success.

Competency based education often capitalizes on technology to help set the pace of instruction to individual student needs. CPA students will have individual laptops that provide videos of teacher lessons and extra support and resources for students who are unable to meet the daily outcomes in their core classes.

Because we have a commitment to collaborative inquiry, CPA will use a process called data-driven dialogue so that teachers may analyze data together, rather than in isolation. This process will help us to uncover critical student learning gaps and continually refine our programs to meet their needs. Teaching staff will also be supported in weekly or biweekly collaborative data discussions with grade level and content area teams, where teams will assess student mastery towards unit, long-term, and benchmark measurable pupil outcomes. These meetings will enable teachers to make ongoing data-driven instructional adjustments based on students' demonstrated progress.

The Common Core State Standards also allow us to use competency-based instruction to support students in need of credit recovery. Rather than retaking a whole course, students will be able to revisit components of courses they have failed to obtain credit sufficient for completion.

LEARN ENGAGE ACHIEVE DEVELOP (LEAD) PLANS

LEAD Plans will offer students the opportunity to set short-term SMART academic goals, to support

students in accomplishing their goals and keep students accountable. This will allow them to take initiative in their educational trajectory, make plans, and manage time and expectations. The LEAD Plans will incorporate CPA's leadership model.

The LEAD Plans cover the following components:

- **Learn** – Our leadership model of the 8 habits will be embedded in each student's LEAD Plan and students will be encouraged to learn and display the habits and recognize the importance of doing so in their community, with family, and with peers.
- **Engage** – Our students will select projects in the community and work with organizations to build the bridge between the community and the school. Students will be actively and intentionally engaged and work with faculty to develop their LEAD Plans further each year.
- **Achieve** – Our students will be held to the highest standards and will excel in academic subjects and assessments. Their LEAD Plans will outline extra support if needed to achieve their full potential.
- **Develop** – Our students will develop emotionally and socially every year and the change will be tracked in their LEAD Plans.

One of the goals for the LEAD process is to strengthen the relevance of school and out-of-school learning opportunities. It is also meant to provide the student access to developmentally appropriate goals, opportunities that incorporate self-exploration, career exploration, and career planning, and management skill building activities.⁷⁸ The LEAD Plans might also include a brief description of trauma history and social-emotional goals, such as behavioral changes in class or improving attendance. Research has shown that students who were more engaged in their own personal development reported stronger goal setting skills, increased motivation to attend school, and increased academic self-efficacy which leads to better academic achievement, stress and health management, and readiness to engage in career decision-making.⁷⁹

Faculty, students, and parents/guardians will meet *three times annually* to develop LEAD Plans. These meetings will be take place at different intervals of the school year:

1. Beginning of the new school year: All families (new and returning) will meet with the counselor and faculty at the beginning of the year to start a new LEAD Plan. The meeting will center on the current developmental needs of the student, current goals, current challenges, and set new goals for the new school year.
2. Mid-school year: All families and students will meet with faculty to ensure alignment and that students are on track to being successful at all the components of the LEAD Plan. In addition, all LEAD Plans will be evaluated to ensure students are on track to promotion.

⁷⁸ National Collaborative on Workforce and Disability: <http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan>
⁷⁹ Ibid.

3. End-school year: All families and students will meet with faculty to ensure goals were met, lessons learned documented, and students are ready to continue.

A sample LEAD Plan can be found in Appendix 1.2.

ACTIVE PARTICIPATORY LEARNING - IMPLEMENTATION

1. *Blended Learning*

Technology literacy

In our 21st century world, businesses use technology and leaders invent new technological tools on a daily basis. CPA will begin building technology literacy and skills starting at age 4 to prepare our students for college and careers in the 21st century. Young children will learn to type, navigate the Internet, draft emails, and master various presentation platforms, including Microsoft PowerPoint and Prezi. Building these strong foundational technology skills will equip our students with the tools to express their opinions in a 21st century world. As their executive functions develop, older children at CPA will use technology as a tool to advance learning and problem solving. They will critically consider the quality of online content for PBL projects, draw upon online research and evidence to support their arguments in all core subjects, organize data using Microsoft Excel, and publish writing using Microsoft Word and blogs.

CPA will accomplish this through teacher-led classroom instruction. We will also search for computer-based programs that support 21st century outcomes. One program we are considering is Edviation, a computer program for K-8 students on technology literacy. This will supplement teacher-led instruction, as it is aligned to CCSS and problem-based learning. Teachers will receive extensive professional development on utilizing Microsoft Office and Edviation (see Appendix 1.1 for professional development plan). Nonetheless, we will reserve the right to consider other programs that may meet technology literacy outcomes.

Personalized Learning and Differentiated Instruction via Technology

In order to personalize instruction for all CPA students, we are using a blended learning model that focuses around three areas of instruction: independent, teacher-led small groups, and collaborative. Children will rotate within the classroom on a fixed schedule to learn from the three areas of instruction. The percentages spent in each of the areas will vary depending on the subject and the grade/readiness level of the student. For example, 1st grade students may spend more time in teacher-led instruction and 5th grade students may spend more time on independent learning. Additionally, students in a math class may spend more time on independent learning than students in a humanities class. Finally, the percentages may be based on information gleaned from a data cycle – a teacher may identify areas to re-teach or students that need to be re-taught, so s/he may change the percentage of time on small group instruction.

Blended Learning Model: Station Rotation

Considered a best practice for young children, Castlemont Primary Academy will employ the station rotation model.⁸⁰ The station-rotation model helps children develop cognitive skills by working in teams and actively participating in interactive lessons on computers under supervision of trained

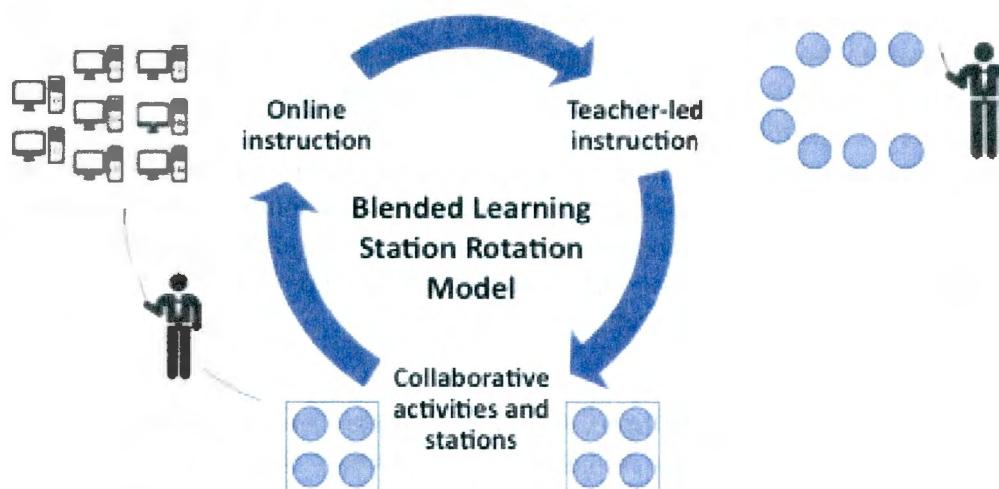
⁸⁰ Staker, B. H., & Horn, M. B. (2012). *Classifying K-12 Blended Learning* (pp. 1-22).

staff. Children will follow a fixed schedule and rotate within the classroom between personalized learning time, teacher-led small group instruction, and independent and collaborative activities. Modeled after KIPP Empower Academy in Los Angeles, CA, which has a similar student demographic as East Oakland, Castlemont Primary Academy's blended learning platform will use adaptive technology during personalized learning time to speed up the curriculum if the child's learning is accelerating and slow down if the child needs extra support. KIPP Empower Academy's blended learning model has been shown effective at increasing the "percentage of students reading at 'proficient' or 'advanced' levels...from 36% to 96%" and 97% of 1st grade students scored at or above the national average on Stanford Achievement Test.⁸¹ Teachers will receive data from the online program and individualize learning during teacher-led small group instruction. Children can apply what they learned with teachers by reading independently or working collaboratively with peers to practice math problems or science projects. Children will gradually spend more time working independently as their skills compound, especially for those in the later grades. Though 25 children may be in the classroom at one time, students will benefit from a 1 to 10 teacher-to-student ratio. Non-credentialed instructional aides will monitor and assist children as they work independently and in collaborative groups. See Figure 1.7 for a visual of blended learning in the classroom.

CPA is considering various programs for this model that will be innovative and applicable. These computer programs offer age-appropriate games and activities to engage children in learning. We have also identified Reading Revolution and DreamBox as resources to teach children core subject content using various technological modalities (see sample activities) for provide individual support as an extension of our core curriculum.

Though experts have identified the station rotation as a best practice for elementary school students, Castlemont Primary Academy will strive to continuously improve and mold the blended learning model in order to serve students in the most culturally appropriate way.

Figure 1.7 – Station rotation classroom layout



⁸¹ Bernatek, B., Cohen, J., Hanlon, J., & Wilka, M. (2012). Blended Learning in Practice: Case Studies from Leading Schools - KIPP Empower Academy (pp. 1-41).

2. Participatory Action Research

CPA Investigators – Place-Based Learning (Grades TK-3)

Wallace Stegner's position, "if you don't know where you are, you don't know who you are" will be the approach that drives our active classroom for early learning. It is intended to redirect the challenges and negative assumptions that students in this community face. They will be taught at an early age to see the strengths of their community, while advocating for change among the challenges.

CCTS' unique approach to education is held with the belief that students can be the drivers of community transformation. Our cradle-to-career model is deeply rooted in community based participatory action research (CBPAR). Because the process of CBPAR requires a higher level of critical thinking, partnership cultivation, problem solving and collaboration, we have designed a vertical approach to its full implementation within our continuum. CBPAR is a way of generating solutions to systems and affecting change within a community. It involves community stakeholders in its design and implementation with the intention of benefitting of the community.

As stated in our Castlemont Junior Academy petition, our students will evolve over time as leaders of their community, civic advocates and problem solvers. Students in early grades are in the early stages of development in the application of these skills in meaningful ways. As a result, we will build on the process through strategies of investigation in placed-based environments.

PLBL and civic engagement have emerged as the epitome of environmental education, conservation and community development. PLBL is a more simplistic approach to change and narrows its focus to environmental factors. For example, a class may create an ABC coloring book that identifies all of the animals at the Oakland Zoo and then sell the book to raise funds to build a nature center in the school or even a small animal community conducive to a classroom that supports science learning. A fifth grade cohort may develop a tour guide of an historical neighborhood including a map, commentary and photographs for each building.

Through our CPA Young Investigators model, learning will be connected to action: students engage in the civic life of their community with the intent of building a sense of affinity about the environment. The approach to placed-based learning is value-driven and designed to advance educational goals together with social, economical and environmental objectives. It contributes to the broad adoption of stewardship and service by reconnecting students to the natural systems and human communities.⁸² Keeping with our core values, our approach to PBL will ignite our students in *self-discovery* and *reflection*.

PLBL benefits the students by:

- Fostering their connection to the place
- Creating vibrant relationships between the school and the community

⁸² Helm, J.H. & Katz, L.G. (2010). *Young Investigators: The Project Approach in the Early Years*. 2nd Edition, Teachers College Press.

- Boosting student achievement
- Improving environment, social and economic vitality

PLBL helps students learn to take care of the world by understanding where they live and taking action in their own backyards.⁸³ CPA has coined this course, “CPA Investigators.”

Problem-Based Learning (Grades 4-5)

CPA Charter School is implementing Problem-Based Learning (PRBL) teaching and learning strategies and will align this research-based academic design with the STEAM focus (science, technology, engineering, arts and mathematics), California Performance Standards and 21st century readiness skills. We believe that PRBL is the best teaching and learning strategy to effectively prepare our student for the 21st century, and is based on critical thinking, collaboration, creativity, innovation and problem solving.⁸⁴

According to Race states, “learning from other people is the most instinctive and natural of all the learning contexts we experience”.⁸⁵ While Project Based Learning is the intentional approach to collaborative learning, problem-based learning focuses on student’s taking control of their learning. It serves to teach content by presenting the students with a real world challenge similar to the one they might encounter were they a research practitioner of the community.

Advocates of Problem-Based Learning define it as:

...both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting the challenges that are encountered in life and career.

A DAY IN THE LIFE AT CPA

My name is Christine Smith and I am a fourth grade teacher. I am writing to share my teaching experiences and a typical day at CPA.

Everything is thoughtfully done here at CPA. The majority of our students receive free or reduced-price meals, so most of our students eat a nutritious breakfast before class begins. A full stomach really makes a difference in a child’s ability to focus and learn. We begin the instructional day with Morning Circle, which is great for building the healthy culture of self-respect and leadership that CPA has worked so hard to foster. Plus, that transition time really grounds the students, helping them let go of the stress of getting to school and be prepared and present for the day’s lessons. Children are able to share their feelings about positive or negative events in the community; I pay close attention to the classroom mood during this time and try to identify any children who may need extra support from a caring adult. At this age, transitions are so

⁸³ Ibid.

⁸⁴ Parsons, R. D., & Brown, K. S. (2002). Teacher as reflective practitioner and action researcher. Belmont, CA. Wadsworth/Thompson Learning.

⁸⁵ Race, P. (2001). The Lecturers toolkit: A practical Guide to Learning, Teaching, and Assessment. 2nd Edition, London, UK. Kogan.

important!

Each day we have a long stretch on a core subject right after Morning Circle. It's important to get the core academic work in when the kids are fresh. Today they are working on basic math concepts on their Chromebooks while my teaching assistant and I help small groups of students that need additional support. Because the assessments are so thorough here, I have a really good sense of what each of my kids needs. Right now we're laying the groundwork for fractions, which are so important and can be really tricky for kids to understand, so I'm grateful to have the flexibility to work with the small groups. If they can really understand fractions, they'll be in much better shape for the more complicated concepts that come in middle school.

At recess the kids can eat a snack if they like, but mostly we encourage them to use the time to run around and participate in structured play. After all that concentrating in the morning, it helps them come back fresh when they've gotten the blood flowing with some physical activity. All of the teachers and staff were trained by Playworks at the beginning of the year to supervise and coach the kids on the playground. Not only has it helped them focus their (ample!) energy, they've also gotten very good at taking turns, sharing, and following sports rules. Some of my fourth graders are "junior coaches" now and I can just see how proud they are to be in charge of handing out equipment and checking it back in. Giving them that kind of responsibility dovetails so nicely with the leadership work we do in class.

After recess, the kids and I get to focus on their Problem-Based Learning projects. This was a really new idea to me when I came to CPA, but it's my favorite part now. Our current project is a neighborhood map that the kids are working on. We are mapping the neighborhood resources that are important to them and it really drives home to me how differently kids think about the world around them! It's so important to get their perspective and make sure they understand that their thoughts and opinions are valued. This is a great way to build their awareness about their community while also developing their sense of agency. Today we're focusing on the paragraphs each student is writing favorite and least favorite features of the neighborhood. To wrap up the project we'll do a graphing exercise to show the opinions of the class as a whole. The essays, maps, and graphs will all be displayed at back to school night – I can't wait to see how families respond!

Students have the opportunity to eat a nutritious lunch, consisting of lots of fruits and vegetables. Those who finish early may participate in free play.

Today after lunch, the kids will be doing science. I like doing hands-on work in the afternoon, when the kids may be a little tired of sitting in their seats. The current unit is about electricity and magnetism. The kids are working in teams to build circuits to make a small motor go. I love seeing their eyes widen when they realize the circuit they're making is the same kind of thing that makes the fans in our computers work or the lights in our classroom turn on. That kind of real world application really makes the lesson seem worth it to them. I can tell this is one that they'll go home to tell their families about.

That lesson feeds really nicely into our last section, I-LEAD, our leadership model. During I-LEAD, students develop habits of the mind. This unit focuses on Habit 6: Synergize – students learn about teamwork and the importance of collaboration. We apply lessons learned almost on a

daily basis, especially when students work on the Problem-Based Learning projects. I plan team-building activities as well to make the learning process more engaging and interactive.

Once per week, we focus on college and career readiness. Even though my kids are just fourth graders, it's so important for them to have goals and excitement about continuing to achieve in school. We're developing different leadership and self-management skills that will help these students succeed no matter what path they choose. This week, we're talking about project management skills and we'll be applying them to our Problem-Based Learning project, which has a number of different components for the kids to track. If we can help them begin to master these skills now, then the transition to middle school (and beyond!) will be a breeze.

We transition out of the day with Closing Circle, when the kids reflect on how their day has gone and end the day on a positive note by appreciating each other and themselves. I think I appreciate the opportunity to slow down and reflect as much as the kids do. I know it helps me prepare for the rest of my day and I think it does the same for them.

Most of the kids participate the afterschool program. I love hearing them play games while I'm tidying up my classroom and getting a head start on grading at the end of the day. I know that it's not all fun though. The afterschool coordinator checks in with us each grading period to hear about the units we have planned. She and her aides offer academic support to kids who need it, and stretch activities for the kids who are ahead. I think getting homework done – and a helping hand – before they go home makes it a lot easier for the kids to stay on top of their work and ahead of the material. That makes my job easier!

SOCIAL EMOTIONAL DEVELOPMENT – IMPLEMENTATION

CULTURE PLAN

CPA understands the importance of intentionally building a school culture that values academic success, community involvement, and leadership. During the planning year, CPA school leaders will develop a culture plan in conjunction with our partners at Room to Bloom, which has a proven track record of fostering a healthy culture that is supportive of children, parents, and early education. We will also collaborate with Youth UpRising to establish a culture of safety on campus; their use of culture keepers has created a culture that the neighborhood respects as a safe haven.

We will set high expectations for all of our students to learn and succeed, regardless of their home language, socioeconomic status, learning ability, or racial background. However, we understand that children have needs and cannot learn when they are hungry or impacted by trauma from violence. The culture plan will focus on teaching the “whole child” through social-emotional learning and normalizing physical and mental health services. We will differentiate instruction according to student needs. Our culture plan will express not only the values that CPA holds, but also the specific means through which those values will be expressed. These will likely include the tools of restorative justice, social and emotional curriculum, culture keepers and community initiatives.

MIND AND BODY MATTERS

CPA embraces students and grows them from where they are, acknowledging that all students will

not show up for school in an optimal learning state due to their high exposure to violence and other toxic stress factors in the East Oakland neighborhood. Emotions and cognitions go hand-in-hand, thus a student's emotional presence is as central to the classroom as their academic readiness.⁸⁶

CPA is committed to developing student leaders who are academically and emotionally strong. As such, CPA's school day is anchored in core academic standards and the core social emotional competencies guided by the *HighScope* framework. At CPA, Social Emotional Learning is fostered via a number of strategies throughout the day. As previously mentioned, our SEL curriculum will be integrated into our core content and taught as an isolated focus in our Mind and Body Matters periods. Mind and Body Matters lessons and activities engage students in learning and practicing social emotional skills and developmental life skills. In order to nurture the whole student and reduce social emotional gaps, CPA opens and closes the structured school day with Mind and Body Matters. The purpose of Mind and Body Matters is to:

- Set the tone for respectful learning and establish a climate of trust.
- Motivate students by addressing two human needs – (1) feeling a sense of significance and belonging and (2) having fun while learning.
- Merge social, emotional, physical and intellectual learning.

Mind and Body curriculum will engage students to develop life skills essential to successfully navigate pre-teen years. For example, developmental topics may include self-esteem, peer pressure, personal boundaries, bullying, diversity, body image, and ethnic identity.⁸⁷

At CPA, Mind and Body Matters will involve a combination of activities that aim to orient, support, energize and connect students to their learning community. Activities will rotate and may include:

- Reciting school values/code of conduct
- Energizers – brief physical activity to get blood flowing, stimulate cognition
- Group activities with some healthy competition
- Individual check-ins that allow each student to convey his or her state (e.g. My weather today; the color that describes my mood right now...)
- Current events – discussion proximal community happenings impacting daily student functioning (e.g. death, transitions, public transportation)
- School issues to discuss, debate or vote upon (e.g. class activities, special events, community service projects)
- Class awards and recognition opportunities
- Mindfulness trainings
- End Mind and Body Matters in individual and/or group affirmations

Research confirms that social skills are not just something to be taught so that children behave well enough to get on with the business of schooling but rather, they should be inextricably intertwined with cognitive growth and intellectual progress. A student who listens well, frames a good question,

⁸⁶ Collaborative for Academic, Social and Emotional Learning. (2008). Social and emotional learning and student benefits: Implications for the safe schools/healthy students core elements. Chicago: Author. Retrieved from http://www.casel.org/downloads/EDC_CASELSELResearchBrief.pdf

⁸⁷ Kriete, R & Bechtel, L (2002). *The Morning Meeting Book*. Massachusetts: Northeast Foundation for Children, Inc.

and has the assertiveness to pose it, will be a strong learner. All those skills are essential to academic achievement⁸⁸ and will be monitored and tracked through the LEAD Plans. All of our students will have a LEAD Plan. In addition to listing academic goals, the LEAD Plan will also list social and emotional learning benchmarks and challenges (See Appendix 1.2). Mind and Body Matters is a forum in which these skills will be modeled, practiced, extended and refined in the context of social interaction. Mind and Body Matters is not an add-on but rather an integral part of the day's planning and curriculum. Mind and Body Matters consists of two sessions:

1. Morning Circle – a 30-minute period to transition children into a learning environment at the beginning of the day. Morning Circle will be of a particular importance with our younger students. It will ground students in school context and culture, set expectations for the day and develop a sense of connectedness to people and place. In this space, students get an opportunity to learn, practice and master the social-emotional core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making⁸⁹
2. Closing Circle – a 15-minute period to wrap up the school day. Closing Circle transitions students back into their community with a sense of accomplishment and confidence. Social-emotional skill acquisition throughout the school day positions students to be critical thinkers and effective problem solvers as they navigate their world.

In addition to direct SEL instruction that bookends the school day, social emotional learning will be integrated throughout the curriculum and school culture. School staff will collaborate to recognize, reinforce and model social emotional skills. For example, a science lesson about environment, waste and recycling, might engage students in identifying their social responsibility for improving their physical environment. Lessons might also involve service-learning projects to practice the leadership skills of our leadership model. Researchers and educators alike, increasingly acknowledge the necessity of incorporating Emotional Intelligence (EQ) in primary education. EQ is the current construct by which one's social emotional functioning is conceptualized and conveyed. This construct refers to the ability to identify, understand, and manage emotions in effective ways to the ends of positive coping, communication, relationships, empathy, resilience, and conflict resolution.

CPA will ensure that all stakeholders participate in SEL trainings and that our counselors master our model for the continuum of SEL supports in grades K-5. Research provides guidelines for implementing a coordinated SEL framework, including:

- Sequenced, Active, Focused, Explicit (SAFE) Program
- Adults and students model SE Skills and discuss relevant situations (i.e. teachable moments)
- Provide developmentally and culturally congruent instruction and community building activities
- Provide students with opportunities to contribute to classroom, school and community
- Coordinated mental health services that reinforce SEL instruction

⁸⁸ Ibid.

⁸⁹ Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

You will find these strategies woven into our approach to instruction and in creating a supportive learning environment.

CPA believes in the resiliency of students and their ability to grow and overcome social emotional deficits. Closing social-emotional gaps has proven to be essential in closing the achievement gap amongst students of color who reside in under-resourced communities.^{90 91} This provides a safe space for students and faculty to share reflections of the day, appreciate one another, and prepare to go back to their families and end their day.

CPA will use the *HighScope Educational Approach* as an integrated model of academic skills and social emotional learning for all CPA students. It is a comprehensive system of teaching practices and educational structures designed to enhance the learning environment and to support developmentally appropriate instruction in early learners. *HighScope* provides extensive strategies, suggestions, and professional development around supporting English Language Learners and working with a diverse population of students and families from various cultural and ethnic backgrounds. All CPA teachers will be trained in this approach. See Appendix 1.3 for our SEL rubric adapted from *HighScope's* curriculum. We will use supplemental curriculum from *Second Step* and *Project Happiness* to supplement Mind and Body Matters activities and lessons when appropriate.

Second Step (TK-2)

For students in grades TK-2, CPA will use the “Second Step” curriculum. Our program will focus on providing guidance and support for students to develop the following skills:

- Empathy to understand emotions and feelings, recognize individual emotions, and physical clues to help identify their peers’ feelings
- Emotion-management to manage anger, frustration, and disappointment
- Problem-solving skills to be fair and practice positive conflict resolution
- Skills for learning how to listen, follow directions, and focus

We will implement Second Step curriculum during Mind and Body Matters in order for students to gain social emotional learning habits and skills. We will integrate SEL learning activities to encourage interaction and engagement. For example, second graders will have a lesson on bullying – a sample activity may include dividing children in small groups to develop short skits on bullying and how they might participate in problem-solving and conflict resolution. By following the *Second Step* curriculum our faculty will teach students about:

- Empathy – as bystanders, students will “feel bad” for the victim and discuss what they would do to defend and support the victim
- Managing emotions – students will identify emotions associated with bullying if they were the bully, victim, or bystander. Students will learn to think before acting.
- Problem-solving – students will learn to use their words to explain how they feel and work out a solution

⁹⁰ Dweck, C. (2008). *Mindset: The New Psychology of Success*. New York: Ballantine Books

⁹¹ Walton, G., & Cohen, G. (2003). Stereotype Lift. *Journal of Experimental Social Psychology*, 456-467

- Skill development – students will learn what constitutes bullying and how to listen to and communicate with their peers about problem solving.

For a sample lesson plan from *Second Step*, please look at Appendix 1.4.

Project Happiness (3-5)

For students in grades 3-5, CPA will use the *Project Happiness* curriculum. Through *Project Happiness*, CPA will ensure that our students are not only happy children, but that they will develop emotional resilience through self-awareness, character building, and the ability to make good choices in challenging situations.

Our program will build on the foundations introduced in the earlier grades by *Second Step* and will include:

- Recognizing and managing emotions
- Developing care and concern for others
- Establishing positive relationships
- Making responsible decisions
- Handling challenging situations constructively and ethically
- Coordinated mental health services that reinforce SEL instruction

We will implement the *Project Happiness* curriculum during Mind and Body Matters in order for our students to gain social emotional learning skills. We will integrate SEL learning activities to make learning interactive and engaging. When continuing the conversation on bullying for older children, 4th graders will be able to:

- Discuss and debate why bullying is not healthy for the school community
- Lead presentations on how to make responsible decisions and articulate the consequences of poor decisions. Students will lead presentations to the younger children
- Critically think about and share the challenges of managing challenging situations

For a sample lesson plan from *Project Happiness*, please look to Appendix 1.5.

Morning Circle: Vignette from a Faculty Member

Hello, my name is Mrs. Williams. I am kindergarten teacher at Castlemont Primary School. One of my favorite activities at CPA, and truly one of the most important ones, is our morning ritual. Every morning I stand by my door and greet each student as they enter our classroom. The students then hang their backpacks and jackets by their cubbies and go to the morning circle rug. When we are all at the circle we greet each other and sing the good morning song together. I then start off by reviewing the agenda for the day on the board. My agenda usually looks like this:

- 1. Energizer*
- 2. CCTS Value of the week*
- 3. The habit of the week*

4. The lesson of the week

5. How are we doing this morning?

It is important for us to let our students know what the expectations will be and how we will work together to reach our goals. As we sit around the circle, I announce the Leader of the Week. The Leader of the Week has very special leadership roles during the week. All of our classes do this because it's a great way to allow our students to demonstrate and nurture their leadership skills. The Leader of the Week leads the class in the energizer every day of the week. He/she changes the calendar each day. And makes sure the classroom is tidy encouraging all his/her peers to clean and collaborate after each activity.

After the energizer, I read our CCTS values and announce the value of the week and the habit of the week. Both the value and the habit are displayed all week in our classroom. After reviewing the day's agenda, we talk about our weekend. We talk about our favorite parts and our not so favorite parts. We talk about how we are feeling today and the things that we want to leave outside our classroom. I pay close attention to the kids, especially those who look sad or distracted. I notice how they are listening and interacting with their peers. CPA teachers have a special relationship with students - we know them so well! As a kindergarten teacher it is my responsibility to ensure that all of our students develop healthy relationships with the adults at CPA. This is the first step to a successful educational trajectory. CPA not only values the relationship building activities but also emphasizes the importance of them. I have never worked on a school like this before. Academics are usually prioritized and carry the most weight, but not at CPA. Here, we all believe in education and nurturing the whole child. After we cover the agenda, if we have a parent reader he/she will read a short story. If we do not have a parent reader, I read the students a book. We will interact with the story. We then sing our song as a group to transition into instruction.

I-LEAD

CPA Leadership period will support students in the following ways:

1. Support relationship and adult-student interactions.
2. Promote a sense of community, family, and school connectedness.
3. Support the transitions in elementary school.
4. Support the students' holistic growth, including academic, social and personal growth.
5. Support the students in developing leadership skills necessary to navigate the world.

The Leadership period will have two components; 1) time designated to enrichment activities, and 2) one-to-one advisement. During I-LEAD, we will reinforce our leadership model and students will interact with faculty. See Appendix 1.6 for our Leadership Rubric to determine how teachers will assess leadership growth among children. Look to Figure 1.8 for a unit breakdown of I-LEAD

Figure 1.8 - Unit Outline for I-LEAD

Key Skills developed within <i>The Leader in Me</i> Model	Habit Conveyed	CPA Student Expression	Possible Activities
Leadership & Responsibility	Habit 1: Be Proactive: You're in Charge	I am a participant in my community: at school, in my home, and in my community as a whole. I do what's right not because it's the right thing to do but because it's the thing that feels right.	Participate in community events and lead events
Problem solving	Habit 2: Begin with the End in Mind: Have a Plan	I have a LEAD Plan and I follow it. I do things that matter not only to me but also to everyone around me. I want to be a good role model in my community.	Maintain LEAD Plan current
Accountability	Habit 3: Put First Things First: Work First, Then Play	I have dreams and goals and I know that I have to work hard to accomplish my full potential and be a positive influence in my community.	Project management skills
Initiative and Self-direction	Habit 4: Think Win-Win: Everyone Can Win	I know that things are not just black or white, wrong or right. I look for other options to solve problems and make sure I am fair to all those around me. I know we can all win.	Learn about self regulation and teamwork
Adaptability & Creativity	Habit 5: Seek First to Understand, Then to Be Understood:	I always listen to other first, they have valuable ideas and I respect that. I also like to	Listening skills and activities

	Listen Before You Talk	share my ideas and I do so with confidence.	
Teamwork & Communication	Habit 6: Synergize: Together is Better	I like working with my peers and coming up with solutions together because together we are stronger and smarter.	Team building activities and communication activities
Wellness	Habit 7: Sharpen the Saw: Balance Feels Best	I know how important it is for me to be healthy and take care of myself and those I love.	Health related activities
Cross-cultural skills	Habit 8: Find your voice and inspire others.	I want to thrive in my diverse community. I want to find my true self, find the beauty in others, inspire, and be a true leader.	Attend and learn about cultural events

LEARNING ENVIRONMENT- IMPLEMENTATION

LEAD SUMMER CAMPS (READING/ENRICHMENT CAMPS)

CPA will ensure our students do not fall behind during the summer months. We will provide opportunities to participate in enriching educational activities. Our Summer Camps will be safe, fun, age-appropriate experiences focused on enrichment activities that will foster the love learning and strengthen the building blocks of developmental learning. The curriculum for our LEAD Summer Camps will provide core academic areas such as reading, writing, math, oral language, and art. The camps will be themed-based and learning will be integrated in multi-sensory and interactive activities. For example, if the theme is Ocean Life for a camp for 1st graders, the students will learn about the ocean by doing art activities, reading about ocean life, and taking fieldtrips.

AFTERSCHOOL PROGRAMMING

A growing body of research has found that children who participate in high quality afterschool programs have improved attendance, behavior, coursework, and test scores, compared to non-participating students.⁹² CPA's optional afterschool programs will help students excel in school by providing additional academic resources and a safe and supportive space to take advantage of enrichment and athletic activities. Research has indicated that high performing, sustainable afterschool programs use fourteen common practices to maintain a culture of excellence.⁹³ The CPA afterschool program will embrace these fourteen principles in conjunction with CPA's core values of opportunity, diversity, inclusion, justice, responsibility, persistence, resilience, responsibility,

⁹² Durlak, J. A., Weisberg, R. P., & Pachan, M. (2010). *American Journal of Community Psychology*. 45: 294-309.

⁹³ Fletcher AJ, Piha S, Rose R et al. (2005). *A Guide to Developing Exemplary Practices in Afterschool Programs*.

creativity, self exploration and reflection.

We expect the CPA afterschool program to create a seamless transition from the school day to out-of-school time. Afterschool programming will be developed in collaboration with CPA faculty and counselors in order to align lesson plans, LEAD Plans, and academic support. The Afterschool Coordinator will design activities and enrichment programs based on grade level and developmental capacity. Participating children will be separated by grades TK to 2 and grades 3 to 5.

TK – 2nd Grade

Snack/Nutrition: All participating children will receive a nutritious balanced snack, including fresh fruits and vegetables, low-fat milk, and water. Staff and adult volunteers will sit and eat with children during snack time to encourage children to eat the same foods. Food modeling has been shown to improve eating habits of young children.⁹⁴ Adults will engage children in a circle discussion about the importance of eating a healthy variety of foods and the nutritional benefits of whatever daily snack they are enjoying. CPA anticipates partnering with the OUSD Food Services Division to provide nutritious meals through the on-campus cafeteria at Castlemont High School. Our second option will be to provide breakfast, lunch, dinner and other nutritious snacks through our county-approved cafeteria at our founding organization, Youth UpRising. As the school continues to expand, we may explore options with outside vendors such as Revolution Foods or another outside food provider.

Physical Activity: For children in TK-2nd grades, it is developmentally appropriate to have high levels of activity and spontaneous play. Keeping this in mind, the CPA afterschool program will incorporate “free play” featuring running, jumping, throwing and catching activities to enhance gross motor skill development. Typical equipment will feature: jump ropes, medium bouncing balls, hula hoops, a child sized basketball hoop and ball, a small soccer ball with goals, hopscotch, bean bag toss, etc.

Academic Support: Children will receive homework and academic support during CPA’s afterschool program. Considering that TK-2nd grade children have a short attention span, academic support will have to focus on learning a routine and social emotional development. A typical academic support session would feature students seated by grade (youngest children at a table farthest away from the door, oldest children at a table closest to the door to encourage a sense of progression to the next level). Students will work on homework with adult guidance and support. Students who finish early can pick a quiet independent learning activity where they can listen to a book (with headphones) and/or read a book on their own.

Academic support time will provide a space for children to develop social skills by working in groups to problem solve, complete projects and learn social norms such as sharing, asking for help, and taking turns in a controlled, age-appropriate setting.

⁹⁴ Rolls, B., Engell, D., Birch, L. (2000). Serving portion size influences 5-year-old but not 3-year-old children’s food intakes. *Journal of American Dietetic Association*. 100: 232-234

Enrichment: TK-2nd graders will engage in creative activities to support the development of fine motor skills. Activities will have a theme related to the day program, and because at this stage the process is more important than the result, activities will feature cutting, molding and shaping, holding a pen, pencil, marker or crayon. Creative activities will align with Common Core State Standards and students will be prompted to discuss their artistic creations in detail. Students will clean up for the remaining 15 minutes of this portion of the program.

The afterschool day will end with physical activity through spontaneous play. Parents, guardians, and family members picking children up from our afterschool programming will be required to sign in and out with

3rd - 5th Grade

Snack/Nutrition: All participating children will receive a nutritious balanced snack, including fresh fruits and vegetables, low-fat milk, and water. Children will gather in a “check in” circle during snack time, which will help them develop social skills, create healthy relationships, and transition into academic support.

Physical Activity: Children at the 3rd-5th grade level have a high energy level, improved gross motor skills with a much slower and steady growth rate. Play is still an important stage of development, therefore children between 3rd and 5th grades will engage in organized play during the afterschool program. Organized play will be split into large group and small group play stations. Children will have a daily choice to join a large, organized, and cooperative game like Ultimate Frisbee, Flag Football, or Capture the Flag or a small cooperative game like Four Square, Tetherball or Double Dutch. Sharing and establishing “house rules” will promote responsibility and inclusion.

Academic Support: A typical academic support session will feature students seated by grade, as described in the previous TK-2nd grade section. Students should work on homework with adult guidance and support. Academic support will be more structured and students should be grouped according to their class. Students will learn basic study skills such as preparation, organization and writing down assignments. Students who finish early will check their work and choose a quiet independent learning activity where they can listen to a book (with headphones) and/or read a book. The older children will also have the option of becoming a peer tutor. Peer tutors will be matched with younger children during homework sessions.

Academic Support will feature grade-appropriate learning activities that align with Common Core State Standards and link to school day learning. Learning activities, such as vocabulary or geography Jeopardy, will supplement subjects they are learning in the classroom. Learning activities will be grade-specific and may be independent or instructor-led, depending on the activity. Academic Supports will also design group work around building understanding, conflict resolution, and emotional development.

Enrichment: 3rd -5th graders will engage in creative activities to learn how to brainstorm, plan and complete a project. Activity leaders will provide more support and reassurance throughout the creative process in order for students to develop a sense of security and self-esteem. Creative

activities will align with CCSS and students will be prompted to explain their artistic creations in detail, and write a description as well as present to their peer groups. Students will help clean up for the remaining 15 minutes of this portion of the program.

The day will end with supervised free play, conversation, and social time where students will have the opportunity to build relationships and cooperate in an unstructured environment.

Afterschool Program Schedule: Grades TK-5

3:50 – 4:20 p.m.	Snack, announcements, and free play
4:20 – 5:20 p.m.	Academic Support
5:20 – 6:10 p.m.	Enrichment
6:10 – 7:00 p.m.	Free Play

ADULT-CHILD INTERACTIONS-IMPLEMENTATION

The LEAD Supports will be the manifestation of adult-child interactions at CPA. These engagement and leadership strategies embody the importance and our full support to developing meaningful relationships.

LEAD Awards

The LEAD Awards will be designed to recognize the leaders at CPA. Everyone on campus – including students, faculty, staff, parents, visitors, and guests – will have access to LEAD Cards. Nominators can drop off the Cards at a designated location at the front office. People recognizing leaders will describe how someone truly displayed a leadership skill as defined by the 8 habits. Students will also be awarded for notable achievements, such as perfect attendance for one month or accomplishing goals in their LEAD Plan.

When children receive awards, they realize that adults notice them and that their presence and actions are meaningful. We expect students to gain confidence and pride when the entire school community recognizes them for their accomplishments. Students will be awarded every month at the LEAD Assemblies.

LEAD Teams

As previously mentioned, children will meet with the school counselor three times annually to discuss goal-setting, strengths and weaknesses, career planning, and more via the LEAD Plan. If the counselor identifies a student who does not make regular progress with personal goals or other various assessments in the LEAD Plan, s/he will be referred to a LEAD Team. All Teams may consist of at least one CPA staff, a family member, and a student advocate, such as a social service representative in order to find solutions for academic and community success for the referred student. The LEAD Team provides additional adult mentoring and support to children and will develop and monitor prevention and intervention programs and resources to enhance student success. This will be a problem solving and coordinating structure that assists students, families

and teachers to seek positive solutions for maximizing student potential. Ideally, referrals are processed and prioritized by the Special Education team but can be applied to any student enrolled at CPA.

We understand that children participating in LEAD Teams may experience a multitude of negative factors at home or in the community that impact personal and academic growth. Therefore, adults will develop stable relationships with children by building rapport and trust. Students will receive in-depth one-on-one student support from caring adults. CPA staff may also conduct home visits. When parents are guardians receive extra support, which may improve adult-child interactions in the home. When children begin to show progress, the LEAD Team will close the case, however, the relationships will remain strong.

FAMILY AND COMMUNITY ENGAGEMENT

Families as Partners

We will develop relationships of mutual respect and equal partnership between parents and faculty. Research shows that children's literacy and math skills improve when their parents are fully engaged.⁹⁵ Parents who can articulate and act upon their roles and responsibilities as their child's teacher have a positive impact on their development and education.⁹⁶ CPA will strive to learn from parents by (1) meeting them where they are and understanding the everyday realities they face, (2) respecting the knowledge they bring, and (3) developing relationships built on respect and trust. In order to cultivate strong relationships with our families, we will hire a team of school faculty and staff that reflects and respects the cultural background of our student population. This ensures parents and students feel welcomed and heard in the school community.

At CPA, parents and guardians will be integral to student success and we plan to communicate with them regularly. We will demonstrate our commitment to families as equal partners by regularly seeking and incorporating their feedback. This will contribute to the school's continuous improvement and accountability efforts. We will use several strategies to engage parents, guardians, and family members as partners, including:

1. The CCTS Board of Directors will host an annual Town Hall meeting to explain the role of the Board and invite input on issues and concerns of governance/policy matters.
2. The Principal will host a variety of activities throughout the school year to provide an opportunity for parents and guardians to ask questions, learn more about the educational model, and how to get involved.

During the application process, a series of informational meetings will be held to provide prospective students and families with information about the school. Annual on-site school orientations will provide all enrolled students and their families with more detailed information

⁹⁵ Voorhis, F. L., Maier, M. F., Epstein, J. L., & Lloyd, C. M. (2013). The Impact of Family Involvement on the Education of Children Ages 3 to 8. MDRC.

⁹⁶ See *Voices of Parents on Raising and Educating their Children from Birth-to-College: A Teaching Case Study* by Leanne Beaudoin Ryan, Raphael Nash, and Linda Wing, published by the Foundation for Child Development, November 2013.

about the upcoming school year. Faculty, staff, and the counselor will visit the home of each student who is new to the school or visit with new student families if so is requested as an alternative.

Interview incoming families and students about their hopes and dreams for their children as well as their thoughts about how CCTS can support parents and guardians. This will also help to determine the social and cultural assets families can offer to the school to promote children's learning. We will highlight interview results in CPA's annual report for policy discussion and public accountability. Please see Appendix 1.7 for a sample family survey in English and Spanish.

All incoming families and students are required to participate in a summer orientation to better understand CPA's educational model, the school culture, and our expectations of families and students. All families and students will receive a Student and Family Handbook at orientation, which will serve as a resource and guide. This handbook will include general school information as well as specific ways to prepare their children for transitions throughout primary school. The Student and Family Handbook will be provided to OUSD prior to commencement of instruction.

Twice a year, we will survey all Castlemont Primary Academy families about their satisfaction with the school along multiple dimensions, including family engagement, student outcome and progress, school environment, etc. The results will be taken into the design of school structures and practices. We will highlight survey results in CPA's annual report for policy discussion and public accountability.

The counselor will connect with parents/guardians to discuss their child's LEAD Plan three times annually to monitor academic progress. Parents and guardians can create a supportive environment in the home that encourages children accomplish academic and personal goals.

CCTS will implement a comprehensive student information system so that families will have access to homework assignments, assessment scores, course syllabi, school calendars, and other student information in order to track their child's progress in all courses. Community computers will be available for parents at the Family Center. The Family and Community Engagement Coordinator can provide technical assistance, if necessary.

Parents and guardians will receive quarterly report cards that describe their child's progress. Parents and guardians can also monitor progress by participating in POLs. As their child presents their school projects, parents can gauge how their communication skills, presentation skills, and critical thinking skills have evolved over time.

Positive community membership also ensures that errant behavior will not disrupt student learning. Any parent, guardian, or community member who disrupts the learning process or violates the rights of another member will be required to participate in a restorative justice circle or other form of restorative practice such as community service.

Families Involved in Decision Making at CCTS

CCTS encourages parents, guardians, and family members to actively participate in school activities.

We will also create opportunities for family members to influence policies, make decisions, and lead by:

1. Creating a Community School Council. Consisting of CPA guardians, community stakeholders, teachers, and students, the Council will use Design Thinking to identify school needs and solve problems. The Council will also perform the functions of a School Site Council and will guide academic instructional programs and related resource expenditures for the school. They will have the opportunity present their recommendations to the CCTS Board of Directors. Please see Element 4 of this Charter for additional information.
2. Organizing a Parent-Guardian Association. The PGA will meet monthly to share information about the school, rally community members for volunteer and/or fundraising opportunities, and serve as an open forum for community/school/parent conversations. The PGA meetings may also be used as parent information sessions where parents, guardians, and other caring community members can learn about strategies for supporting student success in school.
3. Creating a Family Center. The center will offer families access to the Internet, lending libraries, a place for informal family networking, as well as workshops and classes that address family interests and needs. Workshops and classes may focus on how families work together to ensure family wellness and how to plan for and access resources that promote family economic security. Our long-term goal is for parents to become staff in the Family Center.
4. Creating the position of Family and Community Engagement Coordinator of the Castlemont Community Transformation Schools. Some roles the Coordinator may be responsible for include: support the Community School Council and Family Center and orchestrate the outreach and analysis of family interviews and surveys. A parent volunteer will hold the Family and Community Engagement Coordinator position.

We will coach families and parents to participate in the Community School Council, Parent-Guardian Association, and Annual School Initiative. Family members will also be encouraged to volunteer whenever possible in the classroom and on field trips.

Family Vignette of a Returning 3rd Grader

Our experience as CPA parents has been wonderful - it has helped us become better parents, better teachers at home, and better members of our community. We joined CPA four years ago when Maggie was in Kindergarten. She was very shy and we didn't know anyone. But the change that transpired in Maggie, my husband, and me was magical. Maggie not only learned the core subjects, but also has developed amazing problem-solving skills. The kids learn about science through a model called place-based learning. Just last week, she learned that minority children living in big cities are more likely to have asthma than children who live in wealthy neighborhoods. This was especially important to us because Maggie was born with asthma. Our family dinners are exciting and full of conversation about her day and school. We also volunteer to show Maggie that we care about her education. I'm a stay-at-home mom and I spend a lot of time at CPA. I see how dedicated the faculty members are and how parents' concerns are heard and treated with respect. I appreciate that I can have coffee with the Principal once a month to talk about how the school is doing and I love having LEAD Family Institutes that allow me to learn with Maggie. I love being part of the CPA family.

Community Partnerships

CCTS is committed to being a true family of neighborhood schools. As such, we will engage the community at different levels to develop the CCTS academies. We know meaningful family and community involvement is an essential component of successful schools. Castlemont Primary Academy will actively engage parents and community members to support student learning. Community members will be integral to crafting an authentic learning environment that involves students in real-world educational opportunities both on campus and in the larger professional and civic communities. We will engage with community stakeholders through:

- **Community experts** will be sought out for consultation and advice during the design, implementation, and assessment of PBL projects. Where appropriate, community consultants will be asked to provide input and feedback to students through in-class or on-site consultations.
- Parents and community members will be invited to observe and actively participate in responding to student projects and learning outcomes during bi-annual **Presentations of Learning** (POLs).

Annual School Initiative

Citizens' participation has many functions in developing a strong system of local self-governance, as it is a central way to build awareness of the importance of the local structures and a means of understanding the concerns and desires of the community. Research shows that development initiatives can be more successful when there is a feeling of ownership in projects through direct involvement in the key decisions that affect people most directly.

Every year, all members of the CPA community will take part in an Annual School Initiative to support positive change in the community. All stakeholders will meet with local officials to plan the purpose and focus of this event. Organized by the Family and Community Engagement Coordinator, PGA, and Community School Council, the Initiative will take different forms, depending on the needs of the community, including community service projects, community-wide conferences, and more. However, one example of an Annual School Initiative is a series of community forums, the first of which will offer a space for East Oakland parents and families to hold discussions about what is the best way to integrate social-emotional development into the curriculum.

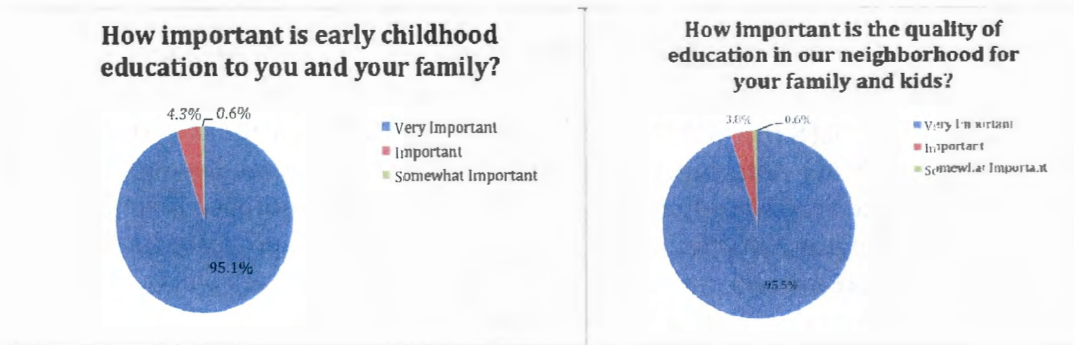
The Family and Community Engagement Coordinator will use the Design Thinking process to engage our families, parents, community, and stakeholders to problem-solve, collaborate, and experiment while addressing challenges in our academic ecosystem – ranging from school curriculum, the built-environment, processes and tools, to community systems. In the spirit of Design Thinking, the school will follow each Annual School Initiative with a reflection on outcomes and areas for improvement.

History of Community Engagement and Support

Our history through our sister organization, Youth UpRising provides us with an active community presence. Residents and our external partners have demonstrated strong support for CPA and stand behind our vision to create a cradle-to career continuum for the students in this community.

East Oakland residents are enthused about a school that brings back the historical notion that it takes “a village to raise a child.”

In 2012, Youth UpRising conducted a community survey asking Castlemont residents about their priorities for achieving a healthy community. There were two questions about education - residents expressed overwhelming support for quality education.⁹⁷



This information served to ground the importance of education in our community and the need for a high quality TK-12 continuum. Our model of building leadership skills in our children will demonstrate to our community that together we can bridge the achievement gap and ensure all of our children are ready to succeed.

We continue to engage with the community. In 2014 our partners, the Best Babies Zone, a national initiative housed at the Alameda County Public Health Department, conducted two large bilingual community forums to understand how place impacts health, especially among young children. The residents once again said education was imperative to creating a culture of success and health. They spoke of the importance of education in the very early years and the need for family engagement, parenting classes, and other supports.

We will continue to conduct outreach and information sessions for parents and community members in order to articulate our plan for CPA. We have participated in home visits providing an opportunity for residents to share their concerns and vision for a quality education. Community feedback has been incorporated into our program and we will consistently seek and encourage community input throughout the planning process and long after the school opens.

Individuals and community organizations have submitted letters of support for CCTS and are included in Appendix 1.8. Additionally, we have collected signatures from hundreds of parents who have expressed interest in enrolling their children at our school (see Appendix 1.9). Finally, multiple schools and organizations have supported us throughout the process by sharing best practices, school design examples, and overall critique of the school model, including:

⁹⁷ Morales Konishi, S., Simmons, O. 2012. Youth-Led Participatory Action Research Methods and Results. A publication from Youth UpRising.

- Great Oakland Public Schools
- Summit Public Schools
- Sacramento High School and Hope Academy
- Leadership Public Schools
- Education for Change network
- Lighthouse Community Charter School
- New Leaders for New Schools
- EdTec

Partnership with the East Oakland Early Childhood Hub – Room to Bloom

As mentioned in earlier in the petition, the CCTS' pipeline begins with early childhood education partners and Room to Bloom (R2B). CPA will work closely with R2B to ensure we create programs that successfully create a bridge into, through, and out of primary school and beyond. Though R2B was born out of the need to create an innovative neighborhood-based approach to delivering early childhood services and programs, it offers much more than services and programs in the Castlemont Community. R2B will offer complimentary supportive services to our young students, their families, and parents on the Castlemont High School campus.

Room to Bloom is a collaborative effort between Alameda First Five, Best Babies Zone, Alameda Public Health Department, Oakland Children's Hospital, Oakland Unified School District, Lotus Bloom, and Youth UpRising. The Hub was born out of the need to create an innovative neighborhood-based approach to delivering early childhood services and programs; however so the Hub offers much more than services and programs to our families in the Castlemont Community.⁹⁸ R2B will offer therapeutic, play based, and academic/school readiness opportunities for all children in the Castlemont Community in partnership with CPA. Currently, in East Oakland there are no Head Start Programs, childcare centers, play and learn groups, or summer Pre-K programs. R2B and CPA will fill in the gap.

Programs and Services provided by R2B

R2B programs and services will be developed around the Strengthening Families (SF) Framework, which is an approach developed by the Center for the Study of Social Policy to reduce child abuse and neglect and is based on five protective factors (listed below). Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child development.⁹⁹

Protective Factor	Strategies
Parental Resilience	<ul style="list-style-type: none"> • Parent Support Groups • Special support for parents of children with disabilities • Healthy Marriages/Relationships

⁹⁸ Room to Bloom is partly funded by Project Launch a program of the federal Substance Abuse and Mental Health Services Administration (SAMHSA), which seeks to promote the wellness of young children birth to age eight. Project LAUNCH focuses on improving the systems that serve young children and address their physical, emotional, social, cognitive and behavioral growth. The playdates currently being held twice a week by Lotus Bloom are funded by a grant from OCFY.

⁹⁹ *The Protective Factors Framework*, Center for the Study of Social Policy. www.cssp.org

	<ul style="list-style-type: none"> • Mental Health Services • Training regarding, dating violence • Partnership for raising children • Parenting classes and/or workshops with babies • Parenting classes and/or workshops with childcare
Social Connections	<ul style="list-style-type: none"> • FSCS full services community school • Community events • Moms Circle • Family focused activities • Parent Cafes • Social play groups • Parent leadership/organizing • Play groups • Physical location of family meeting place (family center) • Lending Library: resources, toys and media • Community forums centered on babies/family • Community play dates • Playgroups for kids
Concrete Supports in Times of Need	<ul style="list-style-type: none"> • Family Navigation • HMG Linkage Line • Developmental screening • Play and learn groups • Special services for family daycare homes • Financial fitness • Quality childcare • Lending Library • Career/ Job Center • Parent Resource Center • Job training and placement • Connection to family navigator, food banks, etc. • Central Services • Basic Needs Fund
Knowledge of Parenting and Child Development	<ul style="list-style-type: none"> • Parent Workshops • Teen parent education • Lending library • Developmental screening at the pediatric level using ASQ and MCHAT • Cantering pregnancy and parenting • Daddy Boot Camp • Respite Care • Fussy Baby and other baby groups • Classes conducted in a creative way by parent, community members and

	professionals
Social and Emotional Competence of Children	<ul style="list-style-type: none"> • Play groups designed to facilitate social skills • Perinatal Home Visiting with additional mental health resources as needed • Home Visiting • Mental Health Consultation • Baby College • Training on trauma and impact on young children for parents and providers • Summer Preschool camps

PHYSICAL HEALTH AND PHYSICAL EDUCATION-IMPLEMENTATION

MOTOR SKILLS

Though children who participate in our cradle to career continuum will exercise their gross and fine motor skills in Room to Bloom and family care centers, they will continue to strengthen their motor skills in TK and Kindergarten. During these early grades, children will also build a strong foundation in writing motor and object manipulation skills. Teachers will engage young children in activities to exercise their coordination and fine motor skills, including cutting shapes with scissors, drawing basic shapes with a writing tool, lacing beads on a string, folding paper into shapes, holding and writing properly with a writing tool, and more. At CPA, TK and Kindergarten teachers will identify children and differentiate motor skill instruction to ensure all children have an equal opportunity to learn at their highest potential. This will be integral to our strategy to reduce the achievement gap for our target population.

PHYSICAL EDUCATION

TK through 3rd grade CPA students will participate in standard Physical Education class once per week. A credentialed PE teacher will teach children to work in teams, play by the rules, and learn about different sports as they gain important coordination and motor skills. Children will also learn how stretch important muscles and the importance of warming up and cooling down after strenuous exercise. This culture will prepare 5th grade students for the state-required FITNESSGRAM test.

At CPA, we understand and value the importance of structured physical activity for our older students and will transition from PE to a weekly 50-minute course on traditional martial arts, rotating through Kung Fu, Tae Kwon Do, Jujitsu, and Capoeira every 10 weeks. We will partner with local martial arts studios and contract teachers to lead a 10-week course. Studies found elementary school students who participated in traditional Tae Kwon Do training demonstrated a higher degree of cognitive and executive functions, which help with focus and perseverance, compared to students who were enrolled in a standard PE class.¹⁰⁰ Fourth and fifth grade boys developed the most executive functions from Tae Kwon Do training not only because of its structured physical

¹⁰⁰ Lakes, K. D. & Hoyt, W. T. (2004). Promoting self-regulation through school-based martial arts training. *Journal of Applied Developmental Psychology*, 25, 283-302.

activity, but also because of its emphasis on respect, humility, responsibility, and honor. A separate study found that traditional Tae Kwon Do can also reduce anxiety and improve self-esteem among youth. CPA students will have additional time to participate in physical activity and health through the Mind and Body Matters class and the extended day program.

RECESS

As previously mentioned, CPA will partner with Playworks to train staff and faculty to build a “safe, healthy, and inclusive play program.”¹⁰¹ CPA faculty, staff, and adult volunteers will receive training from Playworks to guide children in structured play during recess. Faculty, staff, and volunteers will rotate to oversee and lead students during the morning recess and after lunch. Adults will engage children to participate in games that involve physical activity, team building, memory, and problem solving. Some games for the younger children include relay races, imaginary games, and hula hoop challenges. Games for older children include tag, dodgeball and basketball tournaments, and capture the flag. Adult interactions ensure that all children are included and participating in the activities. Children will learn to take turns, share, and follow sports rules.

CURRICULUM AND INSTRUCTION

CPA has aligned its curriculum with the California Common Core Standards and our model closely aligns with our mentor school, Drew Charter School in Atlanta, GA. As the nation takes a universal approach to student outcomes, CPA leaders and teachers will work closely with Drew Charter and Purpose Built Communities to replicate their best practices. Additionally, all master teachers and leadership will participate in Drew’s extensive leadership institute (see Appendix 1.1 for our Professional Development Plan).

The school will use California performance standards as an integrated framework and year-long curriculum maps to guide instructional planning and delivery. Clear and specific academic objectives will be mastered at each grade level. CPA will use non-traditional approaches as outlined above to bring a much more innovative approach to teaching and learning while requiring teachers and students to perform at higher levels. Innovative strategies include inquiry-based teaching and learning, projects and real-life, real-world applications (see Approaches to Learning)

The curriculum outlined below by subject area demonstrates a detailed frame for our core academic program. Although each subject is discussed separately, our intentional approach to learning will be integrated across the curriculum. CPA will continually review new curriculum and reserves the right to modify and enhance existing curriculum during the term of the charter to better serve the needs of our students or bring even greater alignment with the California Common Core Standards (see sample Science curriculum map in Appendix 1.10)

CCTS is committed to focusing on STEAM (Science, Technology, Engineering, Arts and Math), underpinned with a strong foundation in reading, literacy and language. Our daily schedule allows for significant time for other academic classes (science, social studies, health) as well as an extensive variety of “specials” (music, art, drama, dance and physical education). Our model embeds an extended morning block intended to ground our students in participatory action

¹⁰¹ Playworks. www.playworks.org/training.

research through a variety of approaches (problem-based and placed-based learning). CPA's goal is to carefully articulate the core subjects and provide the opportunity to explore other domains, giving the students an education that grounds them in essential academic skills while permitting them to explore a curriculum enriched by community advocacy, arts and investigation.

CPA will meet or exceed all applicable state and federal requirements in the scope and depth of our academic programs. Our intention is to build future leaders and individual confidence through building a strong academic foundation, a deep connection with one's community, an appreciation of diversity, and first-hand knowledge of how each individual can make a positive contribution to society.

All students will be expected to demonstrate, at a minimum, state competency levels in all core subjects in alignment with the newly adopted Common Core State Standards. Students will be encouraged to exceed these standards through an educational program that identifies individual strengths and areas of need, and provides opportunities for all students to be highly successful learners. A summer camp will provide an orientation program for all students, and will include an individualized student assessment, identifying personal abilities and areas for improvement. At the completion of the summer orientation program, all students will have a thorough understanding of the school's expectations and culture. Most importantly, students will understand how to be positive and active leaders in their own lives and communities.

INSTRUCTIONAL DAYS AND SCHOOL YEAR

The regular school year will be comprised of 181 days. Monday through Friday, students will attend school from 8:15a.m. to 3:45p.m. On Wednesdays, students will attend school from 8:15a.m. to 11:50a.m. In the regular school year (not including summer camp), students in grades TK-5 will receive 59,245 instructional minutes. Teachers will report to school at 7:30a.m. and stay until 4:30p.m. (adjunct teachers will supplement the full-time staff in classrooms, especially during the late afternoon). All entering students will be required to attend a 5-day summer orientation and enrichment to introduce them to new school culture.

The school year for teachers will start 10 days before that of the students and end 7 days after that of the students in order to facilitate planning, development, and documentation of curriculum and best practices. There will be a focus on teacher development via professional development opportunities and regular and targeted observations and feedback. The administration will support and encourage a culture of growth for teachers and an environment of openness to observing each other and discussing teaching dilemmas and student work.

CPA's schedule for annual instructional minutes meets or exceeds Education Code Section 47612.5 requirements for primary school students. See Appendices 1.11 and 1.12 for a sample weekly schedule for students and a proposed school year calendar, respectively. See Appendix 1.13 for a breakdown of the instructional time for the academic year.

PROCESS FOR SELECTING AND DESIGNING CURRICULUM, MATERIALS, AND INSTRUCTIONAL ACTIVITIES

The CPA model requires new and innovative ideas and approaches. With that in mind, CPA will

create or adopt a blend of customized and previously published curriculum. In the planning year, prior to CPA's anticipated Fall 2015 opening, CPA educators will use the *Understanding by Design* approach to plan and design curriculum in all subject areas.¹⁰² Using this backwards mapping process, the curriculum will be designed to align with the Common Core State Standards as well as school designed outcomes derived from our definition of a 21st century educated person.

Although CPA's philosophical belief that textbooks and published curricular materials are important as a resource to teaching and learning in core course, all of our educators will be given the support and freedom to bring additional resources to the classroom including developing their own curriculum in alignment with CCSS.

CPA plans to hire master teachers, Principal, and CEO one year prior to opening to create an Instructional Leadership Team that will carefully review, design and adopt a curricular framework, pacing guide, and foundational curricular materials for each subject and grade level. All materials that will be considered primary sources will be aligned to the California Common Core and state standards. They will also be compatible with the school's focus on:

- Approaches to Learning
- Language, Literacy and Communication
- Social Emotional Development
- Physical Development and Health
- Social Sciences
- STEAM (Science, Technology, Creative Arts, Math)

The team will determine what will be appropriately rigorous, engaging, and personalized for our student population. In reviewing curricula, we will ask ourselves the following questions:

- Does the curriculum align with Common Core State Standards for the particular subject?
- Has relevant research been conducted to ensure that the curricula addresses diverse needs of our students? Is there evidence of success in schools with similar demographics?
- Is there appropriate support for developing teachers' ability to plan with and implement the curriculum that will be aligned to our model and vision?

In the professional development period prior to the beginning of each school year, CPA's faculty will have the opportunity to further tailor curriculum for their specific classrooms and select supplemental materials that align with CPA's model and the Common Core. In addition, faculty will be provided the opportunity to work in grade-level teams each summer, and throughout the school year, to strengthen curriculum as they continue to measure the effectiveness of the model. Because much of our curriculum will be new, we expect the development will follow the schedule below, with master teachers and the Principal spending much of our planning year building the curriculum framework.

Faculty, master teachers, and Principal will continually look for new curriculum that can improve the educational experience for our students and the professional experience for our teachers. As

¹⁰² Wiggins, G. and McTighe, J. (2011). *The Understanding by Design Guide to Creating High Quality Units*.

we pilot new curriculum, the Principal will closely evaluate its effectiveness and focus on what works.

Figure 1.9 - Curriculum Design Schedule

Timeframe	Process	Staff
September 2014 – January 2015	Continue research Develop curriculum framework, with particular focus on marrying project-based learning, blended learning, and instructional technology with Common Core	Master Teachers and Principal
January – March 2015	Identify foundational materials Construct pacing guides (scope and sequence) Design professional development for incoming teachers	Master Teachers and Principal
April – June 2015	Gather data for enrolled students Refine curriculum based on student data Develop sample lessons, blended learning playlists and benchmark assessments	Master Teachers and Principal
July 2015	Beta test curriculum with summer session cohort	Master Teachers
August 2015	Professional development with incoming faculty Lesson planning and unit development	Master Teachers, Teachers, Director of Teaching and Learning
Ongoing	Continued professional development Continued tailoring of framework as data	Faculty, Principal, Director of Teaching and Learning

	on effectiveness is monitored	Learning
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CPA will provide textbook and ancillary materials to support the development of core curriculum. Textbooks will be provided for students to reinforce the content, as needed. All sample materials and textbooks listed below are subject to revision to best meet student needs.

LITERACY, LANGUAGE, COMMUNICATION

English Language Arts: Grades TK-5

CPA's English language arts program emphasizes an approach to reading instruction that fosters high levels of literacy in the areas of reading, writing, and oral language; it is aligned with the Common Core State Standards and the Rollins Center for Language and Learning. In keeping with its emphasis on reading and language arts, CPA will house a Learning Lab for additional support to students who are not performing at levels of proficiency. The lab will be an extension of our individual support structures through our blending learning model. For its curriculum for grades K-5, CPA will adopt Scott Foresman's *Reading Street*, which is specifically aligned with the California ELA standards. In addition, *Reading Street* utilizes readings that are aligned with California's social studies and science standards.

Reading Street emphasizes the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The program stresses multiple teaching strategies, with emphasis on such proven methods as cooperative learning, differentiated instruction, and guided reading. *Reading Street* infuses these essential elements through literature-based instruction that features classic and contemporary stories, fables, fairy tales, and folk tales, with an emphasis on expository texts. The program emphasizes standard reading and writing skills and also provides students with opportunities to build language skills through its rich instruction in vocabulary and expressive language. Daily instruction in language arts includes mini-lessons, daily fix-its, and writer's workshop. In addition, the language arts skills are embedded throughout the curriculum.

A comprehensive assessment program includes screening evaluations, benchmark testing, diagnostic testing, and progress monitoring. Students who are achieving below or above benchmarks are identified early for differentiated instruction within the classroom and for supplemental instruction during Blended Learning (see section on Meeting the Needs of All Learners and Supplemental Education Services) or in the Learning Lab.

Through our print-rich environment, we will provide a balanced literacy program that includes oral language development, reading and writing, decoding and encoding skills (phonetic development, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references, and comprehension skills in multiple content areas.

Components of this balanced literacy program include:

- Mini-lessons to demonstrate strategies and skills

- Independent reading and writing time
- Reading and writing with partners
- Small group instruction (guided reading, strategy lessons, special interventions)
- Shared reading and interactive writing (teacher engages in reading or writing with students)
- Word study (phonemic awareness, letter representation, pre-fixes and suffixes, word families, spelling and vocabulary)
- Collaborative reading structures (reading clubs, reading centers)
- Sharing and publishing writing
- Ongoing student assessment of reading and writing skills
- Development Reading at Home Program¹⁰³

Learning Lab

The CPA Learning Lab is a crucial step toward closing the achievement gap for students who are performing below grade level in reading and math. The lab staff will provide targeted and individualized services for up to 40 students daily in TK through 5th grades and will also be supported through a push-in/pull out model. Students who are struggling with literacy proficiency will be identified using data, curriculum-based assessments, classroom evaluations and teacher recommendations. An individualized intervention program and timeline of instruction will be devised for each student. Each student's progress is carefully monitored, and instructional interventions are adjusted according to the student's current needs and progress.

The Learning Lab will be staffed by reading tutors (students in our middle school/high school), a certified teacher, and the technology coordinator. Students rotate through small group instruction, one-on-one time with an instructor, and research-proven literacy software programs. This intensive approach, combined with highly individualized instruction, is designed to address the needs of struggling students and improve their achievement scores. As students' reading skills improve, they are transitioned out of the Lab, and the staff continues to monitor each student's progress through the regular blending learning class to determine if further intervention is necessary.

By year 3, the Learning Lab will expand to broaden its focus on enrichment for students meeting and exceeding standards. For years 1 and 2, students will get this enrichment through blending learning and the afterschool program and exceeding standards.

STEAM

Science (K-5)

The goal of the science curriculum at CPA is to develop engagement and understanding of the nature of science through inquiry and investigation. Instruction emphasizes the integration of science, technology, and society in order to create citizens who understand science in ways that will enable them to participate intelligently in critical thinking, problem solving and decision making about how science and technology are used to change society.

¹⁰³ Parents are asked to sign an agreement at the beginning of each school year to support their child's reading success—failure to sign this agreement or adhere to its principles will have a negative impact on a child's success in reading. Parent failure to sign agreement does not impact student admission or enrollment.

Students in TK-2 will be introduced to basic scientific concepts that allow them to develop an understanding of how the world of living and nonliving things works. The rationale for this emphasis is that scientific knowledge is most meaningful to learners when it is useful in making sense of the world they encounter. The foundation developed in the earlier grades supports the scientific concepts and inquiry for the elementary program.

In grades 3-5, students are charged to use inquiry and to access prior knowledge to process new scientific information. Student investigations are the backbone of the inquiry curriculum. In the elementary curriculum, students learn that science content and science thinking skills are both important, interrelated parts of science, with content knowledge acquisition supporting the development of thinking skills. The concepts that compose CPA's science curriculum are built upon a structure of major ideas that connect the science disciplines. The materials used are hands-on science kits that allow students to explore, discover, and make meaning of the world around them. In addition to the science curriculum, science instruction is supported by technology, integration of science into the reading program through leveled readers, and after-school science programs. In order for curriculum to be more comprehensive, textbooks for grades K-5 may be used in coordination with inquiry kits and our model for Placed and Problem Based Learning.

All CPA students will work in groups to research a health topic related to grade-specific health standards as outlined by the California Department of Education. Students will share learned content by hosting an informational booth at the annual Health & Resource fair and presenting to parents and families. For example, a group of second grade students may compare and contrast the sugar content in various types of beverages – soda, vitamin water, milk, and apple juice – and make recommendations to parents about what drinks are healthier for children. They may also research which types of drinks are most accessible around their neighborhood. Next to the second graders' table may be a group of older 5th graders who will describe to parents the influence of advertising and marketing techniques on food and beverage choices, including beverage placement in nearby stores and number of soda advertisements during a 30-minute cartoon show. These community-oriented projects will engage children and their guardians to think critically about food availability and nutrition.

Technology

Instructional Technology

The mission of the Technology Team (Teachers and Technology Coordinator) at CPA is to support the development of 21st century technology skills to prepare students to learn, work, live and contribute to a global society. CPA builds academic achievement as well as life-long digital literacy, technology integration, collaboration, and creativity through the use of technology. To help teachers and students meet these goals, CPA provides the following necessary conditions for successful technology integration:

- Equitable access to current and emerging digital tools and resources that inform authentic instruction.
- Relevant, consistent and differentiated professional development and technical support.

- Authentic and engaging technology instruction for students, driven by the widely recognized National Educational Technology Standards developed by the International Society for Technology in Education (ISTE NETS), that allows students to utilize technology skills in real-world applications and performance tasks.

For students to be technologically savvy, their teachers must be as well. At the onset of the school year, each staff member completes a technology self-assessment, sets goals for professional development, and determines the action steps necessary to achieve these goals. Professional development sessions help staff members monitor progress to make sure these goals are reached. The professional growth of the CPA staff is evaluated throughout the year using the ISTE NETS Rubrics. Separate rubrics for teachers, students and even administrators provide examples of performance criteria at each level of technology proficiency.

A Technology Proficiency Portfolio will be maintained for each staff member, including the results of preliminary assessments and records of participation in professional development sessions, including whole group sessions, small group/grade level/department sessions and personal training sessions. In addition, lesson evaluations and observations will be included. At the end of the school year, post-assessments will be administered to staff to determine professional growth with technology.

CPA develops students who are well-equipped to be effective and productive leaders in an increasingly digital world.

Math (K-5)

The foundation of CPA's mathematics curriculum is the California Common Core Standards for Mathematics. All math units and lessons are conceived with CCSS goals in mind, causing teachers and students alike to constantly reflect on how and why we do what we do, searching for better, more meaningful ways to achieve deep understanding of concepts. CPA stays current in curriculum, technology and pedagogical developments through partnerships like University of California, Berkeley, University Now, Drew Charter School and Department of Education/Alameda County Office of Education webinars.

Instructional planning occurs in a backwards-design fashion where teacher teams first review the standards and Common Core Culminating Tasks to gain an understanding of where we need to end up. Then, teachers develop units using adopted curriculum, Internet resources and other support materials. *Everyday Mathematics* (3rd Edition) is the core instructional program to support CCSS implementation in the primary academy. *Mad Minute*, *Mountain Math* and *Mathematics Their Way* are additional curriculum resources designed to help students learn basic math concepts and improve speed and accuracy of computation.

In grades TK-3 students work to develop a thorough understanding of numbers and operations, including place value concepts and basic computation. There is also emphasis on appropriate units for measurement, classifying shapes and recognizing geometric attributes, understanding basic time, temperature, and money concepts as well as interpreting data using various graphs and graphic organizers.

In grades 3-5 the focus remains largely on numbers and operations concepts with an increased emphasis on measurement and geometry. These students will work to master multiplication and division concepts for whole numbers and decimal fractions. They will further develop concepts of area, volume and geometric properties. They use graphs and other graphic organizers to record and analyze data. In addition, in alignment with the Lesh Translation Model, students will apply this information to real-world situations through visual supports and manipulatives.

Instruction and assessment includes cooperative and independent work to solve real world application of math concepts and skills in context. Where possible, hands-on exploration and investigation lead to concept development and push students to formulate their own understanding of mathematical principles. Critical thinking, reasoning and explanation of problem solving strategies and solutions are stressed to gain a deeper understanding of concepts over mere regurgitation of memorized facts/formulas.

CCTS Network benchmarks will be implemented to check progress of student learning, and diverse student needs that will be addressed through in-class differentiation and tutorial sessions including support in the Learning Lab offered during or after school. Additional support and encouragement for students and families is offered through opportunities like Mad Minute competitions, Math Month activities, Math Night celebrations, and STEAM blending learning programs.

Technology will be infused into all content areas, to bring life and excitement to math instruction addition virtual manipulatives, video, and other valuable interactive educational websites while helping to promote positive attitudes toward mathematics. We will employ resources like the National Library of Virtual Manipulatives and National Council of Teachers of Mathematics' Illuminations websites.

Math Support Center

The mathematics program at CPA Charter revolves around the Common Core Standards and Mathematics Framework developed by the State.

The Math Support Center is a key strategy to target students who need additional assistance The Center's staff provides support to students through math lab tutorials and employs fluency software, Fraction Nation and Go Solve, among other programs. Students are identified using the NWEA, curriculum-based assessments, classroom evaluations and teacher recommendations. An individualized intervention program and timeline is crafted for each student based on their unique needs. Students' progress is carefully monitored and instructional interventions are adjusted according to the needs and progress.

Two certified teachers will staff the Math Support Center. Students rotate through small group instruction and one-on-one time with an instructor. This intensive approach, customized to meet the needs of each child is designed to address struggling students early in their career at CPA and support them through their educational journey.

CPA's innovative Math Support Center helps students excel while closing the achievement gap for students who need extra support. The Center is also expected to expand its focus to include enrichment for students who are meeting and exceeding standards.

SOCIAL SCIENCE (K-5)

The goal of the social science curriculum at CPA is to awaken in the minds and imaginations of children an understanding of and appreciation for the subject of history and its related disciplines. Instruction is either problem- or place-based and includes features that bring about meaningful outcomes. We apply key process skills to interdisciplinary investigations of important content (see CPA Investigators). Students work individually and in cooperative-learning groups on projects that are often cross-curricular. A multicultural perspective and respect for diversity pervade the curriculum, which is standards-based and uses authentic assessment to evaluate student performance and guide instruction.

In grades TK-3, students explore the world around them through the following sequential themes, "My World," "My Country," and "My State." These themes lay foundational understandings of community, history and democracy. Students begin to grasp the inherent drama of history through stories, especially those about people who have made a difference, and by exploring their own family and community histories. They will learn to use maps and globes to identify places and to understand the impact of people on how people live. They are introduced to the institutions and symbols of American political processes and culture. They grasp basic economic concepts in the context of learning about how people lived in the past, how they live in the present, and how they are likely to live in the future. This is also articulated with specific focus on the past, present and future of their own community and particularly the rich history of Oakland.

4th and 5th grade students will begin to develop an understanding of government, history and economics. The balanced breadth and depth of the curriculum strengthens students' cultural understanding, develops their analytic thinking skills, leads to an appreciation for the excitement of history, and helps them understand the concept of place that is central to the study of geography. In 4th grade, students examine the roots of democracy and how it works in communities. In the 5th grade, students take a deeper look at U.S. history and government. They focus on American history and learn that our country is a place where different civilizations and cultures contended, mingled and exchanged ideas, art and ways of life. They also begin to explore the causes and effects of various economic choices and principles as its relevance to their immediate community.

CPA uses a standards-based, interdisciplinary program that motivates students in grades TK-5 to become active and informed citizens while covering state standards and maximizing teaching time through the use of interdisciplinary instruction and thematic units. Traditional textbooks as well as leveled readers, technology integration, primary sources and interdisciplinary projects will support instruction.

CREATIVE ARTS

Music

The importance of music education in young children is well documented and proven to be of benefit for learning core subject areas such as language, reading, writing, and math. Children, especially young children, are exposed to vocabulary while singing traditional and cultural songs, they memorize the lyrics, which tend to be repetitive and create rhythmic patterns. A benchmark study conducted by researchers at the University of Kansas found that children in high quality music programs scored higher in standardized tests compared to those who were not part of music

programs.¹⁰⁴ At CPA, our students will be exposed to music once a week. During the music classes, our students in TK-2 will be exposed to musical movement, rhymes, and patterns. Our older students, 3rd grade through 5th grade, will be encouraged to pick an instrument and learn how to play. We will partner with Youth UpRising's well-respected Arts and Expression Department to provide music mentorships and opportunities to record.

Visual and Performing Arts

Creativity is misunderstood in our educational institutions. At CPA, our students will be encouraged to explore their creative side. We will ignite and nurture what all children are born with – creativity and talent. International creativity expert Sir Ken Robinson presented at Ted Talk on creativity and education and states, “creativity now is as important in education as literacy and it should be treated with the same status.”¹⁰⁵ He speaks about the fact that all children are born creative and as they progress through our traditional educational institutions, their creativity is blocked. Institutions do not equate creativity with intelligence and more painstakingly with jobs or careers. At CPA students will be respected for their creative styles and validated as creative human beings. Our Visual and Performing Arts activities will offer children a platform to express their creativity. Below is a table with sample classes that may be offered.

Visual and/or Performing Arts	TK-2	3-5
Drama	Children will work on short plays and have a performance at the end of each semester. Children will learn about teamwork, discipline, and memorize short lines.	Students will be exposed to longer plays and engage in creatively modifying the plays so they are relevant to the community. All students will learn about teamwork, gain confidence, discipline, and memorize lines.
Story Telling	Children will learn how to listen to short stories and be able to create and recite short stories.	Students will be exposed to complex stories and encouraged to partake in complex story telling.
Ceramics	Children will play with clay and create simple projects that encourage creativity.	Students will be exposed to sculpturing and create Claymation characters.
Carpentry	Children will be able to use simple tools and create simple projects.	Students will be exposed to machinery and tools and create complex wooden projects.
Art	Children will be exposed to arts and crafts and will complete projects.	Students will be exposed to world and local art and produce art projects.

¹⁰⁴ Johnson, C. M., and Memmott, J. E. (2006). Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardize Test Results. *Journal of Research in Music Education*. Volume 54, Number 4, Pages 293-307.

¹⁰⁵ TED Talk by Sir Ken Robinson. “Do Schools Kill Creativity,” February 2006, retrieved from http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

MEETING THE NEEDS OF ALL LEARNERS AND SUPPLEMENTAL EDUCATION SERVICES

ENGLISH LANGUAGE LEARNERS (ELL)

CPA will meet all applicable legal requirements for ELLs as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CPA will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Immersion in the regular classroom will be the preferred model for mastering the English language. However, identified ELLs will be given appropriate additional support based on their English proficiency level and will receive tailored instruction through pull-outs and/or in-class support, depending on the student's individualized plan. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading and writing, sufficient to perform effectively at their currently assigned grade level.

Procedures for Identifying and Monitoring ELLs

Services to English Language Learners begin with identification. When students enroll at CPA, every effort will be made to meet with their parents to assess their English development in addition to obtaining a cumulative record for those students enrolling for the first time in grades 1-5. All enrolling students who do not have a cumulative record, are in grades TK-K, or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window to determine their English language proficiency level. When appropriate, these students will also be assessed in their primary language to determine academic skill levels.

These students will be tested using CELDT within 30 days of initial enrollment,¹⁰⁶ during the summer camp, when possible. Students will then be assessed annually, each year afterward between July 1 and October 31 until redesignated as fluent English proficient. CPA will notify parents of its responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents and guardians will also be informed of their rights, and will be encouraged to participate in the reclassification process. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

¹⁰⁶ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Upon identification of an ELL student, the ELL Coordinator will mail a notification to the parents in their native language (where practicable). The school has developed a basic format for notifying parents and informing them of the required elements. School staff fluent in the native language or a translating service will translate the actual notice into the parents' native language when the parents are not fluent in English. The notice will state:

- The reasons for identification of the student as LEP,
- The student's level of English proficiency,
- The program placement and method of instruction,
- The parent's right to apply for a waiver or decline enrollment in an ELL program.

If the total number of ELL students exceeds 21 students, CPA leaders and the ELL coordinator will work with parents and community to create an English Learner Advisory Committee (ELAC).

ELL student classification will follow the California English Language Development Standards levels:

- **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
- **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
- **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
- **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
- **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

CPA will use a systematic, ongoing process to monitor ELLs' progress toward English proficiency. Teachers will use formal and informal assessment data to monitor student progress and to modify instruction to meet students' needs. Teachers will compile student work samples and assessments and evaluate progress using our Professional Learning Communities to develop cycles for student improvement and reflection. Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.

CPA will also monitor the progress of students reclassified as Redesignated as Fluent English Proficient (RFEP) to ensure that they maintain English proficiency. We will retest any student who appears not to maintain proficiency and may reclassify these students as ELLs if indicated by

the school's criteria. ELLs who score at or above proficiency level 3 on CELDT and at or above proficiency on state assessment of reading comprehension will be considered English proficient and not in need of language assistance services. However, students who have exited the ELL program will be monitored and tested annually for two years to ensure they are successful in their core curriculum classrooms. Students who are not progressing through the levels will receive additional supports from staff as appropriate. For all ELLs, physical education, art, and music will be the same as for other students at that grade level.

Report cards and progress reports of ELL students will be sent in the same manner and with the same frequency as for students in the general education program. The report cards will be translated to the maximum extent possible.

School-based service providers of ELL support

The English Language Arts master teacher will be licensed and knowledgeable in the identification and classification of ELL students and will serve as CPA's ELL Coordinator for Year 1. In addition, this individual must be knowledgeable in methods and techniques for working with primary age students with limited English proficiency. If the individual is not already trained as a category 1, 2, or 3 trainer, continued employment will be dependent upon the master teacher becoming trained within the first year with the intent that he or she will assume responsibility for training content staff. This faculty member will have a reduced course load to provide adequate time for supervision of instructional aides.

The instructional aides will provide pull-out instruction during the school day – primarily during extended morning periods (Place Based Learning or ELA sections) and throughout the school day as well, if a student's IEP requires continual support. In addition, the instructional aides will oversee blended learning sessions for ELL students.

In addition to pull-out sessions led by instructional aides, classroom teachers that teach ELLs will be trained to modify their lessons and teaching strategies to meet students' individual needs. Teachers will receive the appropriate materials and professional development necessary to effectively meet the needs of these ELL students. A training priority will be to provide all teachers with knowledge and skills in the following categories of Structured English Immersion (SEI):

- Second Language Learning and Teaching;
- Sheltering Content Instruction;
- Assessment of Speaking and Listening;
- Reading and Writing in Sheltered Content Classrooms.

Trainings will be developed and conducted by the school's ELL Coordinator.

The CPA administrative support staff that are required to be bilingual will provide translation support as needed. In addition, we will seek support from the community, particularly from bilingual parents and staff members, for additional translation assistance both in and out of the classroom.

Because English is best learned when there is frequent opportunity to use it interactively, we will invite community volunteers to supplement formal instruction by providing individual tutoring and practice in English.

Services based on level of English proficiency

Students whose English proficiency is below level 3 of the state adopted California English Language Development Test (CELDT) will be assigned to a guided studies class. This instruction will take place between 3 periods per day (extended morning period and blended learning period) to a full school day of direct ELL instruction delivered by an instructional aide supervised by the ELL Coordinator. The instructional aide will work with these students in their regular content classes. Students will be tested once per year using the CELDT as a guide to progress. In addition, there will be regular fluency assessment done in the guided studies course. All teachers will be trained to use the Structured English Immersion (SEI) as a strategy for their core content classes.

Content instruction outside of the ELL instruction will be delivered, as available, by a teacher qualified to teach ELL students using SEI. Additionally, students will have access to modified materials from content area classes with an emphasis on language learning. Our afterschool program will provide additional support for students who do not show an increase in proficiency. Students receiving these services will be assessed annually with the CELDT, or a comparable language proficiency assessment, and may qualify to defer from tests administered during the 12-month period following their initial entry into U.S. schools if testing is not in their best interest.

ELD literacy intensive component will include:

- A teaching staff qualified in second language pedagogy and with experience teaching second language learners
- The use of core content courses (*Edge*) with built-in differentiation for ELLs that supports English acquisition through emphasis on vocabulary and language supports that make content accessible, thereby providing practice in listening and reading comprehension
- An ongoing program of staff development to prepare teachers to provide life skills and project work using Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies to promote English acquisition in a context of high-level meaning
- An extracurricular program for students with a strong language literacy focus
- Bilingual teacher's aides in the learning labs to assist ELLs in English intensive classes

Recognizing that many students may not be Standard English speakers, many of the same guidelines and programs listed above will be implemented to transition students to proficiency with Standard English. Specific strategies include modeling standard English; building student communication skills through structured practice in oral language presentations for project-based learning culminations; training CPA staff to recognize non-standard English language interference with learning; and establishing a culture of appreciation for home languages.

Examples of teaching methods that may be employed in supporting ELLs include:

- Cuing by using visuals, props, and body language, including identifying common pragmatic features of English speakers;
- Modeling linguistic conventions and modifications by demonstrating techniques of repetition and pauses during speech to establish prosody;
- Using frequent checks for understanding to make sure students understand what is being

said. This can be done at a number of different levels, for example: "Repeat back what I said", or more advanced, "Tell me in your own words what I said." This can be done through individual, private sampling where embarrassment might be an issue, or as part of a class of similarly able students;

- When using lectures or presentations by making sure that there is frequent interaction between the speaker and audience;
- Making use of cooperative learning opportunities that place a premium on working and communicating with others;
- Focusing on main concepts by using a thematic approach. This can be done through simple story telling;
- Teaching reading and comprehension strategies such as semantic webs and thinking maps.

CPA expects to enroll many students from homes where the primary language is not English, with approximately 58.5% of the student body classifying as English Language Learners (ELLs). The primary home language is likely to be Spanish based on demographic information identified in our introduction.

STUDENTS ACHIEVING ABOVE GRADE LEVEL

In order to provide effective programs and develop curriculum aligned to meet the needs of our high achieving and gifted students, CPA will offer a continuum of programs and options that meet the diverse needs of our students. Students will be identified as gifted and talented based on their reading and math scores. LEAD plans will be used as an additional resource to identify the strength of social emotional development. CPA will adopt the NWEA as a formative tool to determine the areas that a student is excelling in the curriculum. We are also considering administration of the Gates-MacGinitie reading assessment to ensure our accuracy of a student's academic standing. Teachers will be required to develop advanced learning goals including individualized instruction. Our blending learning program is built to support age and level appropriate students and will be a primary platform for addressing all students those that are gifted and students at-risk of failing as a support to enhance their academic growth.

STUDENTS ACHIEVING BELOW GRADE LEVEL

CPA will integrate several academic safety nets to ensure academically low achieving students can succeed. We will provide differentiated instruction, a variety of modalities to address learning styles, and blending learning models to address a variety of individual needs. Our approach to address barriers to achievement is defined through our SEL programs and continuous monitoring of student progress. All students will have access to the standards-based state adopted curriculum along with the support services throughout the school. The students will be assessed in their reading using the Gates-MacGinitie Reading Tests® (GMRT®) and/or the NWEA assessment to determine their independent and instructional reading levels. The students determined two or more grade levels below in reading will be given the National Geographic Hampton Brown placement assessment as well. NWEA MAP assessment will be used as a formative tool to determine if gaps exist in students' mathematical background.

The staff also interviews students and parents to determine whether other factors will interfere with the academic progress expected at the school. These same mechanisms that are used to determine whether a student is at-risk will also be used to exit the student from this category as all

of these elements begin to align with the attributes of the successful students at the school.

Since the school will be guided by both the Common Core State Standards and the California standards, the continuity throughout the organization for each deficiency of the student will be identified and re-taught. All CPA students will remain competitive with their peers at the traditional public schools while maintaining a focus their future goals. The most effective tool used to ensure this will be the consistency of our teach and re-teach strategies and supports employed by our faculty and staff.

Professional development for the at-risk students as well as the low achieving students will be a critical element. Our master teachers will conduct staff development regularly to review specific students, as well as developing overarching strategies for the teachers to employ to further the students academically towards proficiency. PD will include using the most effective tools including results from embedded assessments, formative work from MAP, reading strategies, language acquisition and writing strategies, as well as effectively using the online resources such as NWEA MAP and blending learning resources.

We will incorporate Response to Intervention (RTI) as a system to supports struggling children who need extra academic support. Through implementation of Response to Intervention, CPA is committed to identifying student needs early and supporting diverse needs to help all learners make significant academic gains. Research shows that RTI can effectively improve reading for at-risk children in early education.¹⁰⁷ One study found two-thirds of first grade students who received individualized attention through RTI showed significant improvement in English Language Development and reading after just one semester.¹⁰⁸ CPA will provide this framework for students struggling with their academic work using the following tiers:

- **Tier 1** — consists of high-quality core instruction founded on research-based best practices and delivered to all students. Also includes regular enrichment activities and programming.
- **Tier 2** — involves instructing students in push in/ pull-out intervention through the Literacy Lab and Math Center. This typically consists of a group of students who receive focused instruction in study skills, problem solving, and other areas needing improvement.
- **Tier 3** — is a more concentrated form of pull-out intervention in our labs in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

Teachers in the Learning Lab and Math Center will design additional content to address any gaps from Edge ELA and Everyday Mathematics curriculum. The Literacy and Math Specialists will work closely with teachers during PLCs to ensure that the skills developed during lab time are reinforced

¹⁰⁷ Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? *Reading Research Quarterly*, 41(1), 93–99. doi:10.1598/RRQ.41.1.4

¹⁰⁸ Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S., Chen, R., Pratt, A., & Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

during the regular schedule. For a detailed breakdown of services and programming per tier, please look to Appendix 1.14 for our RTI Pyramid of Intervention.

Student progress will be monitored on an ongoing basis by the teacher and by each lab support team member. When students do not keep up with expected pace or performance for a course, the assigned teacher will work with the student's LEAD Team to plan for additional student assistance. The LEAD team will work with struggling students and their teachers to develop strategies that facilitate academic success. Continuous use of progress monitoring will inform instruction and tutoring. If the strategies in place are deemed unsuccessful after initial interventions, the student will be referred to the Student Success Team. This team, comprised of the referring teacher, an administrator, the parent/guardian, and the student, will discuss and document concerns and develop and implement an action plan that targets the specific needs of the student. A follow-up meeting will assess whether documented interventions proposed by the team have been successful. This cycle will repeat, using the Response to Intervention framework, until students respond to new strategy. If students do not show progress after receiving reasonable and consistent accommodations and modifications through the Student Success Team, the Special Education Coordinator will determine the student's eligibility for special education services.

SPECIAL EDUCATION STUDENTS

Overview

Special education will be a central and integral part of the learning environment at CPA. As teachers learn during summer and ongoing training, one of the hallmarks of CPA is differentiated instruction to meet the needs of a diverse school population. Having an effective model for the delivery of special education services is critical in this pedagogical *modus operandi*. CPA's non-discriminatory admission procedures are consistent with its mission and with state and federal law.

CPA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with OUSD to ensure that a free and appropriate education is provided to all students with exceptional needs.

CPA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

CPA shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

CPA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

CPA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by CPA shall be accessible for all students with disabilities.

Services for Students Under the IDEIA

The following description regarding how special education and related services will be provided and funded is being proposed by CPA for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of CPA and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize CPA's understanding of the manner in which special education instruction and related services shall be provided by CPA and the District.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law, which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and CPA as agreed upon in a MOU:**

CPA intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). CPA shall initially remain, by default, a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, CPA reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as CPA operates as a public school of OUSD, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, OUSD will provide special education services for students enrolled at CPA to the extent required by law and in the same manner as it serves children with disabilities in its other schools. CPA will follow the OUSD and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. CPA will comply with OUSD protocol as to the delineation of duties between the OUSD central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between CPA and OUSD to review special education policies, procedures, protocols, and forms of OUSD and the SELPA and OUSD protocol, will ensure that CPA and OUSD have an ongoing mutual understanding of OUSD protocol and will facilitate ongoing compliance.

CPA anticipates that a Memorandum of Understanding ("MOU") will be developed between CPA and OUSD, which shall delineate the respective responsibilities of CPA and OUSD with regard to the

funding and delivery of special education and related services.

CPA acknowledges the importance of cooperating with OUSD so that OUSD can provide special education services to CPA students. CPA agrees to promptly respond to all OUSD inquiries, to comply with reasonable OUSD directives, and to allow OUSD access to CPA students, staff, facilities, equipment and records as required to fulfill all District obligations under this Charter/MOU or imposed by law. CPA believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between OUSD and its school sites.

Search and Serve

Upon the commencement of CPA's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, CPA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a CPA faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. CPA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Students

CPA shall comply with Education Code Section 56325 with regard to students transferring into CPA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CPA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and CPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and CPA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CPA from a district operated program under the same special education local

plan area of the District within the same academic year, the District and CPA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to CPA with an IEP from outside of California during the same academic year, the District and CPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral for Assessment

CPA will implement OUSD and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is CPA's understanding that OUSD shall provide CPA with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that CPA is provided with notification and relevant files of all students who have an existing IEP and who are transferring to CPA from an OUSD school. OUSD shall have unfettered access to all CPA student records and information in order to serve all of CPA's students' special needs.

In the event that CPA receives a parent written request for assessment, it will work collaboratively with OUSD and the parent to address the request. Unless otherwise appropriate pursuant to applicable state and federal law, CPA and OUSD will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

CPA will follow OUSD child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. CPA shall work in collaboration with the District to obtain parent/guardian consent to assess CPA students. CPA shall not conduct special education assessments unless directed by the District.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

CPA, in collaboration with OUSD or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. CPA will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

It is CPA 's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. CPA shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and CPA:

- The student, if appropriate
- The Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA
- The student's special education teacher
- The student's General Education teacher if the student is, or may be, participating in the general education environment
- Other CPA representatives who are knowledgeable about the regular education program at CPA and/or about the student

It is CPA's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

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

CPA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible CPA students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

CPA shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. CPA shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and CPA will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, CPA shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for CPA's non-special education students, whichever is more. CPA shall also provide all home-school coordination and information exchange unless directed otherwise by the District. CPA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. CPA shall comply with any directive of the District as relates to the coordination of CPA and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Staffing

All special education services at CPA will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. CPA staff shall participate in all mandatory District in-service training relating to special education.

It is CPA's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs CPA that current District practice is for the individual school sites to hire site special education staff or the District and CPA agree that CPA must hire on-site special education staff. In that instance, CPA shall ensure that all special education staff hired by CPA is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by CPA (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CPA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

It is the goal of CPA to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. In year 3, pending budgetary availability, CPA may hire a Special Education Manager.

Interim and Initial Placements of New Charter School Students

CPA shall comply with Education Code Section 56325 with regard to students transferring into CPA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CPA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and CPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and CPA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CPA from a district operated program under the same special education local plan area of the District within the same academic year, the District and CPA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to CPA with an IEP from outside of California during the same academic year, the District and CPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Due Process Hearings

In the event that a parent/guardian files a request for a due process hearing or request for mediation, OUSD and CPA shall work together to defend the case, so long as CPA operates as a school of OUSD for special education purposes. In the event that OUSD determines that legal representation is needed, CPA agrees that it shall be jointly represented by legal counsel of OUSD's choosing.

So long as CPA operates as a school of OUSD for special education purposes, OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in CPA if OUSD determines such action is legally necessary or advisable. CPA agrees to cooperate fully with OUSD in such a proceeding.

So long as CPA operates as a school of the District for purposes of special education, CPA understands that OUSD shall have sole discretion to settle any matter in mediation or due process. OUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any CPA student necessary to protect its rights.

Non-discrimination

It is understood and agreed that all children will have access to CPA and no student shall be denied admission nor counseled out of CPA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

CPA shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. CPA shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. CPA shall immediately notify the District of any concerns raised by parents. In addition, CPA and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with CPA's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. CPA shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

CPA and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and CPA shall comply with the District's decision.

CPA and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is CPA's understanding that the District shall represent CPA at all SELPA meetings and report to CPA of SELPA activities in the same manner as is reported to all schools within the District.

Funding

CPA understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and CPA. CPA anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for CPA students though the SELPA Annual Budget Plan, and shall be entitled to count CPA students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide CPA students with placements at locations other than at CPA's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or

services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from CPA the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the CPA site.

Contribution to Encroachment

CPA shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, CPA shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice CPA for CPA's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to CPA) divided by the total number of District ADA (including CPA students), and multiplied by the total number of CPA ADA. The CPA ADA shall include all CPA students, regardless of home district.

Special Education Strategies for Instruction and Services

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

In-class accommodations

As a school, we will emphasize the inclusion of special education students in regular education classes. This is to ensure that there are high expectations for all students to participate in the curriculum. All students, including special needs students, are most likely to be successful when expectations are clear and standards are set appropriately high.

The following are standard accommodations that will be provided for all learners:

- Class agendas will be written on the board each day and verbally reviewed with the students.
- Assignments will be written on the board each day and verbally reviewed with the students.
- Students will be provided study guides that clearly identify the important information.

Students will have the opportunity to retake tests and quizzes or rewrite or perform assignments—the emphasis will be on demonstrating knowledge, comprehension, application, analysis, synthesis and evaluation at an acceptable level.

When students have impairments that interfere with the ability to write, read or otherwise obtain or demonstrate their learning, they will be given the opportunity to display their learning through

alternative means, for example: orally explain rather than write, doing an artistic performance, relating it to an interest of theirs, etc.

On longer term projects the steps will be “chunked” in to manageable pieces with due dates.

When possible, students will be provided with exemplars of the work that is expected so that they have a model to guide their efforts.

Special needs students will additionally have the individual accommodations called for in their IEPs. These may include readers, books on CD, scribes, voice to print technology, use of graphic organizers, calculating devices, etc.

In addition to accommodations, special needs students may require modifications to the classroom curriculum as part of their specialized instruction. In making modifications, we will use resource materials, such as the Common Core Standards “Application for Students with Disabilities” or others as appropriate. This framework lays out a scheme for addressing curriculum frameworks on a continuum of less complex to more complex.¹⁰⁹ Unlike many past educational efforts, the CCSS were developed with all students in mind. CPA will use these resources to ensure that all students have access to curriculum with successful outcomes. The CCSS are consistent with the goals of CPA that all special education students leave high school with the ability to use technology, understand a variety of perspectives and communicate effectively.¹¹⁰ Teachers can make modifications by including special needs teacher in the classroom as needed.

Services beyond the classroom

Services for students in need of special education will be delivered primarily in the classroom. However, in addition to in-class accommodations and modifications, CPA will provide an academic support / resource room to allow more individualized instruction on how to be effective learners through the use of strategies and assistive technology. A basic principle of the support room instruction is that we are seeking to help students become more independent. When students are asked to do tasks that are beyond their capability, we inadvertently teach them that they lack competence, and thus undermine self-confidence. This leads to two further principles: students must be taught at the level just beyond where they are comfortable (Vygotsky’s zone of proximal development),¹¹¹ and that instructional practice should allow for the student to independently be successful 75% to 95% of the time. When students can achieve 95% accuracy or better, they can be considered to be independent. With that in mind, when proposing strategies and interventions, we must evaluate our recommendations in light of the question, “How will this help the student become more independent?”

Teaching organizational strategies is key for students to be able to independently organize work. We plan to use a Preview/Review system based on a student-maintained planner. Preview consists

¹⁰⁹ Common Core State Standards <http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>

¹¹⁰ Thurlow, ML. *The Special Edge* (2012) The Common Core State Standards 25:3. Pp. 1-16.

http://www.calstat.org/publications/pdfs/Edge_summer_2012_newsletter.pdf

¹¹¹ Gindis, B. (1999) Vygotsky’s Vision: Reshaping the Practice of Special Education in the 21st century. *Remedial and Special Education*, 20:6. Pp 333-40.

of 3 main elements: writing down what you need to do, explaining verbally why your teacher is asking you to do this, and estimating how much time it will take to complete. Review occurs after the work is complete and asks the student how much time the task actually required and whether students have any for the teacher.

Additional instructional methodologies and tools used in the academic support / resource room may include:

- Graphic organizers, such as thinking maps or story grammar markers. These tools are effective in teaching students different forms of thinking such as compare and contrast, sequential, cause and effect, attributes, etc. and can be applied to English Language Arts reading comprehension and composition.
- Individually based computer programs, such as the math programs found at Khan Academy.¹¹² This program provides video based lessons followed by opportunities to practice. The presentation is sequential, allowing easy tracking and intervention by the teacher.
- Response journals, when daily or regular practice in writing is required. Students work with the special needs teacher to identify areas of improvement and what that improvement might look like in future drafts.
- Rubrics and checklists. With these tools, students can begin to self-evaluate their work.

Instruction in assistive technologies may include:

- Use of keyboard devices with and without grammar and spell checking
- Use of text readers, such as Kurzweil¹¹³
- Use of voice to print technology, such as Dragonspeak¹¹⁴
- Use of mp3 or CD players from Recording for the Blind and Dyslexic
- Use of reading fluency processes and assessment

Professional Development for CPA Staff

The School Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as CPA operates as a "school of OUSD" for special education purposes, OUSD agrees to allow CPA staff access to all Special Education related professional development opportunities that are available to other employees of OUSD.

CPA also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

¹¹² Khan Academy www.khanacademy.org

¹¹³ Kurzweil Educational Systems <http://www.kurzweilededu.com/default.html>

¹¹⁴ Nuance Dragon Speech Recognition Software <http://australia.nuance.com/dragon/index.htm>

Section 504 of the Rehabilitation Act

CPA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

CPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CPA. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the

504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

COLLEGE AND CAREER READINESS

Postsecondary education and career readiness have become increasingly important for new generations. The Center on Education and the Workforce at Georgetown University found that nearly 60% of U.S. jobs in 2008 required postsecondary education – compared to just 28% in 1973 – and projects that it will continue to rise in the next decade.¹¹⁵ As discussed in the introduction, evidence from Annie E. Casey Foundation suggests that children who read below proficient in the third grade are four times as likely to drop out of high school compared to proficient readers.¹¹⁶ As a result, Castlemont Primary Academy will condition students to set high standards for college and train them to meet the demands of “employment, advanced training, and civic participation” starting in Kindergarten. We will create a school culture that emphasizes college and career readiness for students throughout the continuum.

Our method to increase college and career readiness for TK-5 includes the following:

SETTING HIGH STANDARDS AND CLEAR EXPECTATIONS ABOUT COLLEGE AND CAREER READINESS

Researchers and educators agree that setting high expectations and maintaining high standards for low-income children of color can improve academic outcomes.^{117, 118} Our academics and programming will reflect the belief that all students can learn at high levels and can be successful in college and career. We will create an environment where every child is expected to attend and graduate college.

¹¹⁵ Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help Wanted - Projections of Jobs and Education Requirements Through 2018* (pp. 1–12). Washington DC.

¹¹⁶ Hernandez, D. (2011). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. (pp. 1–15). Albany, NY.

¹¹⁷ Saravia-Shore, M. (2008). *Diverse Teaching Strategies for Diverse Learners*. In R. W. Cole (Ed.), *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded* (2nd Edition.). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from

<http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>

¹¹⁸ Zeichner, K. M. (1992). *Educating Teachers for Cultural Diversity* (pp. 1–40). East Lansing, MI.

ENGAGING PARENT AND FAMILIES TO PROMOTE SUCCESS AT HOME

College and career readiness will be a new process for many families in our target community. As a result, Castlemont Primary Academy will discuss the importance of and need for college and career preparation with parents. School administrators will review preparation in high school (SAT and ACT exams) and the college admissions process. However, most importantly, parents and families will also be counted on to set high expectations and promote college and career readiness at home.

PERSONAL AND ACADEMIC GOALS WITH CHILDREN

With a spirit of optimism, teachers and adult mentors will assist children to reflect on their short-term academic goals, mastery goals, and future professional aspirations in developing LEAD Plans. With help from adult mentors, older children (grades 4 and 5) will create a college and career map that outlines the steps they need to take to achieve their college and career goals. A significant body of evidence suggests setting mastery goals increases children's problem solving skills and persistence during difficulty.¹¹⁹

PORTRAIT OF A CPA GRADUATE

At CPA, our goal will be to successfully promote all of our students to the next grade level and prepare them to successfully transition to middle school. All of our students will be leaders, self-advocates, just and fair to their peers, and be ready to embrace new challenges with integrity, self-respect, and high self-expectations.

PROMOTION CRITERIA

All of our students, at every grade level, will satisfactorily complete all appropriate state standards in core subject areas. A draft of CPA's Promotion Policy can be found in Appendix 1.15.

A student's promotion status is determined by the following measures:

NWEA Assessment: The assessment will be the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (using the highest score from the last two annual assessments). Students with no NWEA scores in either reading or math will be considered incomplete or inaccessible and the Director of Teaching & Learning shall make a promotion determination using the best available data consistent with the standards described in CPA's promotion policy. The NWEA Assessment is administered to students in grades 3, 4, and 5 at beginning of the school year and in the spring for grade 2 students only in the spring.

Academic Performance: Report card grades in all subject areas shall reflect a student's classwork, unit test scores and completion of homework assignments during the school year. The final report card grade in each subject is an average of the grades reported at the end of each of the four reporting periods.

Middle School Ready. All fifth graders will successfully meet all CA Content Standards, pass the Physical Fitness Test, and demonstrate acceptable social and leaderships skills.

¹¹⁹ Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. *Journal of Educational Psychology*, 84(3), 261-271.

Standards Based Assessments and Grading. All of our students will be required to ensure their work meets a pre-set high level of quality.

College and Career Readiness. At CPA, we believe exposure, support, and determination to reach future goals is an important learning lesson. As such all of our students will develop LEAD Plans and set future goals for college and career.

Summer Camps. Summer camps at CPA will provide enrichment activities as well continuity of education. To satisfactorily complete summer camp, a student must receive passing grade(s) on the summer report card and have an attendance record of no more than 2 unexcused absences.

PROMOTION CRITERIA FOR STUDENTS WITH DISABILITIES

Students with disabilities (including English Language Learners with a disability) receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.

PROMOTION CRITERIA FOR STUDENTS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learners (ELLs) will complete their general academic curriculum in English. ELLs in the benchmark grades shall be promoted to the next grade at the end of the academic year if they receive final report card grades of "C" or above in reading **and** math. **An ELL's NWEA scores shall not be used for purposes of promotion.** ELLs who fail to meet the academic performance criteria noted above will be promoted to the next grade only upon satisfactory completion of summer school. The Director of Teaching and Learning will determine appropriate summer school placement.

PARENT PROMOTION APPEAL

Parents/guardians of retained students will have five (5) days after receiving the promotion determination notice to submit a written request (appeal) for an additional review to the Director of Teaching and Learning or his/her designee.

PROFESSIONAL DEVELOPMENT

EXCELLENT TEACHERS AND SCHOOL LEADERSHIP

We believe the key to a school's success is the quality of its Principal and teachers. We will employ a dynamic, visionary Principal with strong leadership qualities and teachers committed to excellence in teaching and open to innovative methods. Details on our recruitment plan for school leaders can be found in Element 4. We will provide a comprehensive professional development program for teachers' that extends before and after regular school schedule. A professional learning action plan will be drafted that embodies the standards of California including systematic, embedded professional learning, the use of data to inform instruction, and evaluation of the impact of professional learning (see Professional Development plan, Appendix 1.1).

CCTS is committed to the professional growth of our faculty and staff and will provide ample opportunities for professional development. Faculty will have continuous opportunities to gain new

skills and learn best practices to improve student outcomes. Staff, in their respective professional areas, will also stay abreast of policy changes and will receive relevant trainings to adhere to the highest educational standards. Since we expect that most of our student population will experience violence in their community, all faculty and staff will receive training that shows how trauma impacts mental health and student behavior. Faculty and staff will also receive extensive training on cultural awareness and competency. Our Professional Development Plan (Appendix 1.1) outlines our strategy for rigorous, comprehensive, and supportive professional development, demonstrating our commitment to provide students and families a best in class education. Not only will CPA's Professional Development Plan train faculty to gain leadership skills and cultural competencies, but it will also prepare them to integrate key components of our educational model with curriculum aligned to Common Core. Professional development days will be led by internal and external experts at the beginning of the school year, at the end of the school year, and on designated shortened days.

Our pupil free day in January 2016 will be dedicated as a mid-year refresher training to offer opportunities for corrections and adjustments. We will review many of the core educational components, including Common Core, assessments, restorative justice, social emotional development, and lesson planning.

PROFESSIONAL LEARNING COMMUNITIES

The Partnership for 21st Century Skills states, "professional learning communities...enable educators to collaborate, share best practices and integrate these skills into classroom practice". We believe Professional Learning Communities (PLC) are an integral component that ensure CPA teachers have adequate supports that enable them to collaborate, ask questions, share challenges and successes. We believe that when educators plan units collaboratively across disciplines and themes, children will be more likely to see the relevance and applicability of core subjects.

Every instructional staff will take part in a PLC, meeting weekly. Staff will complete PLC needs assessments in order to determine the group's strengths, assets, and challenges. During the 2-week professional development retreat, we will engage PLCs in team building activities to encourage collaboration and teamwork. We hope that educators will build rapport within their PLCs in order to honestly discuss challenges and lessons learned in the classroom. Master teachers and instructional staff with more than 5 years of teaching experience will guide and support the PLCs, ensuring needs are met and challenges are addressed.

The PLC process will also provide time for teachers to look at actual student data as a whole and then divide instructional tasks for interventions and enrichment activities based on these results and individual teacher effectiveness in teaching the specific content. This is an effective method for providing personalized instruction for students and supporting teachers in effective data driven instruction. Again, trust is an integral component for PLCs if they will be asked to openly and honestly discuss student performance data with colleagues.

COMMITMENT TO EXCELLENCE

Sutton and Rao suggest that scaling excellence hinges on discovering (or creating) pockets of excellence by connecting the people who have it, and their ideas and expertise, to others.¹²⁰ When this happens a chain reaction of excellence flows from one person to another until all have been

¹²⁰ Sutton, R.I. & Rao, H. (2014). *Scaling Up Excellence: Getting to More Without Settling for Less*. *Crown Business*.

impacted. Our mentor organizations, Drew Charter School and the Rollins Speech and Language Center have demonstrated this “domino effect”. Creating a culture of high expectations must begin with a school’s administrative leadership. Accordingly, our CPA leadership team will spend the 2014-15 school year participating in a 6-9 month Principal and administrator leadership training to begin this scaling of excellence by establishing high standards and developing mindsets among staff. Moreover, the Principal and teacher evaluation process includes a focus on accountability for meeting school, individual and classroom goals as established each school year. Finally, the strategies and our strong approach to culture will ignite our students to develop their own student expectations of excellence through our approaches to learning, core values and other models in our program. The strategies identified in this petition are embedded in the curriculum and daily classroom instruction. Teachers pay continuous attention to students’ progress through a systematic assessment program and adjust instructional methods to individual students, thus matching high expectations with strategies to achieve them. Likewise, students and parents are required to embrace the commitment to excellence to assure that each CPA student will excel and achieve.

Vignette of a typical faculty member

I am writing to share my teaching experiences at CPA. My name is Loryn Mandy and though this is my third year of teaching Math in California Public Schools, this was my first year teaching at CPA.

For several years, I have read about the charter school movement in the United States, and, this past year, I decided to see if there was a real difference. I can clearly state that my entire preparation, teaching philosophy, and sense of education have been renewed this year. I went from being a skeptic to becoming a very strong advocate for charter schools and especially about my role in the transformation of a community.

The process of learning about this unique school began during the interview process. During my first visit, I was given a tour of Youth UpRising and Room to Bloom, the partners of the school that provide full wraparound services for our students and parents. The student docent provided me with a clear understanding of the connection between wellness and academic achievement, particularly in addressing the needs of the youth in the community. I later participated in an initial structured interview that asked values-based questions. I was surprised by the relevance of the questions. I was invited back to a second round, where I was asked to create a lesson plan and teach a part of that lesson to a class of students, teachers, parents, and administrators. The assignment asked me to integrate my science lesson with another academic subject and place-based learning question with clear integration of the Common Core Standards. They really enjoyed my linking the reduction of childhood diseases like obesity, early onset diabetes to a nature deficit society. After the lesson, I was able to ask the stakeholders questions. I found it amazing that everyone on the panel, including the parent and student, were able to clearly articulate the connection between academic outcomes and community awareness. By the end of the second round, I knew I wanted to teach there. The third round of interviews was a community assessment of the neighborhood, where I walked around the neighborhood and took photos. My assignment was to come back and identify the assets and deficits in the community and how I could use them productively in a classroom setting. It was such a powerful experience. When I was notified that I received the job, I was ecstatic.

My class is small, about 24 students, and there is a clear code of conduct that everyone, both

students and staff, helped formulate, agreed to, and fully supports. There is so much respect for every individual. I have opportunities to use differentiated instruction through our community projects and it really works for my students. I also learned about brain-targeted learning and the constructivist approach to teaching and integrate them into my lesson plans. I do some physical exercises with my students at the beginning of each class for their social-emotional development. We have coined this time "Mind and Body Matters". It wakes them up in the beginning of the day and helps them stay organized and focused.

Everything is thoughtfully done here at CPA. All teachers participate in a two-week long orientation and retreat before school starts in August. I really enjoyed the restorative justice practices, the community building, workshops and readiness activities that we learned during those two weeks. We dedicated time organizing our classrooms to ensure they highlighted the mission and goals of the school. The process prepared me to start the new year. Just before school started, I met my mentor, seasoned teacher with 10 years of experience. Her classroom is close to mine and I felt comfortable seeking her help if I had any questions or concerns. She stops by regularly to say hello and see if I needed anything and we have a scheduled weekly meeting time. I also meet with a new teacher support group one morning each week and we discuss our successes and areas we still feel we need help.

Each week there are professional learning community meetings where we collect and review data in the form of student work, determine which students achieved mastery and then plan cross-discipline, theme-driven, and integrated units for the students who mastered the content and interventions for those who did not. I love collaborative-planning. It adds so much to a class to see the intersection of two or more subjects.

We have weekly professional development meetings on Wednesday afternoons, which are an early release day for students. Three times a year, we have full day planning sessions. We have a variety of activities including: workshop programs, reading and discussion groups, team building exercises, best practice sharing, and all school activity planning. It is really a positive time. I have a planning period with my colleagues while the students are in art/music and PE. It gives us a chance to discuss what we are working on and plan as a team.

The support systems are great. My master teacher observes my class twice a month. In the beginning of the year he visited every week. We are able to meet right after his visits and he shares all the positive things he sees in my classroom and makes some suggestions. I really look forward to his visits. I feel that I am growing as a teacher and he really recognizes everything I am doing well. They really listen to teachers here. I look forward to the different meetings; I feel really connected to a great school community.

As great as the support is, what is most impressive is the entire community feeling. Everyone is here to uphold community transformation principles. We are all respectful of diversity and know our rights and responsibilities. Students and teachers talk with each other and there is a great feeling of safety and support. We all went through training on CBPAR and Place-Based Learning and we are interested in having our school be a model of those values. Everyone here is an advocate for community engagement, equality and integrity.

These are all the reasons that I became a teacher and I am so happy to be a part of this

STATE PRIORITIES: ANNUAL GOALS AND ACTIONS

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM	
CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p>	
<p>Local Control Accountability Plan ("LCAP")</p> <p>The Charter School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education in accordance with Education Code Section 47606.5. The Charter School shall submit the LCAP to the District and the Alameda County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."</p>	
<p>STATE PRIORITY #1— BASIC SERVICES</p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
<p>SUBPRIORITY A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<ul style="list-style-type: none"> • CCTS will hire and maintain a highly qualified faculty.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, curricular and materials review, teaching demonstrations, and reference checks. • Faculty will have 20 full days and 3 hours per week of targeted professional development, based on needs assessment (individual and school goals) and the needs of students based on data. • Teacher evaluations – 360 model with supervisor, peer, and parent, and student feedback
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<ul style="list-style-type: none"> • CCTS will obtain the most up-to-date, standards aligned instructional materials that will prepare students for college and career success.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CCTS will maintain school facilities in good condition with regular and adequate maintenance. CCTS staff will be trained in appropriate maintenance request procedures.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Family/community survey. Regular walkthroughs of school facilities by school leadership to identify areas requiring repair.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All curriculum will be aligned to the CCSS, our educational philosophy, and our definition of what it means to be educated in the 21st century. Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Curriculum maps for each course will be written during 10-day pre-school professional development period. All curriculum maps will have goals and strategies to support diverse learning populations.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations. CCTS will design all CPA curriculum to support ELLs and other special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> CPA will update ELD curriculum regularly. Differentiated instruction via blended learning and push-in/pull-out targeted towards the individual needs of identified ELLs.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations. CCTS will design all CPA curriculum to support ELLs and other special

	populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • 240 hours of individualized support for students scoring a 3 or under in CELDT. • Extensive support for ELLs, including pull-out tutoring, in-class support, LEAD Summer Camp, and after-school programming.
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will engage CPA families using relevant and trusted voices.¹²¹ • Families will view themselves as a key component of the school's, students' and community's success.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Publish list of diverse opportunities for parental involvement. • Establish regular, designated times for parents to give feedback to school leadership. • Schedule three (3) annual meetings with parents to discuss students' LEAD Plans.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will engage CPA families using relevant and trusted voices.¹²² • CCTS will involve families in the Annual School Initiative and Presentations of Learning.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Publish list of diverse opportunities for parental involvement. • Establish regular, designated times for parents to give feedback to school leadership. • Encourage parents to volunteer and participate in school activities.
SUBPRIORITY C – FAMILY AND STUDENT SATISFACTION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Families and students will demonstrate high satisfaction with the academic program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Offer wraparound services to families to support the success of their child.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) 	

¹²¹ Bridges, B. K., Awokoya, J. T., & Messano, F. (2012). African American Parent Perceptions of K-12 Education African American Parent Perceptions of K-12 Education (pp. 1–18). Washington, DC.

¹²² Ibid

<p>C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></p> <p>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All 3rd grade students will read proficiently or higher. • All students will increase at least one level per year in proficiency in English, math, science and social science.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Offer blending learning labs to address students' individual needs. All teachers and administrators will use iResults as an inquiry based approach to improve student outcomes. All students will work in collaboration with advisor and counselor to ensure they are meeting the goals of their LEAD Plan and other forms of formative assessments. • Integrate Learning Lab into the school day for children who are not performing at levels of proficiency. • Integrate Math Support Center into the school day for children who are not performing at levels of proficiency.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students will meet or extend state required assessments of similar school ranking as identified by new CCSS regulations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • CCTS Network Benchmark Assessments
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) – NOT APPLICABLE	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students, including EL students, will reach the proficient level or advance at least one level towards proficiency in English, math, science and social science. • Student growth on external assessments will show steady incremental growth towards 100% proficiency as measured after analysis of first year baseline results. • EL students will show growth on internal benchmarks and assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments, and to support EL students and other special populations.

	<ul style="list-style-type: none"> • Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). • Curriculum maps designed to support diverse learning populations.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • EL students will show growth on internal benchmarks and assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments, and to support EL students and other special populations. • Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). • Curriculum maps designed to support diverse learning populations.
SUBPRIORITY F – AP EXAM PASSAGE RATE – NOT APPLICABLE	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> <i>School attendance rates</i> <i>Chronic absenteeism rates</i> <i>Elementary school dropout rates (EC §52052.1(a)(3))</i> <i>High school dropout rates</i> <i>High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CPA students will maintain regular, punctual attendance.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive community building via orientation, LEAD Summer Camp, Advisory (I-LEAD), Mind and Body Matters. • Recognize and award students with perfect attendance during LEAD Assemblies. • Offer afterschool programming to support students' social and physical well-being.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CPA students will maintain regular, punctual attendance.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • I-LEAD and SEL support to minimize attrition. • LEAD advisors will communicate with families whose children are frequently absent. • Engage children and their families in creating LEAD Plans

	<ul style="list-style-type: none"> Offer wraparound services to families to support the success their child.
SUBPRIORITY C – ELEMENTARY SCHOOL DROPOUT RATES N/A	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CCTS will promote a school culture that develops students as thoughtful, engaged leaders of a 21st century. Students will consistently demonstrate SEL skills and uphold the CPA values. CPA will ensure that restorative practices are taught and implemented by all faculty, staff, and administrators at the school. Teachers will maintain positive learning environment and minimize behavioral problems in the classroom.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Extensive community building via I-LEAD, orientation, and morning circle, as well as other school events. Integrate SEL curriculum into all courses to prevent behavioral problems. Engage students and their families in creating LEAD Plans. Analyze annual community surveys and create a plan of action. Professional development for teachers on restorative justice, classroom management, conflict mediation. Collaborate with Playworks to transition children into learning environment after recess and prevent bullying.
SUBPRIORITY B – PUPIL EXPULSION RATES – NOT RELEVANT	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All community members and students will participate in restorative justice protocols to reduce the # of suspensions and behavior modifications annually. Establish and maintain a culture of safety at CPA.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Restorative justice training by Marin County Office of Education. Collaborate with sister organization, Youth UpRising, to train culture keepers to maintain a safe learning environment for students, faculty, and staff.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including</i>	

programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CPA will provide a broad course of study for all students. • CPA will design and implement best practice afterschool and day program interventions and wraparound services for all students, including ELLs and other special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Providing extensive support systems to every child (I-LEAD, mental health programming, tutoring, afterschool programming, LEAD Summer Camp). • Establishing LEAD Plan and goals.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students will become proficient readers and writers of English across the curriculum. • All 3rd grade students will read at proficient levels or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement regular CCTS benchmark assessments to track student progression and learning. • Implement extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models). • Integrate Learning Lab into the school day for children who are not performing at levels of proficiency. • Design curriculum to support diverse learning populations. • Establish rigorous promotion policy. • Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

SUBPRIORITY B – MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students will become proficient in mathematical skills and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement regular CCTS benchmark assessments to track student progression and learning. • Implement extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models). • Design curriculum to support diverse learning populations. • Establish rigorous promotion policy.

	<ul style="list-style-type: none"> Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. Integrate Math Support Center into the school day for children who are not performing at levels of proficiency.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students will become proficient in social studies practices and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implement regular CCTS benchmark assessments to track student progression and learning. Implement regular NWEA Assessments 3x per year aligned to standards. Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models). Design curriculum to support diverse learning populations. Establish rigorous promotion policy. Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students will become proficient in science concepts and scientific thinking.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implement regular CCTS benchmark assessments to track student progression and learning. Implement regular NWEA Assessments 3x per year aligned to standards. Implement year-end CAASPP testing to measure mastery of science. Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). Design curriculum to support diverse learning populations. Establish rigorous promotion policy. Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CPA students will produce one Gallery Gala per year (includes art exhibition and makers show).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> All students will participate in one VPA elective annually.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE	<ul style="list-style-type: none"> All children between TK-3rd grades will be proficient in fine motor and

SUBPRIORITY	<ul style="list-style-type: none"> object manipulation skills. All children will be physically active and healthy.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Physical Education course for TK-3rd grade students. Martial arts course for 4th – 5th grade students.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students will achieve grade-level competency for each of the six California Dept of Education health standards. Students will be able to successfully identify feelings, control emotions, and cope with stress in healthful ways.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> All students work in groups to research a health topic related to one of the California Dept of Education health standards for the Health & Resource Fair. Integrate SEL curriculum into all courses.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD - LEADERSHIP	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students will understand all 8 habits of the CPA leadership model. Students will be able to successfully identify habits and demonstrate leadership skills.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> All students work in their class and with their cohorts and work in projects demonstrating the 8 habits. Integrate 8 habits into all leadership curriculum.
SUBPRIORITY L – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD – 21ST CENTURY SKILLS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students demonstrate high levels of problem solving, creative thinking, adaptability and resourcefulness. Students build foundational skills in technology literacy. Students successfully identify feelings, control emotions, and cope with stress in healthful ways.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Aligning core subjects with problem-based learning class projects will develop critical thinking skills. Professional development - dedicated days for learning Microsoft Office Suite and other technology applications. Integrate SEL into the school day through Mind and Body Matters.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

Education Code Section 47605(b)(5)(B)

CCTS will articulate clear, ambitious, and measurable outcomes for all stages of the cradle to career continuum and use them to demonstrate the success our students achieve. CPA will use backwards planning to design long term, unit, and lesson assessments from the established success metrics discussed below. This backwards planning will apply both to classroom instruction, and the multiple intervention, differentiation, and holistic supports that CPA will employ to document our students' progress and achievement.

CPA's measurable pupil outcomes are designed to reflect our mission to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the Common Core State Standards, our educational philosophy, and our definition of an educated person in the 21st century.

Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on subject-specific assessments.

INSTRUCTIONAL OUTCOMES

CPA's instructional model is founded on the following educational principles:

- Approaches to Learning
- Language, Literacy and Communication
- Social Emotional Development
- Physical Development and Health
- Social Sciences
- STEAM (Science, Technology, Creative Arts, Math)
- CPA's definition of what it means to be educated in the 21st century

Measurable pupil outcomes will demonstrate CPA's success in each of these six areas in alignment with the instructional model. All students will be expected to demonstrate, at a minimum, state competency levels in all core subjects as well as the newly adopted Common Core State Standards. Students will be encouraged to exceed these standards through an educational program that

identifies individual strengths and areas of need and provides opportunities for all students to be highly successful learners. Students will demonstrate competency through testing, portfolios, written work, verbal presentations, and other projects. All students will be required to demonstrate competency in all standards and benchmarks prior to receiving credit and moving to the next level of study.

In keeping with the Common Core State Standards' prioritization of critical thinking, CPA will use a multi-faceted assessment approach within a framework of constructivist learning and instruction. Summative CAASPP Assessments at regular intervals throughout the instructional year, aligned to Common Core State Standards, will ensure student progress towards proficiency and mastery of all core content areas. Formative assessments throughout the school year will help faculty members continually tailor instruction to student needs.

CPA leadership and coaching staff will provide rich professional development for teachers, both in the day and afterschool program, in utilizing an Understanding by Design approach to establish long term, unit, and lesson objectives that are backwards mapped from success metrics captured by summative assessments of student mastery. Teaching staff will also be supported in weekly or biweekly collaborative data discussions with grade level and content area teams, where a Cycle of Inquiry approach is used to assess student mastery toward unit, long-term, and benchmark measurable pupil outcomes. These discussions will enrich teachers' ability to make ongoing data-driven instructional delivery adjustments based on students' demonstrated progress. Assessment methods are further described in Element Three: Methods of Assessment.

OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), please see Figure 2.1 below, which describes CPA's measurable outcomes that align with the state priorities and CPA's goals and actions to achieve the state priorities, as identified in Element 1 of the Charter.

Figure 2.1 - Charter School Outcomes That Align With State Priorities

<p align="center">CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES</p> <p align="center">CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES</p>
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p>
<p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will hire and maintain a highly qualified faculty.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, curricular and materials review, teaching demonstrations, and reference checks. • Faculty will have 20 full days and 3 hours per week of targeted professional development, based on needs assessment (individual and school goals) and the needs of students based on data. • Teacher evaluations – 360 model with supervisor, peer, and parent, and student feedback
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of teachers will participate in targeted professional development. • 90% of CPA teaching staff will reach their goals as identified in the plan from the needs assessment targets. • 90% of teachers will receive favorable or highly favorable ratings on all evaluations. • 85% or higher of annual parent/community survey results will be favorable or highly favorable.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Teacher survey and needs assessments 2x per year • Teacher evaluations and observations as outlined in Element 5 • Biannual parent/community survey.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will obtain the most up-to-date, standards aligned instructional materials that will prepare students for college and career success.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of students will have standards aligned curricular materials available to them. • 100% of faculty will participate in regular online surveys regarding curriculum and academic planning
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Lesson plan rubric - weekly and daily Exit Tickets
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will maintain school facilities in good condition with regular and adequate maintenance. • CCTS staff will be trained in appropriate maintenance request procedures.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Family/community survey. • Regular walkthroughs of school facilities by school leadership to

	identify areas requiring repair.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 85% or higher of annual family/community survey results will be favorable or highly favorable. • 85% of leadership school facilities will result in an overall rating of good to outstanding (see walkthrough rubric)
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Facility walkthrough surveys are completed each quarter. • Biannual family/community survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All curriculum will be aligned to the CCSS, our educational philosophy, and our definition of what it means to be educated in the 21st century. • Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Curriculum maps for each course will be written during 10-day pre-school professional development period. • All curriculum maps will have goals and strategies to support diverse learning populations.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • All CPA staff will participate in CCSS standards professional development. • 100% of CPA courses will be founded in curriculum maps that are differentiated for diverse learning needs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CCTS Network Benchmark Assessments – 2x per year. • Professional Learning Community needs assessment. • Attendance at PD.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations. • CCTS will design all CPA curriculum to support ELLs and other special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • CPA will update ELD curriculum regularly. • Differentiated instruction via blended learning and push-in/pull-out targeted towards the individual needs of identified ELLs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • All CPA curriculum will be differentiated to support ELLs and other special populations. • 100% of ELLs will be offered appropriate specific ELD curriculum

	based on the California ELD standards and aligned to CCSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance at PD. • Professional Learning Community needs assessment.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Professional development, which includes dedicated days for implementing Common Core and supporting ELLs and other special populations. • CCTS will design all CPA curriculum to support ELLs and other special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • 240 hours of individualized support for students scoring a 3 or under in CELDT. • Extensive support for ELLs, including pull-out tutoring, in-class support, LEAD Summer Camp, and after-school programming.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of EL subgroup will make a least one level of advancement in language proficiency.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance at PD • Professional Learning Community needs assessment • CELDT – 1x per year
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will engage CPA families using relevant and trusted voices.¹²³ • Families will view themselves as a key component of the school's, students' and community's success.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Publish list of diverse opportunities for parental involvement. • Establish regular, designated times for parents to give feedback to school leadership. • Schedule three (3) annual meetings with parents to discuss students' LEAD Plans.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Family attendance of 90% at mandatory meetings. • 80% of referred parents participate in SEL and LEAD Team meetings.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Family/community survey 2x per year. • Attendance at initial and subsequent SEL and LEAD Team meetings – as needed.

¹²³ Bridges, B. K., Awokoya, J. T., & Messano, F. (2012). African American Parent Perceptions of K-12 Education African American Parent Perceptions of K-12 Education (pp. 1–18). Washington, DC.

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will engage CPA families using relevant and trusted voices.¹²⁴ • CCTS will involve families in the Annual School Initiative and Presentations of Learning.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Publish list of diverse opportunities for parental involvement. • Establish regular, designated times for parents to give feedback to school leadership. • Encourage parents to volunteer and participate in school activities.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 80% return on biannual family/community surveys (satisfactory, exemplary). • 90% of families will participate in annual service with 90% or above favorable or highly favorable feedback.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance at PGA meetings – monthly. • Participation in Community School Council. • Attendance at parent classes at Family Center. • Annual School Initiative outcomes 1x per year. • Presentations of Learning outcomes 2x per year. • Family/community survey 2x per year.
SUBPRIORITY C – FAMILY AND STUDENT SATISFACTION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Families and students will demonstrate high satisfaction with the academic program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Offer wraparound services to families to support the success of their child.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 90% of families will participate in annual service with 90% or above favorable or highly favorable feedback. • 80% return on biannual family/community surveys (satisfactory, exemplary).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Annual School Initiative outcomes 1x per year. • Family/community survey 2x per year.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <i>H. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> <i>I. The Academic Performance Index (API)</i> <i>J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> 	

¹²⁴ Ibid

K.	Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
L.	EL reclassification rate
M.	Percentage of pupils who have passed an AP exam with a score of 3 or higher
N.	Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All 3rd grade students will read proficiently or higher. All students will increase at least one level per year in proficiency in English, math, science and social science.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Offer blending learning labs to address students' individual needs. All teachers and administrators will use iResults as an inquiry based approach to improve student outcomes. All students will work in collaboration with advisor and counselor to ensure they are meeting the goals of their LEAD Plan and other forms of formative assessments. Integrate Learning Lab into the school day for children who are not performing at levels of proficiency. Integrate Math Support Center into the school day for children who are not performing at levels of proficiency.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of students will meet or exceed on grade-level standards based diagnostic and benchmark assessments (eg. NWEA MAP), writing rubric, and projects. These will be differentiated for diverse learning needs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Formative and summative assessments, NWEA scores, CELDT scores, 3 SPED IEP goals, report cards, iResults data. Smarter Balanced Assessment System (SBAS) CMA – California Modified Assessment for children with IEPs CAPA – California Alternate Performance Assessment for children in grades 2 through 5 with significant cognitive disabilities Teacher assessments and observations through DRDP-SR– 2x per year.

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All students will meet or extend state required assessments of similar school ranking as identified by new CCSS regulations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> CCTS Network Benchmark Assessments
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of students will move at least 1 proficiency level as identified by NWEA and CELDT. Special Education students will consistently reach their bi-annual IEP goals. 100% of students scoring an advanced proficiency level will be

	assessed on value added assessments
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Formative and summative assessments 2x per year • NWEA scores 3x per year • CELDT scores 1x per year • SPED IEP goals • Quarterly report cards • iResults data. • Teacher assessments and observations through DRDP-SR- 2x per year.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) – NOT APPLICABLE	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students, including EL students, will reach the proficient level or advance at least one level towards proficiency in English, math, science and social science. • Student growth on external assessments will show steady incremental growth towards 100% proficiency as measured after analysis of first year baseline results. • EL students will show growth on internal benchmarks and assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments, and to support EL students and other special populations. • Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). • Curriculum maps designed to support diverse learning populations.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of students will move at least 1 proficiency level as identified by NWEA and CELDT.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT – 1x per year • NWEA – 3x per year
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • EL students will show growth on internal benchmarks and assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments, and to support EL students and other special populations. • Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). • Curriculum maps designed to support diverse learning populations.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> 70% of students will be reclassified as measured by the CELDT.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> CELDT – 1x per year CAASPP benchmark assessments 1x per year CCTS benchmark assessments 2x per year
SUBPRIORITY F – AP EXAM PASSAGE RATE – NOT APPLICABLE	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <i>F. School attendance rates</i> <i>G. Chronic absenteeism rates</i> <i>H. Elementary school dropout rates (EC §52052.1(a)(3))</i> <i>I. High school dropout rates</i> <i>J. High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CPA students will maintain regular, punctual attendance.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Extensive community building via orientation, LEAD Summer Camp, Advisory (I-LEAD), Mind and Body Matters. Recognize and award students with perfect attendance during LEAD Assemblies. Offer afterschool programming to support students' social and physical well-being.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Attendance rate of 97% or higher.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ADA reports (weekly and monthly).
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CPA students will maintain regular, punctual attendance.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> I-LEAD and SEL support to minimize attrition. LEAD advisors will communicate with families whose children are frequently absent. Engage children and their families in creating LEAD Plans Offer wraparound services to families to support the success their child.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Chronic absenteeism rate of 3% or less annually.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • ADA reports (weekly and monthly)
SUBPRIORITY C – ELEMENTARY SCHOOL DROPOUT RATES N/A	
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> D. Pupil suspension rates E. Pupil expulsion rates F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • CCTS will promote a school culture that develops students as thoughtful, engaged leaders of a 21st century. • Students will consistently demonstrate SEL skills and uphold the CPA values. • CPA will ensure that restorative practices are taught and implemented by all faculty, staff, and administrators at the school. • Teachers will maintain positive learning environment and minimize behavioral problems in the classroom.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Extensive community building via I-LEAD, orientation, and morning circle, as well as other school events. • Integrate SEL curriculum into all courses to prevent behavioral problems. • Engage students and their families in creating LEAD Plans. • Analyze annual community surveys and create a plan of action. • Professional development for teachers on restorative justice, classroom management, conflict mediation. • Collaborate with Playworks to transition children into learning environment after recess and prevent bullying.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Suspension rates will be less than or equal to 5%. • 100% of students will consistently demonstrate strong SEL skills by maintaining proficiency or making one level of growth on the SEL rubric. • At least 50% of students referred for infractions appropriate for suspension will participate in Restorative Justice processes or other alternative conduct resolution programs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Restorative justice reporting data. • ADA reports. • LEAD Team meetings – monthly. • SEL rubric – 2x per year.

SUBPRIORITY B – PUPIL EXPULSION RATES – NOT RELEVANT	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All community members and students will participate in restorative justice protocols to reduce the # of suspensions and behavior modifications annually. Establish and maintain a culture of safety at CPA.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Restorative justice training by Marin County Office of Education. Collaborate with sister organization, Youth UpRising, to train culture keepers to maintain a safe learning environment for students, faculty, and staff.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Students referrals will not exceed 10% of population per quarter.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> iResults, Discipline data sheets – reviewed weekly by Dean of Culture and Operations.
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>"Broad course of study" includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CPA will provide a broad course of study for all students. CPA will design and implement best practice afterschool and day program interventions and wraparound services for all students, including ELLs and other special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Providing extensive support systems to every child (I-LEAD, mental health programming, tutoring, afterschool programming, LEAD Summer Camp). Establishing LEAD Plan and goals.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study in all core subjects. 100% of students demonstrate proficiency at 21st century skills or at least one level of growth towards proficiency as measured by an increase in the overall score of their LEAD Plan.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Master schedule. LEAD Plans – 3x a year.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	

<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students will become proficient readers and writers of English across the curriculum. • All 3rd grade students will read at proficient levels or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement regular CCTS benchmark assessments to track student progression and learning. • Implement extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models). • Integrate Learning Lab into the school day for children who are not performing at levels of proficiency. • Design curriculum to support diverse learning populations. • Establish rigorous promotion policy. • Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the English Language Arts section of CAASPP assessments. • An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the NWEA (MAP), or similar assessment in English Language Arts • An average of 75% or more of all students will earn a rating of proficient or advanced in Language Arts (based on a composite of all reading and writing scores) on end of year report cards. • An average of 75% or more of all students will earn a rating of proficient or advanced on summative performance assessments in writing.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Writing portfolio 1x per year. • CCTS Benchmark Assessments – 2x per year • CAASPP Assessments – 1x per year. • NWEA (MAP) – 3x per year. • Report cards – 4x per year. • Tests/quizzes and projects – ongoing. • Teacher assessments and observations through DRDP-SR– 2x per year.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students will become proficient in mathematical skills and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement regular CCTS benchmark assessments to track student progression and learning. • Implement extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models).

	<ul style="list-style-type: none"> • Design curriculum to support diverse learning populations. • Establish rigorous promotion policy. • Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. • Integrate Math Support Center into the school day for children who are not performing at levels of proficiency.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the mathematics section of CAASPP assessments. • An average of 75% or more of all students will score proficient or advanced on mathematics assessments. • An average of 75% or more of all students will earn a rating of proficient or advanced in mathematics (based on a composite of all mathematics scores) on end of year report cards.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CCTS Benchmark Assessments – 2x per year • CAASPP Assessments – 1x per year. • NWEA (MAP) – 3x per year. • Report cards – 4x per year. • Tests/quizzes and projects – ongoing. • Teacher assessments and observations through DRDP-SR– 2x per year.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Students will become proficient in social studies practices and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement regular CCTS benchmark assessments to track student progression and learning. • Implement regular NWEA Assessments 3x per year aligned to standards. • Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, I-LEAD, LEAD Plans, and differentiated instruction models). • Design curriculum to support diverse learning populations. • Establish rigorous promotion policy. • Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Students will improve by at least one proficiency level annually based on NWEA, CCTS Benchmark Assessments, and other formative assessments. • An average of 75% or more of all students will earn a rating of proficient or advanced in social science on end of year report cards.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CCTS Benchmark Assessments – 2x per year • NWEA (MAP) – 3x per year. • Report cards – 4x per year. • Tests/quizzes and projects – ongoing. • Teacher assessments and observations through DRDP-SR– 2x per year.

SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Students will become proficient in science concepts and scientific thinking.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implement regular CCTS benchmark assessments to track student progression and learning. Implement regular NWEA Assessments 3x per year aligned to standards. Implement year-end CAASPP testing to measure mastery of science. Extensive student support structures (LEAD Summer Camp, afterschool programs, tutoring, advisory, LEAD Plans, and differentiated instruction models). Design curriculum to support diverse learning populations. Establish rigorous promotion policy. Integrate extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> An average of 75% or more of all students will score proficient or advanced on science assessments. Students will improve by at least one proficiency level annually based on NWEA, CCTS Benchmark Assessments, and other formative assessments.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> CCTS Benchmark Assessments – 2x per year CAASPP Assessments – 1x per year NWEA (MAP) – 3x per year. Report cards – 4x per year. Tests/quizzes and projects – ongoing. Teacher assessments and observations through DRDP-SR– 2x per year.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> CPA students will produce one Gallery Gala per year (includes art exhibition and makers show).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> All students will participate in one VPA elective annually.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 85% of students will pass a VPA course with a grade of C or higher.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Report Cards iResults data Teacher assessments and observations through DRDP-SR– 2x per year.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> All children between TK-3rd grades will be proficient in fine motor and object manipulation skills. All children will be physically active and healthy.
ACTIONS TO ACHIEVE	<ul style="list-style-type: none"> Physical Education course for TK-3rd grade students.

GOAL	<ul style="list-style-type: none"> • Martial arts course for 4th – 5th grade students.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 85% of 5th grade students pass at least 4 of 6 fitness standards in the California Physical Fitness Test – FITNESSGRAM. • 95% of TK-3rd grade students will pass PE course with a grade of C or higher. • 90% of 4th and 5th grade students will pass martial arts course with a grade of C or higher.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Report cards, grades, attendance in PE.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Students will achieve grade-level competency for each of the six California Dept of Education health standards. • Students will be able to successfully identify feelings, control emotions, and cope with stress in healthful ways.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • All students work in groups to research a health topic related to one of the California Dept of Education health standards for the Health & Resource Fair. • Integrate SEL curriculum into all courses.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 95% of all students will pass Science/Health course with a grade of C or higher. • 95% of students participate in Health & Resource Fair and share content by hosting an informational booth at the Health & Resource Fair to parents and families. • 100% of students will consistently demonstrate strong SEL skills by maintaining proficiency or making one level of growth on the SEL rubric.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance records, participation at Health Fair. • SEL rubric – 2x per year. • DRDP-SR to evaluate students' development on socio-emotional, cognitive, physical, language, and behavioral domains – 2x annually.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY) - NOT APPLICABLE	
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD - LEADERSHIP	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Students will understand all 8 habits of the CPA leadership model. • Students will be able to successfully identify habits and demonstrate leadership skills.
ACTIONS TO ACHIEVE	<ul style="list-style-type: none"> • All students work in their class and with their cohorts and work in

GOAL	<p>projects demonstrating the 8 habits.</p> <ul style="list-style-type: none"> • Integrate 8 habits into all leadership curriculum.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 95% of all students will participate in LEAD Roles. • 100% of students participate in the LEAD Assemblies
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance records • Participation rates
SUBPRIORITY L – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD – 21ST CENTURY SKILLS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Students demonstrate high levels of problem solving, creative thinking, adaptability and resourcefulness. • Students build foundational skills in technology literacy. • Students successfully identify feelings, control emotions, and cope with stress in healthful ways.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Aligning core subjects with problem-based learning class projects will develop critical thinking skills. • Professional development - dedicated days for learning Microsoft Office Suite and other technology applications. • Integrate SEL into the school day through Mind and Body Matters.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 75% of students will score proficient or advanced, demonstrating high levels of critical thinking in the planning and execution of each project, on teacher-created rubrics. • 75% of students demonstrate least one level of growth towards proficiency as measured by an increase in the overall score of their SEL rubric. • 95% of students from 2nd – 5th grades will be able to type at least 20 words per minute. • 100% of students demonstrate proficiency at 21st century skills or at least one level of growth towards proficiency as measured by an increase in the overall score of their LEAD Plan.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • SEL rubric – 2x per year. • LEAD Plan – self assessment. • Integration of technology application throughout class assignments and projects (e.g. presenting class project using Prezi, publishing work using Microsoft Word).

ELEMENT 3: METHODS OF MEASUREMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

Education Code Section 47605(b)(5)(C)

CPA’s measurable student outcomes are designed to reflect our mission to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the Common Core State Standards and Next Generation Science Standards, our educational philosophy, and our definition of an educated person in the 21st century.

Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on subject-specific assessments.

CPA believes in creating and nurturing a culture of success, a culture in which all of our students will develop the internal capacity to succeed and reach their full potential in our rigorous academic curriculum. We are data driven and our school leaders and staff will be supported to be experts in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders. We will use indicators that measure our progress in achieving our goals and create a community dashboard. Because students are the center of gravity for all of our work, each CPA student will be taught to self-manage their own learning in order to achieve our core academic and non-academic goals. Working deeply with iResults and their LEAD Plans, students will eventually be proficient at setting their own goals and have the ability to review their results.

CPA will provide a variety of assessment systems to support student growth and development, including all state-mandated student assessments, including the California Assessment of Student Performance and Progress (CAASPP), CELDT and PFT. Our goal is to challenge students to the highest level of their abilities. Having regular accurate assessments will help students who need more support as well as students who need more advanced learning.

All students and parents will receive the required standards and benchmarks for every assigned class prior to the start of the year. Parent and student orientation meetings will review all materials and assessment systems.

ASSESSMENTS

Please refer to Figure 2.1 in Element 2 of this Charter for a description of the assessments CPA will utilize in its educational program, which are aligned to the State Priorities and demonstrate multiple measures for each subject area. CPA affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element 2 of this Charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

The school leadership will be responsible for the oversight of all assessments.

A-STATE-MANDATED TESTING

CPA is dedicated to documenting student achievement of the content standards each year through state-mandated pupil assessments. As is required by the California Education Code Section 60605, CPA students will participate in the CAASPP and all other mandated accountability programs (CELDT, PFT, etc.). Through these assessments, CPA shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students' performance with the rest of the state.

CPA considers standardized test scores to provide a limited, but important, window into the achievement levels of students. Data from tests will be utilized to inform teaching and learning and will be acknowledged to represent a lesser part of the whole picture of student growth, development, and learning. Because of the successful test results of students learning in a constructivist-based environment with a block schedule, CPA expects student test results to exceed the average for similar schools.

1. California Assessment of Student Performance and Progress (CAASPP)

- Smarter Balanced Assessments – We will administer the Smarter Balanced Assessment at the end of every school year. All CPA students between grades three and five will take the Smarter Balanced Assessment for Math and ELA grades. Aligned to Common Core State Standards, the Smarter Balanced Assessment tracks students' progression towards college and career readiness.
- California Standards Tests (CST) – The CST measures evidence of science content standards for grade 5 students. CPA will administer this test once at the end of the school year.
- California Modified Assessment (CMA) - Students with an individualized education program (IEP) who meet the State Board of Education- adopted eligibility criteria will take the California Modified Assessment (CMA) for ELA and mathematics in grades 3 through 5, and CMA for science in 5th grade instead of the corresponding grade-level and content-area CSTs.
- California Alternate Performance Assessment (CAPA) – Students in grades 2 through 5 who cannot take the CST due to significant cognitive disabilities, will be assessed with CAPA.

2. Physical Fitness Test (PFT)

California's state testing in physical fitness will be scheduled and adopted as a measurement of physical fitness for CPA 5th grade students.

3. California English Language Development Test (CELDT)

We will administer CELDT to all newly enrolled students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) in the fall. English learners in grades K-5 will also take the test once per year until they are

reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

CPA teachers will examine the results from this test alongside other assessments, since the school will be focused on providing quality English Language Development instruction to all English Learners at their proficiency level. The CELDT is one of the measures used to determine whether students will be reclassified from English Learners to Fluent English Proficient students. Reclassification will be one of CPA's primary goals and measures of success.

B-AUTHENTIC ASSESSMENTS

CPA staff and students will understand the value of using assessment to support teacher growth and student achievement. Outside of traditional assessments, we believe an assessment process includes teacher collaboration, fosters teacher and student communication, and provides students with an opportunity to monitor their own development. Teachers will assess student data regularly and will use the information to inform curricular and instructional decisions.

These assessments will demonstrate applicability of a standard to real-world settings. In addition, these types of assessments look behind the work through a process of completing a product. Authentic assessments will be an ongoing approach to learning, however school leaders will observe and document the outcome of one project annually for each teacher.

1. Teacher's Role in Observation and Documentation

CPA teachers will constantly observe and document student work. These observations will happen in various ways through individual skill identification, group interaction and outcomes and will be integrated in daily instruction through exit tickets. Exit tickets are an immediate student response system that determines if students are meeting learning objectives at the end of every subject.¹²⁵ This will provide better opportunities to professionally train our teachers to work closely with each child so that individual skills and needs are accurately assessed.

One way we will measure child development and school readiness is through the Desired Results Developmental Profile (DRDP). The California Department of Education in collaboration with WestEd Center for Child and Family Studies and UC Berkeley – Evaluation and Assessment Research Center adapted the DRDP to measure school readiness.¹²⁶ CPA teachers will use DRDP-School Readiness (DRDP-SR) to observe and evaluate students' development twice annually on several domains: socio-emotional, cognitive, physical, language, and behavioral. All children in CPA will be assessed using DRDP-SR and there are five levels of readiness: developing, building, practicing, integrating and applying. Results will influence curriculum development and program improvement. We will also share information with parents to identify areas that need further attention.

¹²⁵ Exit Ticket accessed at www.exitticket.org/

¹²⁶ Introduction to Desired Results. (2013). *California Department of Education*.
<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

2. Understanding Individual Progress

The most important reason for assessment is the student's understanding of his or her needs and progress. Students work with their classmates and teachers to develop portfolios that show their best work. Far more informative than a letter grade, portfolios enable parents and students to have a more clear understanding as they can actually see individual progress. Writing samples, which are based on a writing prompt developed by faculty, are administered twice a year and graded according to a school-developed analytic rubric. Additionally, culminating performance tasks may be used as a benchmark to determine proficiency levels according to pre-established criteria. These performances include oral presentations related to thematic units, exhibitions of science experiments and projects, and others.

Teachers will document the details of growth in the many facets of each content area and communicate student progress with parents and families at LEAD Plan meetings (3x annually) and quarterly progress reports. This further informs parents about the specific strengths and growth areas for their child.

Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

- **Skills inventories:** Teachers conduct quarterly inventories of students' individual skill levels in language arts and math and record these using developmental checklists. These checklists will supplement other assessments.
- **Performance tasks/Exhibits:** Performance tasks and exhibits are designed to simulate realistic challenges by requiring students to use knowledge in authentic contexts. While they are open ended, performance assignments will always align to the content standards. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them appropriately. Students demonstrate understanding through oral presentations, performances, science experiments and art displays. Performance tasks are evaluated through school developed analytic rubrics, interviews with students, and others. CPA will develop school wide performance assessment to evaluate student progress toward meeting academic standards. (See Appendix 1.10 for sample Scope and Sequence)
- **Teacher assessments:** Teachers prepare student progress reports twice during the school year for parents. The progress reports contain both qualitative and quantitative information on each student's academic and social progress and are aligned with California grade-level standards for English language arts, mathematics, social studies, science and English language development. Student grades are based on school-wide benchmark assessments as well as teacher-designed assessments such as writing prompts, constructed response quizzes, classroom observations, and open-ended examinations.

- **Rubrics:** Rubrics will be developed to evaluate student work. Rubrics may be tailored to a particular classroom assignment, department-wide for a benchmark or core assignment, or school-wide involving all teachers and students. Rubrics will be an important tool in assessing assignments in all content areas. We will also measure student development through our SEL and CBPAR rubrics.

CPA will use a comprehensive student information system to track data such as Illuminate. In accordance with Education Code Section 47605(c), the School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and/or pupil assessment applicable to pupils in non-charter public schools.

C-CCTS NETWORK ASSESSMENTS

All students in grades 3 through 5 will take an assessment designed by CCTS twice a year. Aligned to the Smarter Balanced assessment, the CCTS Benchmark data will be used to inform re-teaching and individual support for students who have not met the grade appropriate proficiency level. The first assessment administered in October will be a pre-assessment of the students' current knowledge measured against the mastery of the standard. Teachers will collaborate for one full PD day in October to review the data and modify their lessons to ensure that all students demonstrate skill and knowledge growth on the second assessment in April. These assessments are intended to provide students with a snapshot of the assessments alignment to core curriculum in both English Language Arts/literacy and mathematics.

Students in grades K-2 will also participate in biannual assessments along with the student population to demonstrate their progress toward proficiency in Common Core Standards in English Language Arts/literacy and math.

D-ADDITIONAL ASSESSMENTS

North West Evaluation Association (NWEA)

We will utilize NWEA Diagnostic and Evaluation (pre- and post-testing tools) three times a year to affirm skill levels and to determine progress. NWEA tests are able to quickly identify the developmental skills students have in reading and math, and can point to specific areas needed for instruction and intervention. Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year with NWEA Measures of Academic Progress (NWEA MAP) to determine the current level of academic achievement of all students. These computer adaptive assessments will be given again at the end of the year to determine academic and social growth.

NWEA MAP can show progress and help teachers provide the most meaningful support for each student. This information will also help us identify specific skill areas that need more focus and support. The test results will be added to the LEAD Plan, and adjustments will be made based on results. Three times each year, the counselor or other advisor will review progress toward goals identified in the LEAD Plan with each student and a family member or guardian. Counselors,

advisors, teachers, department heads, and administration will review testing results. The administration will look for needed areas of focus and trends. Administration and department heads will formulate and monitor goals for the school.

Additional assessments may also include:

- Publisher created pre-tests, unit tests and post-tests,
- Teacher created pre-tests, units-tests and post-tests (including exit tickets)
- Rubric scored projects, essays, oral presentation
- State standardized assessment
- Fluency/phonics assessment for grades TK-3 (applicable to students reading below grade level)
- Completion of one problem-based project
- Completion of one placed-based project
- 2 formal writing assessments
- Rubric scored SEL survey
- 2 oral assignments

The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced.

E-GRADING

CPA will use a standards based assessment and grading system that requires students to have all their work for a course at a minimum “Basic Proficiency Level” or equivalent to a 75%. If a test, paper, report or project does not meet the minimal standard, students are given feedback, time, support, and materials to help them reach the desired goal. Students can work to higher levels of achievement, in any subject by improving their initial grades. This standards based system assures that students have a solid foundation in any subject before moving to the next level of study. It also allows students who take longer to complete work the ability to work at their own pace. Students who are not able to meet Basic Credit will be given extended day/year programs to support their efforts through our Learning Labs, Math Support Center and Blending Learning environment. Social skill development will be part of the assessment system. Parents will have immediate feedback on any social skill issue that is a major offense or any minor offense that happens more than once in a school year.

CPA will have 4 report cards across the academic year – the following reports will be issued to parents:

1. Early Progress Report- within the first four weeks, a report will be sent home for any academic or social curriculum concerns. Meetings are scheduled with parents and students to review this report.
2. Mid-year report- identifies the projected progress towards specific learning targets in each academic and social curriculum goal. Parents are welcome to meet with subject teachers and/or administration to review these reports.
3. Late Progress Report- Six weeks before the end of the school year, late warning reports will

be sent home for any student in danger of not reaching basic credit in academic or social curriculum standards. Meetings are scheduled with parents and students to review this report.

4. Final Grades- Reports will go out to all students and parents within one week of the conclusion of the school year. Extended day/year programs will be required for students who are unable to meet standards at a Basic Credit Level. Meetings will be set up for those students and parents.

F-SELF-ASSESSMENTS (GRADES 3-5)

Three times a year, students will do an in-depth self-assessment in each class to determine their strengths, and areas that need support. Students will also complete a self-assessment of their progress in the social curriculum. They will draft a plan of action to address their needs that will contribute to and complement the LEAD Plan. Counselors and advisors will monitor the plan of action.

There will be dedicated staff development for the purpose of analyzing testing results after all outcomes are compiled for individual students, their various learning styles, all classes, each grade level and school-wide. We will review curriculum (class instruction), blending learning progress, intervention, backwards-planned lessons approach, instructional practice, instructional unit review, students' work and the periodic formative and summative assessments.

TESTING PROGRESS AND PARTICIPATION

In addition to the multiple formative and summative assessments utilized throughout the year and instructional cycles outlined below, CPA students will demonstrate Adequate Yearly Progress (AYP) and meet Annual Measurable Objectives (AMO) each year for all students, including special populations. This progress will be measured in accordance with the No Child Left Behind (NCLB) Act and Academic Performance Index (API) growth targets. CPA will also pursue rigorous goals demonstrating proficiency with the new state testing program, the CAASPP, currently under development and scheduled for implementation in the 2014-2015 school year. CPA students will meet NCLB requirements for 95% test participation and further CPA will make every effort possible to ensure 100% test participation utilizing multiple methods of student and family incentives, and other supports.

LEAD PLANS AND STUDENT-SELF ASSESSMENT

CPA is committed to developing students who are active advocates for themselves and demonstrate agency and understanding in their own learning process, believing students learn best when they co-create their learning goals and participate actively in measuring their own progress. Each CPA student will complete in-depth self-assessment in each class, including advisory, and with regards to CPA's social curriculum and, working with teachers, counselors, advisors, and families, will utilize their self-assessments to inform each LEAD Plan.

DIVERSE FORM OF ASSESSMENTS

Maintaining portfolios is an important element of CPA and will be used for reflective improvement and self-assessment. Students will be expected to demonstrate their learning and will take pre and

post surveys and tests in assessing student's progress. Both verbal and written self-assessments are important parts of proving academic growth, and interdisciplinary and cross-curricular projects will provide realistic assessment tools. In cases, students will be exposed to multiple assessment methods.¹²⁷

USE OF DATA

CPA will be a data-driven school, and the Principal will be responsible for continuous monitoring of progress toward the outcomes described above. CPA will post annual SARC reports on the CCTS website and mail hard copies of the report to any party who requests it. In addition, an announcement will be made to CPA families when the report is available online. The announcement will include information on how to request a printed copy, for families without access to the Internet.

CPA will utilize Illuminate to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. In addition, we will adopt the iResults platform, which uses management-by-results methodologies for school leaders. iResults uses an impact analytic approach for teachers to track and improve results and using intelligence to guide students on their path to career and college. The platform aligns closely to our approach of holistic support for all students enrolled in our school. iResults provides the following resources for each member of the school community:

School Leader

- Ability to see daily gaps in outcome goals and zone in on students who needs specific support on a daily basis.
- Record interventions for teachers and provide immediate feedback
- Analyze by populations and subgroups
- Assign interventions based on best practices
- Show funders their success

Teachers

- Follows student progress over time
- Follows students to new proficiency levels
- Shows correlation impact, providing insight to invest in success
- Shows variations across populations in participation and results
- The school leaders and lead teachers will use this real time data as necessary to provide weekly overviews during professional development and work with the team to identify common trends and best practices.

Students

- Identifies student needs and areas that prevent learning or the pursuit of college and/or career by assessing social, family, personal and financial needs.
- Provides partner network and advocates that can accelerate students' results by giving access to people, program, and resources to achieve goals as outlined in their LEAD Plans.
- Empowers each student to pursue personal goals and to access community resources.

¹²⁷ How should we measure student learning? The many forms of assessment. (2014). Edutopia
<http://www.edutopia.org/comprehensive-assessment-introduction>

Because our data management and analysis can be performed daily, the Principal can immediately and proactively respond to and have a direct impact on any issues that arise and explore solutions (both individual and school-wide). For example, if the Principal (or designee) identifies that the EL subgroup is falling behind, the Principal can examine individual student information, and analyze the instructional settings and teachers who are impacting those students. If the issue is a lack of EL-appropriate instructional strategies, the Principal might facilitate professional development opportunities for the teachers who need it. CPA is committed to hiring an administrative and teaching staff that have the desire and capacity to examine data and make timely and effective decisions based on that data.

CPA will conduct regular assessments in core subjects to ensure that student knowledge has increased and that they are able to interpret their learning in various contexts.

The Principal will generate and disseminate reports that correlate benchmark and diagnostic assessments with performance on end of year CAASPP and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained to interpret test data and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

COLLABORATIVE ASSESSMENT

At CPA, teachers are problem solvers and collaborators, just as students are. During the course of the year, teachers will meet to score student work. CPA aims to develop a school culture that focuses on powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their teaching, learning, and improving their practices. As teachers assess student work, they will identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies and classroom practices.

Assessment tools may include, but are not limited to, the following:

- Computer Literacy Competency
- Student Self Assessments – iResults
- Department-Teacher Standards based assessment based upon clear criteria
- Longitudinal/survey and other data collected to evaluate student progress
- CBPAR projects will serve as community service

CPA will use the Illuminate as its Student Information System, which will manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking back-ups, student activities, data extraction, etc. This enables the management and tracking of above data for improved student achievement. We are examining the strengths of various programs to ensure that student data is accurate, manageable and easily quantifies student growth and areas needing improvement. The Illuminate system will be a key component of our school's ability to quickly and appropriately address the needs of students who perform below mastery in each curricula area. We will adopt the iResult program as a supplementary support to ensure that data is being reviewed outside of our school-wide schedule (see Element 1).

DISSEMINATION OF DATA TO COMMUNITY

Data will be disseminated to students after each periodic assessment and it will be communicated to parents through print, email, or telephone contact and at Parent Teacher Nights. School wide data will be uploaded onto the school website and will be assembled into a data book available to all stakeholders in one or more locations on campus. Some data will be assessed online through our website or remotely.

GRADING POLICY

Report cards will be given four times per year. Each year will include three progress reports and a final report. Our grade reports will also include a narrative about the assessment of the student in all areas of development. Students will be assessed for a variety of skills using tools that measure competency in course content knowledge, reading and writing. Students must demonstrate their mastery of skills through a variety of modalities. Grades assigned will correspond to students' level of mastery as demonstrated in coursework for each discipline. CPA will use the traditional method of grading A-F based on the 100-point and percentage scale. However, our traditional grading scale will include a percentage of competency-based outcomes to represent a proportion of a student's letter grade. This percentage will represent the skills and knowledge that students need in order to successfully matriculate into college and/or careers. Rubrics will be used on a four-point scale for applied learning projects and Place/Problem-based learning projects. Teachers will write reports for both the parents and the school stating the students' progress academically, socially and emotionally. This section will be scored based on the warning signs listed above. Teachers will report progress in a detailed analysis of what each student has learned relating to the standards. Education will be tailored to hit targets based on that as well. Teacher reports will also include the child's social/emotional assessment. Grades and grading reports will be kept in the students' LEAD Plan. Teacher will work together in small learning communities to ensure a calibrated approach to all grading.

ELEMENT 4: GOVERNANCE STRUCTURE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."

Education Code Section 47605(b)(5)(D)

LEGAL AFFIRMATIONS

The Castlemont Primary Academy will be a public school charter and will be operated by the Castlemont Community Transformation Schools (CCTS), a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. CCTS will operate two charter schools opening in Fall 2015, Castlemont Primary Academy and Castlemont Primary Academy. The Castlemont Senior Academy may open in Fall 2016, pending ongoing conversations with OUSD.

CPA will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and CPA. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of CPA, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CPA as long as the District has complied with all oversight responsibilities required by law.

CCTS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

CCTS complies with all federal, state and local laws applicable to its operation and will comply with District guidelines and requirements for charter schools. CCTS will retain its own legal counsel when necessary. CCTS will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

Please refer to:

Appendix 4.1 for CCTS's Articles of Incorporation

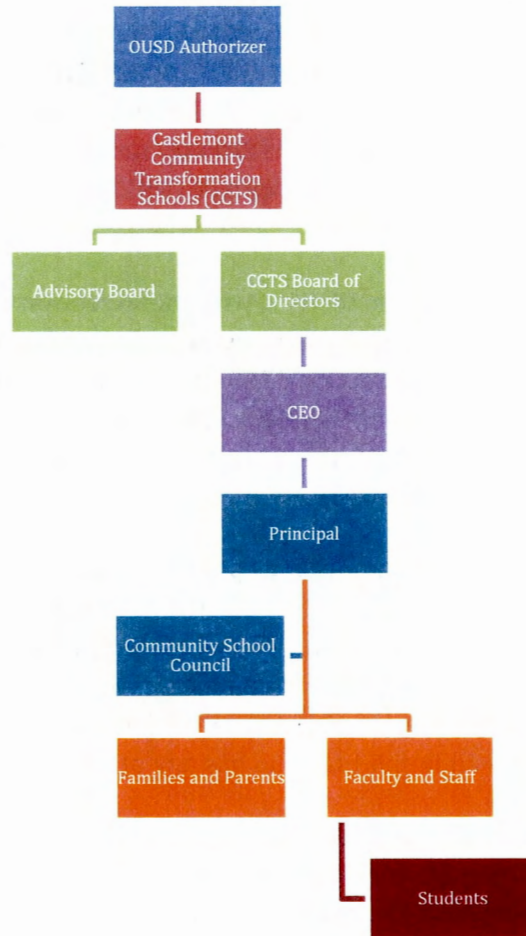
Appendix 4.2 for Bylaws

Appendix 4.3 for Conflict of Interest Code

GOVERNANCE STRUCTURE

At CPA, we will practice a structure of fair representation and our community will participate in the decision-making process. We will provide safe and consistent venues to for all of our community stakeholders to share their opinions and concerns. Below, Figure 4.1 shows our proposed structure:

Figure 4.1: CCTS Governance Structure



BOARD OF DIRECTORS

Castlemont Primary Academy will be governed by the Castlemont Community Transformation Schools Board of Directors ("Board" or "Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

All Board meetings shall comply with the Brown Act.

The Board will adopt a Conflict of Interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflicts Code will be submitted to the Alameda County Board of

Supervisors for approval.

BOARD OF DIRECTORS MEMBERSHIP

The CCTS Board of Directors consists of a minimum of 5 and a maximum of 9 directors. In the future, the board may also seek to include parent and teacher representatives. The parent and teacher representatives would be nominated from among the members of the Community School Councils once they are formed.

The founding Board of Directors draws from both the founding team and community and educational leaders with complementary expertise. The founding Board will serve as the Board of Directors for the launch of CCTS and will recruit the permanent Board of Directors. The directors will be selected based on their expertise, knowledge, and commitment to East Oakland and urban education.

Please refer to Appendix 4.4 for a detailed biography of each founding Board Member as well as a matrix detailing their relevant skills.

Initial terms for the founding Board of Directors shall be staggered with at least two (2) directors serving an initial term of two (2) years and at least three (3) directors serving an initial term of three (3) years. Assignment of staggered terms will be determined by Board vote.

BOARD MEETINGS AND DUTIES

The CCTS Board of Directors will meet quarterly. In addition, the CCTS Board of Directors shall elect a smaller group of directors to serve as the Board's Executive Committee, which shall meet bi-monthly. Meetings will be held at Youth UpRising until the school opens and all meetings will be open to the public and held in compliance with the Brown Act. We will encourage faculty, parent, and student participation. The meetings will relocate to the campus of one of the CCTS schools after the schools open and space becomes available.

When a Founding Board member's term expires, existing Board members will recruit candidates based on gaps in the Board Matrix. Interested candidates will go through several rounds of interviews by (1) existing Board members, (2) CEO, Principals and faculty, and (3) Community School Council and other community members. Candidates will be elected into the Board of Directors via majority vote from the existing Board.

Incoming Board members will be welcomed to the Board of Directors and the CCTS family by a formalized on-boarding process, which will include:

- Meetings with CCTS Leadership
- Meetings with Existing Board members
- Meetings with a CCTS faculty member, CCTS parent, and student
- Board of Directors Manual
- Board Calendar

In addition, new Board members will be asked to sign the CCTS Agreement, (to be drafted by the

founding Board), which will be similar to the agreement faculty, parents, and students complete to formalize their commitment to CCTS.

The Board of Directors shall have the responsibility to set the general policies of the charter schools and to monitor implementation of those policies. The Board of Directors shall appoint and evaluate the Chief Executive Officer (CEO) of the Castlemont Community Transformation Schools. The CEO shall appoint and evaluate the Principals of each charter school and approve each charter school's annual budget and academic plan. The Board of Directors shall approve CCTS's annual budget and academic plan and annual budgets and academic plans for each school. The Board of Directors shall be responsible for arranging annual audits of the charter schools and will regularly review each charter school's academic and operational outcomes.

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect all CCTS academies. Those duties include:

- Defining and refining the organization's mission, values and vision;
- Serve as CCTS ambassadors;
- Fundraising;
- Setting strategic direction;
- Adopting policies to ensure that CCTS is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
- Monitoring the programmatic and educational outcomes of CCTS;
- Creating innovative mechanisms for board development and recruitment;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of CCTS.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to funding. The Board will also participate in raising funds for CCTS and increasing public awareness of CCTS's work.

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of

Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

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

The Board of Directors will attend annual retreats to for professional development and training on their responsibilities. Trainings may be offered in partnership with CCTS Legal Counsel, community partners, the California Charter Schools Association, and other experts. They will also be encouraged to attend quarterly meetings for professional development and training around topics including:

- Conduct
- Conflict of Interest
- Roles and Responsibilities
- Mission-driven Success
- Governance
- Finance
- Legal Compliance and Regulations
- Brown Act
- Urban Education
- Special Education
- Evaluation
- Cultural Competency

ADVISORY BOARD

CCTS will create an Advisory Board comprised of experts in education, research, and community transformation. The Advisory Board will provide guidance and serve as a resource to the CEO, the School Principal, the Board of Directors, faculty, and staff. The CEO, the School Principal, and the Board of Directors will learn about the latest research and best practices in the field from the Advisory Board. The Advisory Board will help with strategic planning and curriculum development and will serve as a thought partner, as needed, during the course of the year. No members of the Board of Directors or school employees shall serve on the Advisory Board.

SCHOOL LEADERSHIP

We will actively recruit school leadership and ensure we constantly remain an attractive worksite.

CHIEF EXECUTIVE OFFICER AND PRINCIPAL RECRUITMENT STRATEGY

To attract and select the new leadership of CCTS and CPA, members of the founding Board will adopt a three-pronged approach to conducting a national search. To identify potential recruits and candidates across the country, we will:

- Retain a search firm to lead a national search and recruitment effort.
- Leverage the network of the planning team, prospective board members, and other stakeholders, as well as various alumni networks.
- Post the job description online using social media (LinkedIn), university list-serves as well as online job search engines.

We will identify and hire the school leadership team at least one year prior to opening. Once we have identified a pool of qualified, viable, and attractive candidates, we will engage multiple stakeholders in the selection process.

Retaining a Search Firm

We will retain a search firm to conduct a national search to attract and establish a pool of qualified candidates, and lead the vetting and selection process of our new leader, with significant input and support from the planning team and founding Board. Candidates interested in the position will be instructed to contact the search firm managing the recruitment and selection process.

Leveraging Existing Networks

The planning team and founding Board members will distribute the job descriptions to their extensive networks of educators and educational leaders. Our outreach will also include affiliates of professional associations such as the California Charter School Association and the Black Alliance for Educational Options, as well as several nationally recognized educational leaders committed to supporting our efforts.

In addition, the team will conduct outreach to alumni associations of targeted higher education and professional development institutes to expand our recruitment reach. Examples include, but are not limited to, nationally ranked educational leadership institutions such as Stanford Graduate School of Education, Harvard Graduate School of Education Career and Alumni services; prominent and reputable local institutions such as Mills College School of Education and UC Berkeley's Principal Leadership Institute; and national professional development institutes such as NY Teaching Fellows, and New Leaders for New Schools alumni network.

Using Social Media and Networks Online

The planning team will also use social media and post the job description on various online search engines targeted toward professionals in the education field. We will establish a LinkedIn Recruiter account to post the job description on LinkedIn.com to solicit potential candidates through the website and to further leverage existing networks. Examples of search engines include, but are not limited to, EdJoin.org and Idealist.org.

PARENTAL AND COMMUNITY INVOLVEMENT

COMMUNITY SCHOOL COUNCIL

CCTS encourages all groups to participate in and share responsibility for the educational process and educational results. Each of the Academies under CCTS will create a Community School Council (CSC), which will consist of CPA guardians, community stakeholders, teachers, and students.

In addition to guiding resource expenditures for the school, the CSC will also participate in developing school policies related to family and community engagement. The CSC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. Members of the CSC will communicate all CSC policy recommendations to the CCTS Board of Directors.

ADDRESSING CONCERNS AND COMPLAINTS

CPA is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the School Principal at any time. If the Principal is unable to resolve a parent's concern, parents are able to contact the CCTS's Chief Executive Officer (CEO). Alternatively, CCTS will establish a formal complaint process and Uniform Complaint Procedure to address any community concerns that are not resolved through informal conversations.

CPA will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. CPA will not, at any time, refer complaints to the District. The complaint procedures will include clear information with respect to response times, format of the response, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, format of the final decision, and appeal rights, if applicable. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the School's Student and Family Handbook and will be distributed widely.

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

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

CPA will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional

organizations holding collective bargaining or professional agreements with CPA, if applicable, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

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

CPA, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records from the District and shall consult with the District regarding any inquiries. CPA acknowledges that it is subject to audit by OUSD; if OUSD seeks an audit of CPA, it shall assume all costs of such audit.

Members of the CCTS Board of Directors, any administrators, managers or employees, and any other committees of CCTS or CPA shall comply with applicable federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest to the extent such policies and regulations align with and do not exceed the requirements of law applicable to charter schools.

CPA and/or CCTS will be solely responsible for the debts and obligations of CPA.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."

Education Code Section 47605(b)(5)(E)

CCTS is dedicated to hiring professional and highly qualified personnel. In addition to being qualified for their positions, all staff must demonstrate an understanding and commitment to CCTS's mission, vision, and educational philosophy. In order for Castlemont Primary Academy to be successful, its faculty and staff must be innovative and well versed in new and best practices in education and understand community transformation.

In addition, all staff will embody these values:

- Knowledge – of curricular content, pedagogy, and their students. Faculty will be able to merge these bodies of knowledge to ensure they are effective teachers.
- Skills – instructional, curricular, and assessment skills shown to effectively scaffold instruction so students can best learn and master content to standards.
- Insight – fully understanding the everyday realities of violence and poverty that students face in their communities and differentiating instruction to meet them where they are.

CCTS will be nonsectarian in its employment practices and all other operations. CCTS will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

JOB QUALIFICATIONS

MANAGEMENT ROLES

CCTS will employ a staff of professionals committed to upholding the highest expectations for each child and providing a rigorous educational program. Our staff members will be committed to the mission, vision, and educational philosophy of CCTS and will work diligently to assure they are realized. Job qualifications for all key employees of CCTS are listed below.

Chief Executive Officer

The Chief Executive Officer reports to the Board of Directors. The CEO is responsible for the successful launch of CCTS and its charter schools as part of a cradle-to-career education continuum. Together, the Board and the CEO will implement CCTS's mission and vision and keep CCTS accountable to its diverse constituents. The CEO will manage the day-to-day operations of CCTS in accordance with the direction and policies established by the Board. The CEO will be hired during the planning year, one year before CPA begins instruction.

Education, Training, and Experience:

- Master's degree or higher level of education in educational leadership or a related field.
- Documented evidence of organizational leadership and/or proven success in leading and turning around chronically low-performing schools.
- Minimum of three years of experience as a school administrator in a high-needs urban environment.
- Must possess and maintain proper administrative certification as established by state law and California Department of Education.

Knowledge, Ability, and Skills:

- Working knowledge of school reform, including best practices for creating and sustaining change.
- Strong belief that all students can learn and achieve at high levels.
- Creative thinking and analytical prowess.
- Transformational, instructional, and operational leadership abilities.
- Knowledge of current local and federal education policy.
- Extensive knowledge of curricula, assessments, and instruction.
- Ability to develop strategic, goal-oriented plans and inspire others to work towards successful implementation.
- Ability to provide effective feedback and coaching to strengthen instructional practice and promote a safe, positive school culture.
- Track record of using student outcome and progress data to identify implications for and necessary adjustments to teaching, learning, and accountability to external and internal stakeholders.
- Proven experience in conducting rigorous evaluations of educator and school staff performance and utilizing evaluation data to maintain high-caliber, high-performing, mission-aligned staff performance.
- Demonstrated commitment to continuous improvement of leadership knowledge, abilities, and skills and ability to inspire and foster that commitment in others.

School Principal

The School Principal reports directly to the CEO. The School Principal is responsible for the operations of CPA, the quality and consistency of the teaching standards, and the support of the faculty. The Principal will be hired during the planning year, one year before CPA begins instruction.

Education, Training, and Experience Qualifications:

- Bachelors degree required, graduate degree in Administrative Services, Education, or relevant field, preferred
- Administrative certification as established by state law and California Department of Education, required
- Demonstrated successful leadership in a senior administrative position in a public or private school for at least 3 years, preferably as a Principal working with a Board
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals

- Demonstrated successful teaching experience and other school roles, preferably in an urban education setting
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Agreement with and commitment to the academic goals and philosophy of CPA
- Commitment to accountability, including a rigorous student testing regime
- Experience or familiarity with Illuminate and iResults and presentation and commitment to achieving for students academic goals
- Demonstrated success in encouraging parental involvement

Knowledge, Ability, and Skills Qualifications:

- Exceptional oral and written communication skills including the demonstrated ability to research, assimilate and analyze information, compose documents, and present data in a clear and concise manner to management, program staff and/or Board of Directors
- Ability to commit to behaviors and communication styles that uplift children and fosters community transformation
- Bilingual preferred

Vice Principal

The Vice Principal reports directly to the Principal. The Vice Principal is responsible for the development of instructional curriculum and program services, quality and consistency of the teaching standards, and the support of faculty. The Vice Principal will join the CPA team in Year 4 (2018-2019).

Education, Training, and Experience Qualifications:

- Graduate degree in Administrative Services, Education, or relevant field, required
- Administrative certification as established by state law and California Department of Education, required
- Demonstrated successful leadership in a senior administrative position in a public or private school for at least 2 years
- At least 2 years successful teaching experience and other school roles, preferably in an urban education setting
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Experience or familiarity with data management, preferably with Illuminate and iResults, and commitment to achieving for students' academic goals

Knowledge, Ability, and Skills Qualifications:

- Exceptional oral and written communication skills including the demonstrated ability to research, assimilate and analyze information, compose documents, and present data in a clear and concise manner to management, program staff
- Ability to commit to behaviors and communication styles that uplift children and fosters community transformation
- Proven ability to coordinate and improve instructional program at a public or private school highly preferred

Director of Teaching and Learning

The Director of Teaching and Learning oversees the development, implementation, and evaluation of instructional methodology across all CCTS schools. S/he will work closely with the Principal to tailor professional development and training for all faculty. The Director of Teaching and Learning reports directly to the CEO.

Education, Training, and Experience Qualifications:

- Graduate degree in Administrative Services, Education, or relevant field required
- Administrative certification as established by state law and California Department of Education, required
- Minimum of 5 years of urban teaching experience and student support
- Minimum of 5 years of experience in educational administrative position, including facilitating professional development trainings for faculty
- Demonstrated commitment to improving urban schools with an urgency for increasing educational opportunities for urban students
- Experience in managing and coaching teachers and other staff in the implementation of varied instructional strategies and curricular initiatives
- Expertise in educational program design and implementation in diverse communities
- Experience with data and assessment systems and providing professional development related to data inquiry
- Expertise in, or experience with, English Learner, literacy, and leadership programs
- Experience and facility with the use of technology in instruction, data inquiry, and professional development and supporting teachers and administrators in these areas

Knowledge, Ability, and Skills Qualifications:

- Ability to review student assessments and performance data and assist teachers in implementing strategies that enhance student learning
- Ability to review and monitor faculty performance and offer development opportunities based on their instructional needs.
- Knowledge of best practices and emerging trends to improve student learning
- Experience effectively coaching principals in an urban context
- Track record as a strategic thinker with proven ability to execute effectively against strategy; ability to produce results

Director of Operations

The Director of Operations manages and maintains all non-instructional matters across all CCTS schools. S/he will manage the technology, food services, facilities, and student information and will work closely with the CPA's Dean of Culture and Operations to address school-specific needs. The Director of Operations will report directly to the CEO.

Education, Training, and Experience Qualifications:

- Graduate degree in Administrative Services, Business Administration, or relevant field, required
- Administrative certification as established by state law and California Department of Education required
- Minimum 5 years of experience in business or school operations management
- Minimum 5 years of experience in a managerial position, including facilitating professional development trainings on maintaining records, managing budgets

- Experience with financial oversight and budgetary tracking to support strategic growth
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization

Knowledge, Ability, and Skills Qualifications:

- Expert budget management and accounting skills
- Strong computer information systems skills. Familiarity with Illuminate and iResults, preferred.
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed

Dean of Culture and Operations

The Dean of Culture and Operations will ensure the school is a safe place for learning and that students, teachers, staff, and parents understand and embrace our school culture. S/he is responsible for promoting positive learning behaviors and discipline. The Dean of Culture and Operations also coaches teachers and is the main liaison between parents, families, and community members. She or he will work closely with the School Principal to manage the technology, food services, facilities, and student information.

Education, Training, and Experience Qualifications:

- Bachelors degree required, graduate degree in Administrative Services, Education, or relevant field preferred
- Administrative certification as established by state law and California Department of Education required
- Minimum of 3 years of urban teaching experience and student support with a track record of high student achievement
- Minimum of 2 years of experience in a managerial position, including facilitating professional development trainings for educators and non-instructional staff
- Experience implementing restorative justice practices, highly preferred

Knowledge, Ability, and Skills Qualifications:

- Budget management and accounting skills
- Strong instructional, classroom management, and discipline skills required
- Proven track record of improving academic achievement school-wide
- Strong instructional, classroom management and discipline skills
- Focus on a systems-oriented approach to student, classroom and school culture
- History of building successful relationships with adults and school-aged children
- Excellent communication skills
- Proven track record of meeting extremely high standards for student achievement

FACULTY

Faculty are responsible for classroom instruction and management, and meeting or exceeding

curriculum standards. They will design and implement curriculum aligned with academic standards as well as the community-engaged approach to learning adopted by CCTS. Their instruction will support the academic achievement of all students. All instructional staff will act as advocates for CCTS values and the culture of the school.

In accordance with Education Code 47605(d)(1), CCTS will only hire charter school teachers that hold a valid California Commission on Teacher Credentialing certificate, intern credential, or other certification equivalent to that which a teacher in other public schools would be required to hold. CCTS will require faculty and other staff to hold credentials equal to those required by the District as applicable and as required by law for core and college preparatory courses. Teachers will be appropriately credentialed for the grade level(s) and subject(s) taught, as well as CLAD, BCLAD or English Learner authorization and Special Education Credentials, as required.

CCTS will comply with the provisions of No Child Left Behind (NCLB) Act as they apply to certificated and paraprofessional employees of charter schools. The School Principal will ensure that credentials are processed and maintained in accordance with requirements as set forth by the California Commission on Teacher Credentialing and the state's interpretation of Highly Qualified Teachers, as applicable to charter schools, for purposes of compliance with NCLB.

Master Teacher

Master teachers will be responsible for leading their departments by grade ensuring that curriculum is aligned. They will develop the scope and sequence in collaboration with the Principal during the planning year and guide teachers during professional development trainings and Professional Learning Communities. They may also participate in teacher evaluations. The master teacher will report to the Principal.

Education, Training, and Experience Qualifications:

- Bachelors degree required, graduate degree preferred
- Valid Clear California Teaching Credential or ability to attain one based on out of state certification required
- CLAD, BCLAD, or English Language Learner Authorization required
- NCLB Highly Qualified preferred
- Two or more years teaching primary school in an urban environment preferred

Knowledge, Ability, and Skills Qualifications:

- Knowledge of subject matter, including Common Core and California State Standards and subject-specific frameworks
- Knowledge of child cognitive development and various learning styles
- Two or more years leading professional development trainings and/or Professional Learning Communities required
- Experience coordinating ELL programs, including tracking student progress, CELDT testing and reclassification processes
- Ability to analyze qualitative and quantitative student data and adjust instruction accordingly
- Demonstrated experience collaborating with colleagues, parents and community

- Familiarity with blended learning techniques and technology or capacity to quickly learn and utilize this instructional medium

Teacher

Teachers will develop lesson plans throughout the school year and work collaboratively with colleagues through Professional Learning Communities to fully integrate the instructional model into the classroom, stay updated on best practices, and share classroom experiences with other teachers. Teachers will report to either the Vice Principal or Principal depending on which grade level they teach.

Education, Training, and Experience Qualifications:

- Bachelors degree required
- Valid Clear California Teaching Credential or ability to attain one based on out of state certification
- CLAD, BCLAD, or English Language Learner Authorization required
- NCLB Highly Qualified preferred
- Two or more years teaching primary school in an urban environment preferred

Knowledge, Ability, and Skills Qualifications:

- Knowledge of subject matter, including Common Core and California State Standards and subject-specific frameworks
- Knowledge of child cognitive development and various learning styles
- Ability to analyze qualitative and quantitative student data and adjust instruction accordingly
- Demonstrated experience collaborating with colleagues, parents and community
- Familiarity with blended learning techniques and technology or capacity to quickly learn and utilize this instructional medium

Special Education Teacher

The Special Education Teacher will oversee the Special Education program at CPA. These instructors are also responsible for ensuring that all special education students are meeting the goals outlined in their IEP.

Education, Training, and Experience Qualifications:

- Bachelors degree or higher
- Special Education Credential required
- CLAD, BCLAD, or English Language Learner Authorization required
- NCLB Highly Qualified preferred
- Two or more years teaching primary school in an urban environment, preferred

Knowledge, Ability, and Skills Qualifications:

- Working knowledge of special education law, documentation, and practices
- Knowledge of subject matter, including Common Core and California State Standards and subject-specific frameworks

Instructional Aide

Instructional aides are non-certificated staff who will assist teachers in supporting students in the classroom.

Education, Training, and Experience Qualifications:

- Associates degree or higher
- Completion of CBEST required
- Two or more years working with children and/or youth in an urban school
- Special Education certification, preferred

Knowledge, Ability, and Skills Qualifications:

- Knowledge of subject matter, including Common Core and California State Standards and subject-specific frameworks
- Bilingual preferred

NON-INSTRUCTIONAL STAFF

All non-instructional staff will undergo a similarly rigorous hiring process and will have the experience and expertise to perform their jobs well. Job qualifications for key non-instructional staff are described below.

Office Assistant

The Office Assistant will support all daily operations of CPA, including the management of student files and information. The Office Assistant will welcome and assist parents, families, and visitors to CPA.

Education, Training, and Experience Qualifications:

- Minimum of 1 year of experience working on a team in a professional capacity
- Highly organized and ability to multi-task
- Proficient in Microsoft Office software and ability to type at least 30 words per minute
- Fluency in reading, writing, and speaking Spanish, required

Maintenance Manager

The Maintenance Manager will oversee and manage the school campus to maintain a functional learning environment for students, teachers, staff, and administrators.

Education, Training, and Experience Qualifications:

- Minimum of 2 years working as part of a team to maintain school campus. Maintenance management, including getting bids and negotiating with vendors, preferred.
- Project management experience from conception to realization, with strong administrative and organizational skills.
- People management experience including training, development and supervision of a team.

Food Maintenance Manager

The Food Maintenance Manager will manage contracts with food vendors and coordinate CPA's daily breakfast and lunch food service while complying with District, State, and Federal laws.

Education, Training, and Experience Qualifications:

- Associate's degree required
- Two or more years serving food in an urban school, preferred
- One year managing school-based food services and budgeting required
- Valid Food Handler's Card

Knowledge, Ability, and Skills Qualifications:

- Knowledge of health and safety rules regarding food handling, storage, maintenance, etc.
- Knowledge of relevant district, county, state, and federal rules and regulations related to school food merchandising

Counselor

The Counselor provides students and their families support during LEAD Plans. S/he will also set high expectations for college and career and will work individually with students to map out pathways to reach their career goals.

Education, Training, and Experience Qualifications:

- Bachelors degree required, MFT preferred
- Valid Pupil Personnel Services credential
- Complete basic skills requirement (CBEST)
- Two or more years as a school guidance counselor in an urban environment, preferred

Knowledge, Ability, and Skills Qualifications:

- Knowledge of child cognitive development and various learning styles
- Ability to analyze qualitative and quantitative student data
- Demonstrated ability to engage families in culturally appropriate ways
- Conflict resolution and mediation skills required, experience implementing restorative justice, preferred
- Bilingual preferred

Afterschool Coordinator

The Afterschool Coordinator is responsible for programming and enrollment for all after-school programs, which provide academic support and enrichment. The Dean of Culture and Operations will hold this position in Year 1.

Education, Training, and Experience Qualifications:

- Bachelors degree required
- Two years of experience working with children and youth required
- General knowledge and understanding of core primary school subjects, Common Core State Standards, and various assessments
- Behavioral management skills required
- Knowledge of and experience with restorative justice, preferred

Family and Community Engagement Coordinator

The Family and Community Engagement Coordinator is responsible for developing partnerships with various stakeholders, including local businesses, community organizations, community leaders, and families. S/he will leverage these partnerships to build school and community cohesion. A parent volunteer will hold this body of work.

Education, Training, and Experience Qualifications:

- Bachelors degree required
- Two years of experience working with parents including conducting community outreach

- required
- Two years of experience coordinating community-wide events required
- One year of experience developing valid and reliable community surveys, surveying families and residents, and analyzing survey data required
- Fluency in speaking, reading, and writing Spanish preferred
- Thorough understanding of Oakland's social and political landscape, East Oakland local preferred.
- Driver's license and access to reliable transportation required

EMPLOYEE HIRING PROCEDURE

We will actively recruit faculty and staff and ensure we constantly remain an attractive worksite. We will recruit with various traditional tools such as local and regional hiring pools, our website, the websites of our community partners, Graduate Schools of Education, Ed-Join, and local job fairs. We will also actively recruit from within the community and provide opportunities to local youth and residents interested in working for CCTS.

All faculty applicants will participate in two rounds of formal interviews. To culminate the hiring process, all prospective faculty members will teach a sample lesson to demonstrate a strong command of their subject area and the ability to align to our values around educational rigor and engagement. Working with the Board, the School Principal will establish a Selection Committee to recruit and select staff. The School Principal holds ultimate responsibility for selecting and hiring instructional staff.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the California Department of Justice, as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization. Finally, for the health of students and community, all staff will be required to obtain medical clearance, including proof of medical examination and a Mantoux tuberculosis (TB) test. (See Element 6 of this Charter for additional employee health and safety policies and procedures).

EMPLOYEE HANDBOOK

A comprehensive employee handbook will be prepared and provided to the District prior to commencement of instruction.

ON-BOARDING PLAN

A comprehensive and structured on-boarding process will take place for all new hires, providing new CCTS employees with a detailed introduction to the organization, its mission, and its goals, ensuring our staff are comfortable with and understand the importance of their roles in the school. All faculty and staff will be required to read foundational books that inform our values and beliefs. These may include:

- Teaching to Transgress: Education as the Practice of Freedom, by Bell Hooks
- Oakland's Not for Burning, by Amory Bradford
- Revolutionizing Education, by Julio Cammarota

PERFORMANCE EVALUATION

Faculty and staff performance evaluation procedures will be conducted informally on a quarterly basis, and formally on an annual basis, in a manner established by the administration and approved by the CCTS Board. Procedures will include self-evaluation, supervisor evaluation, and professional development goal setting.

When teachers choose to teach at CPA, they also choose to accept accountability for students' performance and to be active participants in a school design process aimed at implementing CPA's unique curriculum. This process requires teachers to commit themselves to continuous improvement and to establish a learning environment that is conducive to the school's goals. Accordingly, the teacher and professional staff performance evaluation process is designed to encourage and support professional growth and promote greater accountability in education.

The teacher evaluation process consists of the following components:

- Observation of the teacher by the principal and/or appointee
- A Personalized Educator Plan (PEP) including a technology assessment
- A professional portfolio
- A self evaluation based on CPA's school performance standards and guidelines
- A summative assessment by the Principal or the teacher's immediate supervisor

The performance evaluation process for teachers and professional staff is closely based on CPA's school performance standards and guidelines. The school performance standards and guidelines provide clear descriptions of expected behaviors and program implementation at 4 levels of performance: *Beginning, Developing, Proficient and Exemplary*. These expectations and standards are outlined in the Draft Faculty Evaluation Rubric (Appendix 5.1), which is adapted from TCRP (The College Ready Promise).¹²⁸ Principals and lead teachers are required to use the performance standards and guidelines to assess, document, and report on performance relative to CPA's school design. The school performance standards and guidelines also serve as a guide for lead teachers, academy directors, and principals to use when observing and evaluating teachers in classrooms and other settings.

Meeting Professional Expectations

The teacher evaluation process will be phased over a period of three years, allowing teachers the time to become fully acquainted with the CPA program. Teachers and professional staff will be expected to demonstrate *beginning* or *developing* levels of performance by the end of their first year in CPA.

A summary performance rating of "meets professional responsibilities" in year one indicates that the teacher understand and applies the *beginning* level of program requirements as detailed in the school performance standards and guidelines. In order to meet professional responsibilities in year

¹²⁸ The College-Ready **Promise** are a coalition of Charter Management Organizations (CMOs) committed to innovative teacher and administrator effectiveness reforms that lead to students graduating college-ready (<http://thecollegereadypromise.org/>). TCRP's comprehensive faculty evaluation rubric is widely used among charter schools.

two, teachers will be expected to advance from *beginning* to *developing* and/or from *developing* to *proficient* performance levels in most performance areas. By the end of year three, teacher performance is expected to be at the *proficiency* or *exemplary* level in most performance areas in order to achieve a summary rating of “meets professional responsibilities”.

Components of the Performance Evaluation Process

Below, we describe in detail the individual components of CPA’s performance evaluation for teachers and professional staff.

Observations in Professional Settings

Teachers and professional staff are observed in action informally and formally by the Principal and/or lead teacher. Informal observation is continual and unscheduled and will be referred to as “ongoing observation”. Principals and/or lead teachers are expected to record their impressions and evaluations of each teacher’s style and effectiveness using the “Teacher Effectiveness Rubric” throughout the course of the year. The observer will look for clearly articulated characteristics that address the performance rubric. These routine observations will contribute greatly to the summative assessment of each teacher’s or professional staff member’s work.

Formal observations can be extremely helpful to both the teacher and supervisor, and will take place at least once per year. The number of sessions can increase and will depend upon the needs of the particular teachers and the concerns of the supervisor. The formal observations give the supervisor an additional opportunity to assess both the teacher’s strengths and areas needing improvement, thus enabling the supervisor to guide the teacher’s professional growth. Because partnership teachers work both individually and as teams, the supervisor and the teacher may choose the setting for the formal observation. Before the formal observation, using a completed Pre-Observation Conference Agenda form to guide their discussion. After the observation session, the supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the rubric outcomes. The supervisor will write a narrative report summarizing his or her observations, using the report form for observations. This information will be used to score the rubric.

The supervisor will schedule a post-conference with the teacher to share observations and narrative report and provide time for the teacher to share their own feedback of the observation. Using the feedback, the rubric will be scored and used as part of the final record. The teacher will include a copy of the observation report in his or her Professional Portfolio and the Principal will keep the original report in a confidential file.

Personalized Educator Plans

CPA’s school performance standards call for every teacher to complete a Personalized Educator Plan (PEP) each year. Teachers/professional staff use the school performance standards and guidelines to help organize and focus their professional development in each of the following performance areas:

- Data Driven Planning and Assessment
- Classroom Learning Environment

- Curriculum and Instruction
- Professional Responsibilities
- Partnership, Family, and Community
- Cultural and Linguistic Competence
- Technology

Our detailed Professional Development Plan can be found in Appendix 1.1.

Checklist for PEPs

- Developed annually; specific to teacher and team needs; in the start up year, coach and teacher develop plans jointly; in year two and beyond, planning occurs individually with at least one goal developed in concert with supervisor and plan is aligned to the school-wide improvement efforts.
- Address short term and long term goals as they relate to the school performance standards and focus areas identified by the school.
- Assessed annually self evaluation and summative evaluation.
- Approved by Principal and /or supervisor designee.

The Professional Portfolio

Each teacher is expected to collect evidence for a portfolio. Teachers in Beginning Teacher Support and Assessment (BTSA) may use the BTSA portfolio. Each portfolio will demonstrate effective work in the classroom, in the school and in the community. For example, a Professional Portfolio might include a sample curriculum unit, a video of a successful lesson, a survey created to assess parents' reaction to home-school communications, a video or presentation of a class CBPAR project, or work generated as part of a Professional Learning Community team. The portfolio should also include important professional development experiences such as significant interactions with colleagues, action research or professional seminars. It should also include an analysis of student progress over the year. Professional Portfolios are intended to be working documents that reflect accomplishments achieved throughout the year. The portfolios are updated and enhanced at regular intervals. Time will be allotted during PD days to work on the portfolio. The Professional Portfolio is an integral part of each teacher's summative evaluation. Professional Portfolios should be organized around the seven key areas, allowing teachers to document significant accomplishments.

Professional Portfolios should reflect a great deal of self-analysis and self-evaluation. For example, a portfolio might contain a short essay accompanying student results in which the teacher analyzes his or her own performance in relation to the students' performance.

Sample list of items to Include in Professional Portfolios

- Reports from formal observations
- Lesson plan(s)
- Self evaluation based on school performance standards and guidelines
- Personalized Educator Plan
- Evidence of student achievement
- Student work with descriptions
- Evidence of parent and community engagement

- Peer observations
- Personal reflections
- Other indicators of professional accomplishments

Summative Evaluation

Each year the principal or designee will draw upon information gathered from observations including rubrics, student performance data, and teacher's Professional Portfolio to produce a summative evaluation of each teacher. The summative evaluation will also include a summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the teachers' overall performance.

COMPENSATION

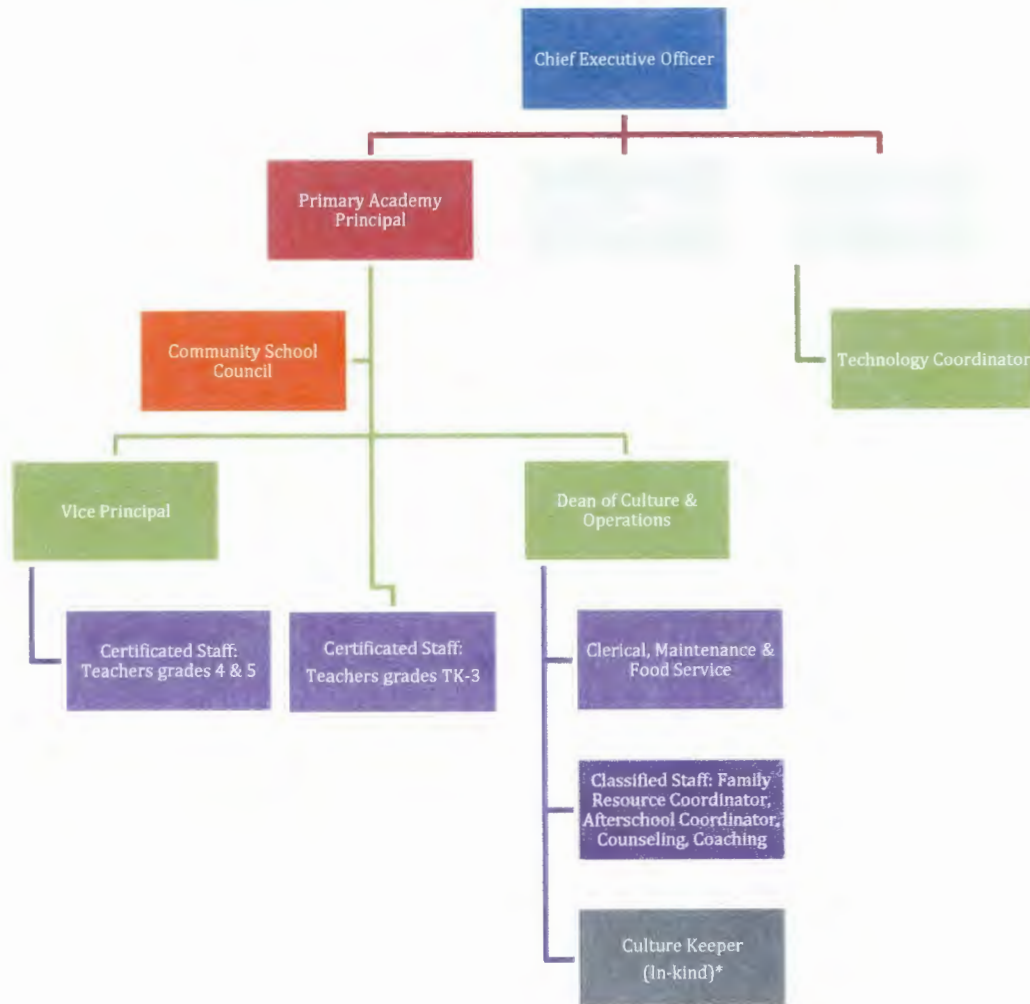
We believe our faculty and staff are the primary messengers and advocates for our educational model and values. They will have ample opportunities for development and growth and will be compensated appropriately and competitively. The compensation level will be determined by several factors, including experience, educational attainment, and responsibilities. In addition to competitive salaries, we will offer our faculty and staff an attractive and competitive benefits package. All of these items will be clearly listed in the formal offer letters of employment.

ROLES AND RESPONSIBILITIES

CCTS will ensure all faculty and staff have a clear understanding of their role and responsibilities. We are committed to hiring the staff necessary to ensure the school's success.

Our proposed staffing plan is shown in Figure 5.1. Draft Job Descriptions for management roles are outlined in Appendix 5.2.

Figure 5.1 – CPA Staffing Plan at Full Capacity



THE ROLE OF EDTEC

EdTec – a local social venture that supports quality charter schools – will manage CCTS’s finance, facilities, and Human Resources processes and procedures. EdTec has provided expertise and support to over 250 charter schools across a comprehensive range of services, including integrated accounting, budgeting, financial reporting, and compliance management.

ELEMENT 6: HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

Education Code Section 47605(b)(5)(F)

We believe in teaching and supporting the whole child to ensure each student has a fair chance at academic success. We know the realities our children face on a daily basis and we believe they are courageous and full of determination to succeed. Since East Oakland students are part of a larger ecosystem, experiencing violence in their neighborhood may decrease their readiness for school. We are committed to the social-emotional, physical, and mental well-being of every student at CPA.

In order to ensure the health and safety of all students, volunteers, and staff, CPA will foster a culture of wellness and adopt and implement full health and safety procedures and risk management policies at its school site, in consultation with its insurance carriers and risk management experts. The health and safety policy will be updated and reviewed annually and will be distributed to all staff and families. A full draft will be provided to the District for review at least 30 days prior to operation. The following is a summary of CPA's health and safety policies:

HEALTH AND SAFETY PROCEDURES

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of CPA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CCTS Human Resources shall monitor compliance with this policy and report to the CCTS Board of Directors on a regular basis. Volunteers who work outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB TESTING

Faculty, staff, and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS

All students and staff will be required to provide records documenting immunizations, as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

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

VISION, HEARING, SCOLIOSIS, AND ORAL HEALTH

Students will be screened for vision, hearing, scoliosis, and oral health. CPA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by CPA.

BLOOD BORNE PATHOGENS

CPA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

EMERGENCY PREPAREDNESS

CPA shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, or natural disasters (See Appendix 6.1 for a draft Emergency Plan). If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating CPA's plan.

CPR TRAINING

All faculty, staff, and school leadership will be CPR and first aid certified.

FACILITY SAFETY

CPA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CPA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CPA shall conduct monthly fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

CPA shall function as a drug, alcohol and tobacco free workplace.

COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

CPA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CPA shall develop a

comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CPA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CPA's discrimination and harassment policies.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."

Education Code Section 47605(b)(5)(G)

TARGET COMMUNITY

CCTS is committed to diversity and inclusion and we value the diverse history, language, and culture each student, staff, and faculty member carries within them. We believe that everyone is worthy of respect and equal consideration. These principles guide our goals to ensure our student body and families represent the richness of our community.

Our educational program will focus on supporting the following groups:

- Students interested in an authentic learning experience that combines standards-based curriculum with community-based internship work and service learning opportunities
- Students interested in an inquiry-based small classroom environment that fosters creativity, innovation, and student-choice
- Students at all levels of proficiency – including students with disabilities – interested in working towards a high level of academic success
- Students at all linguistic levels of proficiency – including students identified as English Learners – interested in developing the skills of bi-literacy and cultural literacy
- Students from all economic backgrounds interested in learning the skills of leadership in service to others

CPA will conduct broad outreach to students throughout Oakland with the intent to mirror the diversity of the population of the City, which is:

- 27.1% African American
- 26.0% White
- 25.4% Latino
- 16.7% Asian
- 4.8% All other races¹²⁹

Our recruitment plan includes extensive outreach to preschools and childcare centers across the city, as well as churches and other community centers. While we hope that the student population at CPA will mirror Oakland's diversity, we believe that CPA can achieve racial and ethnic balance by recruiting families from East Oakland as one of our primary goals is to attract students from low-income families residing in the Castlemont community who lack a strong neighborhood school.

Oakland is also linguistically diverse with 49% of the OUSD student population speaking a home language other than English and 32.2% of students identified as English learners. We, too, expect our school to be linguistically diverse and will conduct outreach with materials in multiple

¹²⁹ 2010 U.S. Census, Alameda County Public Health Department.

languages, with the help of bilingual staff.¹³⁰

OUTREACH STRATEGIES

In order to attract a diverse student population, CPA will concentrate its marketing efforts on families, residents, teachers, and community organizations in East Oakland. We have partnered with trusted school and community leaders who will vouch for our school. Their support is instrumental to our outreach to students and families. All of our strategies will be culturally and linguistically appropriate with translated materials and information. Please refer to Appendix 7.1 for our Community Engagement and Outreach Plan. Outreach flyers in English and Spanish flyers can be found in Appendices 7.2 and 7.3, respectively.

Marketing outreach is just one way that we will attract and serve East Oakland families. We designed our school model to serve working parents and low-income students of color who experience social emotional trauma. These students typically get lost in large public schools – we believe our educational program and structures to support learning will also attract families to CPA.

CCTS will inform parents about the petition to open a charter school and invite them to indicate their interest in enrolling their children. We have already begun engaging families through community events and door-to-door outreach. Upon authorization, CCTS will continue to engage families in school informational sessions and recruit families to apply and enroll their children. Our outreach plan includes, but is not limited to the following strategies:

1. Organizing culturally and linguistically appropriate presentations at Youth UpRising, Unity Council, local churches, and other trusted community-based organizations, where we will share information, answer questions, and distribute brochures and application materials in multiple languages.
2. Advertising through local and ethnic media (print and radio) announcing the opening of the school, inviting applications, provide contact information, and share dates, times, and locations for recruitment presentations.
3. Partnering with Oakland preschools and childcare centers to recruit families. We will organize presentations at libraries and other public spaces to share our academic vision with interested families.
4. Setting up booths at cultural events, such as Tongan spring festivals, Cinco de Mayo celebrations, and Lunar New Year celebrations to answer questions, provide contact information, and share dates, times, and locations for recruitment presentations in multiple languages.
5. Walking door-to-door throughout the Oakland community to gain buy-in from residents, local businesses, religious groups, community and social service agencies. We will leave dozens of multi-lingual brochures with them and ask that they help disseminate brochures and share our vision with interested families.

¹³⁰ Oakland Unified School District Fast Facts (2012-2013)
http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

6. Identifying and gaining buy in from key community leaders – pastors, principals, teachers – who can vouch for our educational model and commitment to improve the community without displacing residents.
7. Leveraging Youth UpRising's programs for families and youth, some of who are parents. Recruit interested teen parents to participate in the design and implementation of outreach efforts.
8. Creating a website (www.cctschools.org) and presence on Facebook and Twitter to provide information about CCTS.

In every strategy listed above, we will ask families to provide their contact information and compile the information in a database in order to engage them on a regular basis, especially once enrollment begins.

OUTREACH LANGUAGES

According to demographic data, East Oakland is made up of roughly 45% Latino families, therefore, we will provide all educational and outreach materials in English and Spanish. CCTS will facilitate presentations and individual conversations with families in both English and Spanish. We are also prepared to provide materials and conduct presentations in additional languages as necessary.

ACHIEVING RACIAL AND ETHNIC BALANCE

CPA will document its efforts to achieve racial and ethnic balance, the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. We are committed to serving students – across diversity of race, ethnicity, language, income, neighborhood, learning interests and needs – to reflect the demographic of the local community. The current public school enrollment in East Oakland is rich in diversity and we expect to enroll a similar demographic of students.

ELEMENT 8: ADMISSION REQUIREMENTS

"Admission requirements, if applicable."

Education Code Section 47605(b)(5)(H)

ASSURANCES

CPA will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A).

CPA will enroll all pupils who wish to attend to the extent that space allows.

CPA will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

CPA is open to all residents of the State of California. The school will be nonsectarian in its programs, admissions policies and all other operations, and will not charge tuition or an application fee, nor discriminate against any student on the basis of race, religion, gender, gender expression, gender identity, national origin, disability of students, parents or guardians, or any of the characteristics listed in Education Code Section 220.

CPA shall admit all pupils who wish to attend the school to the extent that space allows. CPA will be an open enrollment, tuition-free public school. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

CPA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as otherwise required by law.

CPA shall require students who wish to attend the Charter School to complete an application form. See Appendix 8.1 and Appendix 8.2 for drafts of CPA's application form in English and Spanish, respectively. The CCTS Board as necessary may amend the application, public random drawing, and admission schedule and process as proposed in the application form. In year one (1), if the CPA charter is approved after the beginning of the timeline specified in the draft application form, the proposed schedule will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

RECRUITMENT AND OPEN ENROLLMENT

CPA assures that the enrollment and admission process will be public, transparent, and fair. CPA application forms and enrollment forms will be made available in English and Spanish.

Formal recruitment of incoming students begins in or after August of each calendar year for the

following school year, beginning with CPA advertising the open enrollment period. The recruitment process is held through the end of February. CPA, as part of the Castlemont Community Transformation Schools, is committed to serving economically disadvantaged students. As such, CPA will aggressively recruit students from our proposed school community.

Application forms will be made available at the school site and through participation at any Parent Information Meeting held during the open enrollment period. Beginning in January, submitted application forms will be date and time stamped and student names added to an application roster to track receipt. If by the close of open enrollment, the number of forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the school, upon submission of an enrollment packet. Subsequent application forms will be accepted until our capacity is reached.

Enrollment Timeline for the 2015-2016 School Year:

January 5, 2015	Enrollment Forms available
February 28, 2015	Enrollment Forms due by 5:00 pm
March (TBD)	Public Lottery (if necessary), exact date TBD
Within 1 week of lottery	Families notified
Within 2 weeks of notification	Deadline to confirm intent to enroll and submit enrollment packet

PUBLIC RANDOM DRAWING

Should the number of students applying for school admission exceed capacity, a public random drawing ("lottery") will be held to determine admission, per the requirements of Education Code §47605(d)(2)(B).

Families who submit completed application forms prior to the February deadline will be notified in writing regarding the date, time, and location of the lottery, and rules for the lottery process. The lottery will be held on the school grounds in March, except the first year when it may be hosted at another location. Lottery rules, deadlines, dates and times for the lottery will be communicated in the enrollment applications and on CPA's website. Public notice for the date and time of the lottery will also be posted once the application deadline has passed. The lottery will be selected for a date and time such that interested parties will be able to attend. The school will seek a location for the lottery either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery.

Admission preferences, in the case of a public random drawing, shall be given to the following students in the following order:

1. Siblings of enrolled CPA students
2. Children of CCTS employees and founding team (not to exceed 10% of total enrollment)¹³¹

¹³¹ During periods of eligibility, this preference will be an exemption to the lottery and will be limited, when combined with children of teachers, to 10% of total enrollment.

3. Residents of the Oakland Unified School District
4. Children of the Faculty and staff of CPA
5. All other applicants

Results of the lottery will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made. Accepted families shall have a maximum of two weeks (14 calendar days) to respond. CPA shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list. An uninterested party will conduct this process.

The school may refine the lottery policies and procedures following the first year of operations in accordance with written policy adopted by the CCTS Board. A copy of the revised policy will be provided to the district within 45 calendar days of the approval by the Board and prior to the open enrollment period.

CPA and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance. CPA reserves the right to modify the admissions and public random drawing processes and procedures to comply with the requirements of the PCSGP in any year in which the school receives PCSGP funds. Such changes to comply with the PCSGP will not be deemed a material revision of the charter and CPA is authorized to pledge compliance with the PCSGP's admissions requirements as a condition of receipt of these funds. Such changes to comply with the PCSGP will require approval of the District Superintendent. Any changes to the admissions and public random drawing processes and procedures other than as necessary to comply with the PCSGP shall be deemed a material revision of the charter and shall be processed in accordance with Education Code Sections 47607 and 47605.

ENROLLMENT PROCEDURES

After admission, students will be required to complete enrollment forms including an Emergency Medical Information Form, National School Lunch Program application, as well as the following required documents:

- Proof of Immunization
- Home Language Survey
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

In addition, by accepting enrollment, all students agree to attend LEAD Summer Camp prior to each school year while at CPA (described in Element 1 of this Charter). Every summer, CPA will provide new students and families with background material to prepare and introduce them to CPA culture during a week-long orientation. CPA will also use the period of the LEAD Summer Camp to conduct student assessments, which will inform LEAD Plans.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

Education Code Section 47605(b)(5)(I)

FISCAL CONTROLS

The Castlemont Primary Academy will adhere to financial best practices and generally accepted accounting principles for charter schools. As previously mentioned, EdTec will manage CCTS's finances in close partnership with the CEO and Director of Operations. They will establish investment strategies for cash balances and deposit procedures for all school funds. We will also institute a system of internal fiscal controls. We have created a proposed budget reflecting operational funding levels, revenues and expenses for the first year, which is reserved for school planning, and for the first five years of operation. Refer to Appendix 9.1 for a 5 year monthly cash forecast.

ANNUAL AUDIT

An annual independent financial audit of the books and records of CPA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CPA will be kept in accordance with generally accepted accounting principles. The audit will employ generally accepted accounting procedures and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Alameda County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO, along with the Audit Committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them to the satisfaction of the District. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the resolution. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The CCTS Board of Directors will form an Audit Committee to oversee the annual audit. The Audit Committee will hire an independent auditor through a request for proposal format. The auditor will be, at a minimum, a Certified Public Accountant with educational institution audit experience. He or she will be approved by the State Controller and listed as an educational audit provider. The independent financial audit of the Castlemont Primary Academy will be public record, to be provided to the public upon request. The expense of conducting annual financial audits is provided for in the attached budget.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

"The procedures by which pupils can be suspended or expelled."

Education Code Section 47605(b)(5)(J)

This Suspension and Expulsion Policy has been established in order to promote learning, accountability, competency development, and community safety and well-being of students at CPA. The suspension and expulsion policy is rooted in the principles of restorative justice and emphasizes the values of empathy, respect, honesty, acceptance, responsibility, and accountability. This suspension and expulsion policy is to be reviewed and approved by the Board of Directors. In creating this policy, CPA has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

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

CPA is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. This policy shall serve as CPA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. CPA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student and Family Handbook and will clearly describe behavior expectations.

The CPA administration shall ensure that students and their parents/guardians are actively engaged in discussions regarding the school's discipline policy during enrollment, orientation, and back-to-school night programs. Students and their parents/guardians will also be notified of all discipline policies and procedures in writing upon enrollment. The notice shall state that the Policy and Procedures are available upon request at the Dean of Culture and Operations' and the School Principal's office.

This Policy applies to students in the TK-5th grades enrolled at CPA and ensures due process to students.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

RESTORATIVE JUSTICE

CPA will implement a Restorative Justice Procedure Policy to address student discipline issues. While CPA retains the authority to suspend or expel students based upon the enumerated offenses below, restorative justice provides an early intervention and opportunity in a student's life and offers an alternative to traditional punitive justice practices. Its policies and practices are intended to address and disrupt the "school to prison pipeline" that has historically negatively impacted many students of color and low-income students around the nation. Restorative disciplinary practices within schools are more supportive, inclusive, and educational than other approaches.¹³² It will be offered as an alternative to students involved in inappropriate behaviors assigned by the Dean of Culture and Operations.

Restorative justice is based on a set of guiding principles that address the response to harm and conflict. These practices are based on principles that have been used in indigenous cultures for centuries, emphasizing values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also provides ways to effectively address behavior and other complex school issues, offers a supportive environment that can improve learning and safety by preventing future harm, and offers alternatives to suspension and expulsion. The American Psychological Association's Zero Tolerance Task Force endorsed restorative justice as a promising alternative to zero tolerance.¹³³

The three main goals of restorative justice are:

1. Accountability – restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed and enable them to repair the harm they caused to the extent possible.
2. Community Safety – restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
3. Competency Development – restorative justice seeks to increase the pro-social skills of those who have harmed others, addresses underlying factors that led youth to engage in delinquent behavior, and build on strengths in each young person.

¹³² Amstutz, Loraine Stutzman and Judy H. Mullet, "The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates," Goodbooks (2005) Intercourse, Pennsylvania: 10.

¹³³ Skiba, Russell, Cecil R. Reynolds, Sandra Graham, Peter Sheras, Jane Close Conoley, and Eneida Garcia-Vazquez, "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations," A American Psychological Association, Zero Tolerance Task Force (2006): 91-93

Restorative justice practices focus on identifying three parties who play a vital role in transformational practice of restorative justice. The first of these parties are victims of the offense, the second are offenders, and the third are community members impacted by the offense. Restorative justice recognizes that the offenders have often been victims in the past, and offenses may stem from previous harm that was not resolved through a restorative process.

The circle process is an egalitarian method of communication that can be used to celebrate successes, discuss challenging topics, make decisions, or address wrongdoing. Participants literally sit in a circle so that everyone can see everyone else. There is no implied hierarchy in the seating arrangement. Typically there is an opportunity to differentiate the time in circle as separate from time outside the circle. Participants determine guidelines regarding how they will be in circle. All decisions in circles are made by consensus. The circle is brought to an end with another short reflection or opportunity to honor the time and contributions participants have made during the time in circle.

Circles can be held between any set of parties involved to bring people together to talk about issues and resolve conflict. A trained facilitator, often called the “circle keeper,” encourages willing participants to share information, points of view, and personal feelings. The facilitator will use a *talking piece*, an object that allows the person in possession the opportunity to speak without interruption. Others in the circle are encouraged to remain silent and listen to what is being shared.

Principles for forming circles in classrooms include:¹³⁴

- Practice giving and receiving meaningful compliments.
- Create a student-generated agenda.
- Foster good communication skills.
- Learn, understand, and respect differences.
- Explore reasons for why people do what they do.
- Practice role-playing and brainstorming to solve problems.
- Focus on non-punitive solutions.
- Ensure confidentiality among participants.

Restorative justice can be applied to a wide range of behaviors. Restorative justice views inappropriate behaviors as harmful to the relationship of the student with the school, their teachers, and/or their peers rather than just as a violation of a rule or law. Restorative justice also approaches the inappropriate behaviors as a reaction to external factors, as opposed to internal motivation to be defiant or misbehave. This provides opportunities to address issues in the lives of students to help improve their relationships with the school, teachers, and peers and remove barriers to academic success. In addition, restorative practices in schools can promote positive feelings, rather than resentment and alienation within the school setting.¹³⁵

¹³⁴ Jane Nelson, Lynn Lott, and H. Stephen Glenn, *Positive Discipline in the Classroom* (3rd ed.) Roseville, CA: Prima Publishing (2000).

¹³⁵ Skager, Rodney, “Beyond Zero Tolerance: A Reality-Based Approach to Drug Education and School Discipline,” Drug Policy Alliance (2007): 14.

Restorative justice practices will include the following guidelines:¹³⁶

- Fostering awareness of how all are affected by negative behavior and encourage expression of feelings.
- Avoiding scolding or lecturing. Allowing individuals to share with each other.
- Actively involving students.
- Accepting ambiguity. Fault and responsibility may be unclear.
- Separating the deed from the doer, recognizing students' worth while disapproving of their wrongdoing.
- Seeing every instance of wrongdoing and conflict as an opportunity for learning. Turning negative incidents into constructive ones by building empathy and a sense of community.
- Students can be included in all aspects of discipline, including preventing and dealing with conflict. Classroom problem-solving that incorporates restorative practices may include:¹³⁷
- Developing trusting and caring relationships between adults and students.
- Fostering skills to resolve conflict, such as listening, empathy, critical thinking, and self-control.
- Determining what has happened and why by asking questions and listening to the answers.
- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved and or more work needs to be done.
- Encouraging reflection.
- Allowing flexibility for different students, needs, and situations.
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

Restorative justice programs allow for the reparation of harm. They have the potential to influence school climate and strengthen positive social connections between students and staff. Elements to CPA's restorative justice program will include:

- Student referrals at the discretion of teachers, administrators, or other students.
- Involving students who are willing to accept some responsibility for their actions.
- Involving victims and others in the process, with voluntary participation.
- Keeping proceedings confidential.

Restorative justice procedures will be further designed and implemented by the school staff and adopted by the governing board. In addition to restorative justice circles (i.e. Teacher-Student Circle, Teacher-Student-Parent Circle, Teacher-Student-Resource Person-Administrator Circle, etc.),

¹³⁶ Wachtel, Ted, "Restorative Justice in Everyday Life: Beyond the Formal Ritual," International Institute for Restorative Practices Paper presented at the "Reshaping Australian Institutions Conference: Restorative Justice and Civil Society," The Australian National University, Canberra, February 16-18, 1999: 3-4.

¹³⁷ Kohn, Alfie, "Beyond Discipline: From Compliance to Community," (1996). Alexandria: Association for Supervision and Curriculum Development: 121-129.

there are many other restorative justice practices that can and will be integrated into CPA's discipline policy as it is designed and implemented. In order for restorative justice practices to be effective, all parties involved must agree to participate in the process and have the process explained to them ahead of time. With that basis of mutual understanding, circles and other restorative sessions can focus on the inappropriate behavior, rather than questions about process.

FOLLOW UP

Follow up is one of the most important and often neglected components of restorative justice. The circle keeper should follow up with everyone involved to ensure agreements are kept and continue to maintain communication. CPA will incorporate follow up into the agreement plan. Reminders, check-ins, and even follow-up circles, conferences, or meetings help increase follow-through, build accountability, and demonstrate the integrity of the process to everyone involved.

When agreements are kept, trust grows. If agreements are violated or not honored by the student(s), then the traditional methods of accountability for their inappropriate behavior will be employed, as well as any other agreed upon consequences for not following through on the agreed upon restorative plan.

PROFESSIONAL DEVELOPMENT

CPA faculty and staff will receive thorough and ongoing professional development trainings regarding restorative justice policies, procedures, and practices. All faculty and staff will learn to facilitate circles and mediate conflicts. More information on professional development can be found in Appendix 1.1.

GROUND FORS FOR SUSPENSION AND EXPULSION OF STUDENTS

Students who fail to engage in responsible and respectful behavior, or otherwise display inappropriate behavior that diminishes the rights of students, faculty, staff, administrators, and school volunteers to a safe, orderly, and peaceful campus, should expect to face consequences under the School's suspension and expulsion policy.

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

ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the

item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has

reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Dean of Culture and Operations or the School Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean of Culture and Operations or designee.

The conference may be omitted if the Dean of Culture and Operations or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with CPA officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. NOTICE TO PARENTS/GUARDIANS

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

3. SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Dean of Culture and Operations or designee (School Principal), the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Dean of Culture and Operations or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to self or others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

Expulsion is the permanent removal of a student from CPA. A student may be expelled either by the CCTS Board of Directors by vote, following a hearing before it or upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should

consist of at least three members who are certificated and neither a teacher of the student or member of the CCTS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CPA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at CPA to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CPA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CPA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and

(c) elect to have the hearing closed while testifying.

CPA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, CPA must present evidence that the witness' presence is both desired by the witness and will be helpful to CPA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a

determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Dean of Culture and Operations or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CPA.

The Dean of Culture and Operations or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name, and b) The specific expellable offense committed by the student.

Disciplinary Records

CPA shall maintain records of all student suspensions and expulsions at CPA. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from CPA as the CCTS Board of Director's decision to expel shall be final.

Expelled Pupils/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CPA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

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

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

CPA shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who CPA or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior

violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CPA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CPA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CPA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that CPA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the student to the placement from which the child was removed, unless the parent and CPA agree to a change of placement as part of the modification of the behavioral intervention plan.

If CPA, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then CPA may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CPA believes that maintaining the current placement of the student is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings

or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CPA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CPA agree otherwise.

5. Special Circumstances

CPA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Dean of Culture and Operations or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated CPA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CPA had knowledge that the student was disabled before the behavior occurred.

CPA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CPA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.

- The child's teacher, or other CPA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CPA supervisory personnel.
- If CPA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
- If CPA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CPA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by CPA pending the results of the evaluation.
- CPA shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."

Education Code Section 47605(b)(5)(K)

Unless prohibited by a pending IRS ruling, certificated teachers and administrators shall participate in the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. Similarly, non-certificated full-time employees may elect to be a member of the Public Employees Retirement System (PERS). All non-certificated, full-time employees will contribute to federal social security. Employees will contribute at the rate established by STRS, PERS, and social security. CPA will make all employer contributions as legally required by STRS, PERS, and social security. CPA will contract with the District or Alameda County Office of Education to forward any required payroll deductions and related data. The Director of Operations is responsible for ensuring that all required deductions and contributions are made.

In the event that CPA employees are prohibited from participating in STRS and/or PERS, CPA will provide a comparable alternative retirement program and will make comparable contributions to the alternative program.

CPA retains the option for its Board of Directors to elect for CPA to participate in another retirement or reciprocal system in the future, should it find that such participation enables the school to attract and retain a high quality staff.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."

Education Code Section 47605(b)(5)(L)

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at CPA. Employees of the District who choose to leave the employment of the District to work at CPA will have no automatic rights of return to the District after employment by CPA unless specifically granted by the District through a leave of absence or other agreement that the District determines to be reasonable and not in conflict with any law.

All employees of CPA will be considered the exclusive employees of Castlemont Community Transformation Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CPA. Employment by CPA provides no rights of employment at any other entity, including any rights in the case of closure of CPA.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

Education Code Section 47605(b)(5)(N)

The following provisions are intended to define a mechanism for the resolution of any disputes between CPA and the District. With respect to each of these procedures, it is CPA's intention that all public commentary be withheld pending full resolution.

DISPUTES BETWEEN CPA AND THE AUTHORIZING ENTITY

CPA and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. CPA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. CPA is willing to consider changes to the process outlined below as suggested by the District. CPA acknowledges the District's on-going right to inspect and observe CPA under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between CPA and the District, CPA staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and CPA Principal. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CPA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CPA Principal and District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and the CPA Principal and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the CPA Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the CPA Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and CPA. If mediation does not resolve the dispute either party

may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and CPA.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). "

Education Code Section 47605(b)(5)(O)

For purposes of the Educational Employment Relations Act (EERA), Castlemont Community Transformation Schools shall be deemed the exclusive public school employer of CPA employees. Castlemont Community Transformation Schools shall comply with the EERA.

ELEMENT 16: CLOSURE PROCEDURES

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."

Education Code Section 47605(b)(5)(P)

Closure of CPA will be documented by official action of the CCTS Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. CPA will comply with the District's approved procedures for school closure in the event that the charter is relinquished, revoked, or not renewed.

The CCTS Board of Directors will promptly notify parents and students of CPA, the District, the Alameda County Office of Education, CPA's SELPA, the retirement systems in which CPA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The CCTS Board will ensure that the notification to parents and students regarding the closure of CPA provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CPA.

The CCTS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. Transcripts will be completed and made available to students and families.

As applicable, CPA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. CPA will ask the District to store original records of CPA students. All student records of CPA shall be transferred to the District upon CPA's closure. If the District will not or cannot store the records, CPA shall work with the Alameda County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CPA will prepare final financial records. CPA will also have an

independent audit completed within six months after closure. CPA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CPA and will be provided to the District promptly upon its completion. The final audit will include:

- An accounting of all financial assets, including cash and accounts receivable.
- An inventory of property, equipment, and other items of material value.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to CPA.
- CPA will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of CPA, all assets of CPA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CPA, remain the sole property of CPA and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon CPA's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CPA shall remain solely responsible for all liabilities arising from the operation of CPA.

As CPA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of CPA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified in CPA's 5-year budget (Appendix 9.1), CPA shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

BUDGET AND FINANCIAL REPORTING

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

Education Code Section 47605(g)

Please find the attached the following documents:

- Appendix MP.1 – Budget narrative
- Appendix MP.2 – A projected multi-year budget summary

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

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

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

CPA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and

CPA's insurer. The District Board of Education shall be named as an additional insured on all policies of CPA. Prior to opening, CPA will provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the school are to be provided."

Education Code Section 47605(g)

It is anticipated that CPA will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. CPA intends to contract with EdTec, or another similar service provider to meet CPA's administrative needs.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of CPA not to exceed one (1) percent of the revenue of CPA. Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the general purpose entitlement and categorical block grant as defined in Education Code Section 47632(a) and (b).

FACILITIES

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."

Education Code Section 47605(g)

CPA plans to request facilities from the District through Proposition 39. If CPA is not able to secure facilities from the District through Proposition 39, it will secure appropriate private facilities within the District's boundaries. CPA wishes to locate at the Castlemont High School Campus. For a description of the facilities and CPA's proposed facilities plan, please see Appendix MP.3.

TRANSPORTATION

CPA will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

MEALS

CPA intends to provide meals to our students. However, we reserve the right to find alternate, approved school food vendors and if applicable, OUSD food services. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding

between CPA and the District and subject to District availability and willingness to provide such services.

POTENTIAL CIVIL LIABILITY EFFECTS

"Potential civil liability effects, if any, upon the school and upon the District."

Education Code Section 47605(g)

CPA shall be operated by Castlemont Community Transformation Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, CPA and the District shall enter into a memorandum of understanding, wherein CPA shall indemnify the District for the actions of CPA under this charter.

The corporate bylaws of CCTS shall provide for indemnification of the CCTS Board of Directors, officers, agents, and employees, and CPA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and CPA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of CPA.

The CCTS Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of Castlemont Primary Academy, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2015 through June 30, 2020.

Professional Development Plan

CCTS is committed to the professional growth of our faculty and staff. Our Professional Development Plan outlines our strategy for rigorous, comprehensive, and supportive professional development, which demonstrates our commitment to provide students and families a best in class education. Not only will CPA's Professional Development Plan train faculty to gain leadership skills and cultural competencies, but it will also prepare them to integrate key components of our educational model into curriculum aligned to Common Core. Faculty will have approximately 20 days of professional development – 10 days before school starts, 7 days after school ends, 3 days throughout the school year – and 3 hours weekly on shortened days.

Students learn according to the way the brain is wired. It is important for teachers to allow students to reflect on their learning and offer them the opportunity to synthesize, analyze, and evaluate. Students must be taught to work cooperatively to develop executive functions: problem solving, collaboration, communication, and responsibility.

Therefore, as part of our professional development plan, school leaders will work with teachers to incorporate brain-based strategies (see below) into their lesson planning. We will emphasize the characteristics that a brain-considerate classroom teacher possesses. S/he:

- Offers personal acknowledgement and public acceptance of each student
- Offers variety of activities that challenge students' creatively such as problem solving, hands-on, experiential, demonstrations, project presentations, group activities and role-play
- Offers learning and behavioral expectations; students need opportunities to talk about the learning and thinking; gets students to cooperate, buy-in to learning
- Connects learning to experiences through thematic units; prior knowledge; real world examples; other courses; current events; relevance
- Minimizes risk; is non-punitive, non-threatening; lets students know that errors are not personal, permanent indictments; that classrooms should never have victims; does not use sarcasm or put downs (a teacher's disposition can affect a student's psyche and be a significant stimulant or depressant in her/his quest for success); helps the student find the way to learning or stands in the way of learning
- Gives performance feedback; gives positive reinforcement; supportive responses to the work; knows that students need downtime to connect and reflect

Leadership Institute

Extensive professional development begins in the 2014-2015 planning year for school leaders – CEO, CPA Principal, and master teachers – in close partnership with Drew Charter School and Rollins Center for Language and Learning in Atlanta, Georgia. The school leaders will participate in a leadership institute to learn best practices in early education, data systems, and data management. The CEO and Principal will be trained on teacher evaluations, fundraising, and maintaining a healthy school budget. Meanwhile, master teachers will work collaboratively with

Appendix 1.1 – CPA Professional Development Plan

Drew teachers around instruction and classroom management. They will develop scope and sequence plans, integrate learning projects with standards, and maintain an effective learning lab. Master teachers will also learn how to fully integrate inquiry-based projects and leadership into the school day.

Personalized Educator Plan (PEP)

CPA's school performance standards call for every teacher to complete a Personalized Educator Plan (PEP) each year. Teachers/professional staff use the school performance standards and guidelines to help organize and focus their professional development in each of the following performance areas:

- Data Driven Planning and Assessment
- Classroom Learning Environment
- Curriculum and Instruction
- Professional Responsibilities
- Partnership, Family, and Community
- Cultural and Linguistic Competence
- Technology

Our educational model includes several non-traditional methodologies of teaching – we will fully support and prepare our faculty through professional development. The CPA Principal will create a survey to assess teachers' knowledge, skills, and needs related to our educational model. All incoming teachers will take the needs assessment and will be placed into cohorts of Professional Learning Communities (PLCs) according to their needs. All teachers will regularly take part in informal as well as structured observations of their colleagues as part of their work in formal PLCs that focus on student work and improved student outcomes. Extensive evidence shows that schools where teachers work collaboratively in professional learning communities yield better academic outcomes for students.¹ As such, these communities will form the basis of teacher professional development in the school. Teachers in their cohorts of PLCs will support one another by recommending resources and tools. They will also learn from one another by sharing their challenges and successes in the classroom.

Professional Learning Communities and internal and external experts will deliver professional development. To ensure that teachers are proficient in delivering instruction using critical pedagogy, several regular supports will be put in place. Teachers will meet weekly by department, grade level, and as a whole; these regular meetings will form the backbone of a collaborative teaching culture.

¹ DuFour, R., & DuFour, R. (2006). The power of professional learning communities. In *National Forum of Educational Administration and Supervision Journal* (Vol. 24, No. 1, pp. 2-5). Northwestern State University of Louisiana, College of Education and Behavioral Sciences.

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Data Driven Planning and Assessment	Professional Development on...	Timeline
Student information systems	<ul style="list-style-type: none"> • Navigating Illuminate software • Collecting student data using Illuminate to understand student needs and personalize instruction • Navigating iResults platform to track and improve student outcomes 	<ul style="list-style-type: none"> • During 10-day PD period before school begins
Student driven instruction	<ul style="list-style-type: none"> • Differentiating instruction collaboratively with other teachers based on student needs 	<ul style="list-style-type: none"> • During 10-day PD period before school begins (half day in conjunction with ZPD)
NWEA Measures of Academic Progress (MAP)	<ul style="list-style-type: none"> • Preparing for and becoming familiar with NWEA computer-adaptive testing 	<ul style="list-style-type: none"> • Pupil free/PD day - October 9
Exit Tickets	<ul style="list-style-type: none"> • Preparing for and becoming familiar with Exit Tickets technology and how to use data effectively 	<ul style="list-style-type: none"> • One 3-hour training during school year (early release day)

Classroom Learning Environment	Professional Development on...	Timeline
I-LEAD	<ul style="list-style-type: none"> • Child development, executive functions, and developmentally appropriate practice • Preparing children for transitions throughout elementary school • Creating a safe environment for students to express feelings and share personal experiences • Mentoring children • Curriculum training on the Leader in Me 	<ul style="list-style-type: none"> • During 10-day PD period before school begins
Restorative justice	<ul style="list-style-type: none"> • Introduction to restorative justice processes, practices, philosophy, and its benefits • How to effectively implement Restorative Justice in the classroom • Facilitating circles and mediation • Participating in peer juries • Contributing to building a school culture that emphasizes restoring 	<ul style="list-style-type: none"> • During 10-day PD period before school begins (half day in conjunction with community context training) • Ongoing training during weekly PD (early release day)

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	<ul style="list-style-type: none"> relationships • Systematically reporting RJ data to school leaders 	
Playworks	<ul style="list-style-type: none"> • Engaging children in structured play during recess 	<ul style="list-style-type: none"> • One 3-hour training during school year (early release day)

Curriculum and Instruction (Educational model)	Professional Development on...	Timeline
Constructivism	<ul style="list-style-type: none"> • Student development - how to use students' basic knowledge to expand learning 	<ul style="list-style-type: none"> • During 10-day PD period before school begins (half day in conjunction with lesson planning)
Zone of Proximal Development	<ul style="list-style-type: none"> • Student development – how to differentiate instruction and assess student's ZPD 	<ul style="list-style-type: none"> • During 10-day PD period before school begins (half day in conjunction with student driven instruction)
Common Core curriculum and assessment	<ul style="list-style-type: none"> • Preparing for and becoming familiar with CAASPP assessments • Ongoing professional development through online providers, such as Smarter Balanced Assessment Consortium, Success at the Core, or Achieve the Core 	<ul style="list-style-type: none"> • During 10-day PD period before school begins • Ongoing training during weekly PD (early release day)
Lesson planning	<ul style="list-style-type: none"> • Unit and rubric planning using backwards lesson planning via Understanding by Design 	<ul style="list-style-type: none"> • During 10-day PD period before school begins (half day in conjunction with Constructivism)
Blended Learning	<ul style="list-style-type: none"> • Analyzing Edviation data to personalize instruction on technology literacy • Analyzing student assessments and create action plans for benchmark assessments and to support struggling students and subgroups. • Classroom management during station rotation and utilizing learning aides effectively 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day)
Problem/Place-Based Learning	<ul style="list-style-type: none"> • Introduction and ongoing trainings on social justice topics including, but not limited to, public health and 	<ul style="list-style-type: none"> • During 10-day PD period before school begins

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	<p>community health, built environment, community development, income inequity, school to prison pipeline</p> <ul style="list-style-type: none"> • Maintaining positive and collaborative group work through student-led inquiry • Ongoing support for mentoring student-driven projects • Information and training materials from Buck Institute 	<ul style="list-style-type: none"> • Pupil free/PD day – March 18 • Ongoing training during weekly PD (early release day)
Social Emotional Development	<ul style="list-style-type: none"> • Introduction and ongoing trainings on impacts of violence and trauma on mental health, physical health, and classroom behavior • Mindfulness trainings • Introduction to SEL rubric and training teachers to assess student SEL levels systematically • Introduction and ongoing trainings on developmental topics will include self-esteem, peer pressure, body image, personal boundaries, sexual orientation, diversity, and ethnic identity. • Introduction to and facilitation of monthly LEAD Team meetings • On-going curriculum trainings on Second Step curriculum (teachers grades TK-2) • On-going curriculum trainings for Project Happiness (teachers grades 3-5) 	<ul style="list-style-type: none"> • During 10-day PD period before school begins • Ongoing training during weekly PD (early release day)
Math	<ul style="list-style-type: none"> • Everyday Mathematics (core instructional curriculum) • Mad Minute (supplemental curriculum) • Mountain Math (supplemental curriculum) • Mathematics Their Way (supplemental curriculum) • DreamBox (blended learning) 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day)
ELA	<ul style="list-style-type: none"> • Reading Street (core instructional curriculum) • Reading Revolution (blended learning) 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day)

Professional Responsibilities	Professional Development on...	Timeline
Supporting students to become educated in 21 st Century	<ul style="list-style-type: none"> Child development and building executive functions – think critically, communicate, persevere, lead, collaborate, solve problems, demonstrate cultural competence 	<ul style="list-style-type: none"> Ongoing training during weekly PD (early release day)
Brain-targeted teaching and learning	<ul style="list-style-type: none"> Integrating Hardiman’s theory of brain-targeted teaching into lesson plan design 	<ul style="list-style-type: none"> One 3-hour training during school year (early release day)
Commitment to Special Populations	<p>Special Education</p> <ul style="list-style-type: none"> Differentiating instruction through access, assessment, engagement Strengthening teachers’ skills in accessing and implementing appropriate in-class intervention strategies Determining students’ Zone of Proximal Development Integrating Student Success Teams to identify students who need special needs/modifications <p>ELL</p> <ul style="list-style-type: none"> Preparing for and becoming familiar with CELDT testing Cultural and linguistic competency Understanding and identifying California English Language Development Standards levels Edge, Guided Language Acquisition Design, Specially Designed Academic Instruction in English <p>Low Achieving</p> <ul style="list-style-type: none"> Strengthening teachers’ skills in accessing and implementing appropriate in-class intervention strategies Differentiating instruction based on Response to Intervention assessments <p>High Achieving</p> <ul style="list-style-type: none"> Strengthening teachers’ skills in 	<ul style="list-style-type: none"> During 10-day PD period before school begins Ongoing training during weekly PD (early release day)

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	accessing and implementing appropriate in-class intervention strategies	
Teacher evaluations	<ul style="list-style-type: none"> • Understanding the TRCP process and rubric for performance-based evaluations • Introduction to and facilitation of Professional Learning Communities • Maintaining Personalized Educator Plans • Maintaining Professional Portfolios 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day) • During 7-day PD period after school ends

Partnership, Family, and Community	Professional Development on...	Timeline
LEAD Plans	<ul style="list-style-type: none"> • Tracking student grades and content assessments using Illuminate • Career development and goal setting • Effective collaboration between teachers, counselor, and administrators to support students • Introduction to and ongoing coaching regarding LEAD Team meetings 	<ul style="list-style-type: none"> • During 10-day PD period before school begins • Ongoing training during weekly PD (early release day)
Family Engagement	<ul style="list-style-type: none"> • Effectively conferencing with parents/families • Encouraging and motivating family involvement in a culturally appropriate manner • Introduction to and preparing for Presentations of Learning, Health & Resource Fair, Gallery Gala 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day)

Cultural Competence	Professional Development on...	Timeline
Cultural competency	<ul style="list-style-type: none"> • Ongoing professional development through National Center for Cultural Competence (NCCC) 	<ul style="list-style-type: none"> • Ongoing training during weekly PD (early release day)
Community	<ul style="list-style-type: none"> • Introduction and brief history of Oakland to provide general context 	<ul style="list-style-type: none"> • During 10-day PD period before school

Appendix 1.1 – CPA Professional Development Plan

context	of social and economic community dynamics	begins (half day in conjunction with restorative justice training)
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Technology	Professional Development on...	Timeline
Technology Literacy	<ul style="list-style-type: none"> International Society for Technology in Education (ISTE NETS) Standards Basic technology teaching tools 	<ul style="list-style-type: none"> Ongoing training during weekly PD (early release day)
Introduction to STEAM	<ul style="list-style-type: none"> Introduction to local organizations that work with schools to increase exposure to STEAM fields and learn basic STEAM skills 	<ul style="list-style-type: none"> Ongoing training during weekly PD (early release day)
Communication	<ul style="list-style-type: none"> Introduction to free data visualization tools, such as Tableau and Piktochart Introduction and navigation training on free website platforms, such as Wordpress 	<ul style="list-style-type: none"> Ongoing training during weekly PD (early release day)
Research	<ul style="list-style-type: none"> Ongoing training on how to effectively use search engines Ongoing training on government data sources, such as California Department of Education Dataquest, U.S. Census data, etc. 	<ul style="list-style-type: none"> One 3-hour training during school year
Basic computer skills	<ul style="list-style-type: none"> Microsoft Office (creating tables, charts, graphs, organizing data, etc.), Prezi 	<ul style="list-style-type: none"> One 3-hour training during school year, depending on need

LEAD Plan**DESCRIPTIVE INFORMATION**

Student Name	Student Birth Date	Counselor Name	Expected Graduation Year
Student ID # (if applicable)	Parent / Guardian Name	Home Telephone	Work Telephone
Student Address			

STUDENT INFORMATION Part 1: (Completed by Parent/Guardian or with Parental Input*)

Strengths	
Concerns	
Trauma History	
Other	
Parent unavailable	<i>*If unable to obtain parent/guardian input, the school (or provider acting on its behalf) may proceed with the plan, but must document the circumstances. The school representative signs here.</i>

STUDENT INFORMATION Part 2:

Student Race / Ethnicity	Student Gender	Student Language	Language other than English
<input type="checkbox"/> African American/Black <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> White <input type="checkbox"/> Other	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Transgender <input type="checkbox"/> Intersex	<input type="checkbox"/> English Speaking <input type="checkbox"/> Non English Speaking	
<input type="checkbox"/> Special Education	<input type="checkbox"/> Limited English Proficient	<input type="checkbox"/> Prior Grade Retained	

STUDENT INFORMATION Part 3: Student Assessments*SEL Assessments (2x per year)*

Assessment	Summer Baseline	Goal	Winter 20__	Spring 20__
Social Emotional Learning				

CAASPP (1x per year)

Smarter Balanced	CST	CMA (if student has IEP)	CAPA (if student has cognitive disability)

NWEA Diagnostic and Evaluation Assessments (3x per year)

	Fall 20__		Winter 20__		Spring 20__	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
NWEA						

DRDP-SR Assessments (2x per year)

	Fall 20__	Spring 20__
DRDP-SR Teacher Observations		

CCTS Benchmark Assessments (2x per year)

	Fall 20__	Spring 20__
CCTS Assessment		

RTI Assessments (every 6-8 weeks)

	Baseline	Fall	Winter 1	Winter 2	Spring	Final Assessment
Response to Intervention						

Appendix 1.2 - Sample LEAD Plan

For ELL Students: CELDT (1x per year)

	Fall 20__
CELDT	

STUDENT SELF ASSESSMENT Part 1:

Personal Inventory – English Language Arts

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – Mathematics

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – Science

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – Social Studies

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – College and Career Readiness

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – Social-Emotional Goals/ Health and Wellness

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – (I-LEAD)

I'd like to:	
Action Steps:	
Possible Obstacles:	
I'd like to:	
Action Steps:	
Possible Obstacles:	

Personal Inventory – Personal Growth

Which people have been important to you? Why?
What do you think you are good at?
What do you like to do with your friends?
What ways do I learn best?

STUDENT SELF ASSESSMENT Part 2:

Personal Inventory – Leadership Skills

Key Skills	Habit Conveyed	CPA Student Expression, Actions, Demonstration, and Application	Improvement Goals	Possible Obstacles
Leadership & Responsibility	Habit 1: Be Proactive: You're in Charge			
Problem solving	Habit 2: Begin with the End in Mind: Have a Plan			
Accountability	Habit 3: Put Things First: Work First, Then Play			
Initiative and Self-direction	Habit 4: Think Win-Win: Everyone Can Win			
Adaptability & Creativity	Habit 5: Seek First to Understand, Then to Be Understood: Listen Before You Talk			
Teamwork & Communication	Habit 6: Synergize: Together is Better			
Wellness	Habit 7: Sharpen the Saw: Balance Feels Best			
Cross-cultural skills	Habit 8: Find your voice and inspire others.			

STUDENT SELF ASSESSMENT Part 3:

Things I like to do	Subjects I do well in	Subjects I need help in	Careers I like
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Optional

Referral to LEAD Team	Date _____ Reason _____
LEAD Team Members	1. 2. 3. 4.
Supplemental Notes	

Social Emotional Learning Rubric

Adapted from HighScope for Castlemont Primary Academy

Key Developmental Indicators	Level I	Level II	Level III	Level IV
Domain 1: Self-identity¹	Children are unaware of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They do not perceive their uniqueness and develop a healthy self-image	Children show some awareness of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They occasionally perceive their uniqueness and develop a healthy self-image	Children usually are aware of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They often perceive their uniqueness and develop a healthy self-image	Children are aware of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They perceive their uniqueness and develop a healthy self-image
Domain 2: Sense of competence	Children make discoveries and solve problems with an expectation of failure. They do not believe they can acquire the knowledge or skills they need.	Children seldom make discoveries and solve problems with an expectation of success. They occasionally believe they can acquire the knowledge or skills they need.	Children often make discoveries and solve problems with an expectation of success. They usually believe they can acquire the knowledge or skills they need.	Children make discoveries and solve problems with an expectation of success. They believe they can acquire the knowledge or skills they need.
Domain 3: Emotions	Children cannot identify and name their emotions, and do not recognize that others have feelings that may be the same as or different from their own. They do not regulate the expression of their feelings.	Children can identify and name some of their emotions, and occasionally recognize that others have feelings that may be the same as or different from their own. They periodically regulate the expression of their feelings.	Children can identify and name most of their emotions, and often recognize that others have feelings that may be the same as or different from their own. They typically regulate the expression of their feelings	Children identify and name their emotions, and recognize that others have feelings that may be the same as or different from their own. They regulate the expression of their feelings.

¹ Epstein, A.S. (2012). Social Emotional Development: The HighScope Curriculum

Social Emotional Learning Rubric

Adapted from HighScope for Castlemont Primary Academy

Key Developmental Indicators	Level I	Level II	Level III	Level IV
Domain 4: Empathy	Children do not understand the feelings of others and do not draw upon their own experiences and emotions. They do not respond empathically by sharing the happiness of others nor offer assistance when they see that others are emotionally upset or physically hurt.	Children can understand the feelings of others and occasionally draw upon their own experiences and emotions. They seldom respond empathically by sharing the happiness of others and intermittently offer assistance when they see that others are emotionally upset or physically hurt.	Children frequently understand the feelings of others and typically draw upon their own experiences and emotions. They regularly respond empathically by sharing the happiness of others and usually offer assistance when they see that others are emotionally upset or physically hurt.	Children understand the feelings of others by drawing on their own experiences with the same emotions. They respond empathically by sharing the happiness of others and offering assistance when they see that others are emotionally upset or physically hurt.
Domain 5: Community	Children do not act as members of the classroom community. They do not participate in routines, cooperate with social expectations, or share responsibility for maintaining the classroom.	Children occasionally act as members of the classroom community. They participate in routines, cooperate with social expectations, and share responsibility for maintaining the classroom infrequently.	Children usually act as members of the classroom community. They typically participate in routines, cooperate with social expectations, or share responsibility for maintaining the classroom.	Children act as members of the classroom community by participating in routines, cooperating with social expectations, and sharing responsibility for maintaining the classroom.
Domain 6: Building Relationships	Children do not relate to others in the classroom. They do not refer to teachers and peers by name. Children prefer to be alone.	Children periodically relate to others in the classroom. They refer to teachers and peers by name inconsistently. Children occasionally develop friendships, seek out others, and engage in give-and-take interactions.	Children often relate to others in the classroom. They frequently refer to teachers and peers by name. Children typically develop friendships, seek out others, and engage in give-and-take interactions.	Children relate to others in the classroom. They refer to teachers and peers by name. Children develop friendships, seek out others, and engage in give-and-take interactions.

Social Emotional Learning Rubric

Adapted from HighScope for Castlemont Primary Academy

Key Developmental Indicators	Level I	Level II	Level III	Level IV
Domain 7: Cooperative Play	Children do not engage in cooperative play with others. They prefer to play alone.	Children occasionally involve adults and peers in their play. They engage in cooperative play infrequently with others by sharing materials, space, conversation, and ideas.	Children often involve adults and peers in their play. They typically engage in cooperative play with others by sharing materials, space, conversation, and ideas.	Children involve adults and peers in their play. They engage in cooperative play with others by sharing materials, space, conversation, and ideas.
Domain 8: Moral Development	Children do not develop ethical behavior. They do not understand that there are universal moral principles.	Children develop some ethical behaviors. They understand there are some universal moral principles.	Children develop most ethical behaviors. They understand that most moral principles do not vary by situation.	Children develop ethical behavior. They understand that there are moral principles that do not vary by situation.
Domain 9: Conflict Resolution	Children do not engage in conflict resolution or social problem solving to settle interpersonal differences. They cannot identify the problem, offer and listen to others' ideas, nor choose a solution that is agreeable to all.	Children infrequently engage in conflict resolution or social problem solving to settle interpersonal differences. They can identify a problem and choose a solution, but it is not agreeable to all.	Children usually engage in conflict resolution or social problem solving to settle interpersonal differences. They often identify the problem, offer and listen to others' ideas, and choose a solution that is agreeable to all.	Children engage in conflict resolution, or social problem solving, to settle interpersonal differences. They identify the problem, offer and listen to others' ideas, and choose a solution that is agreeable to all.

Getting Started

Lesson 3: Refusing Bullying

Lesson Concepts

- You can refuse to let bullying happen to you or to others.
- Being assertive is one way to refuse bullying.

Key Words

Refuse, assertive

Objectives

Students will be able to:

- Recognize bullying
- Apply assertiveness skills to refuse bullying in response to scenarios

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- How to Create a Refuse Signal resource from www.secondstep.org
- Three Rs of Bullying poster
- Bullying Prevention Following Through Card 3
- Bullying Prevention Lesson 3 Home Link

Why This Lesson Matters

This lesson reinforces the importance of reporting and adds a focus on helping students learn to use their assertiveness skills to refuse bullying. Students learn that reporting bullying is important because adults should both intervene directly and help them figure out and practice how to respond effectively. Research shows that students can reduce their chances of being bullied in the future by responding assertively. This helps students see that they can get help and help themselves, and that doing both is often the best way to handle bullying.

Teaching Notes

Have the video story projected and ready to go before you begin the lesson.



In this lesson, students practice assertiveness skills to refuse bullying. Being assertive is a *Second Step* skill taught in Grade 2, Lesson 4.

Review

In our last lesson about bullying, you learned how to report bullying to a caring adult who will listen and help you. Refer to “Report” on the Three Rs of Bullying poster. **What are some words you can say when you want to report bullying?** (I need to report bullying.) **Who are some adults you can report bullying to?** (Teacher. Principal. Counselor. Family member.) **Remember, in our class and in our school we are safe and respectful. Bullying is not allowed. When bullying happens to you or to someone else, you must report it.**

Introduction

When you practiced reporting bullying, you used a strong, respectful voice. You were **assertive**. Refer to “Be assertive” on the *Second Step Skills for Learning* poster. **Today you’re going to learn how to be assertive to refuse bullying when it happens to you or to someone else.** Refer to “Refuse” on the Three Rs of Bullying poster. **Refuse means not to let something happen. You say no. You can also use a signal that means stop.** Show your class a refuse signal that means stop. Go online to www.secondstep.org for information about developing a class refuse signal. Have students practice giving and receiving the refuse signal.

Now you will hear a story about Addy and Shauna. As you listen to the story, think about what Shauna is doing. Do you **recognize** that Shauna is bullying? Refer to “Recognize” on the Three Rs poster. **Then think about what Addy can do to refuse Shauna’s bullying.** Refer to “Refuse” on the Three Rs poster.

Story and Discussion

Play Part 1 of the video.



Last week things were going great between Shauna and me. She even let me be in her Best Friends Club! Now everything has changed. Shauna says I’m not in her

club anymore. And at recess she and her friends stare at me and whisper to one another. I can tell by the looks on their faces that they’re not saying nice things about me.

I keep asking myself, “Addy, what did you do to make Shauna so mad at you?” But I can never come up with an answer. I just don’t understand why Shauna is being so unfair.

1. How do you think Addy feels about not being in Shauna’s club anymore? Give think-time. Call on a few students at random. (Confused. Sad. Like it’s unfair.)

Play Part 2 of the video.

When I was a member of the Best Friends Club, I got to hang out at recess with Shauna and her friends. Shauna loves playing jump rope, so that’s what I ended up doing, too. I had to swing the rope all the time, even though I really wanted to have a turn at jumping. Oh well, I thought, at least I’m in the club.

I noticed that Shauna would say lots of mean things all the time about other kids who weren’t in her Best Friends Club. I remember thinking, “I’m sure glad I’m not one of those kids!” Well guess what? Now I am. And it doesn’t feel good at all! It’s just not fair that Shauna gets away with treating people this way.

2. If you think Shauna is bullying, touch your elbow. Comment on the number of elbows touched. **How do you know that Shauna is bullying Addy? Remember, bullying hurts bodies or feelings. It usually happens over and over. It is unfair and one-sided.** Refer to “Recognize” on the Three Rs poster, then give think-time. Call on a few students at random. (She’s excluded Addy from her club. She leaves Addy out every recess. She stares and whispers mean things to her friends about anyone not in her club—including Addy. It keeps happening.) **Those are all things that help you recognize that Shauna is bullying Addy.** Refer again to “Recognize” on the Three Rs poster.

3. Shauna doesn't want Addy to be in her Best Friends Club anymore. Is it okay to be mean to others just because they're not in your club? Shake or nod your head. Comment on the number of heads shaking. **That's right. Even though it's okay to be part of a group, it is not okay to leave out, ignore, pick on, or be mean to others who are not in your club or group.**

Play Part 3 of the video.

Today at recess I really want to play jump rope. So I go over to Shauna, hoping she's forgotten that she's kicked me out of the club. I figure it must be hard for her to keep track, because the friends in her club always seem to be changing.

When I get in line with a couple of the other girls waiting to jump in, Shauna shouts, "Hey, Addy! What did I tell you? You're not in our club anymore! Go away!"

Shauna's friends turn around and glare at me. How come Shauna is the big decider? Why can't I play jump rope if I want to? This doesn't feel right. This feels like bullying! Mr. Kim, my teacher, tells us that bullying isn't allowed in our school. He wants us to let him know if we see it happening, so that's what I'm going to do!

4. If you think Addy must report Shauna's bullying to Mr. Kim, pat your knees. Comment on the number of knees patted. **That's right. Addy recognizes that Shauna is bullying her.** Refer to "Recognize" on the Three Rs poster. **She needs to report the bullying to Mr. Kim. He is a caring adult who will listen and help her.** Refer again to "Report" on the Three Rs poster. **What should Addy say when she reports to her teacher?** (I need to report bullying.)

Play Part 4 of the video.

"Mr. Kim," I say, "I need to report bullying." Then I tell him all about Shauna's Best Friends Club. "She leaves people out and says mean things about them... and now me, too!" I explain.

"Addy," says Mr. Kim, "you're absolutely right that it's not okay for friends—or anyone—to treat others like this. It's not your fault. I'll work with Shauna to help her stop bullying."

"Is there also something I can say to Shauna to let her know that I don't like the way she's treating me and all the other kids who aren't in her club?" I ask.

"Let's practice what you can say, using a strong, respectful voice," he says. "I'll also let the playground supervisor know what's been going on and to give you the support you need when you talk to Shauna. I will talk to the entire class, too, about how we all can help make our class and school safe from bullying."

5. Addy is going to refuse Shauna's bullying. Refer to "Refuse" on the Three Rs poster. **What kind of voice does Addy use when she practices what she is going to say to Shauna?** Give think-time. Call on a few students at random. (Strong. Respectful. Assertive.) **Practicing what to say first, and having a caring adult close by when you say it, can help you be brave enough to refuse bullying when it happens.**

Play Part 5 of the video.

At recess this morning I walk right up to where Shauna and her friends are playing jump rope. "Shauna, it's not okay for you to kick me out of your club for no good reason. It's also not okay to be mean to me or anyone else who's not in your club. That's bullying."



6. Why do you think it was important for Addy to use a strong, respectful voice when she talked to Shauna? Give think-time. **Turn and tell your partner your ideas.** (So Shauna would take her seriously. Yelling or being mean back might make it worse. To show Shauna how to be respectful by using respectful words.)



7. What do you think Shauna should do now? Give think-time. **Turn and tell your partner your ideas.** (Let Addy play. Stop excluding others. Apologize. Stop bullying.)

Play Part 6 of the video.

Shauna looks at me and then at the playground supervisor, who is watching us. She takes a couple of big breaths, then shrugs her shoulders. Now I know I can play jump rope if I want to. It's no longer up to just her.

"Hey, Addy," Alexa calls. "Do you want to play on the bars with me?"

"Are you sure it's okay with your friends?" I ask.

"You bet!" Alexa says. "Anyone who wants to play with us can!" So that's what I do!

8. Let's think about what Addy did to stop Shauna's bullying. Refer to the Three Rs poster and have students tell you how Addy did each one. (She recognized that Shauna was bullying her. She reported the bullying to her teacher. She refused Shauna's bullying by using an assertive voice to tell her to stop.)

Addy did all Three Rs on the poster. Let's say each of the Rs together. Point to each R and say it with your students: **Recognize, Report, Refuse.**

Skill Practice

Now you will practice refusing bullying.

Refer to "Refuse" on the Three Rs poster. **When you refuse bullying, be assertive and stand up straight, face the person you're refusing, and use a strong, respectful voice.** Model for students how this looks and sounds: **Stop it. That's bullying.** Remind students that it is important not to be silly when they practice refusing bullying. **Bullying isn't silly. It's important to practice refusing the way you would do it in real life.**

EXPLAIN and MODEL the steps, using the first scenario:

1. Have 4–5 students at a time come up to the front of the class and face you as if you were the child in the scenario who is doing the bullying.
2. Tell the other students in the class they are the "watchers." Have them watch carefully and give a thumbs-up if the students practicing are facing you and speaking clearly.
3. Read the scenario.
4. Have the standing students say together in strong, respectful voices, "Stop it. That's bullying." Call on students to repeat the practice as needed. Have reluctant students repeat the practice with a more confident partner for extra support.
5. Have students sit down.
6. Repeat steps 1–5 with a new group of students for each new scenario.

Scenarios

- **A boy in your class has pushed you into the wall really hard many times.**
- **Every day at lunch, the same two girls say mean things about your brother. Then they tell you to get away from their table.**
- **The boy who sits in front you on the bus tries to pull your backpack off your back every time you walk by him.**
- **Every day at recess, someone you thought was your good friend tells kids not to play with you anymore.**

continued on next page

Wrap-Up

Today you learned how to refuse bullying after you've reported it to a caring adult. Refer to "Refuse" on the Three Rs poster. **What kind of voice do you use when you are refusing bullying?** (Strong. Respectful. Assertive.) **Practicing what you want to say with a caring adult first is a good way to be ready when you need to refuse bullying. Who are some caring adults you can practice refusing bullying with?** Give think-time. Call on a few students at random. (Teacher. Counselor. Family member.) **Remember, in our class and in our school we are safe and respectful. Bullying is not allowed, and it must be reported to an adult.**

Following Through

Skills and concepts are retained best when regularly practiced and reinforced. See Bullying Prevention Following Through Card 3.

Project Happiness

Happiness: Enhancing Social and Emotional Learning (SEL)/Wellness Skills for K-5

What is Social-Emotional Learning (SEL)?

According to the **Collaborative for Academic, Social, and Emotional Learning (CASEL)** social-emotional learning (SEL) *is a process for helping children develop the fundamental skills to navigate through life effectively.*

These skills include:

- Recognizing and managing emotions.
- Developing caring and concern for others.
- Establishing positive relationships.
- Making responsible decisions
- Handling challenging situations constructively and ethically.

They are the skills that allow children to learn how to:

- Calm themselves when angry.
- Make friends.
- Resolve conflicts respectfully.
- Make ethical and safe choices.

Social and Emotional Learning:

- Enhances academic achievement.
- Helps students develop self-management and self-control.
- Improves relationships at all levels of the school-community.
- Reduces conflict among students.
- Improves teachers' classroom management.
- Helps young people to be healthier and more successful in school and life.

This modified curriculum from Project Happiness' standard curriculum allows you to:

- Teach Social-Emotional Learning (SEL) tools in small chunks of time.
- Work with and benefit children ages K-5 grade levels.

Project Happiness

Day 3: Passions and Strengths

SPECIFIC GOAL(S):

1. Define "Passions," "Strengths," "Talents," and "Gifts" and provide examples of each.
2. Have students self-identify their own individual passions, talents, gifts, and strengths.
3. Have students identify and name the passions, strengths, talents and gifts of their classmates.

PREPARATION AND MATERIALS:

1. Paper and pencil and/or student journals
2. Appendix C worksheet

PROCEDURE:

Introduction to Passion

1. Discuss: "What is passion?" Merriam-Webster defines "passion" as "a strong liking or desire for or deep interest in some activity, object, or concept." Another definition (thefreedictionary.com) is "boundless enthusiasm." Explain that one's passions for things in life come from deep within, and are unique for every person, although many of us share the same passions.
2. Give examples of famous people and their passions (from sports world, political figures, movie stars and humanitarian causes, hobbies, etc.).
3. Share one of your own passions with the class.

Introduction to Strengths

1. Discuss: What are "strengths?" (as related to "talents" and "gifts") Give examples: a sense of humor, musical talent, good listener, athletic, storytelling, etc. (more examples in Appendix C)
2. Have students go around the room and ask different people to reflect back one of their strengths (and write them down), then switch so they tell the other person one of their strengths. At the end, they will have a list of strengths that their classmates see in them. Limit the number of people they ask based on how much time you have for the lesson.
3. Discuss: How can they use these strengths to make a difference in their own life, and to help others?

ADDITIONAL ACTIVITY:

1. Use the worksheet in Appendix C and have students circle the strengths they see in themselves. Then, have them draw a line from the circled strength to one of the areas where this strength might be helpful to them. The strength can be connected to more than one area of their life. This may be a homework assignment, getting feedback from an adult at home.

Project Happiness

Appendix C

What are your strengths? Circle the strengths you see in yourself (or add your own!). Then, draw a line from the circled strength to one of the areas where this strength might be helpful to you (or add your own!). The strength can be connected to more than one area of your life.

TRY THIS: After you have circled your strengths, ask an adult at home to put an "X" by the strengths they see in you. For even more fun, have them fill out their own sheet on their strengths! Are there similarities?

My Strengths:

friendly
nice
strong
curious
caring
fun
honest
smart
creative
happy
thoughtful
imaginative
helpful
respectful
forgiving
funny
sharing
motivated
athletic
kind
loving
musical
fair
gentle
daring
understanding
good listener
compassionate
courageous
studious
talented
good storyteller

Areas of My Life Where My Strengths Help Me:

HOME/FAMILY

CONFLICT WITH FAMILY MEMBER

PEOPLE AT SCHOOL (TEACHERS, FRIENDS)

A CONFLICT AT SCHOOL

SCHOOLWORK

PLAYING WITH FRIENDS

CONFLICT WITH FRIENDS

A TEAM

FOR MYSELF

Leadership Rubric

Castlemont Primary Academy

Key Leadership Indicators	Level I	Level II	Level III
Habit 1: Be Proactive Leadership & Responsibility	Children are unaware of what their actions and attitudes mean and how others perceive them. Children are not comfortable taking initiative and seek constant feedback and directions.	Children show some awareness of what their actions and attitudes mean and how others perceive them. Children begin to be comfortable taking initiative and trying new things with little feedback and directions. Begin to demonstrate leadership skills.	Children are aware of their actions and attitudes and are aware of how peers perceive them. Children are comfortable taking initiative and do so regularly. They do what is right because they understand values and ethics. They take responsibility and lead others to follow good examples.
Habit 2: Begin with the End in Mind Problem Solving	Children make decisions without thinking of the outcomes. They have difficulty solving problems among peers and in their community.	Children begin to make plans for their future, but are not sure how to implement plans and/or take steps towards their goal. They start to see how their actions can have larger meaning,	Children take responsibility of their LEAD Plans and have concrete future goals. They are also aware of the steps they need to take to reach their goals. They can troubleshoot and develop solutions. They take pride and see themselves as part of the community and school and want to be positive role models.
Habit 3: Put First Things First Accountability	Children don't understand that they need to work before play. Children lack organizational skills and do not know how to prioritize.	Children understand that work comes before play, but are still having a difficult time understanding why. They are beginning to prioritize but are perhaps prioritizing the wrong items.	Children are fully aware of the fact they need to work hard before playing and know that by doing so they will reach their goals. They follow a schedule and are organized and can follow discipline.
Habit 4: Think Win-Win Initiative and Self-Direction	Children want to get all of their needs met and rarely think of others. When conflicts arise, children feel uncomfortable and make poor decisions.	Children are making choices that benefit all parties involved. They share responsibilities and successes.	Children make choices that address their needs but are fully considerate of others' needs. When conflicts arise they have the ability to find alternatives so everyone can win and be happy.

Leadership Rubric

Castlemont Primary Academy

Key Leadership Indicators	Level I	Level II	Level III
Habit 5: Seek First to Understand, then to be Understood Adaptability & Creativity	Children only see their and understand how they feel. They interrupt others and lack listening skills.	Children are better at understanding other ideas and start to listen without interrupting.	Children listen to others and respect other opinions. They do not interrupt and look at others in the eyes when talking. They are confident when sharing their ideas.
Habit 6: Synergize Teamwork & Communication	Children do not know how to work with others.	Children begin to work in teams and enjoy it. They begin to work better with others.	Children thrive in teams and appreciate others. They know that working together they are stronger and can come up with better solutions.
Habit 7: Sharpen the Saw Wellness	Children do not know the importance of taking care of themselves or others.	Children begin to understand the importance of eating right, exercising and taking care of themselves and others. They are starting to form their social circle and network.	Children are eating right, exercising and taking care of themselves and others. They help others and have a solid social circle and network.
Habit 8: Find your Voice and Inspire Others Cross-cultural Skills	Children do not how to share their voice and are afraid of people that are different.	Children begin to find peace and confidence in their voice and others. They start taking chances and try to lead and inspire others.	Children are confident and know that their voice matters. They lead and inspire other to lead. They believe that all children are different and they welcome and enjoy the difference.

Survey for New Families

At School	Never	Sometimes	Always	Comments
I want to feel welcomed at CCTS.				
I want to be greeted and offered assistance when I come to school.				
I want to attend to school events.				
I want to volunteer in my child's classroom.				
I want to feel like family at school.				

Communications	Never	Sometimes	Always	Comments
I want to know how to support my child at home.				
I want to know what the homework expectations are.				
I want regular updates from my child's teacher and other staff in the school.				
I need help helping my child.				

Hopes for this year	Dreams for this school year...
I would like my child to...	My dream is that my child succeeds in life and becomes...
Examples: improve reading skills, math skills, and gained confidence.	

Survey for Returning Families

Hopes for this year	Dreams for this school year...
I would like my child to...	My dream is that my child succeeds in life and becomes...
<i>Examples: improve reading skills, math skills, and gained confidence.</i>	

Encuestas para Nuevas Familias

En la Escuela	Nunca	A Veces	Siempre	Comentarios
Quiero sentirme bienvenido a CCTS.				
Quiero ser bien recibido y ofrecido ayuda cuando voy a la escuela.				
Quiero asistir en eventos escolares.				
Quiero ser voluntario en el salón de mi hijo.				
Quiero sentirme como parte de una familia escolar.				

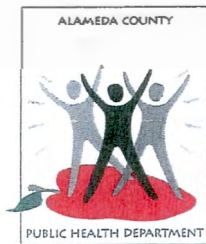
Comunicación	Nunca	A Veces	Siempre	Comentarios
Quiero saber cómo apoyar a mi hijo en casa.				
Quiero saber cuáles son las expectativas de la tarea.				
Quiero mensajes regulares del maestro de mi hijo y otros miembros del personal de la escuela.				
Necesito ayuda para ayudar a mi hijo.				

Esperanzas para este año	Sueños para este año escolar.....
Me gustaría que mi hijo / a...	Mi sueño es que mi niño tenga éxito en su vida y se convierte en....
Ejemplos: Mejorar habilidades de lectura, matemática y que gane confianza	

Encuestas para las Familias que van a Regresar

Esperanzas para este año	Sueños para este año escolar
Me gustaría que mi hijo / a...	Mi sueño es que mi hijo tenga éxito en la vida y se convierte en...
<i>Ejemplos: mejorar habilidades de lectura, matemática y que gane confianza.</i>	

Appendix 1.8 - Community Support Letters



ALAMEDA COUNTY HEALTH CARE SERVICES AGENCY
PUBLIC HEALTH DEPARTMENT

Alex Briscoe, Director
Muntu Davis, MD, MPH, Director and Health Officer

Building Blocks for Health Equity

1000 Broadway, Suite 500
Oakland, CA 94607

Bina Patel Shrimali, MPH
Health Equity Innovation Manager
(510) 268-7078

February 6, 2014

To the Members of CCTS Board and OUSD Board:

It is my distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS), on behalf of the Alameda County Public Health Department.

The mission of the Alameda County Public Health Department (ACPHD) is to work in partnership with the community to ensure the optimal health and well being of all people through a dynamic and responsive process respecting the diversity of the community and challenging us to provide for present and future generations. Alameda County faces significant disparities in health by income, race/ethnicity, and place. ACPHD is working to address these disparities and advance health equity by partnering with local leaders to improve community conditions and support good health.

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of an exciting revitalization effort in the East Oakland community, and we have committed to operating and funding programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build and establish CCTS and will remain an active supporter of the CCTS programs.

As staff of the Alameda County Public Health Department, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. The Alameda County Public Health Department is pleased to contribute to this effort.

Sincerely,

Bina Patel Shrimali
Health Equity Innovation Manager

ALAMEDA COUNTY
HEALTH CARE SERVICES

AGENCY
ALEX BRISCOE, Director



AGENCY ADMINISTRATION & FINANCE

1000 San Leandro Boulevard, Suite 300
San Leandro, CA 94577
Tel: (510) 618-3452
Fax: (510) 351-1367

February 5, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

Alameda County's Health Services Program is administered by the Health Care Services Agency and includes the following program areas: Behavioral Health Care, Public Health, Environmental Health, and Agency Administration/Indigent Health. The ultimate mission of Health Care Services Agency is to provide fully integrated health care services through a comprehensive network of public and private partnerships that ensure optimal health and well-being and respect the diversity of all residents.

As a member of Alameda County Health Care Services Agency, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. The Alameda County Health Care Services Agency is pleased to contribute to this effort.

Sincerely,

Alex Briscoe, Director
Health Care Services Agency



Lori A. Cox
Agency Director

Thomas L. Berkley Square
2000 San Pablo Avenue, Fourth Floor
Oakland, California 94612
510-271-9100 / Fax: 510-271-9108
ssadirector@acgov.org
<http://alamedacountysocialservices.org>

February 5, 2014

To the Members of CCTS Board and OUSD Board:

As Director of the Alameda County Social Services Agency (SSA), I am thrilled to provide this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

SSA's mission is to promote the economic and social well-being of individuals, families, neighborhoods, and communities. We support County residents in providing and caring for their families, and we distribute emergency aid to those in crisis. As the largest County agency, SSA assists one out of every six Alameda County residents, 250,000 people monthly, in areas that include employment, training, childcare, child welfare, food assistance, financial assistance and homelessness prevention.

As an agency, we are committed to place-based and community-based efforts, and our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community. SSA continues to operate and fund programs—including, most recently, an innovative school-based community garden and nutrition education initiative—that help Castlemont community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. The inspiring vision of a cradle-to-career pipeline has the potential to make a real difference in the community.

As Director of the Alameda County Social Services Agency, I have witnessed the dedication of the founding members of CCTS and am confident that they have the educational expertise, drive, and creativity needed to realize the CCTS vision. The Alameda County Social Services Agency is pleased to contribute to this effort.

Sincerely,

A handwritten signature in black ink, appearing to be "Lori A. Cox", with a long horizontal line extending to the right.

Lori A. Cox
Agency Director

CITY OF OAKLAND



CITY HALL • 1 FRANK H. OGAWA PLAZA • OAKLAND , CALIFORNIA 94612

LAURENCE E. REID
Vice Mayor
Councilmember District #7
lreid@oaklandnet.com

(510) 238-7007
FAX: (510) 238-6910
TDD: (510) 839-6451

February 5, 2014

To the Members of the CCTS Board and the OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

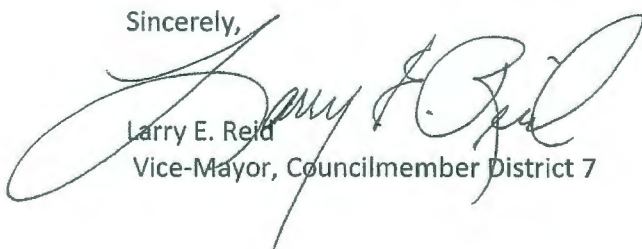
We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

At the Oakland City Council, we work to ensure that all Oakland youth have the opportunity to thrive. We focus on developing a sustainable city to encourage growth and reduce crime in a socially and environmentally responsible way.

As a Councilperson and Vice-Mayor for the City of Oakland, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. The Oakland City Council is pleased to contribute to this effort.

Sincerely,



Larry E. Reid
Vice-Mayor, Councilmember District 7

CITY OF OAKLAND



POLICE ADMINISTRATION BUILDING • 455 - 7TH STREET • OAKLAND, CALIFORNIA 94607-3985

Police Department

Telephone Device for the Deaf (510) 238-7629

Patrol Desk (510) 238-3455

Fax (510) 238-2251

February 6, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

We believe Youth Uprising, the founding organization of CCTS, is dedicated to the launch of a revitalization effort in the East Oakland community. Our relationship with Youth Uprising is extremely valuable. Youth Uprising can be counted on when it comes to important community based partnerships. We have collaborated with them on innovative, youth led programs including a successful alternative to sideshow campaign and a newly formed Youth Crime Advisory Board.

We understand the importance of quality education and investment in young people to moving Oakland forward. The vision of the founding members of CCTS to create a network of public charter schools has the ability to help transform the lives of young people in East Oakland.

Sincerely,

A handwritten signature in dark ink, appearing to read "Sean Whent".

Sean Whent
Interim Chief of Police



Bringing Oakland Together for Our Students

February 5, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our long standing relationship with Youth UpRising, the founding organization of CCTS, has supported efforts to launch a revitalization effort in the East Oakland community, and more deeply connect Youth UpRising members and staff to Oakland educators and educational opportunities.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

Great Oakland Public Schools Leadership Center is a 501(c)(3) charitable organization that organizes, aligns, and develops leaders to advance policies that ensure each and every child receives a quality education. We are a coalition of parents, educators, and community leaders from the hills and flatlands, East, West, and North Oakland, charter and district public schools who share a vision of an Oakland where all children receive the schooling and support they need to live successful, fulfilling lives.

As the Executive Director of Great Oakland Public Schools Leadership Center, I have witnessed the dedication of the founding members of CCTS and believe that CCTS has the capacity to provide high quality education and ensure a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. GO Leadership Center is pleased to contribute to this effort.

Sincerely,

A handwritten signature in black ink that reads 'Jonathan Klein'.

Jonathan Klein
Executive Director

www.goleadershipcenter.org

54 Washington Street, Oakland, California 94607



LIGHTHOUSE COMMUNITY CHARTER SCHOOL

GUIDING EVERY CHILD TO A BRIGHT FUTURE

444 Hegenberger Rd.
Oakland, CA 94621
www.lighthousecharter.org
510-562-8225
510-271-8803 (fax)

2/6/14

To the Members of the CCTS Board and the OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

At Lighthouse Community Charter School, we prepare a diverse, K-12th grade student population for college and the career of their choice by equipping each child and youth with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. Dedicated to serving a student population that has been historically underserved by the traditional school system, Lighthouse Community Charter School provides a much-needed option for students and their families in Oakland, California.

As a member of Lighthouse Community Charter School, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children. We will continue to collaborate with Youth UpRising and CCTS to ensure the best possible options for our East Oakland youth!

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. Lighthouse Community Charter School is pleased to contribute to this effort.

Sincerely,

Jenna Stauffer
Director of Strategic Development



2008 Park Blvd, Oakland, CA 94606 (510) 735-9222 www.lotusbloomfamily.org

February 5, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build and establish CCTS and will remain an active supporter of the CCTS programs.

Lotus Bloom is a multicultural organization that develops and provides innovative programs for inner-city children, youth and families. Through our creative programming, we seek to empower individuals to realize their full potential and transcend their dreams into reality. We provide arts, crafts, music, and literacy activities to help promote language development and early learning experiences. We are dedicated to working with diverse populations and seek to connect people of different backgrounds to work collaboratively.

As the Executive Director of Lotus Bloom, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. Lotus Bloom is pleased to contribute to this effort.

Sincerely,

Angela Louie Howard
Executive Director



NATIONAL
EQUITY
PROJECT

Deliver on the promise
of a quality education

February 1, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

At National Equity Project, our mission is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts.

We work to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities. We work with partners across the U.S. and are always seeking new partners who are committed to achieving equity in education.

As the Executive Director of National Equity Project, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. National Equity Project is pleased to contribute to this effort.

Sincerely,

LaShawn Routé Chatmon
Executive Director



2/6/2014

To the Members of the CCTS Board and the OUSD Board:

We wish to express our enthusiastic support of the Petition for Castlemont Community Transformation Schools (CCTS).

At NewSchools Venture Fund, we believe that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to improve the outcomes for residents in East Oakland. We work to transform public education for low-income children by supporting entrepreneurial community-based organizations. In Oakland, we have been honored to support Youth UpRising, the founding organization of CCTS.

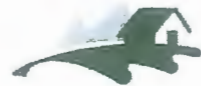
Although Youth Uprising has not previously run public charter schools, they have demonstrated an ability to attract strong advisors, develop talent, build meaningful organizational partnerships, galvanize resources, get the nuts-and-bolts work done, and develop high quality programming for youth. Their vision for an education program focused on Participatory Action Research is compelling and innovative. We are confident that Youth Uprising can be successful at opening and operating Castlemont Community Transformation Schools.

Castlemont Community Transformation Schools can mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. NewSchools Venture Fund is proud to be a part of this vision to plan, build, and establish CCTS. We plan to remain an active supporter of the CCTS programs because we believe that a CCTS education can be the key to a brighter future for our community's children.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gloria Lee". The signature is fluid and extends to the right.

Gloria Lee
President & Chief Operating Officer



Oakland Housing
Authority

February 6, 2014

To the Members of CCTS Board and OUSD Board:

On behalf of the Oakland Housing Authority's community of parents and students, I am submitting this letter in support of the Charter Petition for the Castlemont Community Transformation Schools (CCTS).

We are increasingly engaged with Youth UpRising, the founding organization of CCTS, and we continue to operate programs and initiatives that empower community residents to break the cycle of poverty, build brighter futures, and realize their full potential.

We understand that quality education is one of the most crucial ingredients in this effort and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland Community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

The mission of the Oakland Housing Authority goes beyond simply providing quality housing for low-income persons, we seek to promote the civic involvement and economic self-sufficiency of residents and remain actively engaged in improving educational outcomes for our children.

For my last six years with the Oakland Housing Authority, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is the key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland Community. The Oakland Housing Authority is pleased to contribute to this effort.

Sincerely,

Eric Johnson
Executive Director

PATTEN UNIVERSITY

2433 Coolidge Avenue
Oakland, CA 94601
Tel (888) 550 3250
Fax (510) 535 9394
www.patten.edu

February 5, 2014

To the Members of CCTS Board and OUSD Board:

It is my honor and pleasure to provide this letter supporting the petition for Castlemont Community Transformation Schools (CCTS).

Our work with Youth UpRising, the founding organization for CCTS, is part of the revitalization of East Oakland, and we are committed to working with them to help community residents break the cycle of poverty and build brighter futures.

At Patten University, we believe that everyone should have access to a quality post-secondary education, and we are committed to making higher education accessible and affordable to all, regardless of age, location, ethnicity or income.

We understand that high quality k-12 education is one of the most vital ingredients needed to transform any community, and a thriving education system must be the cornerstone of any effort to truly improve the outcomes for many residents of East Oakland. We are proud to be a part of this effort to plan, build and grow CCTS, and we will be active supporters of CCTS's programs.

During my tenure as President of Patten University, I have personally witnessed the dedication of the founding members of CCTS and sincerely believe they have the collective capacity to have an enormous impact on East Oakland. As a network of public charter schools, CCTS can efficiently mobilize community resources and the other supports necessary to transform the lives of children, youth, and families in highly distressed areas of East Oakland. Patten University is poised and honored to support their efforts.

Sincerely,



Thomas Stewart, Ph.D.
President



February 6, 2014

To the Members of the CCTS Board and the OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community. We believe that high-quality education is necessary for the revitalization of any community and that a strong education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

Purpose Built Communities is a not for profit consulting organization that helps local leaders implement a model for holistic community revitalization designed to create opportunities for low income families to break the cycle of poverty while building healthy, sustainable neighborhoods where everyone can thrive.

As the Senior Vice President of Purpose Built Communities, I have witnessed the dedication of the founding members of CCTS. Their commitment to excellence, academic rigor, culturally and linguistically competent education, and development of 21st century skills gives me great confidence CCTS students will be prepared to succeed in college and career and thrive as active members of their community.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. Purpose Built Communities is pleased to contribute to this effort.

Sincerely,

Carol Naughton
Senior Vice President, Purpose Built Communities

ROGERS
FAMILY
FOUNDATION

10 Clay Street, Suite 200
Oakland, CA 94607

February 6, 2014

To the Members of CCTS Board and OUSD Board:

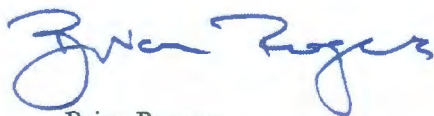
The mission of the Rogers Family Foundation is to support organizations committed to creating high quality educational opportunities for all Oakland students. We have chosen this mission because we believe that quality education is a critical and necessary component of community revitalization. We pride ourselves on making commitments and investments in community organizations that possess extraordinary leadership, have a long standing commitment to Oakland youth and a history of creating long term positive outcomes for the students that they serve.

Because Youth Uprising, the founding organization of CCTS, so completely possesses all of these qualities, we are honored to support the Charter Petition for Castlemont Community Transformation Schools (CCTS).

As the Executive Director of the Rogers Family Foundation, I have witnessed the dedication of the founding members of CCTS and believe that the approval of the CCTS petition will undoubtedly lead to a brighter future for our community's children.

We are proud to be a part of the envisioning of a high quality educational option in the Castlemont community and pledge our active support in the creation, building and sustaining of CCTS.

Sincerely,



Brian Rogers
Executive Director

Go out and do good!



AFRICANA STUDIES DEPARTMENT
COLLEGE OF ETHNIC STUDIES
SHAWN A. GINWRIGHT
1600 Holloway Avenue
San Francisco, CA 94132-
Tel:415/338-6236

To the Members of the CCTS Board and the
OUSD Board:

It is my distinct honor and pleasure to send this letter in support of the Petition
for Castlemont Community Transformation Schools (CCTS).

My existing work with Youth UpRising, the founding organization of CCTS, has
led to the launch of a revitalization effort in the East Oakland community, and we
continue to operate and fund programs that help community residents break the
cycle of poverty and build brighter futures.

I understand that quality education is one of the most crucial ingredients in the
revitalization of our community and that a thriving education system must exist
to truly improve the outcomes for residents in the East Oakland community. I am
proud to be a part of this vision to plan, build, and establish CCTS and will remain
an active supporter of the CCTS programs.

As a nationally renowned expert in youth development, youth activism, and
youth engagement, my research examines the ways in which youth in urban
communities navigate through the constraints of poverty and struggle to create
equality and justice in their schools.

As an Associate Professor of Africana Studies at San Francisco State University, I
have witnessed the dedication of the founding members of CCTS and believe that a
CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation
Schools will mobilize community resources and community residents to transform
the lives of children, youth, and families in the highly distressed East Oakland
community. I am pleased to contribute to this effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Shawn A. Ginwright".

Shawn A. Ginwright
Associate Professor Africana Studies



2513 34th Street
Sacramento, CA 95817
Telephone: 649-7900

Dear Members of the OUSD Board:

It is our honor and pleasure to send this letter in support of the Petitions for Castlemont Community Transformation Schools (CCTS).

Through Youth UpRising, the founding organization of CCTS, East Oakland has experienced the launch of a revitalization effort for the community, and Youth UpRising continues to operate and fund programs that transform community residents, allowing them to break the cycle of poverty and build brighter futures.

We understand a quality education is one of the most crucial ingredients in the revitalization of communities across the nation, and that a thriving education system must exist to truly improve the outcomes for residents in East Oakland. We are proud to be considered a partner for this vision to plan, build and establish CCTS, and we will remain an active supporter of the CCTS programs.

St. HOPE Public Schools shares many of the same goals and circumstances as Youth UpRising and the schools of east Oakland. Most importantly, we are both striving for every child to be on track to be at or above grade level by scoring proficient or advanced on end of year exams, or by moving up one performance level from last year. In addition, we are continuing to provide role models and training to ensure our students embody the mission and values of St. HOPE Public School 7 (our K-8 school) and that they leave our school "trained to lead, empowered to serve" in College and beyond.

I personally have witnessed the dedication of the founding members of CCTS and believe that a CCTS education will be key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools (CTTS will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. We are looking forward to CCTS opening their schools and achieving remarkable success with their students.

Please don't hesitate to reach out with an questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jim Scheible', is written over a light blue horizontal line.

Jim Scheible
Superintendent,
St. HOPE Public Schools
www.sthopepublicschools.org

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

March 11, 2014

To the Members of the CCTS Board and the OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build and establish CCTS and will remain an active supporter of the CCTS programs.

Teach for America – Oakland is growing the movement of leaders who work to ensure that kids in Oakland growing up in poverty get an excellent education. As a leader of our organization, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is essential to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. Teach for America is pleased to contribute to this effort.

Sincerely,



Tracy S. Session
Senior Managing Director – Partner
Teach For America - Oakland





February 6, 2014

To the Members of the CCTS Board and the OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

I-SEED uses world-class research and community responsive strategies to create information technology solutions for our most pressing economic, educational, and environmental health problems; and train the next generation of climate scientists, energy innovators, health advocates, and social justice educators from low-income communities and communities of color.

As a member of I-SEED, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. I-SEED is pleased to contribute to this effort.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Antwi A. Akom', is written over a faint, stylized graphic of a tree or plant.

Antwi A. Akom, Ph.D
CEO/Executive Director



UCSF Benioff Children's Hospital
Oakland

June 5, 2014

To the Members of the CCTS Board and OUSD Board:

We are writing to support the application being put forth by Castlemont Community Transformation Schools (CCTS). Children's works in many capacities with Youth Uprising, the anchor organization behind the CCTS efforts. We run the School Based Health Center at Castlemont and through our Center for the Vulnerable Child, we provide mental health services for Castlemont and surrounding community youth. Additionally, our Early Intervention Services Programs have partnered in efforts to build much needed early childhood services in the neighborhood.

Without quality educational opportunities that begin at birth and follow students through college and/or employment, we will not bend the curve on poverty in East Oakland. This is a neighborhood in great needs of coordinated educational, health, mental health and family support services that meet the needs of the residents and begin at birth. CCTS is ideally suited with their experience in the neighborhood, to spearhead the continued building of these services and to develop the needed collaborations to make this effort successful.

We look forward to continued collaboration with Youth Uprising and CCTS on these efforts and expect that some of our wrap around services to the core educational services, will help build the collaborative community schools vision in the CCTS proposal.

Sincerely,

Susan Greenwald, LCSW

Director, Early Intervention Services

UCSF Benioff Children's Hospital Oakland

sgreenwald@mail.cho.org

510 428 3261



Word Assembly A Family of Churches

Bishop Keith L. Clark ~ General Overseer

2333 Harrison Street ~ Oakland, CA 94612

Phone: 855-888-WORD (9673)

Fax: 510-836-2679

Website: www.wordafc.org

February 6, 2014

To the Members of the CCTS Board and the OUSD Board:

It is my distinct honor and pleasure to send this letter in support of the Petition for Castlemon Community Transformation Schools (CCTS).

My existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

I understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. I am proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs.

I have been the pastor of Word Assembly Church in Oakland, California since 1993. At 21 I became the youngest person to pastor a church in the Bay Area and the youngest to pastor in the state of California. I currently serve as the General Overseer of four Word Assembly locations which I established throughout the Bay Area.

As a leader in the community, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemon Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. I am pleased to contribute to this effort.

Sincerely,

Bishop Keith Lee Clark
General Overseer

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO



SANTA BARBARA · SANTA CRUZ

DEPARTMENT OF CITY AND REGIONAL PLANNING
COLLEGE OF ENVIRONMENTAL DESIGN

228 WURSTER HALL
BERKELEY, CA 94720-1850

February 6, 2014

To the Members of the CCTS Board and the OUSD Board:

It is my distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

My existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

I understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. I am proud to be a part of this vision to plan, build, and establish CCTS and will remain an active supporter of the CCTS programs. At UC Berkeley's College of Environmental Design, we provide intellectual and creative leadership to research and practice in the three related environmental design professionals.

Across the globe and at all scales of place-making – building, site, neighborhood, community, region – we value sustainability, design excellence, social equity, and environmental justice.

As an Assistant Professor at UC Berkeley's College of Environmental Design, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. I am pleased to contribute to this effort.

Sincerely,



Maló Andre Hutson
Assistant Professor
City and Regional Planning
University of California at Berkeley
228 Wurster Hall, #1850
Berkeley, CA 94720-1850
mhutson@berkeley.edu
(510) 642-1776



PREVENTING VIOLENCE
AND DEVELOPING
YOUTH LEADERS

February 5, 2014

To the Members of CCTS Board and OUSD Board:

It is our distinct honor and pleasure to send this letter in support of the Petition for Castlemont Community Transformation Schools (CCTS).

Our existing work with Youth UpRising, the founding organization of CCTS, has led to the launch of a revitalization effort in the East Oakland community, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

Youth ALIVE!'s mission is to prevent violence and develop youth leaders. We have operated programs on the Castlemont campus and at Castlemont's feeder middle schools for over 20 years in an effort to reduce violence in and promote positive youth development.

We understand that quality education is one of the most crucial ingredients in the revitalization of our community and that a thriving education system must exist to truly improve the outcomes for residents in the East Oakland community. We are proud to be a part of this vision to plan, build and establish CCTS and will remain an active supporter of the CCTS programs.

As the Executive Director of Youth ALIVE, I have witnessed the dedication of the founding members of CCTS and believe that a CCTS education is key to a brighter future for our community's children.

As a network of public charter schools, Castlemont Community Transformation Schools will mobilize community resources and community residents to transform the lives of children, youth, and families in the highly distressed East Oakland community. Youth ALIVE is pleased to contribute to this effort.

Sincerely,

A handwritten signature in blue ink, appearing to read "Anne Marks", is written over a horizontal line.

Anne Marks
Executive Director

YOUTH ALIVE!
3300 Elm Street
Oakland, Ca 94608
Tel: (510) 594-2588
Fax: (510) 594-0667
mail@youthalive.org
www.youthalive.org

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Biological Sciences
UC Berkeley Extension
Berkeley, CA

ANNE C. MARKS, MPP
Executive Director
Youth ALIVE!
Oakland, CA



June 11, 2014

Re: Youth Uprising's Castlemont Community Transformation Schools Charter Application

Dear Oakland Unified School District School Board Members and Castlemont Community Transformation Schools:

It is with great pleasure that I write this letter of support for Youth Uprising's application to open a transitional kindergarten through fifth grade charter school in the Castlemont Neighborhood of East Oakland. We have been partnering with Youth Uprising (YU) to bring early childhood learning opportunities to this neighborhood since 2009 and through this partnership, have witnessed the unwavering leadership and commitment YU brings toward community transformation and education in Castlemont.

In response to a community needs assessment identifying early care and education as a priority and the overwhelming evidence supporting the importance of early learning in improving educational outcomes for children, YU initiated a partnership with First 5 Alameda County to learn more about the field and identify strategies to bring more early learning opportunities to this community. What began as an exploratory conversation in 2010, led to the development of a Castlemont Early Childhood Collaborative just two years later. By the fall of 2013, our collaborative, with YU's leadership, opened an Early Childhood Hub in Building 300 of Castlemont High School. The Early Childhood Hub, now called Room to Bloom, has served approximately 180 families since its doors opened just ten months ago. A variety of programs are being offered including: play and learn groups for children and families, referrals to entitlement services, Parent Cafes and Alameda County Public Health home visiting family support programs. Without YU's commitment and vision of increasing educational opportunities for the young children and families in Castlemont, the creation of Room to Bloom would not have happened.

The ability to build strategic and multi-sector partnerships to address the needs of children and families in the Castlemont community will be a significant asset to the development of a TK-5 charter school and the cradle to career continuum. For these efforts to be successful, collective commitment from a variety of agencies, community members and businesses will be required. As evident by YU's accomplishments in youth development and the ability to bring early learning opportunities to Castlemont, YU has the leadership capacity, vision and partnerships to develop a TK-5 charter and make the cradle to career vision a reality.

Thank you in advance for considering our input and please feel free to contact me if you require any additional information or have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Jarvis Burger".

Jarvis Burger
Chief Executive Officer
First 5 Alameda County

1970

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The second part of the report deals with the specific aspects of the country's development. It is a very detailed and thorough study of the country's development. The third part of the report deals with the future of the country. It is a very optimistic and hopeful study of the country's future.

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Castlemont Community Transformation Schools. As such, petitioners believe that the 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 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Castlemont Community Transformation. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del Distrito escolar de Oakland apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

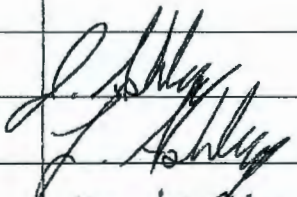
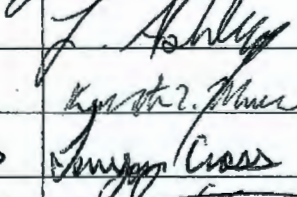
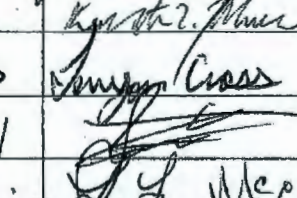
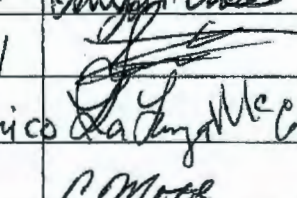
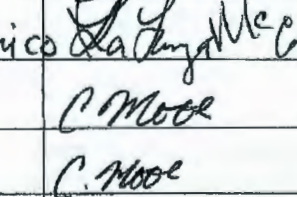
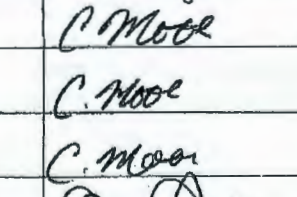
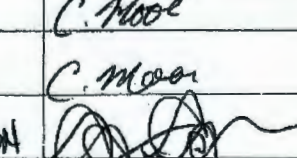
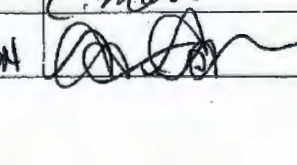

	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR (3 rd) Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL Urban Montessori	DATE Fecha
	Yolanda Castro	Yolanda Castro	2735 72th ave Oakland 94605	(510) 861-9456			4/9/14
1.	Yolanda Castro	Yolanda Castro	2735 72th ave Oakland 94605	(510) 861-9456	1 grade	OUSD	4/9/14
2.	Imelda Baltazar	Imelda Baltazar	1809 85th Ave Oakland	(510) 927-6160	TK-7	OUSD	4/9/14
3.	Cassandra Hughes	Cassandra Hughes	3901 Agua Vista St. Oakland 94621	(510) 434-6779	TK	OUSD	4/9/14
4.	Santos M	Ramiro	55th Ave Oakland, Ca 94621	(510) 875-0657	TK		4/9/14
5.	Camila M	Matias	55th Ave Oakland, Ca 94621	510-875-0657	TK		
6.							
7.							
8.							
9.							
10.							

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Castlemont Community Transformation Schools. As such, petitioners believe that the 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 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Jermame Ashley		1941 24th AVE OAKLAND, CA	(510) 508-7935	6th	OUSD	3/31/14
2.	Lakisha Ashley		2140 108th AVE OAKLAND, CA	(510) 908-1730	7th	OUSD	3/31/14
3.	Kenneth Manson		2327 Gilmore Oakland, Ca	510 302-9571	K	OUSD	3/31/14
4.	Terryon Cross		9431 Thermal Ave Oakland CA	510 302-8715	TK	OUSD	3/31/14
5.	Silander Iqbal		3833 Maybelle ave Oakland CA	510 712-4173	K		4/2/14
6.	La Tanya McConico		2328 - 64th ave Oakland	(510) 467-8726	6th	OUSD	4/4/14
7.	CHIONNA MOORE		2328 64th AVE OAK. CA 94605	(510) 692-7658	3rd	OUSE	4/4/14
8.	CHIONNA MOORE		2328 64th AVE OAK. CA 94605	(510) 692-7658	9th	OUSD	4/4/14
9.	CHIONNA MOORE		2328 64th AVE OAK. CA 94605	(510) 692-7658	11th	OUSD	4/4/14
10.	ADRIENNE ANDERSON		4865 BANDALIN WAY	(510) 692-3790	K	OUSD	4/4/14

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Ashley Mayberry	Ashley Mayberry	2350 108th Ave Oakland	(510) 593-3455	Kind	OUSD	4/6/14
2.	Ashley Mayberry	Ashley Mayberry	2350 108th Ave Oakland	(510) 593-3455	2nd	OUSD	4/6/14
3.	Ashley Mayberry	Ashley Mayberry	2350 108th Ave Oakland	(510) 593-3455	TK	OUSD	4/6/14
4.	MARGARIS WILLY	Margaris Willy	8719 HILLSIDE ST OAKLAND	510 746 6876	K/1st	OUSD	4-6-14
5.	Russell Montgomery	Russell Montgomery	(510) 830-8524 (cell)	—	6th	—	—
6.	Sabrina Brown	Sabrina Brown	1441 74th Ave (510) 427-5517	(510) 427-5517	Kinderg	OUSD	4/6/14
7.	Jamie Lewis	Jamie Lewis	8701 Hillside St Apt #117 (510) 798-9435	(510) 798-9435	5th	OUSD	4-6-14
8.	Charles Oliver	Charles Oliver	8701 Hillside St. #115 Oakland CA 94605	510 564 6912	1st	OUSD	4-6-14
9.	CRAIG NEELY	Craig Neely	6305 EASTLAWN AVE OAKLAND CA	510 860-1246	2/6	OUSD	4-6-14
10.	Andrea Brown	Andrea Brown	8701 Hillside St apt 103 Oakland, CA 94605	510 493-3467	1st	OUSD	4-6-14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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1.	Makayla Henry	<i>Makayla Henry</i>	3701 Hillside street	(510) 245-2472	7 th	OUSD	4/6/14
2.	Jamela Spears	<i>Jamela Spears</i>	12699 6 th Ave	(510) 878-8651	Pre K	OUSD	4/6/14
3.					K		
4.					1 st		
5.					3		
6.	Shameka Smith	<i>Shameka Smith</i>	9220 Sunnyside St #4	(510) 515-1035	6 th grade	OUSD	4/6/14
7.	Rose Dawson	<i>Rose Dawson</i>	9224 Sunnyside St	(510) 568-8870	2 nd grade	OUSD	4/6/14
8.	Jonitka Heavne	<i>Jonitka Heavne</i>	9220 Sunnyside St #4	978-8475	6 th	OUSD	4/6/14
9.	Jonitka Heavne	<i>Jonitka Heavne</i>	9220 Sunnyside St #4	978-8475	1 st	OUSD	4/6/14
10.	Lamar D. Ward	<i>Lamar D. Ward</i>	7347 Longmont Loop	(510) 30-5256	K	OUSD	4/7/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Lamar P. Ward Sr.	Lamar P. Ward Sr.	7347 Longmont Loop	(510) 730-5756	TK	Busd	01/2/14
2.	Sidney Jones II	Sidney Jones II	8603 Hillside Ave 1	(510) 692-3587	K	ausd	01/2/14
3.	↓	Sidney Jones II	↓	692-3587	3 rd	ausd	4/7/14
4.	↓	Sidney Jones II	↓	692-3587	1 st	ausd	4/7/14
5.	Bernardo Blatten Jr.	Bernardo Blatten Jr.	2933 Best Ave Oak. CA 94619	(510) 532-5691	3 rd	ausd	4/7/14
6.	Exa Negolasian	Exa Negolasian	226 Bancroft Ave	(510) 532-5691	TK	ausd	4/7/14
7.	Luz Oliveira	Luz Oliveira	4090 Birch Ave Apt A	(510) 940-4171	1 st	ausd	4/7/14
8.	FA B 10 LA	FA B 10 LA	8320 International #3	(510) 308-9193	TK	ausd	4/7/14
9.	Maribel Peratta	Maribel Peratta	1090 92nd Ave	(510) 395-2945	6	ausd	4/7/14
10.	Andre Landone	Andre Landone	255 MacArthur Blvd.	(510) 938-9157	4	ausd	4/7/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Rina Sanchez (last page)				TK	OUSD	4/7
2.	Yolanda	Yolanda Vargas	1283 78th Ave Oakland CA	510 372-4710	5th	OUSD	4/7
3.	Gina	Lina	724 46th St Oakland	510 904-7500	K	OUSD	4/7
4.	Jamilla Lawson	Jamilla Lawson	2300 High St Apt #5	510-500-2842	1st K	OUSD	4/7
5.	Orlando	Orlando	6603	510 689-9388	TK	OUSD	4/7/14
6.					TK	OUSD	4/7/14
7.	Adrianna Linton	Adrianna Linton	6909 MacArthur Blvd #10		TK	OUSD	4/7/14
8.	Autumn Bias	Autumn Bias	424 Douglas Ave	(916) 912-2700	1st	OUSD	4-7-14
9.	Victoria Resas	Victoria Resas	0226 - Ranchero	510-932-3324	10th	OUSD	4/7/14
10.	Victoria Resas	Victoria Resas	2413 13th Ave Oakland CA - 94603	510 333-0400	Kindergarten		

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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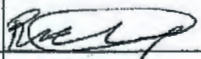


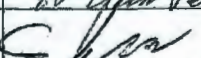
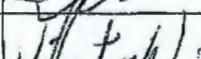



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	Washington Vooshuev	Washington Vooshuev	2701 74 Ave	424 222 6065			
1.					TK	OUSD	4/7/14
2.	Alfonso	Alfonso			2	OUSD	4/7/14
3.	Alfonso	Alfonso	7411 Lockwood	4107 798 1046	6	OUSD	4/7/14
4.	Lisa Wallace	Lisa Wallace	1000 98th Ave Oakland	510 873-5000	3-5 TK/2	OUSD	4/7/14
5.	Ines Rojas	Ines Rojas	3215 62th Ave	228 5182	2nd	OUSD	4/7/14
6.	Chantel Harris	Chantel Harris	1921 Vicksburg Ave	510 655-5432	TK		4/7/14
7.	Dyane Smith	Dyane Smith	1800 100th Street Oakland	45-861204	TK		4/7/2014
8.	Marta	Marta Lopez		650 458 1531		OUSD	4/7/2014
9.	Veronica Jones		1028-84 Ave	355-5436	K	OUSD	4-7-14
10.	Nancy Sanchez	Nancy Sanchez	1283 78th Ave	(510) 362 9291	K		

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	Maricela	Maricela T	409 Worth St	(510) 374 2596			
1.		Maricela T		TK	TK	OUSD	4/7/14
2.	P	Maricela T		TK	TK	OUSD	4/7/14
3.	Rosaura Salas		9825 Plymouth St	510 562 542	TK	OUSD	4/7/14
4.	↓		↓	↓	4th	OUSD	4/7/14
5.	Elena Pardo		9529 - Peach St	(510) 434-4222	2nd	OUSD	4/7/14
6.	Sarah Winters		9629 Plymouth Street	650 287 4635	1st	OUSD	
7.	Victor Williams		9220 Sunnyside #2	(510) 827-5722	3rd	OUSD	4/6/14
8.	Joe Gutierrez		9223 Sunnyside #2	—	TK	OUSD	
9.	Emmanuel Zakari		555 MLK Dr Oakland CA	209 346 2818	3rd	OUSD	4/8/14
10.	Jelani Ay Gordon		1122 Chestnut	(510) 374 4605	6th	OUSD	4-8-14

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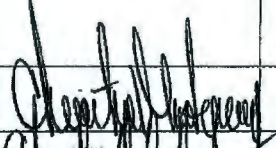
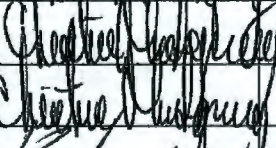
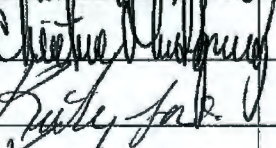
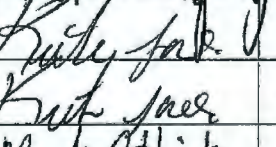
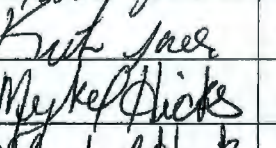
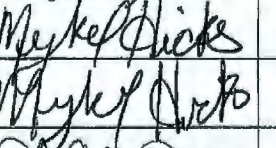
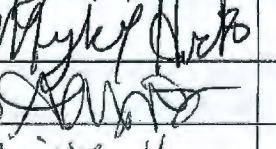
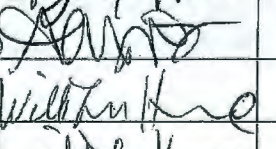
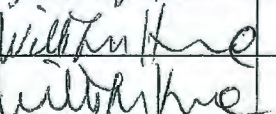

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1.	Lawrence Robinson	Lawrence Robinson	2529 77 th ave	510-927-0921	PK OUSD	4-8-14	
2.	Tamisha Jackson	Tamisha Jackson	2900 68th Ave	510/395-2496	PK OUSD	4-8-14	
3.	Tiffany Briggs	Tiffany Briggs	166 th Bancroft	(510) 467-9224	PK 1 st grade	4-8-14	
4.	Anthony Varner	Anthony Varner	715 Andline	(510) 200-4623	4	OUSD	4/8/14
5.	Charles Thomas	Charles Thomas	1944-88 th Ave	510-927-7965	4	OUSD	4/8/14
6.	LaRisha Temple	LaRisha Temple	9502 MacArthur Blvd	510-978-2974	6	OUSD	4-09-14
7.	Raquel Moliga	Raquel Moliga	2129 96th ave	510-809-6029	6	OUSD	04-09-14
8.	Raquel moliga	Raquel moliga	2129 96th ave	11	5	OUSD	14-09-14
9.	Anthony Grant	Anthony Grant	9410 MacArthur Blvd 201	510-467-3933	6	OUSD	4/2/14
10.	Tahirah Woodard	Tahirah Woodard	5724 E 110 th Street	(510) 680-9412	K	OUSD	4/9/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Castlemont Community Transformation Schools. As such, petitioners believe that the 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 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

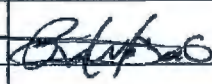

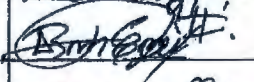
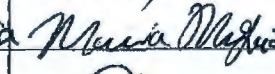


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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Christina Montemayor		2206 Grand Ave	(510) 314-9661	4th	OUSD	4/8/2014
2.	Christina Montemayor		2206 Grand Ave	(510) 314-9661	2nd	OUSD	4/8/2014
3.	Christina Montemayor		2206 Grand Ave	(510) 314-9661	2nd	OUSD	4/8/2014
4.	Kipton Jones		1635 92nd	(510) 563-9590	3	OUSD	4/8/14
5.	Kipton Jones		1635 92nd	(510) 563-9590	1	OUSD	4/8/14
6.	Mykel Hicks		1323 91st Ave	(425) 864-6509	3rd	OUSD	4/8/14
7.	Mykel Hicks		1323 91st Ave	(425) 864-6509	1K	OUSD	4/8/14
8.	Mysia Harris		8624 Mac Blv	(510) 227-4513	K	OUSD	4/9/14
9.	Willamene Harris		7209 Holly St #1 Oakland	(510) 228-2187	1, 16	OUSD	4/9/14
10.	"		"	"	16	OUSD	4/9/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Castlemont Community Transformation Schools. As such, petitioners believe that the 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 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	Ruth Diaz		2517.74 AV OAKLAND CA	(510) 689-9450	5	OUSD	4/9/14
2.	Ruth Diaz		2517.74 AV OAKLAND CA	(510) 689-9450	K	OUSD	4/9/14
3.	Bety Ros		1622 89th AVE OAKLAND CA	(510) 213-5884	6	OUSD	4/9/14
4.	Bety Ros		1622 89th AVE OAKLAND CA	(510) 213-5884	5	OUSD	4/9/14
5.	Maria Mungua		1800 104th AVE, OAKLAND	(925) 565-7806	K	OUSD	4-9-14
6.	Marcie Meadows		7969 Sterling Dr OAKLAND	(510) 967-5988	K	OUSD	4/9/14
7.	Marcie Meadows		7969 Sterling Dr OAKLAND	(510) 967-5988	3	OUSD	4/9/14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Maria Mungua	Maria Mungua	1800 104th Ave, Oakland 94603	(925) 565-2806	2	OUSD	4-9-14
2.	Angela Howard	Angela Howard	1397 E 27th St, Oakland 94606	(510) 735-9022	3rd	OUSD	4/9/14
3.	Carmen Lopez	Carmen Lopez	1363-63rd Ave.	510 213-9442	K	OUSD	4/9/14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Talia Turner	Talia Turner	San Leandro	207 334 4397	2	OUSC	
2.	Alejandra Moreno	Alejandra Moreno	2019 9th AVE Oakland CA 94603	(415) 424-9490	1 st	OUSD	4/9/14
3.	Esther morales	Esther morales	Oakland	(510) 692-0019	3	OUSD	4/9/14
4.	Timmula Ross	Timmula Ross	2701 High St. Apt. 301 Oakland CA 94619	(650) 315-5398	TK	OUSD	4/9/14
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Daniela 50-798-5335

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	John Rosa			510-967-3577	TK	OUSD	4-9-14
2.	Michelle Terresa				K	OUSD	4-9-14
3.	Lilian Pineda	Lilian Pineda	5533 Foothill Blvd #E Oakland CA 94605	(510) 395-3062	K	OUSD	4-9-14
4.	Miguel Feliciano	Miguel Feliciano	8020 Idelwood Oakland CA 94605	510-695-6503	K	OUSD	4-9-14
5.	Yassani Lizama	Yassani Lizama		510-712-7848	TK	OUSD	4-9-14
6.	Aracely Barrios	Aracely Barrios	1215 60 AV OAKLAND CA	510-472-4566	TK	OUSD	4-9-14
7.	MARTHA CANDIA	MARTHA CANDIA	1440 104TH AVE OAKLAND CA	510-693-7532	K	OUSD	4-9-14
8.	Salab	Salab	224742 11th AVE	636-0100	K	OUSD	4-9-14
9.	Arturo Becerra	Arturo Becerra	1710 96th Ave		K	OUSD	4-9-14
10.					TK		

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR TK Grado de (1) estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL - Franklin	DATE Fecha
	Vicky chen	[Signature]	900 Foothill Blvd Oakland Ca 94606	510-926-7951	TK	Franklin	4/9/14
1.	Huiwen Kuang	[Signature]	15706 Vassar Ave San Lorenzo, CA 94580	415-690-5128	TK	Hesperian	4/9/14
2.	Vicky Chen	[Signature]	900 Foothill Blvd Oakland, CA 94606		TK (chil) #2	Franklin	4/9/14
3.	Micaela ortiz	[Signature]	2727 77th Ave 94605	510 4720814	5.11.20.5th	OUSd	4/9/14
4.	Micaela ortiz	[Signature]	2727 77th Ave 94605	510 4720814	DAVID 2nd	OUSd	4/9/14
5.	Laura Mdina	[Signature]	1951 Harrington Ave. 94601	510-919-5174	DAVID 3rd	OUSd	4/9/14
6.	MARIA Peña	[Signature]	5407 Princeton St.	(510) 9624470	K	OUSd	4/9/14
7.							
8.							
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10.							

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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1.	Loretta White	[Signature]	2308 96th ave	408 726-7585	TK	OUSD	4/9/14
2.	Sabrina Shelton	[Signature]	2308 96th ave	415 685-7031	TK	OUSD	4/9/14
3.	BRIANNE B.	[Signature]	3100 63rd AVE.	510 712-2613	TK	OUSD	4/9/14
4.	Terry Spears	[Signature]	3330 72nd AVE #12	510 576-9039	3rd	OUSD	4-10-14
5.	Shuly Bong	[Signature]	3400 66th ave #2	632-6325		OUSD	4/10/14
6.	VALERIE JORDAN	[Signature]	2701 64th AVE #203	510 677-1708	2	OUSD	4/10/14
7.	"	[Signature]	"	"	3	OUSD	4/12/14
8.	"	[Signature]	"	"	5	OUSD	4/12/14
9.	Anthony Burdick	[Signature]	6624 Lion way #303	510 6893764	2	OUSD	4/2/14
10.	LAURENCE SANFORD	[Signature]	77001 - LACEY	510 5498-704 (6)		OUSD	4/28-14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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1.	Eucheria Brown	Eucheria Brown	7916 Ney Ave	510 766 7456	TK	OUSD	4-10-14
2.	Eucheria Brown	Eucheria Brown	" "	" "	4	" "	4-10-14
3.	Eloisa Valencia	Eloisa Valencia	9706 Birch St	510 889 8969	K	OUSD	4-10-14
4.	" "	Eloisa Valencia	" "	" "	TK	OUSD	4-10-14
5.	VONTICIA DUNN	VONTICIA DUNN	3301 W. Hanks Place #1	510 605 6269	TK	OUSD	4-10-14
6.	" "	VONTICIA DUNN	" "	" "	TK	" "	4-10-14
7.	" "	VONTICIA DUNN	" "	" "	TK	" "	4-10-14
8.	" "	VONTICIA DUNN	" "	" "	4	" "	4-10-14
9.	Zachary Thompson	Zachary Thompson	7811 Low St	510 355 5622	1st	OUSD	4-10-14
10.							

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Tilden Gallow	Tilden Gallow	8001 Bancroft AVE. #B	510 692-1818	K	OUSD	4/10/14
2.	Martina Pablo	Martina Pablo	Weld St. 7133	510 6712 7472	4th	OUSD	4-10-14
3.	Omar Taylor	Omar Taylor	1490 12th St	(510) 213-2211	6th	OUSD	4/10/14
4.	Kenika Jones	Kenika Jones	1810 Derby St.	(510) 228-8844	8th	OUSD	4/10/14
5.	Rhonika Johnson	R. Johnson	27606 Cliffwood	510 670-0760	TK	OUSD	4/10/14
6.	Priscilla Mendez	Priscilla Mendez	1729 78 Ave	(510) 281-276	5	OUSD	4/10
7.	Reina Lagunas	Reina Lagunas	2002 83rd	(510) 485-2872	K	OUSD	4/10/14
8.	Reina Lagunas	Reina Lagunas	" "	" "	3	OUSD	4-10-14
9.	Reina Lagunas	Reina Lagunas	" "	" "	5	OUSD	4-10-14
10.	Reina Lagunas	Reina Lagunas	" "	" "	9	OUSD	4-10-14

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1.	Lutrice Jones	[Signature]	1475 E 22nd St Apt 4	510-717-1121	4th G	OUSD	4-10-14
2.	Kenishia Brown	Kenishia Brown	1187 23rd street	(510) 326-4010	4th G	OUSD	
3.	Romana Wilson	[Signature]	1227 92 Ave	510-302-5777	6th G	OUSD	4-10-14
4.	Daricela Sanchez	[Signature]	9732 Plymouth st	510-798-8002	TK	OUSD	4-10-14
5.	Dale Holton	Dale Ht	2320 #2	467-4330	TK	OUSD	4-10-14
6.	Andrea Van	[Signature]	2320 #2	467-4330	5	OUSD	4-10-14
7.	Sherrita Jones	[Signature]	9103 Walnut St	800-8067	11	ELSD	4-11-14
8.	Claudia Euseby	Claudia Euseby	2325 88 Apt C	510-302-8655	1	OUSD	4-11-14
9.	Adam Mayberry	[Signature]	1669 12th St	(510) 810-2066	4th G	OUSD	4-11-14
10.	Posalinda W.	P. Wytche	45116 Apt G	510-326-7486	5th	OUSD	4-11-14

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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	ERICA HUGHES	<i>Erica Hughes</i>	1921 Commerce Wy	510.467.7891	8	OUSD	4/10/14
2.	ABRE Aunte	<i>Abre Aunte</i>	9240 Mac Arthur ^{#6}	(510) 830-7223	6	OUSD	4/11/14
3.	EARAL Belcher	<i>Earal Belcher</i>	8603 Hillside St ^{#11}	510.2780	8	OUSD	4/11/14
4.	CHARA Roberts	<i>Chara Roberts</i>	3000 park ave	2750465	5	OUSD	4/11/14
5.	BELINDA Thompson	<i>Belinda Thompson</i>	9136 MacArthur	2747866	TK		4/11/14
6.	TONASHA TAYLOR	<i>TONASHA TAYLOR</i>	2341 90 th Ave *2	992 9383	1	OUSD	4/11/14
7.	DALESIA Dunn	<i>Dalesia Dunn</i>	1808 50 th Ave #D	94612	2		4/11/14
8.	Willie Smith	<i>Willie Smith</i>	2841 90 th	94603	4	11	11
9.	Angela Mabe	<i>Angela Mabe</i>	4705 Cam...	94403	0	0	0
10.	Terri Lureh	<i>Terri Lureh</i>	2100 EC Reens Ct ^{#B}	510 671-6363	0	OUSD	4/11/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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	Kenny Pickett	Kenny M. Pickett	8654 SENECA ST	706-0850			
1.	Dean Collins	Dean Collins	5325 88th Ave	510-342-8009	2nd, 8th, 10th	Tollet Heights	4-11-14
2.	Xavier Dillon	Xavier Dillon	9124 Thurgood St	510-688-8210			4-11-14
3.	Kim Brown	Kim Brown	1643 90th Ave	(510) 342-8009	1 1/2		4-11-14
4.	Ermon Shivers	Ermon Shivers	8024 MacArthur Blvd	(510) 879-1389	6 grad	OUSD	4-11-14
5.	Ermon Shivers	Ermon Shivers	8024 MacArthur Blvd	(510) 879-1389	5 grad	OUSD	4-11-14
6.	Eriana Moore	Eriana Moore	9510 Sunnyside #3	838-0364	7th grade	OUSD	4-11-14
7.	Deandra Bryant	Deandra Bryant	8624 Hillside St	510-395-2293	6th	OUSD	4-11-14
8.	Deandra Bryant	Deandra Bryant	8624 Hillside St	↓	11th	OUSD	4-11-14
9.	Talitha Martin	Talitha Martin	2206 Bunker St	(510) 672-2028	3rd	OUSD	4/11/14
10.	Tayone Hill	Tayone Hill	9291 Thurgood St	510-672-2028	3rd	OUSD	4/11/14

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1.	Pecola Taggart	Pecola Taggart	9421 thermal st	510 612 8101	7 th grade	OUSD	4-11-14
2.	MICHAELA ROBERT	[Signature]	8656 MACARTHUR BLVD	510-860-7668	Presk	OUSD	4-11-14
3.	KONNIE NERO	[Signature]	9410 94th	355 4640	8 th	OUSD	7-11
4.	Leif Nero	[Signature]			8	OUSD	4-11
5.	Clarence Greenwood	[Signature]	9520 Mac Arthur	N/A	N/A	N/A	4-11
6.	Shann Smith	[Signature]	9716 98th Ave	(510) 712 5368	10 th	OUSD	4-11-14
7.	Angel Bell	[Signature]	3678 39th ave oakland	(510) 904-2001	1 st	OUSD	4/11/14
8.	John G. Guevara	[Signature]	2175 Katherine St	510 470 074	N/A	BUUSD	4/11/14
9.	Talib B. Muhammad	[Signature]	9320 Thermal St.	(510) 569-3527	N/A	Chama Academy	4/11/14
10.	Mich. [Signature]	[Signature]	8656 macARTHUR	510 771 9901	N/A	OUSD	4-11-14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

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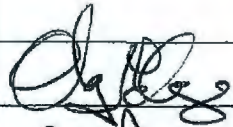


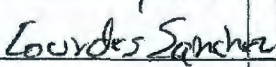
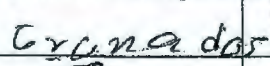
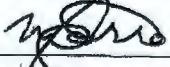

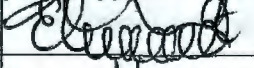

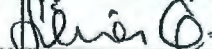
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1.	Aleze Brown	[Signature]	10843 Esq 2 Dr. 94603	(510) 244-3419	Pre-K	Elmhurst	Apr. 10/14
2.	Jessica Tate	[Signature]	925 85th Ave Apt C Oak 94621	510-798-3550	Pre-K	OUSD	4/11/14
3.	Armur Jahil	[Signature]	640 Medford Hwy Oakland CA 94611	510-472-8072	5th/6th	OUSD	4/11/14
4.	David Tate	[Signature]	2440 Fern St #5 Oakland CA 94601	510-472-3235	6th gr.	OUSD	4/11/14
5.	Letisha Tate	[Signature]	2738 #9 Oak Ct 94605	510-712-0207	3rd	OUSD	4/11/14
6.							
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1.	Olga Aguirre		14923 S Atok St	510 377 2022	CLK	OK	4/11/16
2.	Bella Acevedo		1286 150th Ave	(510) 867-7891	6	OK	4/11/14
3.	Mantha Montoya		9901 E ST OAK, CA	593-7792	1	OK	4/11/14
4.	Lourdes Sanchez				4		4/11/14
5.	Maria				2	OK	4/11/14
6.	Maria Parra		339 Lester Ave #6 Oakland	(510) 827-8008	2		4/11/14
7.	Alejandra R		3951 Delmont Ave Oakland	(510) 455-4842	2	OK	4/11/14
8.	Eliseo Alejo		1732 24th Ave	510 7122841	6		4-11-14
9.	Edwin Schenderlein		3725 Columbian Drive	510 488-4469	1	Burkhalter	4-11-14
10.	Silvia Gutman		2615 63 ave	208-7355	1	OK	4/11/14

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1.	Neffertiti Daniels	Neffertiti Daniels	6873 Hawkey Apt 205	(415) 583-8316	4 th	OUSD	4-16-14
2.	Vijay Ramesh	[Signature]	2338 Havenscroft Blvd	510-861-78	K	OUSD	4/16
3.	Vijay Ramesh	[Signature]	2338 Havenscroft Blvd	510-861-78	Pre	OUSD	4/16
4.	Lisa Coleman	Lisa Coleman	226 Kerwin ave	510 316 3031	Pre	OUSD	4-16
5.	Lisa Coleman	Lisa Coleman	226 Kerwin ave	↓	Pre	OUSD	4-16
6.	Tanya Fisher	Tanya Fisher	2500 Inver 303H	510 3163031	Pre	OUSD	4-16
7.							
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	KEISHA BROOKS	Keisha Brooks	6873 Hawley St 207 ^{OAK}	510 493-5518	2nd	OUSD	4-15-14
2.	KEISHA BROOKS	Keisha Brooks	6873 Hawley St 207 ^{OAK}	510 493-5518	TK	OUSD	4-16-14
3.	KEISHA BROOKS	Keisha Brooks	6873 Hawley St 207 ^{OAK}	510 493-5518	Presch	OUSD	4-16-14
4.	Ashley Rodriguez	Ashley Rodriguez	2825 62nd Ave ^{OAK}	510 258-3098	Pre	OUSD	7/16/14
5.	Anthony VanBuren	Anthony VanBuren	6818 Union Way ^{Alb}	510 461-7497	Pre	OUSD	4/16/14
6.	LaShae Richardson	LaShae Richardson	6873 Hawley St Apt 210	415 712-8033	1		4/16/14
7.	LaShae Richardson	LaShae Richardson	6873 Hawley St Apt 210	415 712-8033	1		4/16/14
8.	Jasmine Robinson	Jasmine Robinson	1340 Kilrush Ct. ^{Pinole} CA 94564	(510) 776-5334	pre school	CCUSD	4-16-14
9.	Jasmine Robinson	Jasmine Robinson	1340 Kilrush Ct. ^{Pinole} CA 94564	(510) 776-5334	3	CCUSD	4-16-14
10.	Neffriti Daniels	Neffriti Daniels	6873 Hawley St Apt 205	(415) 583-8316	K	OUSD	4-16-14

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1.	Tierra Dow	[Signature]	6955 Fruit Hill Blvd. Suite #100	(916) 475-5495	K	EAST OAKLAND PRIDE	4/18/14
2.	Ashlyn Beelum	[Signature]	1610 Elara St Apt 13	510 700 5690	K	BROOKFIELD	4/18/14
3.	CARMEN RODRIGUEZ	CARMEN R	1311 99 AVE OAKLAND, CA. 94621	510 909-2872	6	ELMHURST EAST OAKLAND	4/18/14
4.	Rada Gorgas	Rada G	7336 Lockwood St Apt 162	510 435 9007	7	OAKLAND	4-18-14
5.	Chastity	[Signature]	3421 68th Ave Apt 1	510 178-2252	11 yrs.	Knick	4/18/14
6.	Chastity	[Signature]	7330 Lockwood St. Oakland CA	510-969-4601	18	Fusion	4/18/14
7.	Dune W	[Signature]	1250 34th Ave Apt 104	510 534-7244	Pu-2	BURBANK	4/18/14
8.	DINO BURNS	[Signature]	7815 Pluma St Oakland CA	510 798-9800	7	OAK	4/18/14
9.	Miranda Hill	[Signature]	7603 Hamilton St Oakland CA	510 860-1129	K	OAK	4/18/14
10.	De Andre Murphy	[Signature]	905 70th Ave	510 300-9900	K	OAKLAND	4/18/14

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1.	Sabrina Shetton	Sabrina	2308 96 AVE H 2	(415) 685-7031	Collage	Merrit	4-15-14
2.	Kareemah Thomas	Kareemah	906 40 th Ave	(510) 938-3499	Collage	Merrit	4-15-14
3.	Morgan Williams	Morgan	2000 36 th AVE	510-404-2211	Collage	Land	4-17-14
4.	Neki Stevenson	Neki	515 69 th ave #409	209-910-9125			4-18-14
5.	TERRI Stenson	TERRI	7419 LOCKWOOD	239-8021			4-18-14
6.	Starkeisha Pope	Starkeisha	7317 Arthur St Oakland	916-706-4316	K	Oakland School	4-18-14
7.							
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Laura Padilla		1510 5th St Oak. CA.	925 558-8289	6th	Drexott	4/14
2.	Laura Padilla		" "	" "	4th	Globaltam	4/14
3.	Crystal Galicia		6506 Foothill Blvd Apt F	415-756-7676	TK	foothill	4/14
4.	Tamiya Iles		7015 Mac Arthur #1104	906 923 3684			4/14
5.	Tamiya Iles		7015 Mac Arthur #1104	906 923 3684	TK		4/14
6.	MARCO CARRERA-ESTRADA		5000 Seminary Ave. Oakland CA 94603		TK	BUCKHILLER	4/15
7.							
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	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Gregory Brant	Gregory Brant	1445 96 Ave	510-395-1946	4 th , 3 rd	TK OUSD	4/12/14
2.	Marhawn Nello	Marhawn Nello	9512 Hillside St	510-302-7586	1 st grade	OUSD	4/11/14
3.	Jamila Harris	Jamila Harris	9024 Hillside	510 485 1287	3 rd	OUSD	4/11/14
4.	Kevin Banks	Kevin Banks	9410 MacArthur Blvd	(510) 569 1052		OUSD	4/11/14
5.	Tina Smith	Tina Smith	3461 05 th Ave	491-7835	KT	OUSD	4-12-14
6.	Tina Smith	Tina Smith	3461 05 th Ave	491-7835	1	OUSD	4-12-14
7.	Gwen Lofort	Gwen Lofort	489 Almarza Dr.	510 777 9904	6 th	OUSD	4-12-14
8.	Lorenza Madril	Lorenza Madril	1445 86th Ave	510-777-9904	2	OUSD	4/12/14
9.	Alwood Rollins	Alwood Rollins	11127 Estepa Dr	510 972 1406	2	OUSD	04/12/14
10.	Ebony Cook	Ebony Cook	2327 90th Ave	(510) 500-2411	6 th	OUSD	4/12/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

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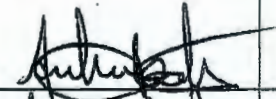
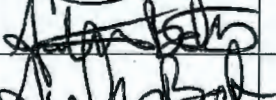
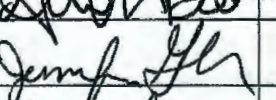
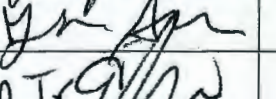
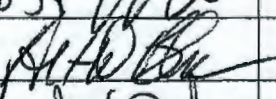
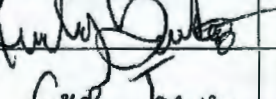
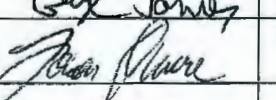


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1.	Opelia Ramirez	Opelia Ramirez	2046 94th Ave.	(510) 712-1596	7th, 4th	OUSD	4/12/14
2.	Concepcion Aguirre	Concepcion Aguirre	10716 Bancroft Ave.	(510) 228-8582	4th, 4th, 8th, 6th	OUSD	4/12/14
3.	Myesha Agbodiye	M.A.	3615 Penniman Ave	510 355-6555	6th	OUSD	4-12-14
4.	Davina Brown	D. Brown	11609 100th Ave	(510) 888-1072	TL 5th	OUSD	4-12-14
5.	Isabel Villanar	Isabel Villanar	7330 Weld St	(510) 379-2002	1st	OUSD	4/12/14
6.	Nashay Jones	Nashay Jones	6405 Fenham St Apt #32	510 927-8029	7th	OUSD	4/12/14
7.	Brenda Victor	Brenda Victor	2356 109th Ave OAKA	425-238470	7th-9th	OUSD	4/12/14
8.	Dora Gray	Dora Gray	9256 Elmwood Ave.	510 870-8977	7th	OUSD	4/12/14
9.			↓	↓	1st	↓	↓
10.	Shanti Spencer Taylor	Shanti Spencer Taylor	2698 70th Ave	510 688-4520	8th	OUSD	4/12/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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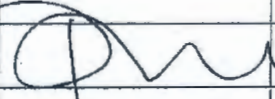

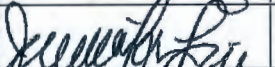


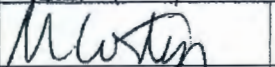
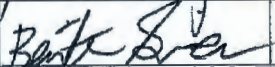
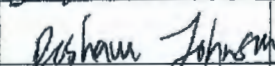
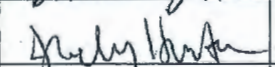
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1.	Mikayo Bolton		5468 wadean Pl	510 239-6339	1 st	OUSD	4-12-14
2.	Ayako Bolton		Oakland ca 94612	"	TK	OUSD	4-12-14
3.	Ashana Bolton		"	"	TK	OUSD	4-12-14
4.	D'Aysiah Lee-Giffin		5468 wadean Pl. Oakland	(510) 798-0152	2nd	OUSD	4-12-14
5.	Nacia Russell		"	"	5th	OUSD	4-12-14
6.	Harold Halcumb Jr		1948 Thermal Rd	"	2nd	OUSD	4-12-14
7.	Art D. Blacksher		8908 Thermal St Oak	(510) 522-8833	Preschool	OUSD	4/12
8.	Kirkby D. Blacksher		2308 94 th Ave Oakland	(510) 652-5319	4 th	OUSD	4/12
9.	Mr. Dyl Jones		9046 Millside	510 777 9909	4 th	OUSD	4-12
10.	Joson Olive		2631 109 th Ave	510 777 9909	5 th	OUSD	4/12
	Li Tai		2633 89 Ave	866 799 9909	2nd	OUSD	4/12

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Patricia Figueroa		4825 San Pablo Dam Rd #200	(510) 688-2000	7th / 7th	OUSD	4/12/14
2.	Aisha Johnson		8710 Sterling Dr Oakland 94605	510 8758484	1st	OUSD	4/12/14
3.	Jennifer Lin		507 Wilkison Ave. #106 Oakland, CA 94610	510-693-7106	TK	OUSD	4/12/14
4.	My Tran		10652 Topanga Dr Oakland CA 94603	415-417-6221	5th	OUSD	4/12/14
5.	Ysencia Quinto		11017 Acapulco Dr	510 633-2167	1st	OUSD	4/12/14
6.	Michelle Cortez		1227 Hampel St CA 94602	(415) 694-2300	K	OUSD	4/12/14
7.	Benito Sierra		3793 Midvale Ln	510 777-9909	TK 1st	OUSD	4/12/14
8.	Rasham Johnson		315 Bergdorf Dr	(510) 875-7876	7th	OUSD	4/12/14
9.	Judy Hunter		10574 Tupungato Ave	510 600-7800	7th	OUSD	4/12/14
10.							

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Erin Thompson	[Signature]	1021 E 17th St	510-689-9121	4th, 3rd	OUSD	04-11-14
2.	Michael Thompson	[Signature]	8701 Hillside St Apt 101	(510) 362-1855	4th, 3rd	OUSD	4-12-14
3.	Charles Linder	[Signature]	8601 SENECA ST	925-1705-4104	6th, 7th	OUSD	04/12/14
4.					K, 2nd, 4th	OUSD	4/12/14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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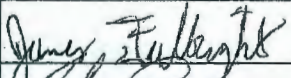
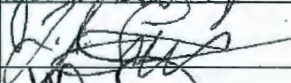
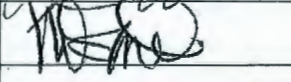

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1.	Shenika Carter	[Signature]	1937 26 Ave	(510) 866-8343	PK	OUSD	
2.	Amorris Jackson	[Signature]	3206 N Vol ave oak	(510) 772-5574	K/TK	OUSD	4/13/14
3.	Angel Manuel	[Signature]	1424 86th Ave Oak	(510) 712-5559	5/K	OUSD	4/13/14
4.	Shinelle Obbs	[Signature]	6723 Laird Ave Oak CA	(415) 956-5580	5	OUSD	4/13/14
5.	Kabrina Thomas	[Signature]	2692 68 Ave Oak, Ca	(925) 818-9487	PK/Pre-K	OUSD	4-13-14
6.	TIFFANEY TURNER	[Signature]	995 70th AVE oak, CA, 94601	(925) 384-8084	PK/5th	OUSD	4-13-14
7.	Diana Quinn	[Signature]	3215 Bladen Rd. OAK	(510) 372-6632	Pre-K	OUSD	4/13/14
8.	Brandon Turner	[Signature]	1421 67th ave Oakland	(510) 637-9861	K	OUSD	4-13/14
9.	Brian Smith	[Signature]	1615 78th ave Oakland	(510) 200-6419	2nd	OUSD	4-13-14
10.	Tiara Anderson	[Signature]	1720 Castro	(510) 472-1625	11th	OUSD	4/14/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	James Fulbright		2566 55th Ave	(510) 265-5163	TK	OUSD	4-19-14
2.	Leonard Smith		1626 83rd ave apt. D	(831) 224-6087	PK	OUSD	4-19-14
3.	Elie McCan		9526 Sunnyside St	(510) 463-3300	PK	OUSD	4/19/14
4.	Shundolyn Mason		9528 Sunnyside St	(510) 996-8201	PK	OUSD	4/19/14
5.	Antoinette Alken		1934 100 Ave	(510) 825-0981	1st 3rd	OUSD	
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1.	Santana Kenner	Santana Kenner	9046 Hillside St #D	510-328-0242	467	Recon	04/14/14
2.	DeAndre Rivera	DeAndre Rivera	9718 Olive St	510-383-0399	Kingdawn	OUSD	4/14/14
3.	Alonso W.	Alonso W.	1635 92 AVE	510-575-5459	6,2	OUSD	4-14-14
4.	Victor Williams	Victor Williams	9220 Sunnyside	570-827-5922	8	OUSD	4/14/14
5.	Kim Antone	Kim Antone	346 105th Ave	510-689-8610	6-3	OUSD	4/14/14
6.	Shelly Anton	Shelly Anton	9905 Walnut St #A	510-302-9570	2	OUSD	4/14/14
7.	DeAndre Rivera	DeAndre Rivera	9718 Olive St	510-383-0399	Kingdawn	OUSD	4/14/14
8.							
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	MARK SENEGAL	M. Senegal	2043 MARROTT	No-Phone	9 TH	EAST OAKLAND	4-12-14
2.	Tanya Senegal	Tanya Senegal	2043 MARROTT	No Phone	8th	West Oakland	4-14-14
3.	Felicia Gordon	Felicia Gordon	1820 Castro St.	(510) 419-2103	4th	East Oakland	4/14/14
4.	Lorenzo Whittier	Lorenzo Whittier	85 AVE	(510) 401-4244	4th	EAST OAKLAND	4/14/14
5.	Breana Bisop	Breana Bisop	2770 74th St	(510) 673-3033	K2	East Oakland	4/14/14
6.	Diana Franklin	Diana Franklin	3045 Elmwood Ave	(510) 772-2008	14th	East Oakland	4/14/14
7.	MARY RAMIREZ	MARY RAMIREZ	9008 Cherry St	688-3704	7th	OAK	4/14/14
8.	Nicole Williams	Nicole Williams	1930 Olive 90th Ave	(510) 372-4464	11th	East Oakland	4/14/14
9.	Sheneé Evans	Sheneé Evans	2342 92 Ave	(510) 827-7864	5th	East Oakland	4/14/14
10.	Latisha Cyrus	Latisha Cyrus	2331 92 Ave	(510) 630-2000	9	East Oakland	4/14/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Amelia Flores	[Signature]	2355 Ruman Ave #1	510-485-1203	Kindergarten	OUSD	4/14/14
2.	Claudia Priet	[Signature]	1724 68th	510-689-4357	TK-9	OUSD	4/14/14
3.	Tonya Thomas	[Signature]	1930-90th Ave #E	510-392-6202	8th	OUSD	4/14/14
4.	Harold Williams	[Signature]	1930-90th Ave. E	510-750-9490	8th	OUSD	4/14/14
5.	Lalana Bishop	[Signature]	2770 74 Ave	510-230-6920	K		4/14/14
6.	Larsha Merritt	[Signature]	694 Cornwell St. Hayward	510-544-9101	K	Hayward	4/14/14
7.	Jasmine Reed	[Signature]	2800 21st Ave #16 Oakland	(510) 866-4040	TK	OUSD	4-14-14
8.	Antwone Humphries	[Signature]	9312 Peach St	510-395-7065	8	OUSD	4-14-14
9.	John Hunter	[Signature]	1944 90th Ave	510-562-9219	8	OUSD	4/14/14
10.	Hardy Slay	[Signature]	1701-89th Ave	510-888-8888	6	OUSD	4-14-14

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1.	Patrick Sethe	<i>[Signature]</i>	2835 73 rd Ave	510-306-8211	OUSD	2, TK TK, TK	9/16/13
2.	Sade Florence	<i>[Signature]</i>	9615 East St	510-331-7860	OUSD	1	4/16/13
3.	Cyrcina Evans	<i>[Signature]</i>	873 Campbell Ct.	510-689-4999	OUSD	TK	4/16/14
4.	MANUEL AIKEN'S	<i>[Signature]</i>	2636 109 th	510-918-4085	Ou	8 th , 1 st	4/16/14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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1.	R Rosalia Ramos	Rosalia Ramos	9218 Holly st	(510) 585-1241	3th		
2.	↓	Rosalia Ramos	↓		3rd		
3.	↓	Rosalia Ramos	↓		TK		
4.	Claudia Mendoza	Claudia Mendoza	Blud 7000 Macarthur Apt 203	510) 712-2032	3rd		
5.	↓	Claudia Mendoza			2nd		
6.	Yescenia Ma-	Yescenia Ma-	7868 Macarthur Apt 6	510 730 4601	9th		
7.	↓				3rd		
8.	MARIA SPANGLER	MARIA L.	7868 MACARTHUR BLVD	510 688 7822	9th		
9.	↓				5th		
10.	↓				4th		

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Maria Serrano	Maria Serrano	1129 72nd Ave. ^{Oakland} 94621	(510) 472-8856	TK		
2.	Maria Serrano	Maria Serrano	1129 72nd Ave. ^{Oakland} 94621	(510) 472-8856	K		
3.	Maria Serrano	Maria Serrano	1129 72nd Ave. ^{Oakland} 94621	(510) 472-8856	2		
4.	Maria Gallegos	Maria Gallegos	9874 Walnut St ^{Oakland} 94603	(510) 467-3498	TK		
5.	Cecilia Rodriguez	Cecilia Rodriguez	1492 8th Ave ^{Oakland} 94621	(510) 383-0581	TK		
6.	Cecilia Rodriguez	Cecilia Rodriguez	1492 8th Ave ^{Oakland} 94621	(510) 383-0581	K		
7.	Roxana Cubias	Roxana Cubias	1701 Seminary Ave ^{Oakland}	(510) 541-3446	3rd		
8.	Maria E. Ventura	Maria Ventura	6116 E 17th St ^{Oakland}	(510) 383-9268	1		
9.	Maria E. Ventura	Maria Ventura	6116 E 17th St ^{Oakland}	(510) 383-9268	5		
10.	Araceli Torrazos X	Araceli Torrazos	5966 Brimley Ave #B ^{Oakland}	(510) 367-7524	TK		

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Reyna Jimenez	Reyna Jimenez	1314 109th Ave Oakland CA 94603	(510) 568-9167	TK		
2.	Marisol Chavez	Marisol Chavez	9931 87th Ave OAKLAND CA 94603	(510) 569-5322	BK		
3.	TERESA SAUREGUI	Teresa Sauregui	2209 78th Ave Oakland CA 94603	(510) 639-3177	R		
4.	Michelle Ewing	Michelle Ewing	34th Ave Oak 94601	510-979-3499	TK		
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1.	Laura Chavez	Laura C Chavez	240 Foster Ave	510-457-6367	T-K		
2.	Laura Chavez	Laura C Chavez	240 Foster Ave		3		
3.	JOSLEINA URIAS	JOSEFINA URIAS	1815 94th Ave	(510) 5907411	3		
4.	Hector Gutierrez	Hector Gutierrez	41-E 17th #3	510 9783804	K		
5.	Dulce Balbuena	Dulce Balbuena	318 16th Ave Apt J	510-7126237	JK		
6.	Dulce Balbuena	Dulce Balbuena	318 16th Ave Apt J	510-7126237	JK		
7.	Maria Escobar	Maria Escobar	2733 77th Ave	(510) 9107420	3		
8.	Maria Carden	Maria Carden	14255-E 14 St	510) 253-5573	6		
9.	Olivia Corral	Olivia Corral	510) 575-7952	510) 575-7952	K		
10.	Marcela Martinez	Marcela Martinez	1316 100th Ave	510) 624415	6		

Jesse Childs

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1.	Jesse Childs	Jesse Childs	330 Vernon St Oakland, CA	773 5733791	Pre K	?	4/10/14
2.	Tizist Geda	Tizist Geda	330 Vernon St Oakland, CA	773 574-3732	Pre K	?	4/10/14
3.	Talina Martin	Talina Martin	330 Vernon St #105	415-793-6487	Pre K	?	4/11/14
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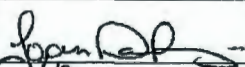
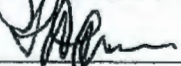
Tiffany White

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1.	Joan Davis Pinkney		3742 McClelland St Oakland Ca 94619	510-689-9073	See below	Bretheart, Laurel	4/8/14
2.	Tangie Wilbert		858 Tine St. (Upper Unit) Oak. 94607	510-485-4283	4th, 6th grade	West Oakland School District	4/9/14
3.	Romon Pinkney		3742 McClelland St Oak, 94619	570-689-9073	4th grade	Bretheart, Laurel District	9/9/14
4.	Rojoniese Pinkney		3742 McClelland St. Oak., 94619	570-689-9073	Kindergarten	Laurel District	4/8/14
5.	Toniese Pinkney		3742 McClelland St Oak, 94619	570-689-9073	Kindergarten	Laurel District	4/8/14
6.	Robert Pinkney		3742 McClelland St. Oak 94619	570-689-9073	Pre-K	Laurel District	4/8/14
7.	Joliese Pinkney		3742 McClelland St. Oak, 94619	570-689-9073	8th grade	Laurel District	4/8/14
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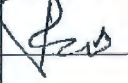
Rakeya Cherry's List (C:ED)

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1.	PAQUEL TOMPKINS		SAN LEANDRO 229 ACOLADE DR. CA 94577	(415) 990-3099	K, 3, 4	OUSD	4-10
2.	Taslon Kwamileh		1728 9th St OAKLAND, CA 94607	510-480- 9341	3	OUSA	4-10
3.	Ivy Williams		149 Sequoyah View Dr.	510 569-2660	5	OUSD	4/10/14
4.	Roshawn Mathews		1952 82nd Ave Oakland 94621	(510) 606-5826	PK 2 6	OUSD	4/10/14
5.	Qiana Brown		2134 11th Ave Oakland 94606	(510) 691-2177	6	OUSD	4/10/14
6.	Pamela Jackson		1943 East 28th St.	(510) 260-3046	6	OUSD	4/10/14
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1.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2.	Antionette Taylor	[Signature]	9324 Granada Ave Oakland CA 94605	(510) 269-0303	3rd & 2nd	OAK	4/14/14
3.	Antionette Taylor	[Signature]	" "	" "	" "	" "	4/14/14
4.	Tiffany Terey	[Signature]	9948 Longview Avenue Oakland CA 94605	(510) 479-1849	3rd grade	OAK	4/16/15
5.	Celouse Horn	[Signature]	2926 15th St #207 Oak, CA	209-922-2426	4	OAK	4/16/15
6.	Steven Avolos	[Signature]	2114 94th Ave Oakland CA 94605	510) 253-3751	pre-K		4/16/15
7.	Maria Figueroa	[Signature]	10065 MacArthur Blvd #B	(510) 998-9491	1st grade	Oakland	4/16/14
8.	Maria Figueroa	[Signature]	" "	" "	3rd grade	Oakland	04/16/14
9.	Antionette Chas	Antionette Chas	2714 73rd Ave Oakland CA	(510) 371-0825	1st grade	OAKLAND	4-16-14
10.	Antionette Chas	A. Chas	2714 73rd Ave OAKLAND CA		pre-K	OAKLAND	4-16-14

Jason V.

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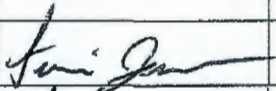
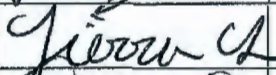
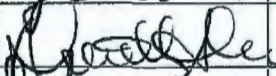
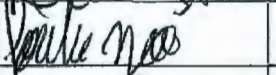
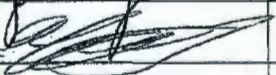
	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Jose Dante Clark	[Signature]	7220 SunnySide St	(510) 472-4005	3 rd Grade	Neighborhood School	4/14/14
2.	Jonathan Hall	[Signature]	9882 Elman Ave	(510) 395-4716	3 rd yr	OUSD	4/16/14
3.	Louise A. White	[Signature]	1838 92nd ave E Oakland	510 379-0469	KA	OUSD	4/16
4.	Kayla Packnett	[Signature]	9951 dante st	(510) 770-0555	3 rd yr	OUSD	4/16
5.	Kelijana Carney	[Signature]	6916 Halliday Ave	(510) 677-9477	4	—	4/14
6.	Alyshema Strules	[Signature]	2500 108th Ave	(510) 935-1988	4	—	4/16
7.	Jose Perlera	[Signature]	1781 St Ave Oakland CA 94621	510 213 4736	PRE-K	OUSD	4/16
8.							
9.							
10.							

Regina Amos

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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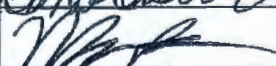

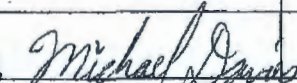
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1.	Francis Jones		2473 68th Avenue Oakland, Ca	(510) 575- 4852	K3	L. Beckwith	
2.	Tierra Dow		6455 Foothill Blvd. 94605	(510) 475- 9495	K	EAST OAKLAND PRIDE	4/11/14
3.	Danielle Sharkey		930 84th Ave #212 Oakland CA 94621	510-682 1498	1		4/11/14
4.	Donisha Banks-Zoo		7950 ney ave #4 Oakland	(510) 227 4495	K	Parker elementary	4/16/14
5.	Greg Murray		3305 66th Ave	510-382-1253	2	Frick middle	4-16-14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Dominique Davies		1323 12th ST OAKLAND	510-2948440	2 years old		4/16/14
2.	Darvett Davis		1323 12th ST OAKLAND	510-470-0011	6th grade / 1st grader		4/1/14
3.	Michael Karriem		828 Wood St. Oakland CA 94607	510-255-1570	5th grade	Prescott	4/16/14
4.	Tanisha Wiggins		1968 COMSTOCK DRIVE	209-451-8701	PRE-K		4-16-14
5.	Tanisha Wiggins	"	1968 COMSTOCK DRIVE	209-451-8701	PRE-K		4-16-14
6.	Tanisha Wiggins	"	1968 COMSTOCK DRIVE	209-451-8701	Kindergarten		4-16-14
7.	Michael Davies		862 - 46 ST.	510-220-9089	6th grade		4-16-14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Dewayne		8116 Bridle way	(510) 50-2969	6		Apr 14/14
2.	MOISES LOPEZ	ANGELICA SILVA	910 66th AVE #114	(510) 634-1314	6 grade	ousd	Apr 14-14
3.	MAURICE HUIDOB	ANGELICA SILVA	910 66th AVE #114	(510) 634-1314	3 grade	ousd	4-14-14
4.	AUSA ARRIETA	ANGELICA SILVA	910 66th AVE #114	(510) 634-1314	1 grade	ousd	4-14-14
5.	Ayanna ARRIETA	ANGELICA SILVA	910 66th AVE #114	(510) 634-1314	K grade	ousd	4-14-14
6.	Deonique, Foster		1335 Seminary Ave.	(510) 692-5047			4/14/14
7.	DWAYNE Robinson		1271 Washington AVE #29	(510) 395-4518	6 grade	grass valley	4/14/14
8.	Viola Block	Viola Block	1107 magnolia st	(510) 943-7942	3	ousd	4/14/14
9.	Viola Block	Viola Block	1107 magnolia st	943-7942	5	ousd	4/14/14
10.	Laurenciattua		6873 Hawley str. apt. 209	(510) 915-9245	2nd	SUSD	4/14/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Sevokel Clinton	Sevokel Clinton	833 20th St. Oak, CA 94608	510 227-4389	1st	Emeryville Ch'l development C.	4-14-14
2.	Laver Brown	Laver Brown	775 16th St Oakland, CA	510-472 9095	6th	La Chula Hl	9-19-14
3.	Deidre Biggs	Deidre Biggs	2139 Seminary Ave	510- 230-1753	10	Porte Harte	4-15-14
4.	Deidre Biggs	Deidre Biggs	2139 Seminary Ave	510- 94621	3	Redwood Heights	4-15-14
5.	LaWanda Smith	LaWanda Smith	6400 Mulberry St	(510) 712-1102	T-K	Bretana	4-15-14
6.	Keesha Child	Keesha Child	8648 Macauley Blvd	(510) 586-6712	4	east oakland	4/16/14
7.	Olugbala Akinlunde	Olugbala Akinlunde	10415 Longfellow Ave	510 872 0541	Pre-K	OUSD	4/16/14
8.					Pre-K 2	"	"
9.					3rd	"	"
10.							

Tyrisha Grady
4/16/14

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Kareemah Thomas	Kareemah Thomas	966 90th Ave	(510) 883-9994	Freshman	OUSD	4/16/14
2.	Anthony Jones	Anthony Jones	973 W MacArthur Blvd	510 916-0117			4/14/14
3.	Tiera McGill	Tiera McGill	1615 Sunshine Dr Oakland CA, 94621	(510) 927-8644		OUSD	4/15/14
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PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

Petición para establecer la Escuela Charter Castlemont Community Transformation

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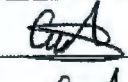

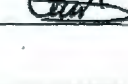
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1.	Jonisha Smith	Jonisha Smith	Oakland, CA 94619	510-589-5363	9 th	Laurel	4/10/14
2.	Carmen Santisteban	Carmen Santisteban	Oakland CA 94605	510-220-3809	2 nd , 12 th	Millsmont	4/10/14
3.	Ayanna M. Robinson	Ayanna M. Robinson	Oakland CA 94605	510-325-2818	9 th	Eastmont	4/10/14
4.	Niesha Hill	Niesha Hill	Oakland CA 94619	510-531-5242	K	Laurel	4-10-14
5.							
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Yvette

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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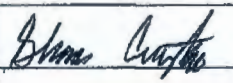
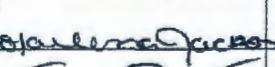
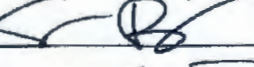


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1.	Sandra Camacho		613 S-Elmhurst Ave Oakland	510 866 9457	8	OUSD	4-16-14
2.	Sandra Camacho		613 S Elmhurst Ave Oakland (510)		3	Autismo OUSD	4-16-14
3.	Sandra Camacho		ca 94608	866 9457	2	OUSD	4-16-14
4.	Sandra Camacho		613 S Elmhurst Ave.	11			
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SHAREEN C. CLARK

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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1.	Sharon crayton		6846 Hawley St #207	510 889 1526 510 91589	6	OAKLAND	7/11/14
2.	MARLENA JACKSON		1410 LANE ST., SF 94124	415-420-830	6	SF	4/14/14
3.	CAREY FRITZ		5521 Harbord Dr Oakland 94618	510 761 5521		Oakland	4-15-18
4.	Cam Kinnear		700 Aram St - San Francisco 94114	415/274 3123	2	Oakland	4/15/14
5.	Mikal Hemmingway		2479 Le Conte Ave Apt C 2nd CA	650 455 7985	2	Oakland	4/14/2014
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DC

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Cooper	Dorham-Kelly	3740 Malcolm Ave Oakland 94605	510- 913-7659	1 st		4.14.14
2.	"	"	"	"	TR		4.14.14
3.	TAMITA	ROBINSON	580 Canyon Oaks Dr, #6 Oakland 94605	510- 562-3536	1 st		4-16-14
4.	"	"	580 Canyon Oaks Dr, #6 Oakland, CA 94605	510- 562-3536	TIC		4-16-14
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Alisa C. Miller

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS

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1.	Janea Griffin	<i>Janea Griffin</i>	8201 - Bancroft	510 899-4980	2	Parker	4/9/14
2.	Stephanie Caldwell	<i>Step</i>	1930 - 84th Ave	510 500-6191	1st	Parker	4/9/14
3.	Sheila Shavis	<i>Sheila Shavis</i>	7206 Orrel Ave	510 827-7215	6th	Webster	04/02/14
4.	Edwina Davis	<i>Edwina Davis</i>	7209 Holly St.	912 224-8953	1	Webster	04-9-14
5.	Larrie Mauri	<i>Larrie Mauri</i>	2662 - 75th Ave	510 512-4689	4	Parker	04/09/14
6.	Talmisha Brundy	<i>Talmisha Brundy</i>	2736 - 75th	510 472-7788	7th	Frick	04/10/14
7.	Erin Battle	<i>Erin Battle</i>	11666 - 66th Ave	415 286-2715	6	Lockwood	04/10/14
8.	Laguanna Reed	<i>Laguanna Reed</i>	2189 Santa Rita St	510 609-3250	8	Elmhurst	04/10/14
9.	Tamika Hampson	<i>Tamika Hampson</i>	2507 - 77th Ave	510 568-0743	3	Parker	04/10/14
10.	Naomi Pona	<i>Naomi Pona</i>	10449 Byron Ave	510 568-5633	4	Reach Aed	4/10/14

Liz Roth

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
Petición para establecer la Escuela Charter Castlemont Community Transformation

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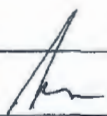
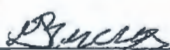
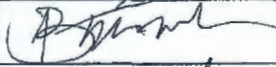
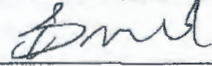

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1.	Justa Matias		2008 23rd Ave	(510) 912 8882	7.		
2.	Thason Mendota-Ma		2008 23rd Ave	4	10.	Gargale/d	04-14-14
3.	Daisy Mendota-Ma		2008 23rd Ave	11	15		
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Sharon Brown

PETITION FOR THE ESTABLISHMENT OF CASTLEMONT COMMUNITY TRANSFORMATION CHARTER SCHOOLS
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1.	Amira Wadud		2144 E. 27th St. Unit B Oakland 94606	510-703 1124	3rd	Manzanita	4/14
2.	Gladis Abencio		9618 Gdes Av. Oakland 94605	510 434-2123			9/14
3.	Brenda Bravo		1004 90th ave Oakland 94603	712-3827	K	New Highland	4/14
4.	Brenda Bravo		1004 90th ave Oakland 94603	712-3827	4th	New Highland	4/14
5.	Monica Torres		490 Lake Park Ave Oakland 94610	575-5599	6th	Mandara	4-14
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Anna A. Johnson

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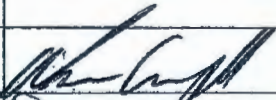





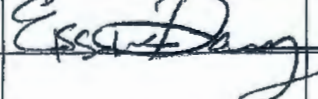
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1.	Tere Sa-Diaz	<i>Tere Sa-Diaz</i>	7029 outlook Ave	510 575 6732	4th		4/14/14
2.	CHRISTIE BUTLER	<i>Christie Butler</i>	923 28th St	509 942 922	1st		4/14/14
3.	Marka Martinez	<i>Marka Martinez</i>	1419 80th av.	510 312 8271	4th		4/14/14
4.	Starkeisha Pope	<i>Starkeisha Pope</i>	1920 castro st #3	916-706-4370	5th		4/14/14
5.	Starkeisha Pope	<i>Starkeisha Pope</i>	1920 castro st #3	916-706-4370	4th		4/14/14
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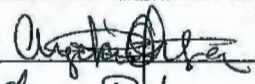
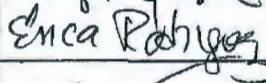

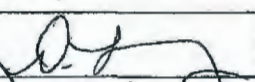
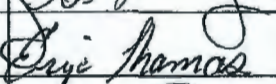
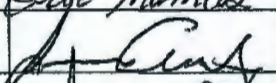
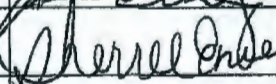
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1.	Alasha Campbell		6818 Lionway Apt 202	510-706-7115	FK K	OUSD	4/14/14
2.	Diane McClendon		6873 Lionway Apt 201	510-827-5413	B th 7	OUSD	4/14/14
3.	Jackie McGee		6818 Lion Way #205	510/860-3136	K 2	OUSD	4-14-14
4.	Andrew Lopez		3792 Goldfuch Terr.	408-728-3482	Pres K	Not yet	4/14/14
5.	DOMINIQUE MARRAS		1383 12 th ST. OAKLAND	510-394-2440	5 th 7	not yet.	4/16/14
6.	Asia Williams		1906 70 th Ave Oakland	(510) 927-2584	4 th 6	OUSD	4/16/14
7.	Eissie Day		7001 87 th Ave Oakland	(510) 485-4945	1 st 3	OUSD	4/16/14
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Allysa Evans

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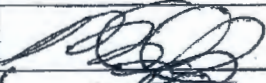
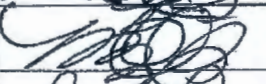

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1.	Angelica Ortega		314 105 th Ave Apt D	(510) 575-4080	3 rd , 4 th , 6 th	OUSD	4/12
2.	Erica Rodriguez		9551 Empire Rd.	(510) 688-3007	6 th & 7 th	OUSD	4/12
3.	Moussa Fanny		9441 Burr st.	510 2282283	1 st & 5 th	OUSD	4/12
4.	Donna Williams		6619 Bancroft Ave	510 4178883	1 st	OUSD	4/12
5.	ERIC Thomas		9244 MacArthur Blk A	510 750 9632	1 st		4/12
6.	Lawrence Anderson		1310 145 th Ave	510 303-5984	5 th	SLSD	4/12
7.	Sherrell Emery		9000 Lawlor St.	510 2282600	TK	OUSD	
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Michael Hunt / LIZ Roth

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	JASON Allen						
1.	Patricia [unclear]		3157 Kingsland Ave Oakland	459-8603	K	Maxwell Park	4/15
2.	Maya Dillard Smith		619 Birrier St. Oakland, CA 94609	(510) 435-9288	5		4/15/14
3.	Maya Dillard Smith		619 Birrier St. Oakland, CA 94609	(510) 435-9288	3		4/15/14
4.	Vincent Stewart		715 Ruasdale St. Oakland, CA 94621	(510) 564-6343	2	Cherryland	4/16/14
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Next Generation Science Standards (NGSS) Grade 2 Scope & Sequence

Students will:

2-LS2-1.	Plan and conduct an investigation to determine if plants need sunlight and water to grow
2-LS2-2.	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
2-LS4-1.	Make observations of plants and animals to compare the diversity of life in different habitats.
2-ESS1-1.	Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.
2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
2-PS1-1.	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS1-2.	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*
2-PS1-3.	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
2-PS1-4.	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
K-2-ETS1-1.	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Appendix 1.10 – Sample Scope and Sequence 2nd Grade NGSS

Please note that all units use a variety of assessments as indicated in Element 3.

Unit	Standards	Lesson Objectives	Resources/Activity
Quarter 1			
This is My World: Essential Questions: <ul style="list-style-type: none"> • What is Life? • What life exists in our community? • How is life dispersed throughout our community? 	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid. K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students will: <ul style="list-style-type: none"> • Conduct a community mapping project in which they explore their community in order to identify and record the various forms of life within it and the distribution patterns within specific geographic locations • Build a model representation of their community which includes various forms of life, geographic features, natural resources and physical and societal boundaries that shape the community • Present their community map and explain the various components to their peers, families and community members • Facilitate a discussion, using their model, to describe life in the community and to gain a better understanding of how the community is shaped by the life within it and how life is impacted by the features of the community 	Maps of all kinds will be used to learn about the community and to see models of how physical, political and psychological features can be depicted in maps Watershed maps and outside expert presentations on bay area water issues will be provided through partnerships with local universities and other community resources Students will use technology to investigate what kinds of information can be learned about the community including but not limited to <ul style="list-style-type: none"> • Demographics • Geographic boundaries • Political boundaries • Psychological boundaries • Resources • Population Students will conduct community interviews to gather rich personal accounts of community life.

			<p>Students will participate in data collection field trips into the community</p> <p>Students will conduct research to identify community assets and features for inclusion in models</p> <p>Videos, books and internet resources on bay area watershed</p> <p>Field trips to local water resources</p> <p>Visits to local library branch for stories and research assistance on community issues</p>
<p>Common Core State Standards Connections:</p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1),(2-ESS2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1),(2-ESS2-3)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1),(2-ESS2-3)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)</p>			

Appendix 1.10 – Sample Scope and Sequence 2nd Grade NGSS

	<i>Mathematics –</i> MP.4 Model with mathematics. <i>(2-LS4-1)</i> 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. <i>(2-LS4-1)</i>		
Quarter 2			
A Life Well Lived: Essential Questions: <ul style="list-style-type: none">• What does it take to sustain life?• What resources are available for living in our community?• How are we living now?	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Students will: <ul style="list-style-type: none">• Create a class list of life that exists within the East Oakland community based on the prior work in community mapping• Select a specific form of life from within the community and map out the stages and cycles of life including the resources needed to sustain it• Create a presentation of their chosen life form which includes investigations, experiments, and displays depicting their chosen life form and how it sustains itself within the community	FOSS science kits Direct instruction on the various components of the scientific method Sample experimental design planning forms Field trips into the community Field trip to laboratory to learn about real world experimentation Field trip to Oakland water treatment facilities Interviews with community members, librarians, scientists, business leaders and political figures to gather data on current living conditions Internet and library research on specific forms of life and sustainability Class discussions

			<p>Small group project work</p> <p>Seismic maps of bay area with fault lines and historical records of earthquake activity and firsthand accounts of the experience of community members in specific earthquake events</p> <p>Emergency safety presentations regarding earthquake safety and preparation</p> <p>Review of school earthquake preparedness plans and deep investigation of efficacy</p>
	<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1),(2-ESS2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1),(2-ESS2-3)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1),(2-ESS2-3)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)</p>		

Appendix 1.10 – Sample Scope and Sequence 2nd Grade NGSS

	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.4 Model with mathematics. (2-ESS1-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-ESS2-1)</p> <p>2.NBT.A Understand place value. (2-ESS1-1)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)</p>		
Quarter 3			
<p>It Takes a Village:</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• How is life in our community connected?• How do we rely on one another to live well in our community	<p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Investigate the interdependent relationships within the community by making explicit the connections between various components of the community as described in prior mapping projects• Create graphic organizing webs showing connections and relationships between various community organizations and resources• Create watershed models tracing water as it makes the journey from clouds to land to rivers, to the bay to the ocean and back to clouds through the various components of the water cycle	<p>6 degrees of separation game</p> <p>Sample interdependence webs</p> <p>Watershed maps</p> <p>FOSS water cycle kit</p> <p>Web resources on the water cycle</p> <p>Sample experiments on the various aspects of the water cycle including but not limited to evaporation, condensation, and precipitation</p> <p>Videos on the water cycle</p> <p>Class discussions</p> <p>Small group work</p>

			Partner and peer review Independent research and investigation Community interviews
	Common Core State Standards Connections: ELA/Literacy – RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4) RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4) RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4) W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4) W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3) Mathematics – MP.2 Reason abstractly and quantitatively. (2-PS1-2) MP.4 Model with mathematics. (2-PS1-1),(2-PS1-2) MP.5 Use appropriate tools strategically. (2-PS1-2) 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2)		
Quarter 4			
I Can Make a Difference: Essential Questions:	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Students will: • Investigate the physical form of the Yosemite watershed	Yosemite Institute excursion Yosemite Institute resources on water resources, watershed issues,

Appendix 1.10 – Sample Scope and Sequence 2nd Grade NGSS

<ul style="list-style-type: none"> • What issues are important to me and the other people in my community? • What can I do to make a difference? • What impact can I have in my community? 	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p>	<p>identifying land forms and waterways and how they were formed and comparing and contrasting them with the Oakland area watershed</p> <ul style="list-style-type: none"> • Investigate and describe the areas of interdependence between the Oakland watershed and the Yosemite watershed • Design a community service project that will address a matter of importance in the community in an effort to improve living conditions and or build a sense of interdependence and community responsibility. 	<p>glaciation, erosion, human impact on the valley, and the history of human use in Yosemite Valley</p> <p>Watershed maps</p> <p>Web resources on Yosemite National Park</p> <p>Yosemite National Park Junior Ranger program materials</p> <p>Nonfiction accounts of student service projects</p> <p>Pay it Forward web resources</p> <p>Community service project development guide</p> <p>Project design guidelines</p> <p>Community service project rubric</p> <p>Guided class discussions on designing a service project</p> <p>Group support for service projects</p> <p>Letter writing to solicit support and assistance in completing service projects</p>
<p>Common Core State Standards Connections:</p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1)</p>			

Appendix 1.10 – Sample Scope and Sequence 2nd Grade NGSS

	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)</p> <p>Mathematics –</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3)</p>

Appendix 1.11 – Sample CPA Weekly Schedules

Grades TK-3rd

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Mind and Body Matters – Morning Circle (30 min.)				
8:45-10:00am	Place Based Learning – Science/Health (75min)	Diverse Learning Period (Blended Learning/ RTI/ Learning Lab/ Math Center) (75min)	Place Based Learning – Science/Health (75min)	Place Based Learning – Science/Health (75min)	Place Based Learning – Science/Health (75min)
10:00-10:20am	Recess (20 min.)				
10:20-11:50am	ELA (90 min total) <ul style="list-style-type: none"> • Reading (30min) • Literacy (30min) • Vocabulary (30min) 	ELA (90 min total) <ul style="list-style-type: none"> • Reading (30min) • Literacy (30min) • Vocabulary (30min) 	ELA (90 min total) <ul style="list-style-type: none"> • Reading (30min) • Literacy (30min) • Vocabulary (30min) 	ELA (90 min total) <ul style="list-style-type: none"> • Reading (30min) • Literacy (30min) • Vocabulary (30min) 	Diverse Learning Period (Blended Learning/ RTI/ Learning Lab/ Math Center) (90 min)
11:50-12:20pm	Lunch (30 min.)				
12:20-12:40pm	Recess (20 min.)				
12:40-1:20pm	Math (40 min)	Social Science (40min)	Early Release – Professional Learning Communities	Math (40min)	Social Science (40min)
1:20-2:10pm	Music/Visual Arts (50min)	Physical Education (50min)		Music/Visual Arts (50min)	Music/Visual Arts (50min)
2:10-2:50pm	Social Science (40min)	Math (40min)		Social Science (40min)	Math (40min)
2:50-3:30pm	I-LEAD (40min)	I-LEAD (40min)		I-LEAD (40min)	I-LEAD (40min)
3:30pm – 3:45pm	Closing Circle (15min)	Closing Circle (15min)		Closing Circle (15min)	Closing Circle (15min)
Daily Instructional Minutes	365 minutes	365 minutes	195 minutes	365 minutes	365 minutes

Appendix 1.11 – Sample CPA Weekly Schedules

Grades 4-5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Mind and Body Matters – Morning Circle (30 min.)				
8:45-10:00am	Problem Based Learning – Social Science (75min)	Diverse Learning Period (Blended Learning/ RTI/ Learning Lab/ Math Center) (75min)	Problem Based Learning – Social Science (75min)	Problem Based Learning – Social Science (75min)	Problem Based Learning – Social Science (75min)
10:00-10:20am	Recess (20 min.)				
10:20-11:10am	ELA (50 min total) Reading	ELA (50 min total) Reading	ELA (50 min total) Reading	ELA (50 min total) Reading	Diverse Learning Period (Blended Learning/ RTI/ Learning Lab/ Math Center) (90 min)
11:10am-11:50am	I-LEAD (40min)	I-LEAD (40min)	Math (40 min)	I-LEAD (40min)	
11:50-12:10pm	Recess (20 min.)				
12:10-12:40pm	Lunch (30 min.)				
12:40-1:40pm	Math (60min)	Science/Health (60min)	Early Release – Professional Learning Communities	Math (60min)	Science/Health (60 min)
1:40-2:30pm	Music/Visual Arts (50min)	Martial Arts (50min)		Music/Visual Arts (50min)	Music/Visual Arts (50min)
2:30-3:30pm	Science/Health (60 min)	Math (60min)		Science/Health (60min)	Math (60min)
3:30pm – 3:45pm	Closing Circle (15min)	Closing Circle (15min)		Closing Circle (15min)	Closing Circle (15min)
Daily Instructional Minutes	365 minutes	365 minutes	195 minutes	365 minutes	365 minutes

Appendix 1.12 - Sample 2015-2016 CPA CALENDAR

July						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July
4: Independence Day
6-31: LEAD Summer Camp

Days of instruction: 0

January 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January
Dec 21-1: Winter Break - No School
18: MLK Jr. Holiday - No School
21-22: LEAD Plan parent conference
29: Pupil Free Day/
Professional Development
Days of instruction: 18

August						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August
10-14: Orientation
24-28: Family Orientation
31: First Day of School

Days of instruction: 1

February						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

February
15: Presidents Day - No School
24: Parent Teacher Night

Days of instruction: 20

September						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September
7: Labor Day - No School
28-29: LEAD Plan parent conference
25: Progress report card
30: Parent Teacher Night

Days of instruction: 21

March						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March
18: Pupil Free Day/
Professional Development
25: Progress report cards
31: Cesar Chavez Day - No School

Days of instruction: 21

October						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October
9: Pupil Free Day/
Professional Development

Days of instruction: 21

April						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April
18-22: Spring Break - No School

Days of instruction: 16

November						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November
11 - Veteran's Day - No School
23-27: Thanksgiving Holiday - No School

Days of instruction: 15

May						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May
19-20: LEAD Plan parent conference
30: Memorial Day - No School

Days of instruction: 21

December						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December
10-11: Presentations of Learning
18: Mid-Term Report Cards
21-Jan 1: Winter Break - No School

Days of instruction: 14

June						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June
10-11: Presentations of Learning
17: Final Report Cards
17: Last Day of School

Days of instruction: 13

Total School Days 181

Legend:

	Regular School Day
	Holiday
	Pupil Free Day - Professional Development
	Orientation for incoming students
	Summer Camp

Important Days:

	Family Events
	Report Cards
	Early Release Day
	Presentations of Learning
	LEAD Plan
	First and Last Days of School

*Instructional minutes account for year-end CAASPP testing, which dates have not yet been determined

Appendix 1.13 - Sample Instructional Time 2015-2016

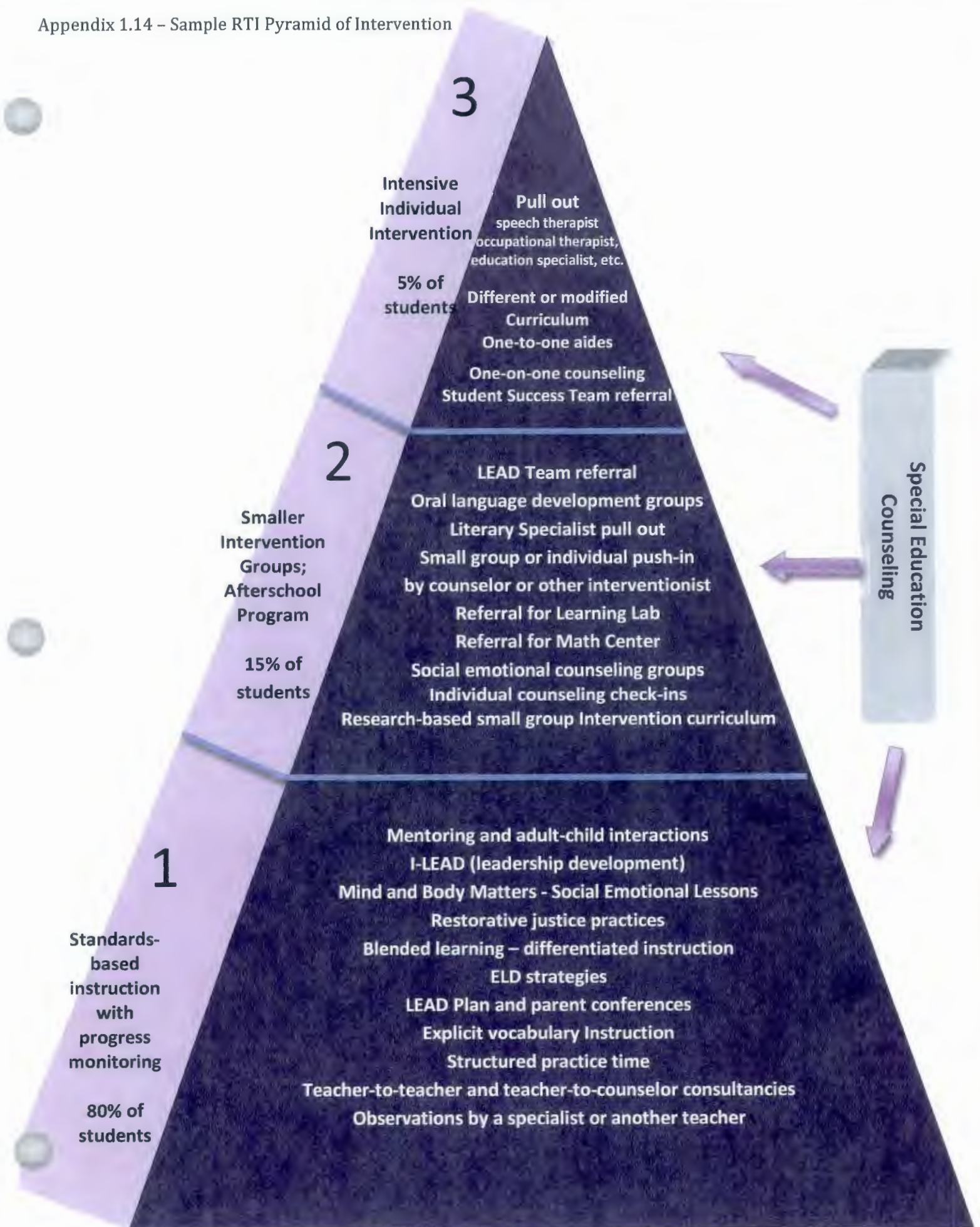
	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
# of full days	1	16	17	13	11	14	16	16	13	13	10	140
# of minimum days	0	5	4	2	3	4	4	5	3	3	3	36
# of testing days	0	0	0	0	0	0	0	0	0	5	0	5
Total # of days*	1	21	21	15	14	18	20	21	16	21	13	181

Grades TIK-5

# of minutes in a full day	365	365	5840	6205	4745	4015	5110	5840	5840	4745	4745	3650	51100
# of minutes in an min. day	195	0	975	780	390	585	780	780	975	585	585	585	7020
# of minutes in a testing day	225	0	0	0	0	0	0	0	0	0	1125	0	1125

Required # of minutes (Kindergarten)	36,000
Required # of minutes (Grades 1 - 3)	50,400
Required # of minutes (Grades 4 - 5)	54,000
Total # of minutes CPA academic year:	<u>59,245</u>

**Instructional minutes account for year-end CAASPP testing for which dates have not yet been determined*



Model of CPA Schedule to Meet Promotion and Retention Requirements

Transitional Kindergarten

All TK students will meet the basic standards as set by CCSS to be “school ready” and transition to Kindergarten.

Kindergarten

All kindergarten students will meet the basic standards as set by CCSS to transition to first grade. In addition, kindergarten students will be promoted and placed based on teacher recommendation. Faculty will be responsible for instant intervention strategies and with parental consent to ensure all students are successfully promoted.

1st – 5th Grades

All students will meet the basic standards as set by CCSS and have a passing grade of 75% or above.

A student at risk of retention if his/her standards-based report card or results on the Smarter Balanced Assessment Systems and California Standards Test (CST) indicate that (s)he is performing “Below Basic” or “Far Below Basic.”

Lack of English proficiency may not be the reason for retention.

Subject	Grade Levels	Satisfactory
English Language Arts	TK-5	Passing grade of 75% or above
Mathematics	K-5	Passing grade of 75% or above
Science	K-5	Passing grade of 75% or above
Social Studies	K-5	Passing grade of 75% or above
Required Elective Music Visual and Performing Arts	K-5	Passing grade of 75% or above
I-LEAD	K-5	Passing grade of 75% or above
PBL	K-5	Passing grade of 75% or above
Physical Education	K-5	Passing grade of 75% or above

Students will have the full year including summer camps, school support, and afterschool, and I-LEAD to work towards completion in all their core curriculum subjects when they are not on track for successful completion of a course. Students may receive academic support during the school day, small group instruction in afterschool programs, one-to-one tutoring in remedial and skill building programs during the summer.

English Learners

English Learners who are also identified as learning disabled students will be assigned to programs according to their IEP or Section 504 Plan.

3639459

Appendix 4.1 - Articles of Incorporation

FILED *DM*
Secretary of State
State of California

ARTICLES OF INCORPORATION
OF
CASTLEMONT COMMUNITY TRANSFORMATION SCHOOLS

JAN 24 2014

1 cc

I.

The name of the Corporation shall be Castlemont Community Transformation Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this corporation are to lease, own, manage, maintain, guide, direct, promote and operate educational institutions that provide a high-quality, academically rigorous, and culturally and linguistically competent pre-K-12 education that equips children and young people to thrive in academia, college, career, and life by igniting an ever-growing capacity to transform their own lives and communities.

In furtherance of the forgoing purposes, the corporation shall pursue the charitable and public purposes of supporting academic advancement and career readiness towards community transformation by providing a cradle-to-college continuum of socially-driven and academically rigorous college and career preparatory academies in which students of all previous preparation levels can find success.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Olis Simmons
8711 MacArthur Boulevard
Oakland, CA 94605

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for

services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

8711 MacArthur Boulevard
Oakland, CA 94605

Dated: 1/24/14


Olis Simmons, Incorporator



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

JAN 27 2014 GS

Date: _____

Jenna Bowen
JENNA BOWEN, Secretary of State

**BYLAWS
OF
CASTLEMONT COMMUNITY TRANSFORMATION SCHOOLS**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Castlemont Community Transformation Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 8711 MacArthur Boulevard, Oakland, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to lease, own, manage, maintain, guide, direct, promote and operate educational institutions that provide a high-quality, academically rigorous, and culturally and linguistically competent pre-K-12 education that equips children and young people to thrive in academia, college, career, and life by igniting an ever-growing capacity to transform their own lives and communities. In furtherance of the forgoing purposes, the corporation shall pursue the charitable and public purposes of supporting academic advancement and career readiness towards community transformation by providing a cradle-to-college continuum of socially-driven and academically rigorous college and career preparatory academies in which students of all previous preparation levels can find success. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

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

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and

require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Initial terms for the founding Board of Directors shall be staggered as determined by the Board with a vote with at least two (2) directors serving an initial term of two (2) years and at least three (3) directors serving an initial term of three (3) years.

The founding Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Olis Simmons	TBD
Thomas Stewart	TBD
Evan Smith	TBD
Linda Wing	TBD
Keith Clark	TBD
Tracy Session	TBD
Susana Morales Konishi	TBD
Lisa Haynes	TBD
LaShawn Chatmon	TBD

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt

other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Except for the founding Board of Directors, each director shall hold office, unless otherwise removed from office in accordance with these bylaws, for a two (2) year term and until a successor director has been designated and qualified. Each director may thereafter be reelected for subsequent two (2) year periods not to exceed a total of ten (10) years.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the unexcused absence of a director at three (3) Board meetings during the fiscal year.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors

may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient

or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

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

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Chief Executive Officer, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

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

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

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and

maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

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

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

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

ARTICLE XV INSPECTION RIGHTS

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

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

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

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

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

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

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

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a two-thirds majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

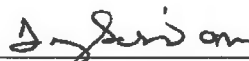
ARTICLE XVIII FISCAL YEAR

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Castlemont Community Transformation Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on **March 24, 2014**; and that these bylaws have not been amended or modified since that date.

Executed on **March 24, 2014** at Oakland, California.

A handwritten signature in cursive script, appearing to read "Tracy Session", is written over a horizontal line.

Tracy Session, Secretary

CASTLEMONT COMMUNITY TRANSFORMATION ACADEMIES

CONFLICT OF INTEREST CODE

I. ADOPTION

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

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

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

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a

Appendix 4.3 - Conflict of Interest Code

reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

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

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - C. Chief Executive Officer
 - D. Chief Academic Officer
 - E. Chief Operating Officer
 - F. Senior Academy Principal
 - G. Junior Academy Principal
 - H. Primary Academy Principal
 - I. Director of Early Education Programs
 - J. Director of Finance
 - K. Director of Operations
 - L. Director of Evaluation and Accountability
 - M. Consultants¹
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
 - A. Contractor

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

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

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

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

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

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

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

Category 2 Reporting:

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

Category 3 Reporting:

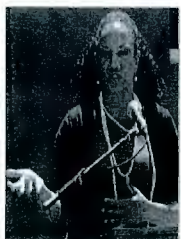
- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the by the designated employee's department. Investments include the interests described in Category 1.

Appendix 4.4 – Founding Board Biographies and Skills Matrix

BOARD SKILL MATRIX

Name	Position	Organization	Skill														
			Youth Development	Urban Education	Policy & Systems Change	School Leadership	Curriculum & Assessment	Finance	Gov & Law	Outreach	Facilities	HR	Technology	Community Transformation	Community Based Research	Development	Relevant Program Expertise
1.	Olis Simmons	Chair	Youth UpRising	X		X				X	X			X			X
2.	Tom Stewart	Treasurer	Patten University				X	X	X	X			X			X	
3.	Evan Smith	Chief of Audit	Purpose Built Communities	X						X				X	X		X
4.	Linda Wing		Retired Ed Professor	X	X		X	X	X	X	X				X	X	X
5.	Bishop Clark	Outreach Chair	Word Assembly Baptist Church	X			X			X				X		X	
6.	Tracy Session	Secretary	Teach for America		X		X	X		X		X					X
7.	Susana Morales-Konishi		Youth UpRising	X		X				X					X	X	X
8.	Lisa Haynes		Youth UpRising	X	X		X	X	X	X	X	X		X	X		X
9.	LaShawn Chatmon	Vice Chair	The National Equity Project	X	X	X	X	X		X				X	X	X	X

BOARD BIOS



OLIS SIMMONS, BOARD CHAIR

Olis Simmons is a rare combination of visionary and implementer. As the founding President and CEO of Youth UpRising in East Oakland, Ms. Simmons has the expertise and vision to build pathways for youth development and improve the educational opportunities for underserved communities. She participates in all aspects of Youth UpRising's community engagement, fund development, facility renovation, and program design. Ms. Simmons is committed to developing our nation's highest opportunity youth – often viewed as the problem – into community leaders. Youth UpRising is a nationally recognized community transformation hub, providing comprehensive, integrated services and leadership development programs as an engine for authentic community revitalization that transforms the community without displacing its people. Her integrated approach to community transformation is grounded in over twenty years of policy, program administration, and research experience in Oakland and across the country. Ms. Simmons received a B.A. in Urban Legal Studies from City College of New York.



THOMAS STEWART, Ph.D., TREASURER

Dr. Stewart is President of Patten University and leads UniversityNow's corporate and community relationships efforts. Patten University offers affordable online and on campus post-secondary Liberal Arts education programs that emphasize social justice and community service. He has extensive experience improving the University's financial stability, cultivating community partnerships, and building stakeholder consensus. Dr. Stewart directs the ongoing assessment and implementation of curriculum at Patten University, ensuring that educational programming aligns with accreditation standards. He has been involved in numerous social entrepreneurial, civic and volunteer activities, including senior executive and board memberships with the Black Alliance for Educational Options, Next Generation Foundation, LearnNow, and more. Dr. Stewart has supported several charter schools across the nation. He holds a B.A. with honors from the University of the District of Columbia and a Ph.D. in Government from Harvard University.



LINDA C. WING, Ph.D.

As a senior advisor at the University of Chicago Urban Education Institute, Linda C. Wing designed and led the creation of a birth-to-college approach to public education. This work involved co-founding and serving as CEO of the University of Chicago Charter School, which consists of two elementary and two secondary campuses serving 1,800 children from prekindergarten to grade 12. Dr. Wing has broad leadership and research experience in various educational initiatives. Dr. Wing co-directed a Harvard University doctoral program for aspiring urban school system leaders, headed an Apple Computer urban education initiative, led a national center that developed bilingual curriculum materials for elementary schools, and co-founded a small school inside a comprehensive Bay Area high school. She began her career in education as an English and History high school teacher in the Bay Area. She has a B.A. from Stanford University and a Ph.D. from the University of California at Berkeley.

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TRACY SESSION, SECRETARY

As a child growing up in poverty, Tracy Session experienced the real limitations that our students face in our classrooms and communities. Driven to help his community, he joined Teach For America and taught third and ninth grade in Atlanta. He continued at Teach For America's recruitment team to attract smart, passionate, and dedicated teachers for the organization. He now leads Teach For America's Oakland region and believes that our work alongside our families, students, and community members will make a substantial difference in the lives of kids. Mr. Session graduated from UCLA and is a Coro Fellow in Public Affairs.



EVAN SMITH

Evan Smith is a Community Development Advisor for Purpose Built Communities where he works with local leaders to break the cycle of poverty by transforming struggling neighborhoods into vibrant, sustainable communities so everyone has the opportunity to thrive. Before joining Purpose Built, Mr. Smith worked in education as a math teacher and an instructional coach for math and science teachers. He began his career as a Teach For America Corps Member in the Rio Grande Valley of South Texas. A native of LaBelle, FL, he graduated from Wake Forest University with a B.A. in both Economics and Political Science.



BISHOP KEITH CLARK, Ph.D.

Bishop Keith Clark is a strong, well-respected Christian leader for the African American community in Oakland and the greater Bay Area. In 1993, he began his ministry at Word Assembly and has expanded the church significantly. He now serves as the General Overseer of four Word Assembly locations throughout the Bay Area. His leadership has improved local economic development, community service and outreach, and spiritual education. Bishop Clark is an active member of Oakland Chamber of Commerce and partners with local businesses to organize for collective change. He is a cofounder of Oakland Bible College and Word Academy, a place for youth to develop spiritually. Bishop Clark is committed to youth in the community and presents at numerous schools throughout the Bay Area about violence prevention, leadership, and staying in school. Originally from New Orleans, Louisiana, Bishop Clark received his B.A., Master's, and Doctorate degrees in Theological Studies.

Appendix 4.4 – Founding Board Biographies and Skills Matrix



SUSANA MORALES KONISHI, M.A.

Susana Morales Konishi is the Director of Community Economic Development at Youth UpRising. She holds Youth UpRising's partnership in the East Oakland Early Childhood Hub, a collaboration of organizations and social services that provide young children and their families with age-appropriate services, resources, and support. Ms. Konishi also leads the community-based participatory research (CBPR) and youth participatory action research (Y-PAR) work at YU. This work changes the face of research by transforming young people into researchers and agents of social change in their communities. Youth accomplish this by capitalizing on their ability to problem-solve and ground-truth data. In addition to her experience managing local, statewide, and national health equity projects, Ms. Konishi has over ten years of experience in community research, evaluation, and implementation of culturally sensitive programs for disadvantaged communities. She holds a B.A. from the University of California, Berkeley in Anthropology and Psychology, and a Master's degree from San Francisco State University in Gerontology.



LISA HAYNES, M.A.

Currently the Director of Career & Education for Youth UpRising, Lisa is responsible for all aspects of a \$3M department charged with improving educational and employment outcomes for high need youth and young adults. Lisa joined Youth UpRising as a respected educational leader who has successfully served as a high school Principal, Instructional Leader, Culture & Intervention Specialist, Academic Intervention Coordinator, Budget and Finance Manager, and Transition Coordinator and Teacher for California Youth Authority. She is a PhD Candidate in Educational Leadership with Walden University. Ms. Haynes also holds a Master of Arts in English from San Diego National University.



LASHAWN ROUTÉ CHATMON, M.A., VICE CHAIR

As the founding Executive Director of the National Equity Project, LaShawn Routé Chatmon is committed to achieving racial equity in education for underserved and disenfranchised communities across the country. Her work influences systems change at the school and district level by coaching and developing administrators and teacher leaders. She began her career in education as a teacher at public and private schools across the nation. While teaching at Berkeley High School, Ms. Chatmon partnered with UC Berkeley to engage students in community-based research that analyzed differences in academic achievement between white students and students of color. Ms. Chatmon earned a B.A. from University of California, Berkeley, a Master's of Arts in Teaching from Brown University, and an administrative credential from California State University, Sacramento.

Draft Faculty Effectiveness Rubric*Adapted from TCRP for Castlemont Community Transformation Schools*

Standards	Indicators
Domain 1: Data-Driven Planning and Assessment	
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection of assessments
	B) Progression of assessments
Domain 2: Classroom Learning Environment	
2.1 Create a culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Curriculum and Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences (optional)
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials

Draft Faculty Effectiveness Rubric*Adapted from TCRP for Castlemont Community Transformation Schools*

3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring (optional)
Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a Professional Learning Community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CCTS norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CCTS handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	Learning objectives align with or extend content standards that represent high expectations and rigor to promote in-depth understanding of complex, interdisciplinary concepts and college readiness and are sequenced to help students access the level of rigor for the standard.
	B) Measurability of learning objectives	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	Learning objectives are specific, measurable by multiple methods, and are explicitly stated in terms of student learning.

Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and / or in collaboration with other students.	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including differentiated resources / activities for re-teaching and additional practice to adjust instruction as needed.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.

Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data sources to guide how content is organized or instructional strategies are selected.	The teacher uses student data sources to inform his/her planning for whole groups of students.	The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping in order to meet specific student needs.	The teacher uses student data sources to inform content organization, instructional strategies, and grouping in order to meet individual student needs. The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that prerequisite knowledge for individual students.
	B) Addresses common content misconceptions	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors.	The teacher identifies common content misconceptions and includes multiple strategies for explaining, avoiding, and correcting these cognitive errors as well as for uncovering additional misconceptions.

Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.5 Design assessments to ensure student mastery	A) Selection of assessments	Proposed assessments do not measure the learning objectives.	Proposed assessments measure some, but not all aspects of the learning objectives.	Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	Proposed assessments measure all aspects of the learning objectives and have been adapted to meet student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B) Progression of assessments	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective (s).	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective (s).	Multiple assessments are planned and build on each other. Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a culture of learning	A) Value of effort and challenge	The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	The teacher and students encourage one another in working hard to exceed academic challenges. Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that students understand and are held to the same high standards.	The teacher and students actively support the school's standards of conduct; students accept responsibility for their conduct.
	B) Response to behavior	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; and/or, the teacher's response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher's response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	Student behavior is appropriate and students and the teacher provide positive reinforcement, or the teacher's response to student misbehavior is proactive and sensitive to students' individual needs. Students respond to each other's inappropriate behavior and redirect each other.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	The teacher's interactions with students reflect respect and caring, for individual students, in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.
	B) Student interactions with each other	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction.	Students demonstrate genuine respect, caring, and support for each other's learning under their own initiative.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	The teacher and students have established and enforce routines and procedures that operate seamlessly and efficiently; transitions result in no loss of instructional time.

Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objectives or how the objectives promote college-readiness.	The teacher explains the learning objectives and how the objectives promote college-readiness but in language which is not understood by students.	The teacher explains the learning objectives in language that is well understood by students. Students are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson.	The teacher explains the learning objectives. Students are able to articulate what they are expected to learn and why. The teacher references the objective in multiple ways throughout the lesson.
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objectives and students' prior and future learning.	The teacher makes connections between the current learning objectives and the students' prior and future learning. Connections are vague and / or based on connections to assessments and grades.	The teacher makes explicit connections between the current learning objectives and the students' prior and future learning, facilitating students to make explicit connections between discrete pieces of content knowledge and a larger discipline (s).	The teacher facilitates as students build connections from their prior knowledge to the current learning objectives and to future learning. Teacher facilitates as students make explicit connections within and outside of the discipline.
	C) Criteria for success	The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn.	The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn.	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives and the success criteria focus on what students will learn.	The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress.

Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher does not implement lesson cycle and / or pacing does not allow the lesson to progress past direct instruction.	The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives.	The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students), with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives.	The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class.
	B) Cognitive Level of Student Learning Experiences (Optional indicator)	<p>Learning experiences (any and all assignments / strategies) do not match students' ZPD or do not fully support students in achieving the stated learning objectives.</p> <p>Or</p> <p>Learning experiences (any and all assignments / strategies) do not meet the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p>	<p>Some, but not all, learning experiences match the ZPD for the class as whole and support only some students in achieving the stated learning objectives.</p> <p>Or</p> <p>Some, but not all, learning experiences meet the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p>	<p>All learning experiences consistently match the ZPD for sub-groups of students and support students in achieving the stated learning objectives.</p> <p>Or</p> <p>All learning experiences consistently match the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p>	<p>All learning experiences consistently match the ZPD for individual students and support them in mastering the stated learning objectives.</p> <p>Or</p> <p>All learning experiences consistently match the level of rigor required for individual students to attain mastery of the standard and master the stated learning objectives.</p>

Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses low-level, rote recall questions that require little cognitive challenge. Wait time is not utilized.	The teacher poses a combination of low and mid-level questions that require inconsistent levels of cognitive challenge. Wait time is used inconsistently.	The teacher poses scaffolded questions to move student thinking towards mastery of the learning objective. Wait time is used consistently. Students have opportunities to process the question before answering; teacher requires students to fully answer questions, and uses probing questions to extend students' ideas.	The teacher and students pose questions that require consistent cognitive challenge. Wait time is used consistently. Students respond to questions in a way that engages one other and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content.
	B) Academic Discourse	Conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse (i.e., content vocabulary, scholarly language) among students.	Conversations, in whole and small group settings, are dominated by a small number of students and result in inconsistent levels of academic discourse among students.	Conversations, in whole and small group settings, are facilitated by the teacher and involve students in consistent levels of academic discourse; students display some, but not all of the following: talking about an academic idea, using academic vocabulary and supporting ideas with evidence.	Conversations in whole and small group settings are facilitated by students and consistently involve all students in academic discourse among students. Students talk about an academic idea, using academic vocabulary and support ideas with evidence.

Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
	C) Group structures	There is a mismatch between the grouping structure and instructional objective/ student needs.	Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration). Student participation is inconsistent and teacher may not hold students accountable for individual / group work.	Instructional grouping arrangements maximize student learning (i.e. structure, roles, duration etc.). Teacher facilitation enhances collaboration and students are held accountable for individual / group work.	Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual / group work.
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and / or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support student attainment of learning objectives, and require cognitive engagement. Students choose, adapt or create materials to extend learning.

Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and immediately adjusts instruction to meet students' learning needs.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives. Students self-assess and suggest adjustments in the instruction to meet their needs.
	B) Feedback to students	The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives.	The teacher provides specific, timely, and instructive feedback to students, which consistently advances students toward attainment of the learning objectives.	The teacher provides specific, timely, and instructive feedback that consistently advances students toward attainment of the learning objective. Students provide instructive feedback to one another.
	C) Self-monitoring (optional indicator)	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress.	The teacher provides students with some opportunities for self-monitoring but does not connect it to plans for improving learning.	The teacher provides students with opportunities for self-monitoring and guidance in determining appropriate next steps to improve learning.	The teacher provides students with ample opportunities for self-monitoring and students determine appropriate next steps for improving their own learning.

Domain 4: Professional Responsibilities

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a Professional Learning community	The teacher avoids participating in the Professional Learning Community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in Professional Learning Community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the Professional Learning Community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the Professional Learning Community by assuming appropriate leadership roles and promoting positive and professional relationships

Domain 4: Professional Responsibilities

Standard	Indicators	Level I	Level II	Level III	Level IV
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
4.3 Uphold and exhibit the CCTS norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CCTS handbooks	The teacher inconsistently complies with school and CCTS policies and timelines.	The teacher complies with school and CCTS policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CCTS policies and timelines.	The teacher assumes a leadership role in modeling school and CCTS policies and timelines and encourages others to support them.

Domain 5: Partnerships, Family, and Community

Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a proactive, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

Domain 5: Partnerships, Family, and Community

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CCTS, or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CCTS, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CCTS, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CCTS, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

CHIEF EXECUTIVE OFFICER JOB DESCRIPTION - DRAFT

Position Title: Chief Executive Officer

Reports To: CCTS Board of Directors

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

Castlemont Community Transformation Schools seeks a seasoned, enterprising, high-energy educational non-profit leader to provide effective leadership and management to plan, launch, and execute the vision of a cradle-to-career education continuum. As the founding Chief Executive Officer (CEO), s/he will work in deep partnership with the Board of Directors and a core planning team to launch three public charter schools (grades TK-5, 6-8, and 9-12) and build out an existing early childhood development program portfolio. This includes selecting and hiring an operational leadership team as well as instructional leaders (Principals) for the three schools.

The CEO is responsible for the successful launch of CCTS and its charter schools as part of a cradle-to-career education continuum. Together, the Board and the CEO will assure the accomplishment of CCTS's mission and vision, and the accountability of CCTS to its diverse constituents. The Board delegates responsibility for management and day-to-day operations to the CEO, and s/he is invested with the authority to carry out these responsibilities, in accordance with the direction and policies established by the Board. The CEO provides direction and support to the Board as it carries out its governance functions.

This will include:

- Designing and implementing strategies to dramatically improve student achievement across a TK-12 education continuum that leverages best practices in early childhood development and post-secondary career pathways programming to create a cradle-to-career pipeline.
- Partnering closely with the founding Board of Directors and core planning team to create community buy-in and build a multi-stakeholder constituency base that helps mold the vision of the organization to meet the needs of the children in the Castlemont community.
- Building a high-performing staff and leadership team to achieve and sustain results, and is deeply committed to improving educational and life outcomes for East Oakland students.

The CEO will be responsible for all aspects of Castlemont Community Transformation Schools' programmatic and operational management including annual evaluation, fund development, strategic planning and budgeting of his/her direct reports. The CEO will maintain and grow successful and productive local, regional and national community relationships both within and outside of Oakland.

With the benefit of unwavering, competent support from the founding Board, the CEO will have the freedom to develop, implement, and refine innovative strategies to accelerate student achievement. Without the burden of directly managing the complex politics associated with securing the charter, the CEO will also be free to focus on instructional leadership, culture, and development of their team.

Castlemont Community Transformation Schools – Castlemont Primary Academy

Primary Responsibilities

Internal management and Organizational Development (50%)

Overall Leadership and Strategic Planning

- Identify opportunities for CCTS to grow as a leader in the field of public education and build strategies to take advantage of these opportunities.
- Ensure CCTS operation aligns with its vision, mission, guiding principles and youth development model and meets the expectations of its Members, Board and funders.
- Develop and implement effective organizational structure. Oversee the efficient and effective day-to-day operation of CCTS.
- Ensure accurate and relevant annual evaluation of CCTS, including a process for moving toward impact-based evaluation.
- Implement a strategic plan that incorporates goals and objectives that advance the development of CCTS and that is furthered by staff and program partner work plans. Ensure constituents, including students, parents, community partners, funders, staff and volunteers buy-in to the overall direction and development of CCTS and its schools and community services.
- Maintain a working knowledge of significant best-practice developments and trends in the field. Through both personal modeling and organizational incorporation of best practices, facilitate leadership development at all levels of the organization.

Staff Management and Development

- Determine staffing requirements for most effective operation of CCTS and its schools and programs. Develop effective management team, with appropriate provision for succession.
- Work with Senior Management Team to develop and update job descriptions and work plans for all staff.
- Oversee the recruitment, interviewing, hiring, supervision and development of staff. Ensure that tools and templates for effective management, supervision and evaluation are used throughout CCTS. Coach and mentor staff as appropriate to improve performance and develop leadership.
- Implement a performance review process that includes monitoring performance on an on-going basis and conducting annual performance reviews.
- Oversee the implementation of a comprehensive strategic plan for CCTS to build capacity regarding identified core competencies, managerial competencies, positional competencies and organizational competencies.
- Establish a positive, healthy and safe work environment that attracts, keeps, and motivates a diverse staff of top quality people.

Program Development, Oversight & Evaluation

- Oversee delivery of the education programs and services to maintain or improve quality and ensure alignment with CCTS vision and mission. Ensure that schools operate in alignment with and contribute to the mission and reflect the priorities of the Board.
- Ensure resources are allocated to maximize effectiveness and efficiency.
- Oversee development and implementation of evaluation of program activities to ensure contractual obligations are fulfilled.
- Facilitate collaboration across and among the three schools and local partners, including Youth UpRising, to expand CCTS's capacity to serve its students and implement a cradle-to-career pipeline. Ensure strong collaborative relationships with key service-providers.

Castlemont Community Transformation Schools – Castlemont Primary Academy

Board Development

- Work with the Board to keep vision and strategic direction up to date. Identify, assess, and inform the Board of internal/external issues affecting CCTS. Identify areas requiring planning and develop recommendations regarding new policies and/or programs for Board approval. Execute all policies/decisions of the Board.
- Facilitate the work of the Board by developing meeting agendas, resource materials and reports. Grow Board capacity by supporting the creation of Board Committees in areas such as Finance, Development and Volunteer Engagement. Assist committee chairpersons as necessary. Assist Board in setting policies and monitoring CCTS's performance.
- Foster effective teamwork between the Board and CCTS staff and partners.
- Engage Board members in effective, tailored avenues for growing CCTS's resources.

Community and Media Relations (20%)

- Represent CCTS to enhance the organization's community profile and publicize CCTS's activities, programs and goals.
- Continue to build community support for CCTS with traditional and non-traditional stakeholders, including those who can promote safety and high quality education. Forge productive external relationships with local, regional and national partners and public influencers, including community groups, funders, politicians, and other organizations in order to help achieve CCTS's goals.
- Oversee development and implementation of a Communications Plan which includes a media strategy and relationships with local, regional and national media outlets; as well as a strategy to engage community stakeholders, including parents, students, and community based providers.
- Collaborate with CCTS's School Leaders and Program Directors to maintain and grow relationships with community and partner organizations to benefit program-specific goals.

Financial Planning and Management (15%)

- Ensure sound bookkeeping, accounting procedures and other appropriate controls for CCTS, including monthly cash flow monitoring.
- Oversee effective budget-development process in collaboration with relevant CCTS School leaders, Directors, Board and the Board. Direct expenditures under approved budget.
- Develop and coordinate with Board to report to the Board on the financial status of CCTS including monthly, quarterly and annual financial activity reports.

Fundraising and Funder Relations (15%)

- Oversee the development and implementation of a multi-pronged strategy to grow annual revenue through government and major donors, foundation relations, corporate donors and individual giving. Facilitate the creation of a long-term strategic plan that includes the development and marketing of a legacy/planned giving program. Create innovative and achievable concepts to attract new partnerships and collaborations and to develop, plan, implement, report, market and resource CCTS's programs.
- Maintain and cultivate relationships with new and current funders.
- Ensure the cash portion of the budgeted income is met each Fiscal Year.

Other duties as needed and assigned.

Castlemont Community Transformation Schools – Castlemont Primary Academy

Qualification and Competency Requirements

Education, Training, and Experience:

- Master's degree or higher level of education in educational leadership or a related field.
- Documented evidence of organizational leadership and/or proven success in leading and turning around chronically low-performing schools.
- Minimum of three years of experience as a school administrator in a high-need urban environment.
- Must possess and maintain proper administrative certification as established by state law and California Department of Education.

Knowledge, Ability, and Skills:

- Working knowledge of school reform, including best practices for creating and sustaining change.
- Strong belief that all students can learn and achieve at high levels.
- Creative thinking and analytical prowess.
- Transformational, instructional, and operational leadership abilities.
- Knowledge of current local and federal education policy.
- Extensive knowledge of curricula, assessments, and instruction.
- Ability to develop strategic, goal-oriented plans and inspire others to work towards successful implementation.
- Ability to provide effective feedback and coaching to strengthen instructional practice and promote a safe, positive school culture.
- Track record of using student outcome and progress data to identify implications for and necessary adjustments to teaching, learning, and accountability to external and internal stakeholders.
- Proven experience in conducting rigorous evaluations of educator and school staff performance and utilizing evaluation data to maintain high-caliber, high-performing, mission-aligned staff performance.
- Demonstrated commitment to continuous improvement of leadership knowledge, abilities, and skills and ability to inspire and foster that commitment in others.

Core Beliefs – required of all CCTS staff

- **CURIOSITY & CREATIVITY** – Develop students and staff who pursue inquiry and transformation collaboratively with critical minds.
- **DIVERSITY & INCLUSION** – Develop students and staff who will work with, constructively evaluate and appreciate the contributions of those different from themselves.
- **SELF-DISCOVERY & REFLECTION** – Develop students, families and staff who will document their personal trajectory and set rigorous social, academic and programmatic goals for success.
- **OPPORTUNITY** – Facilitate access and opportunity for students and staff to meet the needs of their community and reach staff, students, and their family's learning goals.
- **PERSISTENCE & RESILIENCE** – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journeys.
- **FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD** – Assume accountability for all students' and staff's success.

Castlemont Community Transformation Schools – Castlemont Primary Academy

CPA PRINCIPAL JOB DESCRIPTION - DRAFT

Position Title: Principal

Reports To: Chief Executive Officer

Compensation: Full-time, Commensurate with experience. Full benefits

The Opportunity

CCTS seeks a seasoned, high energy primary school Principal to provide effective leadership and management of CCTS, its staff and its collaborative partnerships to ensure healthy and sustainable growth and to strategically position CCTS as a leader in the Education field. CCTS offers the Principal an opportunity to join a dynamic organization with a compelling and ambitious mission. In joining CPA's staff, the Principal will become part of a high-performing, warm, diverse team that includes people who are deeply committed to improving education and providing opportunity to youth in East Oakland.

The Principal will work closely with program management to ensure seamless coordination between program evaluation and program service delivery.

CPA Principal – Position Summary

The Principal will be responsible for all aspects of the CPA's programmatic and fiscal management including annual evaluation, fund development, strategic planning and budgeting. The Principal will maintain and grow successful and productive local, regional and national community relationships both within and outside of Oakland. The Principal will represent CPA's organizational goals, values and objectives in a clear and inspiring manner and assure that the organization has a long-range strategy to achieve its mission in alignment with its core beliefs.

Primary Responsibilities

Overall School Leadership & Strategic Planning

- Pursue the vision and execute the mission of the school
- Implement and follow policies and procedures
- Provide leadership and direction to faculty and staff
- Implement a strategic plan which incorporates goals and objectives that advance the development of CPA and that is supported by staff and program partner work plans
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs
- Ensure a safe environment for learning

Staff Management & Development

- Determine staffing requirements for most effective operation of CPA and its programs. Develop effective management team, with appropriate provision for succession
- Oversee the recruitment, interviewing, hiring, supervision and development of staff. Ensure tools and templates for effective management, supervision and evaluation are used throughout CPA
- Implement a performance review process which includes monitoring performance on an on-going basis and conducting annual performance reviews
- Oversee implementation of a comprehensive strategic plan for CPA staff and member development to build capacity regarding identified core competencies, managerial competencies, positional competencies and organizational competencies

Castlemont Community Transformation Schools – Castlemont Primary Academy

Oversight, Evaluation & Financial Planning

- Develop and implement effective organizational structure and oversee the efficient and effective day-to-day operation of CPA
- Oversee development and implementation of evaluation of program activities to ensure contractual obligations are fulfilled
- Ensure proper budgeting, accounting, auditing, and financial planning

Qualification and Competency Requirements

*Positional Competencies – required for the CPA **Principal** position*

- Bachelors degree required, graduate degree in Administrative Services, Education, or relevant field, preferred
- Exceptional oral and written communication skills including the demonstrated ability to research, assimilate and analyze information, compose documents, and present data in a clear and concise manner to appropriate personnel, including the ability to effectively present information to management, program staff and/or Board of Directors
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably as a Principal and working with a board
- Demonstrated successful teaching experience and other school roles, preferably in an urban education setting
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Agreement with and commitment to the academic goals and philosophy of CPA
- Commitment to accountability, including a rigorous student testing regime
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals
- Demonstrated success in encouraging parental involvement
- Capacity to serve as a role model for others throughout the organization with a demonstrated commitment to behaviors and communication style that uplifts youth and fosters community transformation
- Availability for occasional evening and weekend work
- Bilingual is a plus

Core Beliefs – required of all CCTS staff

- **CURIOSITY & CREATIVITY** – Develop students who pursue inquiry and transformation collaboratively with critical minds
- **DIVERSITY & INCLUSION** – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- **SELF-DISCOVERY & REFLECTION** – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success
- **OPPORTUNITY** – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals
- **PERSISTENCE & RESILIENCE** – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey
- **FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD** – Assume accountability for all student's success

TEACHER JOB DESCRIPTION - DRAFT

Position Title: Teacher, Castlemont Primary Academy

Reports To: Principal, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

Castlemont Community Transformation Schools seeks experienced, innovative, high-energy teachers to provide a high quality instruction within a small school environment where every student is known and valued as an individual; will serve students in grades TK-5; will uphold the mission and values of CCTS and contribute to our goal that every student will thrive academically and develop the capacity to successfully compete in the local and global economy, regardless of their previous preparation and background.

Essential Duties and Responsibilities

CCTS knows that student success depends on excellent instruction. We are looking for teachers who are highly effective in each of the following areas:

Data Driven Planning and Assessment

- Collaboratively develop, implement, and assess the success of long term, unit, and lesson plans and classroom activities that are aligned with Common Core State Standards and CPA's instructional model.
- Ground instructional planning in principles of constructivism, design learning, with appropriate differentiation to engage students of diverse skill levels in their individual zones of proximal development.
- Assess students regularly and analyze student results, both individually and in collaborative cycles of inquiry with colleagues and administrators; refine and differentiate classroom instruction based on assessment data and student needs.

Classroom Learning Environment

- Establish a culture of high expectations that includes the shared belief that every student will be well-prepared to be successful in college, career, and life, become an active self-advocate and advocate for community transformation, and be able to reflect on his/her own progress and make adjustments as needed to maximize his/her achievement.
- Manage student behavior using culturally and linguistically competent methodology to ensure every student is fully engaged.
- Communicate clear expectations and utilize positive reinforcement and redirection appropriately, using efficient routines and procedures.
- Establish a culture of respect and rapport.

Instruction

- Facilitate a well-paced, scaffolded lesson cycle utilizing a gradual release model, based on clear, well-communicated objectives and criteria for success.
- Use formative and summative assessments to adjust instruction.

Castlemont Community Transformation Schools – Castlemont Primary Academy

- Create multiple opportunities for students to engage critically with content in multiple modalities and levels of complexity.
- Integrate Problem-Based Learning projects and connect student learning to critical issues in their school and community
- Facilitate a small advisory group that meets every day, in which students develop executive functions, interpersonal, intrapersonal, and organizational skills

Professional Responsibilities

- Engage in critical reflection aimed at revising practice to increase effectiveness
- Collaborate productively with colleagues to improve instructional practices throughout the school; share best practices
- Actively participate in professional development activities through Professional Learning Communities, and work closely with lead teachers, Principal, administrators and coaches
- Utilize CPA professional development and personal initiative to stay abreast of best practices in the field related to blended learning, constructivism, Common Core standards, Social Emotional Learning, cultural competence, and Problem-Based Learning (PBL)
- Maintain accurate student records, including attendance
- Support the mission, vision, and core values of CCTS

Partnerships, Family and Community

- Communicate regularly with students and their families about classroom activities and student progress
- Facilitate and/or participate in LEAD Plan conferences for students and work with administrators and counselors to track student progress towards LEAD Plan goals
- Involve parents and guardians as partners in their students' education, providing resources and strategies for families to support their children's success

Technology

- Promote student learning and creativity using digital tools and resources in face-to-face and virtual environments.
- Create technology-enriched learning environments that utilize digital tools, resources, and diverse formative and summative assessments to differentiate learning for students and provide opportunities for students to monitor and assess their own progress
- Utilize digital tools and resources collaboratively to communicate to support student success and analyze progress towards success

Qualification and Competency Requirements

Education, Training, and Experience:

- Bachelors degree required, graduate degree preferred
- Valid Clear California Teaching Credential or ability to attain one based on out of state certification
- CLAD, BCLAD, or English Language Learner Authorization required
- NCLB Highly Qualified preferred

Knowledge, Ability, and Skills:

- Knowledge of child cognitive development and various learning styles

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- Knowledge of subject matter, including Common Core and California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability to analyze qualitative and quantitative student data and adjust instruction accordingly
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Familiarity with blended learning techniques and technology or capacity to quickly learn and utilize this instructional medium

Experience:

- Two or more years teaching primary school in an urban environment preferred

Core Beliefs – required of all CCTS staff

- CURIOSITY & CREATIVITY – Develop students who pursue inquiry and transformation collaboratively with critical minds
- DIVERSITY & INCLUSION – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- SELF-DISCOVERY & REFLECTION – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success
- OPPORTUNITY – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals
- PERSISTENCE & RESILIENCE – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey
- FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD – Assume accountability for all student's success

DEAN OF CULTURE AND OPERATIONS JOB DESCRIPTION – DRAFT

Position Title: Dean of Culture and Operations, Castlemont Primary Academy

Reports To: Principal, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

The Dean of Culture and Operations leads the school-wide efforts to build and maintain a strong, positive, achievement-oriented school culture where students grow in a warm and supportive environment. The Dean of Culture & Operations creates behavior systems for the school and models how to establish strong, mutually respectful relationships with students and families.

Essential Duties and Responsibilities

- Build and maintain systems to ensure a thriving and achievement-oriented school culture
- Possess incredibly clear vision of what great school culture looks like and regularly articulates this vision to students, faculty, and staff
- Write, update, and maintain systems and policies for attendance, entry, breakfast, class transitions, cafeteria usage, lunch, bathroom usage, dismissal and homework
- Plan and implement a behavior management system with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors
- Analyze school-wide trends around attendance, behavior, homework and class transitions and develop and lead initiatives to address challenges

Lead school culture and character development

- Persistently, insistently, and consistently reinforce school's high expectations for student behavior with all students at all times; always sweat the small stuff and never give up on a student or on fixing a "broken window."
- Invest students and parents in CCTS' goals and core values; ensure that all students care deeply about the school community, about their own academic performance, about graduating from college, and about becoming the next generation of leaders in their communities; ensure students find joy in learning and have fun; demonstrate our model for culture in one-on-one, class/advisory, grade level and school-wide venues.
- Conduct regular school culture walkthroughs to maintain a high bar of excellence
- Train staff in behavior management, student engagement and parent involvement.
- Lead recognition and celebration events (e.g., for perfect attendance or academic achievement) and other school-wide culture-building activities.
- Participate in LEAD Team meetings when necessary, partner with teachers to provide extra support with interventions.

Lead parent engagement activities

- Engage families in support of the school's goals; create a culture and an expectation so that teachers reach out to parents and enlist their proactive support in their student's learning and active participation – and the hard work – of getting all our scholars to college; build strong relationships with parents.
- Create and lead the "LEAD Summer Camp and Annual School Initiative" process, meeting one-on-one and communicating regularly with new parents to introduce them to the school's culture and priorities.

Castlemont Community Transformation Schools – Castlemont Primary Academy

- Establish protocols and best practices to ensure that teachers communicate regularly with parents.

Serve as an active member of the school leadership team

- Reinforce the mission with staff and inspire them to act on the mission every single day; exude urgency, excellence, and optimism; use the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students; instill staff with a feeling that they are contributing to something greater than themselves.
- Maintain robust personal organization system that ensures all tasks or “To Do” items are captured, prioritized, and ultimately accomplished; plans each day and week to ensure that top priorities are addressed and accomplished on time.
- Partner with the Principal in championing effective instructional data practices for assessment and effective planning.
- Partner with Director of Operations to ensure smooth entry, dismissal and transit to and from school.
- Support teacher leaders (coaches and grade level chairs) in developing their leadership and particularly our LEAD model.
- Support the success of all CCTS schools; share practices with other school leaders

Employee Competencies

- Strong instructional, classroom management and discipline skills
- Focus on a systems-oriented approach to student, classroom and school culture
- History of building successful relationships with adults and school-aged children
- Excellent communication skills
- Proven track record of meeting extremely high standards for student achievement

Educational Background and work experience

- Bachelors degree required, graduate degree in Administrative Services, Education, or relevant field preferred
- At least 5 years of urban teaching experience with a track record of high student achievement

DIRECTOR OF OPERATIONS - DRAFT

Position Title: Director of Operations, Castlemont Primary Academy

Reports To: CEO, CCTS

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

CCTS is currently seeking a strategic and dynamic Director of Operations. Reporting to the Chief Executive Officer, the Director of Operations will be responsible for all matters of school administration that do not directly relate to instruction or student behavior. This position will take on a variety of operational responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school data to ensuring that the school has sufficient materials to serve its students.

Essential Duties and Responsibilities

Budget and Finance

- Work with the school Principals and Finance team (EdTec) to develop and manage the school's budget
- Maintain accurate records of all financial transactions and submit them to network finance staff for processing
- Participate in monthly meetings to review/account for budget variances; monitor usage of the spending
- Ensure adherence to school's fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors
- Manage school purchasing process by placing orders with vendors, tracking delivery and maintaining inventory

School Operations

- Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action
- Manage the tracking and follow up regarding teacher certification and employee benefits
- With the support of network office, ensure compliance with all state, federal, and local employment laws and policies
- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries
- Manage the school's supply and asset inventory

School Administration

- Ensure the timely implementation of all items on CCTS' administrative calendar
- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided by CCTS
- Provide oversight of the planning and execution of school special events

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- With the support of the Technology Coordinator and Office Manager, disseminate progress reports to school staff and ensure the timely production of student report cards
- Ensure that student records are properly maintained and updated at the school

Management and Leadership

- Actively serve on the school's leadership team, which also includes the school's Principal and deans

Skills and Characteristics

- At least 3 years of operations management experience in a fast-paced, entrepreneurial environment
- Demonstrated passion for and commitment to the Achievement First mission and educational model
- Comfort level with financial oversight and budgetary tracking to support strategic growth
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a roll-up-my-sleeves attitude

DIRECTOR OF TEACHING AND LEARNING - DRAFT

Position Title: Director of Teaching and Learning, CCTS

Reports To: CEO, CCTS

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

CPA seeks a Director of Teaching and Learning with experience as an instructional leader and coach to support our Principals and staff in translating their passion and dedication into academic empowerment for our students.

Essential Duties and Responsibilities

Professional Development and Coaching

With input from the CEO, Principals and the education team, develop and implement an outstanding aligned professional development system for all schools within the CCTS continuum

- Build a coherent aligned professional development program including the following areas:
 - Subject-specific curriculum and instruction across the subjects
 - Data inquiry cycles
 - Literacy, ELD
 - Special Education for both Special Education teachers and general education teachers
 - Academic culture
 - Leadership Development for administrators and teacher leaders
 - New teachers support
- Support Principals with the design and implementation of site professional development and collaboration
- Support and develop Principals as a Principal coach

Curriculum Development

- Coordinate development of new and revised curriculum for CCTS schools. Organize and review the results of curriculum committees, ensuring results are consistent with network objectives.
- Work with Principals and teacher committees in organizing and coordinating grade level and department meetings in order to effect horizontal and vertical integration and articulation of the instructional program in all schools.
- Support Deans of Culture and Operations to supervise and coordinate network and state assessment program.
- Conduct and coordinate network-wide research and testing for measuring the effectiveness of the total educational program.
- Keep informed on the latest research, trends, and developments in all areas of education and interpret for staff as necessary.
- Monitor textbook and supplementary materials selection used in educational programs
- Direct the creation of and edit for publication all curriculum guides and materials prepared by and to be distributed among the instructional staff.
- Coordinate and monitor staff development and in-service activities for the education staff.
- Upon request of Principals, observe teachers in their classrooms and offer insights for the enhancement of effective instruction.

Castlemont Community Transformation Schools – Castlemont Primary Academy

College and Career Development

- Examine and develop graduation requirements and other educational standards and develop appropriate recommendations for revision consistent with schools' goals and within state requirements.
- Attend board meetings and prepare such reports for the board as the CEO may request.
- Perform such other duties as may be assigned by the CEO of Schools.

Innovation, Research and Development

- Support the CEO in the development of the culture, skills and infrastructure for collaborative innovation and community involvement throughout the organization
- Work with teachers, administrators, the education team, the Technology Coordinator and external partners to continue to explore the use of technology to address the core components of our model including creation of playlists in collaboration with Principals/master teachers.

Essential qualifications

- Demonstrated commitment to improving urban schools with an urgency for increasing educational opportunities for urban students
- Experience as an effective Principal and teacher with diverse urban students
- Experience effectively coaching Principals in an urban context
- Experience in managing and coaching teachers and other staff in the implementation of varied instructional strategies and curricular initiatives
- Expertise in educational program design and implementation in diverse communities
- Experience with data and assessment systems and providing professional development related to data inquiry
- Expertise in, or experience with, English Learner, literacy, and leadership programs
- Experience and facility with the use of technology in instruction, data inquiry, and professional development and supporting teachers and administrators in these areas
- Experience with research, innovation and/or design within and beyond the school setting
- Comfort with the iteration and development process of an incubator environment
- Success as a team player and collaborator
- Track record as a strategic thinker with proven ability to execute effectively against strategy; ability to produce results
- Masters degree or PhD in secondary education or a related field

Skills and Characteristics

- Passion for our mission of college success for all students
- Creative and innovative thinker; eager to venture in new directions and inspire others
- Energized by complex challenges and uncharted territory
- Systems thinker who can translate vision into implementation; willing to get hands dirty
- Personification of professional and personal integrity

COUNSELOR JOB DESCRIPTION - DRAFT

Position Title: Counselor, Castlemont Primary Academy

Reports To: Dean of Culture and Operations, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

CCTS seeks an experienced, innovative, high-energy, and trustworthy Counselor to work individually with students and parents to assess student progress throughout their tenure at CPA. The Guidance Counselor will work within a small school environment to manage Individual Student Success Plans to track academic progress in student assessments. The Guidance Counselor will serve students in grades TK-5; will uphold the mission and values of CCTS and contribute to our goal that every student will thrive academically and develop the capacity to successfully compete in the local and global economy, regardless of their previous preparation and background.

Essential Duties and Responsibilities

Student Engagement

- Establish a culture of high expectations that includes the shared belief that every student will be well-prepared to be successful in college, career, and life, become an active self-advocate and advocate for community transformation, and be able to reflect on his/her own progress and make adjustments as needed to maximize his/her achievement.
- Communicate clear expectations and utilize positive reinforcement and redirection appropriately, using efficient routines and procedures.
- Maintains CPA student schedules.
- Facilitate LEAD Plan conferences with each CPA student. Engage students at the start of the academic year to develop personal and academic goals. Support students to realize their goals by creating a plan of action and identifying challenges that may impede the process. Work with administrators and teachers to track student progress towards LEAD Plan goals.
- Completes assessments, referrals, and counseling with students and families.
- Establish a culture of respect and rapport with students and their families.
- Connect student learning to critical issues in their community.

College and Career Readiness

- Establish and maintain high expectations for college and career in all student interactions.
- Increase exposure to STEAM fields and career tracks by connecting with education/youth development organizations to arrange introductory STEAM courses (e.g. computer science, data analytics, 3D printing, mobile application design, and architecture) to CPA students.
- Introduce new career fields to students and establish career goals during LEAD Plans. Discuss pathways and necessary steps to achieve long-term goals.

Data Driven Planning and Assessment

- Assess students regularly and analyze student results, both individually and in collaborative cycles of inquiry with teachers and administrators, especially for students who are not progressing.

Castlemont Community Transformation Schools – Castlemont Primary Academy

- Work closely with Office Assistant and Technology Coordinator to track students' individual CAASPP Assessments, NWEA diagnostic and Evaluation Assessments, blended learning, SEL assessments

Partnerships, Family and Community

- Communicate regularly with students and their families about student progress.
- Schedule in-person, phone, or virtual conferences with parents and guardians three times per year to involve them as partners to discuss LEAD Plans. Provide resources and strategies for families to support their children's educational success.

Professional Responsibilities

- Engage in critical reflection aimed at revising practice to increase effectiveness.
- Collaborate productively with colleagues to improve measurable pupil outcomes. Share best practices with colleagues.
- Actively participate in professional development activities, and work closely with lead teachers, Principal, administrators and coaches. Utilize CCTS professional development and personal initiative to stay abreast of best practices in the field related to Social-Emotional Learning, cultural and linguistic competence, and Problem-Based Learning.
- Maintain accurate student records.
- Support the mission, vision, and core values of CCTS.

Qualification and Competency Requirements

Education, Training, and Experience:

- Bachelors degree required, MFT preferred
- Valid Pupil Personnel Services credential
- Complete basic skills requirement (CBEST)

Knowledge, Ability, and Skills:

- Knowledge of child cognitive development and various learning styles
- Knowledge of assessments
- Ability to analyze qualitative and quantitative student data
- Ability to collaborate with colleagues, parents and community
- Conflict resolution and mediation skills required
- Bilingual preferred

Experience:

- Two or more years as a school counselor in an urban environment preferred

Core Beliefs – required of all CCTS staff

- CURIOSITY & CREATIVITY – Develop students who pursue inquiry and transformation collaboratively with critical minds
- DIVERSITY & INCLUSION – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- SELF-DISCOVERY & REFLECTION – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success

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- **OPPORTUNITY** – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals
- **PERSISTENCE & RESILIENCE** – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey
- **FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD** – Assume accountability for all student's success

AFTERSCHOOL COORDINATOR JOB DESCRIPTION – DRAFT

Position Title: Afterschool Coordinator, Castlemont Primary Academy

Reports To: Dean of Culture and Operations, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package.

The Opportunity

Castlemont Community Transformation Schools seeks an experienced, innovative, high-energy, and trustworthy Afterschool Coordinator to oversee and implement afterschool programming, including academic support and physical, social, and creative learning activities.

Essential Duties and Responsibilities

- Create and adhere to afterschool schedule.
- Work closely with lead teachers in every grade level to create flexible lesson plans to supplement classroom learning.
- Assist students with homework when necessary.
- Create, facilitate, and implement engaging activities for students.
- Supervise and train volunteers and interns to ensure program deliverables are met. Establish weekly meetings to discuss program challenges, strengths, and methods to improve student outcomes.
- Work closely with Culture Keepers to maintain safe and secure environment after school hours. Routinely enforce school rules and consequences.
- Maintain strict sign-in and sign-out policies and procedures for all students and their families.
- Establish and maintain rapport and respect with students and their families.
- Manage budget throughout the academic year. Create or purchase afterschool materials, including sports equipment, healthy snacks, arts supplies, etc.
- Participate in regular professional development trainings.

Qualifications and Competencies:

- Bachelor's degree required
- Two years of experience working with children required
- General knowledge and understanding of core elementary school subjects and Common Core State Standards
- Behavioral management skills required
- Must commit to at least one academic year

Core Beliefs – required of all CCTS staff

- **CURIOSITY & CREATIVITY** – Develop students who pursue inquiry and transformation collaboratively with critical minds
- **DIVERSITY & INCLUSION** – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- **SELF-DISCOVERY & REFLECTION** – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success
- **OPPORTUNITY** – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals

Castlemont Community Transformation Schools - Castlemont Primary Academy

- PERSISTENCE & RESILIENCE – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey
- FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD – Assume accountability for all student's success

MAINTENANCE MANAGER JOB DESCRIPTION – DRAFT

Position Title: Maintenance Manager, Castlemont Primary Academy

Reports To: Dean of Culture and Operations, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

Castlemont Community Transformation Schools seeks an experienced, innovative, high-energy, and trustworthy Maintenance Manager to oversee and manage the school campus and resource development. The Maintenance Manager will work closely with the Technology Manager to maintain a functional environment for students, faculty, staff and administrators.

Essential Duties and Responsibilities

- Oversee annual facilities budget. Provide regular updates on actual costs and projected needs to the Dean of Culture and Operations.
- Oversee management of CPA's physical infrastructure, including maintenance and upkeep of the facilities and renovations or upgrades as needed.
- Ensure order, cleanliness and safety of school campus. Use environmentally sustainable building materials, processes, tools and supplies.
- Oversee tracking systems for facilities inventory, keys, building and floor plans, maps and maintenance records. Ensure preservation of all files and records relevant to facilities maintenance and upgrades, including an accessible records system relating to maintenance and repair.
- Oversee Disaster Preparedness and Emergency Procedures Plan including institution of regular Emergency Drills at school campus.
- Ensure effective systems for waste disposal and recycling.
- Ensure working communications between Facilities and all departments within CPA.

Experience:

- Minimum of 2 years working as part of a team to maintain school campus. Maintenance management, including getting bids and negotiating with vendors, preferred.
- Project management experience from conception to realization, with strong administrative and organizational skills.
- People management experience including training, development and supervision of a team. Skills and experience in mediation and conflict management are desirable.
- Availability for occasional evening and weekend work.

Core Beliefs – required of all CCTS staff

- **CURIOSITY & CREATIVITY** – Develop students who pursue inquiry and transformation collaboratively with critical minds
- **DIVERSITY & INCLUSION** – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- **SELF-DISCOVERY & REFLECTION** – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success

Castlemont Community Transformation Schools – Castlemont Primary Academy

- OPPORTUNITY – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals
- PERSISTENCE & RESILIENCE – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey
- FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD – Assume accountability for all student's success

Castlemont Community Transformation Schools – Castlemont Primary Academy

FOOD MAINTENANCE MANAGER JOB DESCRIPTION – DRAFT

Position Title: Food Maintenance Manager, Castlemont Primary Academy

Reports To: Dean of Culture and Operations, Castlemont Primary Academy

Compensation: Commensurate with experience. CCTS offers a competitive compensation package with full benefits.

The Opportunity

CCTS seeks an experienced, innovative, and high-energy Food Maintenance Manager to manage school food vendors – such as Revolutionary Foods – and coordinate daily breakfast and lunch food service. The Food Maintenance Manager will maintain sanitation and safety procedures by complying with District, County, State, and Federal laws.

Essential Duties and Responsibilities

- Manage school food vendor RFPs and ascertain the most appropriate vendor for our school size and student population. Keep records to estimate amount of food needed and analyzes vendor effectiveness.
- Maintain breakfast and lunch schedules.
- Serve breakfast and lunch to CPA students, clean and wipe tables after breakfast and lunch.

Qualification and Competency Requirements

Education, Training, and Experience:

- Associates degree required, bachelors degree preferred.
- Two or more years serving food in an urban environment preferred.
- One year managing school-based food services required.
- Valid Food Handler's Card.

Knowledge, Ability, and Skills:

- Health and safety rules regarding food handling, storage, maintenance, etc.
- Relevant district, county, state, and federal rules and regulations related to school food merchandising.
- Maintain and prepare food budget in collaboration with Dean of Culture and Operations.
- Participate in California Department of Education trainings and professional development related to nutrition and food service and management.

Core Beliefs – required of all CCTS staff

- CURIOSITY & CREATIVITY – Develop students who pursue inquiry and transformation collaboratively with critical minds
- DIVERSITY & INCLUSION – Develop students who will work with, constructively evaluate and appreciate the contributions of those different from themselves
- SELF-DISCOVERY & REFLECTION – Develop students and families who will document their personal trajectory and set rigorous social and academic goals for success
- OPPORTUNITY – Facilitate access and opportunity to students to meet the needs of their community and reach their and their family's learning goals
- PERSISTENCE & RESILIENCE – Create school and classroom environments where students are safe and encouraged to take calculated risks throughout their educational journey

Castlemont Community Transformation Schools - Castlemont Primary Academy

- FOCUS ON THE COMMUNITY & IN TEACHING THE WHOLE CHILD – Assume accountability for all student's success

Castlemont Community Transformation Schools Emergency Plan

CCTS will employ varied procedures and protocols to ensure the health and safety of students and staff in the learning environment. The learning environment includes the campus and surrounding community. Some components of this plan are implicit in the infrastructure and others are tangible and observable in routine operations.

School Climate or Culture

A healthy and safe school must have a positive school climate or culture at its base. Creating a positive and supportive environment, in which students and families feel safe, requires coordinated plans for both school infrastructure and routine operations.

Expectations and Agreements. CCTS's core values inform the Rules and Behavior Expectations for students. Community agreements are not only used to govern student behaviors, but they also shape expectations and align values for staff, families, and visitors to CCTS. Expectations and values are explicitly shared with students and families during school orientations and enrollment processes. During enrollment, families will sign an agreement affirming their understanding of and compliance with school expectations.

CCTS is committed to ensuring that students feel connected to their learning community and empowered in their schooling experience. A basic sense of belonging and connectedness is necessary to develop active learners and a strong and safe community. CCTS offers transparency around core values and goals of the school community. CCTS engages students, family, and community in understanding and ascribing to values and goals as their own. Fostering a community around shared values and expectations will be strengthened through morning announcements; celebratory assemblies (i.e. citizenship and leadership awards); and signage in shared spaces and classrooms.

CCTS is devoted to disrupting the school to prison pipeline, which is facilitated, in part, by unfair or unjustly implemented suspension and expulsion policies. CCTS will hold students accountable with consequences commensurate to violations of rules and expectation. The ultimate goals of the rules, expectations and discipline policy are to maintain a safe school environment, foster healthy social-emotional development, and retain students in their educational journey through post-secondary education. To these ends, CCTS aims to employ restorative justice practices as an alternative to traditional disciplinary actions such as suspension and expulsion. Please refer to Element 10 for CCTS's full Suspension and Expulsion Procedures.

Sense of Safety. CCTS is committed to nurturing students' sense of safety at school and in their community. CCTS's preventative approach is predicated on a sense of community in which all students, staff and parents share a sense of responsibility for safety. This shared responsibility contributes to expectations that make it acceptable to communicate and hold each other accountable for breaches and threats to safety. Parent involvement and presence is another valuable component of the experience of safety at school. Parents who feel connected and aware of school happenings and have their own experiences in school environment are more likely to feel assured that their child is safe at CCTS. Parents are then more likely to support their child's engagement in enrichment activities, which often happen in afterschool programming.

CCTS will employ a Culture Keeping approach to school security. Culture Keeping deviates from a traditional school security approach, which typically emphasizes punishment and enforcement as a reaction to a rule violation or safety breach. Culture Keepers are responsible for attending to traditional safety and security needs and the implementation of safety response protocols in the event of a safety breach. More importantly, the culture keeping approach is premised upon presence, relationships, and prevention.

Culture Keepers build relationships with and gain the trust and respect of the student body and surrounding community. These relationships then position Culture Keepers to effectively prevent, mediate, and de-escalate threats to security and safety as they arise. For students who endorse historically negative experiences in school and disconnection from their learning, Culture Keepers may be the sole positive adult connection they endorse at school. Culture Keeping increases the pool of positive adults with whom a student can connect. There is extensive research that supports this relationship centered, preventative approach to school security. Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence.¹

Culture Keepers are staff with community connections and presence. It is imperative that Culture Keepers have the ability to build or deepen relationships with staff, families and community members. Often times this natural ability to connect is achieved by hiring staff who are indigenous to the community. The presence and familiarity with Culture Keeper staff fosters a sense of respect for the place and people of CCTS community. Sense of respect and shared accountability for school safety, contributes to a reduction of violence at school and in proximal perimeter.

Safety Committee. In addition to the Culture Keeper team, CCTS will configure a safety committee. This committee may comprise of designees from staff, student leadership, parents and community stakeholders, as appropriate. This committee shall meet regularly, in intervals no more than 2 months apart. Meeting regularly ensures an ongoing assessment of threats to campus and student safety to employ an appropriate response plan to identified threats. In addition to violence-related threats, the safety committee is also responsible for the implementation and review of emergency response protocols including fire, earthquake, and lock downs. The safety committee will be responsible for conducting trainings and drills to ensure emergency preparedness of students and staff.

Physical Safety and Security

CCTS's facility and ground staff, in collaboration with Culture Keeper staff, shall support school leadership in the enforcement and monitoring of the physical safety and security of school community.

Physical grounds. Culture Keepers and facility teams will be primarily responsible for daily monitoring of the physical grounds. Threats to safety and security will be documented via incident reports and order form, as appropriate. Incidents of fighting or violence will be documented via incident report, which shall include a plan for mediation, conflict resolution and follow up.

¹ Dwyer, Kevin P., and others. Early Warning, Timely Response: A Guide to Safe Schools. Washington, DC: United States Department of Education, 1998. 41 pages. ED 418 372.

Environmental hazards including broken equipment, burnt out bulbs, and obstructed pathways, will be documented and tracked via work order forms.

Additionally, campus leadership is responsible for monitoring access to campus, and being accountable for student whereabouts. As such, CCTS will adhere to following standards around entrances and exits, student release, visitors, and fingerprinting.

Entrances and Exits. Culture Keepers will monitor unlocked entrances and exits to prevent unauthorized incoming visitors or outgoing students. Additionally, all exits will be marked and easily identifiable for building inhabitants.

Student Release. Student release procedures will vary by developmental level. CCTS will require all students, up to age 12, to be checked by an authorized adult – and adult identified on student’s emergency card. Students of any age shall not be released to an unauthorized adult.

Visitor Policy. All visitors to campus shall check in at the office or otherwise be accounted for by school leadership. For example, a visitor may be given a tour or enter campus with the Principal without signing into the office. All unaccompanied visitors shall sign in at the school office upon arrival to campus. Sign-in sheets shall record the name of visitor, purpose of visit, destination, time in and time out. CCTS leadership or designee may refuse to grant access to a visitor who is reasonably deemed to be disruptive or a danger to the school community.

Sex Offender Policy. If a suspected sex offender is seen on or near campus, observer will inform the Culture Keeper, Principal, or other staff member. Designated staff will investigate and notify law enforcement as appropriate. Law enforcement will determine if suspect is in violation of any probation or parole conditions.

Fingerprinting and Background Checks. California State Law requires criminal background checks for all public school employees, volunteer and any individual working alone with minors in school setting. Fingerprints will be processed against one or both of the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) databases as delineated by state law. New employees and volunteers shall be fingerprinted prior to working on campus. Volunteers who are not working independently with minors do not require fingerprints, but may be requested. Fingerprinting processing and clearance may take 1-6 weeks.

Emergency Preparedness

CCTS will have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. Emergency procedures, protocols and drills shall be introduced and reviewed before school starts. For staff who are employed after the school year starts, emergency preparedness should be included in new hire orientation. Communication trees with email, phone and text contacts with all leadership, teachers and partners will be on campus and perimeter.

Alerts

Culture Keepers will employ a color-coded level system to communicate alert levels for the campus community. This key is intended to convey seriousness and proximity of events that may occur and impact the routine and safety of campus.

Code Red: Incident that threatens safety on or directly surrounding campus

Appendix 6.1 – Draft Emergency Plan

Code Yellow: Incident in close proximity to school campus, which may affect security of students. Culture Keepers intently monitor the campus surrounding area

Code Green: No incident - drill purposes only.

Drills

CCTS leadership will lead the campus community in random drills to practice the emergency protocols described below. Evacuation drills and lockdown drills shall be run a minimum of twice a year. Fire drills will be conducted monthly, or as required by law.

Preparedness: Responsibilities in a Campus Emergency

Principal or delegated leader

- *Initiate Alert and Alarms via intercom and walkie talkie. Specify evacuation, duck and cover or lock down to be initiated*
- *Sweep building to ensure all occupants have evacuated the building*

Teacher/ Staff

- *Supervise students to maintain calm and order*
- *Carry out appropriate procedures to ensure safety and welfare of students*
- *Secure classroom copy of students' emergency cards*

Front Office/ Administrative Staff

- *Assist and take direction from Principal*
- *Responsible for making sure first aid supplies are on hand*
- *Other duties as assigned*

Facilities

- *As necessary, shut off valves for gas, water, electricity and heat/air conditioning*

Parent/ Community Volunteers

- *At the beginning of each school year, parent and community volunteers should ensure individual student kits and school kits are stocked accessible in the event of emergency:*

Students

- *Water*
- *Blankets*
- *Food for 2 days*
- *Note from parents with emergency instructions*

School Supplies

- *First aid kits*
- *Flashlights*
- *Batteries*
- *Radios*
- *Megaphone*
- *Walkie-talkies*

Emergency Protocols

Shooting Protocol

In the event of a shooting outside of CCTS, the following steps will be taken to keep our campus safe:

Appendix 6.1 – Draft Emergency Plan

- 1) Announcement will be made over intercom and walkie talkies “CAMPUS LOCKDOWN: ALL STAFF & STUDENTS SHELTER IN PLACE – CODE YELLOW.” During the shelter in place, all doors should be locked and windows shall be covered. Inhabitants of locked rooms shall move to an area away from doors and windows, as much as possible.
- 2) All doors will be locked and monitored by Culture Keepers, Maintenance Manager, or other leadership as designated.
- 3) Culture Keepers, Maintenance Manager or other designated leadership will be in contact with Oakland Police Department beat officer, with whom a pre-existing relationship shall be established, to determine proximity of shooting, status of threat and how school will be instructed to lift lockdown.
- 4) Leadership will initiate phone tree to notify campus neighbors, including Parker Elementary and Youth UpRising.
- 5) Staff will assess for damages and injuries and make appropriate referrals
- 6) Wellness staff will triage and support anyone on campus exhibiting or endorsing a trauma reaction
- 7) Leadership will communicate incident to parents/ guardians via phone recording and/or email and/or mailed letter within 2 business days.

In the event of a shooting on the CCTS campus, the following steps will be taken to contain the incident and minimize injuries and fatalities:

- 1) Principal, Culture Keeper or designee shall call 911 immediately
- 2) Announcement will be made over intercom and walkie talkies “CAMPUS LOCKDOWN: ALL STAFF & STUDENTS SHELTER IN PLACE – CODE RED.” During the shelter in place, all doors should be locked and windows shall be covered. Inhabitants of locked rooms shall move to an area away from doors and windows, as much as possible.
- 3) Staff and adults on campus remain calm and guide students through safety protocol
- 4) Nobody leaves their secure sites until emergency crews escort them to safety
- 5) Principal or appointed designee will interface with media
- 6) Campus wellness staff will coordinate with Catholic Charities (and/or other community providers) to lead trauma follow up assessments, debriefs and devise support plans, as needed
- 7) Leadership will communicate incident to parents/ guardians via phone recording and/or email and/or mailed letter within 2 business days.

Fire

In the event of fire on campus the following plan will be implemented. Preventative measures that facilitate the success of this plan in event of a fire include, clearly marked exits, exit routes in hallways, and emergency procedures visibly posted in classrooms and offices.

- 1) Principal, Culture Keepers or designee will determine the location of the fire
- 2) Principal, Culture Keeper or Maintenance Manager will sound the fire alarm
- 3) Leadership designee will call 911
- 4) Staff will lead students in evacuation procedures
- 5) Staff should move students in an orderly single file line to the designated safe zone. Students should remain in their designated groups and locations.
- 6) Leadership and Wellness Staff will triage campus community, identifying anyone in need of medical or emotional attention.

Earthquake

- 1) Take cover under a desk or table or against an interior wall

Appendix 6.1 – Draft Emergency Plan

- 2) Turn away from windows
- 3) Hold position until ground stops shaking
- 4) When initial shaking stops, leadership deliver announcement to “CAMPUS EVACUATION: ALL STUDENTS FOLLOW STAFF TO SAFETY ZONES”.
- 5) Each teacher/ adult leader will lead their students to the designated safety zone

Bomb Threat

- 1) Notify Principal immediately
- 2) If there is a called in (or written threat) of a bomb on campus, the receiver of the threat should try to obtain as much information as possible (i.e where located, how long to detonate, why is it there, who sent it, etc) and note distinguishing features of the caller or letter (i.e. gender, language, accent).
- 3) If the threat is identified via suspicious observation, the observer shall describe and help locate suspicious for the principal and emergency response team
- 4) If principal deems threat is viable, s/he shall initiate campus evacuation via intercom, “CAMPUS EVACUATION: All student follow staff to safety zones”.
- 5) Leadership and designated staff shall sweep the campus to ensure that all inhabitant have been evacuated.
- 6) Staff shall wait for emergency crews to arrive and DO NOT ATTEMPT to search or disarm any explosive devices.

Death on Campus

- 1) The Principal shall be notified immediately in the event of death or suicide on campus
- 2) Delegated staff will call 911
- 3) School leadership and delegated staff will contain the area, and restrict access, to area of school where death occurred.
- 4) Announcement will be made instructing teachers to implement lockdown procedures, “CAMPUS LOCKDOWN: ALL STAFF & STUDENTS SHELTER IN PLACE – CODE RED.”
- 5) School staff will adhere to Media Protocol
- 6) School Leadership and/or designated wellness staff will contact family of deceased
- 7) Leadership will communicate incident to parents/ guardians via phone recording and/or email and/or mailed letter within 2 business days.
- 8) Campus wellness staff will coordinate with Catholic Charities (community providers) to lead trauma follow up assessments, debriefs and devise support plans, as needed.

Protocol for Interacting with Media and Law Enforcement

CCTS will adhere to the following protocol regarding how to navigate law enforcement and media inquiries and presence on campus. A planned response will minimize the risk of exploitation of young people who may be the target of an interview or investigation. Culture Keeper or Front office staff, who should encounter request first, will contact Principal or designated leadership staff immediately upon the arrival of this class of visitor. In the event, a minor is being sought by law enforcement, parent/guardian shall be notified immediately.

Culture Keepers should remain in their presence and accompany this class of visitor at all times unless directed otherwise. Media will not be allowed to take photos, record videos, or conduct interviews on CCTS premises without prior consent from the Principal and/or parent of the minor.



Appendix 7.1 – Community Engagement and Outreach Plan

	4/24-10am-4pm		
Local Library Events	-Bilingual Family Story time- Asian Branch- 4/19 @ 10:30am -Bookmaking Workshop - 81 st Ave Library 4/18 4pm Video Games – Elmhurst -4/9 2:30-4:30pm	Flyers Petition Forms Parent Packets Volunteers Water	10 Signatures
Media Press Releases/Radio Ads/Email Blasts	4/1-9am-9:45am	Use of YU social media websites Use of billboard advertising www.youthuprising.org KBLX-free community organization broadcasting	
Materials at Youth Uprising Front Desk			
YU Newsletter Article about CCTS	March edition and every month after		
Site Visits to Early Childhood Education Programs	4/1-10am-4pm 4/3-10am-4pm 4/8-10am-4pm 4/10-10am-4pm 4/15-10am-4pm 4/17-10am-4pm 4/22-10am-4pm 4/24-10am-4pm	Drop-in Services, information packet Early Childhood Tibetan Language Kindergarten Readiness class Black Infant Health Program Lotus Bloom LGBT Families and Friends Play Date Integrated Developmental Playgroups Unity Council	50 Signatures
Coordinating with Americorps, Girls Inc and Super Stars Literacy Afterschool Programs	4/18-4pm-7pm	Amber Bubsy.bayac.org Site Visits to designated schools, performing a training/informational sessions	10 Signatures
Boys and Girls Club/YMCA/EOYC	4/4-4pm-7pm 4/11-4pm-7pm 4/18-4pm-7pm	Tabling at programs, classes and events Boys and Girls Club- 510-444-8311 www.bgcoakland.org	25 Signatures

Appendix 7.1 – Community Engagement and Outreach Plan

OUTREACH PLAN

Expected Outcomes

- Development of promotional materials, such as brochures, flyers, advertisements in English as well as Spanish.
- Visits to local schools, community centers, religious organizations, Chambers of Commerce and community organizations to publicize the school;
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- Distribution of promotional material to local businesses, libraries, and Youth Uprising;
- Cultivation of a media presence through press releases and inviting local television and print media to visit the school and interview the founders.

Outreach Strategy Components

- Outreach to families in multiple languages, English and Spanish
- Informational booths at local events around the community
- Creating a website, using YU social media web pages
- Identifying key leaders in the community and petitioning for their assistance
- Outreaching to Elementary schools throughout Oakland, collaborating with after school programs
- Reaching out to Early Head Start programs, child care and home care business, and child care referral programs
- Outreaching in diverse areas; Fruitvale, Chinatown, West Oakland, Temescal District
- Developing an information session/training for volunteers on the Mission and Vision of CCTS and key portions of the 16 Elements
- Review the signatures after each outreach event to determine progress on outreaching to target population and then adjust outreach efforts accordingly

Outreach Element	When	Notes	Deliverables
Multicultural and Bilingual Forums for Parents	4/12-12pm-3pm 4/19-12pm-3pm	Conference Room YU Free Snacks/Childcare Incentives/Gift cards/Movie tickets	25 signatures
Multicultural and Bilingual Forums for YU Staff	4/7- 11am-1pm	Engage: What do you want in your/your siblings' school?	5-10 signatures
Participation/Presentation on Religious Events	3/30- 8am-3pm 4/6-8am-3pm 4/13-8am-3pm	First Morning Star Baptist Church Word Assembly Baptist Church Lily of the Valley Christian Center Acts Full Gospel	20 signatures
Door-to-Door Collection	4/1-10am-4pm 4/3-10am-4pm 4/8-10am-4pm Rise up Team 12pm-2pm 4/10-10am-4pm 4/15-10am-4pm 4/17-10am-4pm 4/22-10am-4pm	Flyers Petition Forms Parent Packets Volunteers Water	50 signatures

Appendix 7.1 – Community Engagement and Outreach Plan

		Downtown Oakland YMCA 2350 Broadway Oakland Ca 94612 510-451-9622 EOYC 510-569-8088	
Potential Sites for Outreach	4/1-10am-4pm 4/3-10am-4pm 4/8-10am-4pm 4/10-10am-4pm 4/15-10am-4pm 4/17-10am-4pm 4/22-10am-4pm 4/24-10am-4pm	Flea markets Farmer's market Grocery stores Motorcycle Clubs and organization events	15 Signatures
Parent Outreach/ Room to Bloom-Karla	4/7-8am-12pm 4/14-8am-12pm 4/21-8am-12pm	Parent Packets-English and Spanish Petitions	40 Signatures
			Total Signatures-300

Appendix 7.1 – Community Engagement and Outreach Plan

List of Licensed Childcare Facilities in East Oakland

Contact/Facility Name	Miles from YU	Capacity	Street Address	Zip code	Telephone
WANZO, BRIDGET	0.2	12	2420 89TH AVENUE	94605	(510) 385-2280
THOMPSON-HAMILTON, KEISHNA	0.4	14	8220 GOLF LINKS ROAD	94605	(510) 635-6884
BENEFIELD, DEBORAH	0.5	14	8039 IDLEWOOD STREET	94605	(510) 512-3955
LOGAN-MAXWELL, PAMELA	0.5	14	9501 LAWLOR STREET	94605	(510) 633-2043
KELLY, CASSANDRA	0.7	14	2078 84TH AVENUE	94621	(510) 636-0409
CARRIER-BROUSSARD, STACY	0.8	14	2975 PARKER AVENUE	94605	(510) 632-2028
HUDSON, MADA	0.8	14	2728 - 77TH AVENUE	94605	(510) 430-1436
MARTIN, EVERSTINE	0.9	14	2736 - 75TH AVENUE	94605	(510) 553-9559
WASHINGTON, ADRENA	0.9	14	7601 OUTLOOK AVE	94605	(510) 459-5568
ILE OMODE SCHOOL	0.9	23	8924 HOLLY STREET	94621	(510) 632-8230
WRIGHT, BESSIE & TIDWELL, JAMES	1.0	14	2515 TRUMAN AVENUE	94605	(510) 830-8108
STERLING, MURIEL	1.0	14	2522 - 78TH AVENUE	94605	(510) 430-1891
THOMPSON, SANDARA	1.0	14	7508 OUTLOOK	94605	(510) 635-3139
OUSD - COX CDC - REACH ACADEMY	1.0	24	9860 SUNNYSIDE STREET	94606	(510) 879-0807
GRIFFIN, CARRIE A	1.0	14	2662-75TH AVE	94605	(510) 562-4689
EVANS, JUANITA	1.0	14	10034 VOLTAIRE AVENUE	94603	(510) 553-9787
OAKLAND HEAD START - NINETY SECOND AVENUE	1.1	60	9202 INTERNATIONAL BLVD	94603	(510) 568-1406

Appendix 7.1 – Community Engagement and Outreach Plan
ANDERSON, BRENDA

	1.1	14	10218 LONGFELLOW AVE.	94603	(510) 569-7269
KIDS KONNECT CHILD DEVELOPMENT CENTER	1.1	24	8800 FONTAINE ST	94605	(510) 305-7857
OUSD - WEBSTER ACADEMY	1.1	48	7980 PLYMOUTH STREET	94621	(510) 879-0842
OAKLAND HEAD START - 85TH AVENUE CENTER	1.1	50	8501 INTERNATIONAL BOULEVARD	94621	(510) 544-3821
OUSD - HIGHLAND	1.2	96	1322 - 86TH AVENUE	94621	(510) 879-0815
OAKLAND HEAD START - ARROYO VIEJO PARK	1.2	29	7701 KRAUSE AVENUE	94605	(510) 615-5757
OUSD - HOWARD SCHOOL	1.2	24	8755 FONTAINE STREET	94605	(510) 639-3262
OAKLAND HEAD START - EASTMONT MALL	1.3	90	7200 BANCROFT AVENUE # 203	94605	(510) 615-5747
SHELMIRE, DIANNA & PALMORE, MARK	1.3	14	7917 GREENLY DRIVE	94605	(510) 569-2078
EASTGATE-MOODIE, JENNIFER & MOODIE, DAMOND	1.3	14	7817 GREENLY DR	94605	(510) 633-2423
S.S.U.C. - FOOTHILL SQUARE CHILD CENTER	1.3	46	10700 MACARTHUR BLVD # 10	94605	(510) 553-9926
FRANKLIN, MAVIS	1.3	14	8008 EARL STREET	94605	(510) 638-7008
HICKOK, CAROLINE	1.3	14	3558 CALAFIA AVE	94605	(510) 717-5932
JONES, MELINDA	1.3	14	1913 102ND AVENUE	94603	(510) 593-7924
PEAR TREE PRESCHOOL, THE	1.3	14	8100 WINTHROPE ST	94605	(510) 915-1070
COULTER, UNA	1.4	14	6801 OUTLOOK AVENUE	94605	(510) 638-5271
BERNICE & JOE PLAYSCHOOL	1.4	26	7001 SUNKIST DRIVE	94605	(510) 638-3529
WILSON, ALICE MAMIE	1.4	14	1327 - 98TH AVENUE	94603	(510) 639-7353
DAY, ESSIE	1.4	14	1007 - 87TH AVE	94621	(510) 567-3339
COLOR ME CHILDREN	1.5	62	8115 FONTAINE STREET	94605	(510) 430-1322
REBOLLO, MARTHA LETICIA	1.5	14	2042 107TH AVE	94603	(510) 632-7369

Appendix 7.1 – Community Engagement and Outreach Plan
BISHOP, DERLINE L.

BISHOP, DERLINE L.	1.5	12	7612 CIRCLE HILL DRIVE	94605	(510) 632-7907
NORTHERN LIGHT SCHOOL	1.5	30	3710 DORISA AVENUE	94605	(510) 957-0570
SATTERFIELD, VENITA	1.5	14	10626 BEVERLY AVENUE	94603	(510) 635-1194
RUSSELL-JONES, TAMMIE	1.5	14	9307 "D" STREET	94603	(510) 632-1727
FORD, DE ANNA	1.6	12	2656 68TH AVENUE	94605	(510) 632-2101
OAKLAND HEAD START - TASSAFARONGA	1.6	25	975- 85TH AVENUE	94621	(510) 639-0580
MILLER, LORI	1.6	14	1810 - 106TH AVENUE	94605	(510) 638-1844
LEON, MERCEDES	1.6	14	7955 SANFORD ST	94605	(510) 635-3927
EDWARDS-ROBINSON, SHONTA	1.6	14	1801 - 107TH AVE.	94603	(510) 878-2773
OUSD - BURBANK PRESCHOOL CENTER	1.6	24	3550 64TH AVENUE	94605	(510) 879-1040
BIGELOW, MARY & ERNEST	1.7	14	6301 MAJESTIC AVENUE	94605	(510) 632-2518
OUSD - ACORN/WOODLAND	1.7	48	1025 EIGHTY FIRST AVENUE	94621	(510) 879-0197
WYATT-MOORE, MELONY	1.7	14	6237 MAJESTIC AVENUE	94605	(510) 632-1423
DAVIS, KIM	1.7	14	5937 MONADNOCK WAY	94605	(510) 639-7808
JORDAN, GERALDINE	1.8	14	1820 69TH AVE	94621	(510) 632-0854
SABRY, AISHA	1.8	14	6100 BUENA VENTURA AVE	94605	(510) 812-3029
SUPPORTING FUTURE GROWTH C.D.C. - VI	1.9	42	5909 CAMDEN STREET	94605	(510) 567-8362
DR. HERBERT GUICE CHRISTIAN ACADEMY	1.9	30	6925 INTERNATIONAL BLVD	94621	(510) 729-0330
SMITH, JOANN YVONNE	1.9	14	1272 105TH AVENUE	94603	(510) 568-0614
ELLINGBERG, PHILIP	2.0	14	5830 FLEMING AVE	94605	(510) 567-3337
BULNES, VANESSA	2.1	14	2456 SEMINARY AVE	94605	(510) 396-2010

Appendix 7.1 – Community Engagement and Outreach Plan
 OUSD - LOCKWOOD

	2.1	48	1125 69TH AVENUE	94621	(510) 879-0823
HAMILTON, VALERIE & ANTHONY	2.1	14	2120 66TH AVENUE	94621	(510) 638-6222
LIVE, LEARN, AND LAUGH	2.1	30	1446 HAVENSCOURT BOULEVARD	94621	(510) 569-9075
LEWIS, PAMELA	2.1	14	5720 MORSE DRIVE	94605	(510) 635-2303
JELKS, BARBARA	2.1	14	1011 -73RD AVE	94621	(510) 639-4429
YOUNG, KATIE P	2.1	14	2115-64TH AVE	94621	(510) 382-1781
TORRES, LORENA	2.1	14	1089 - 69TH AVENUE	94621	(510) 568-0728
WEST, JOI	2.1	14	190 ELYSIAN FIELDS DRIVE	94605	(510) 632-0418
OUSD - LOCKWOOD SCHOOL - CUES PRESCHOOL	2.1	24	6701 INTERNATIONAL BLVD.	94621	(510) 879-0827
GILFORD, MARLENE	2.2	14	5621 MORSE DRIVE	94605	(510) 533-0516
FRANKLIN-ROBINSON, DENISE & ROBINSON, JERRY	2.2	12	1527 HAVENSCOURT BOULEVARD	94621	(510) 635-6561
BROWN, MARTHA & CAROL LYNN	2.2	14	1508 HAVENSCOURT BLVD.	94621	(510) 568-0217
OUSD - STONEHURST	2.3	118	901 - 105TH AVENUE	94603	(510) 879-0838
WOOTEN, TERYRA	2.3	14	6219 HARMON AVENUE	94621	(510) 562-0934
TUDORKA TOTS	2.3	27	5410 FLEMING AVE	94619	(510) 717-8494
ACTS FULL GOSPEL CHRISTIAN ACADEMY	2.3	43	1034 - 66TH AVENUE	94621	(510) 568-3333
WILLIAMS, HELEN	2.3	14	3146 MADERA AVENUE	94619	(510) 436-9737
SHABAKA, MAKEDA	2.3	14	6222 BROMLEY STREET	94621	(510) 390-2010
PRICE, BRIDGITTE	2.3	14	3264 MORCOM AVE.	94619	(510) 395-3025
MILLS COLLEGE CHILDREN'S SCHOOL	2.4	54	MILLS COLLEGE CAMPUS	94613	(510) 430-2118
NUBIN, MARY & EARL	2.4	12	5221 FLEMING AVENUE	94619	(510) 534-5483

Appendix 7.1 – Community Engagement and Outreach Plan

OAKLAND HEAD START - BROOKFIELD	2.4	48	9600 EDES AVENUE	94603	(510) 615-5737
SUPPORTING FUTURE GROWTH - SITE III	2.4	60	6865 LEONA CREEK DRIVE, # 102	94621	(510) 636-1732
OAKLAND HEAD START - LION CREEK CROSSINGS	2.5	43	6818 LION WAY, SUITE 110	94621	(510) 615-5586
BRICE, SUNDAY	2.5	12	5157 FLEMING AVENUE	94619	(510) 261-5855
EVANS, KEMBERLY	2.5	14	5610 EDGERLY ST	94621	(510) 485-8840
BERRY, MONICA	2.5	14	5227 COLE STREET	94601	(510) 517-4675
COLEMAN, BEVERLY	2.5	14	10751 PIPPIN STREET	94603	(510) 969-5721
TUDORKA TOTS INFANT AND PRESCHOOL CENTER	2.5	23	5040 MOUNTAIN BOULEVARD	94619	(510) 530-1585
JACKSON, YVETTE	2.6	14	5393 WENTWORTH AVENUE	94601	(510) 261-9889
SPEARS, SABRINA	2.7	14	2527 BEST AVE.	94601	(510) 842-8029
OUSD - BROOKFIELD CDC	2.7	59	401 JONES AVENUE	94603	(510) 633-0462
ACTS FULL GOSPEL CHRISTIAN ACADEMY	2.7	25	1127 - 62ND AVENUE	94621	(510) 638-1978
DAISY CHILD DEVELOPMENT CENTER	2.8	71	5016 DAISY ST	94619	(510) 754-8226
ALEMAN, LETICIA	2.8	14	9943 BERNHARDT DRIVE	94603	(510) 777-9031
PENELTON, ROSALYN	2.8	14	524 EL PASEO DRIVE	94603	(510) 568-3421
TERRELL, BARBARA	2.8	12	2168 VICKSBURG AVENUE	94601	(510) 436-6043
ANDERSON, RAMONA	2.9	14	4431 MASTERSON STREET	94619	(510) 530-5212
LARSON, ARTHENA	2.9	12	109 ISLETON AVENUE	94603	(510) 635-3040
PETER PAN CO-OP NURSERY SCHOOL MAXWELL HOUSE	2.9	24	4618 ALLENDALE AVE	94619	(510) 261-5210
ALLEN, KIMBERLY	3.0	14	4375 FLEMING AVENUE	94619	(510) 534-4222
BETTY'S CHILDREN'S ACADEMY-PRESCHOOL & CHILD CARE	3.0	32	11200 GOLF LINKS RD., #D	94605	(510) 430-8789

Appendix 7.1 – Community Engagement and Outreach Plan
NEWMAN, CHISHIRO

NEWMAN, CHISHIRO	3.0	14	4445 WORDEN WAY	94619	(510) 336-0299
OAKLAND HEAD START - VIRGINIA	3.0	34	4335 VIRGINIA AVENUE	94619	(510) 261-1479
OUSD - BRIDGES ACADEMY AT MELROSE STATE PRESCHOOL	3.0	20	1325 53RD AVENUE	94601	(510) 879-1410
WADE, NATASHIA	3.0	14	2266 - 47TH AVENUE	94601	(510) 434-1227
MOUNTAIN BOULEVARD PRE-SCHOOL LEARNING CENTER.	3.0	45	4432 MOUNTAIN BOULEVARD	94619	(510) 482-2850
NIKASIA CHILD CARE CENTER	3.1	12	4143 MACARTHUR BLVD.	94619	(510) 531-9130
WILLIAMS, FRANKIE	3.1	14	4301 BROOKDALE AVE.	94619	(510) 536-6398
SPIVEY, WANDA	3.1	12	11232 MONAN	94605	(510) 632-9327
TWENTY FOUR HOUR-OAKLAND PARENT TEACHER C.C.#1	3.1	20	4700 EAST 14TH STREET	94601	(510) 532-0574
WEN, SALLY	3.2	14	4426 SAN CARLOS AVE.	94601	(510) 717-7767
STEPTOE-GRAY, DAVELLA	3.2	12	2200 HIGH STREET	94601	(510) 436-6869
OAKLAND GARDEN SCHOOL FOR CHILDREN, LLC	3.2	72	4012 MAYBELLE AVENUE	94619	(510) 531-4800
PASQUEL, ANA PATRICIA	3.3	14	3317 39TH AVENUE	94619	(510) 536-3874
FIRST COVENANT TREEHOUSE PRESCHOOL	3.3	107	4000 REDWOOD ROAD	94619	(510) 531-0320
BENJAMIN, TERRY	3.3	14	3119 MINNA AVENUE	94619	(510) 677-1209
LA PLAZITA PRESCHOOL II	3.4	32	3625 MACARTHUR BLVD	94619	(510) 434-0473
CHATHAM SCHOOL	3.4	44	4359 - 39TH AVENUE	94619	(510) 531-1534
RAYNOR, DELORES	3.4	14	2109 41ST AVE. #B	94601	(510) 919-0250
PORTILLA, NANCY & ROBERTO	3.4	14	2126 41ST AVENUE	94601	(510) 533-3350
OUSD - LAUREL	3.4	108	3825 CALIFORNIA STREET	94619	(510) 531-6226

Appendix 7.1 – Community Engagement and Outreach Plan

OUSD - ALLENDALE STATE PRESCHOOL	3.5	24	3670 PENNIMAN AVE.	94619	(510) 879-1010
MAYORGA, MARIA	3.5	14	3630 NEVIL STREET	94601	(510) 532-4906
OUSD - JEFFERSON	3.5	48	1975 - 40TH AVENUE	94601	(510) 436-3700
CHATHAM SCHOOL - REDWOOD CAMPUS	3.6	111	4500 REDWOOD RD.	94619	(510) 531-1302
SALCEDO, ALBA	3.6	12	3607 REDWOOD ROAD	94619	(510) 531-7762
PILGRIM'S ENRICHMENT & PRESCHOOL PROGRAM	3.6	42	3900 35TH AVENUE	94619	(510) 531-3715
PILGRIM'S ENRICHMENT & PRESCHOOL PROGRAM	3.6	30	3900 35TH AVENUE	94619	(510) 531-3715
PHELON, JESSICA	3.6	14	3202 35TH AVENUE	94601	(510) 815-5414
ALLEGRA, AYA	3.6	14	3434 CALIFORNIA ST	94602	(510) 419-0903
JOSEPH-WHITEHEAD, DELORIS J	3.7	12	3420 CALIFORNIA STREET	94602	(510) 482-9635
LOPEZ, ROSA & ALEGRIA, ADAN	3.8	14	1709 BRIDGE AVENUE	94601	(510) 261-2776
OUSD - HINTIL KUU CA	3.8	42	11850 CAMPUS DRIVE	94619	(510) 879-0840
MONROES LEARNING CENTER	3.9	33	3415 MAPLE AVE	94602	(510) 590-1871
LOUISVILLE-ARECENEAX, PATRICIA	3.9	14	1968 35TH AVE.	94601	(510) 536-4281
S.S.U.C. - DE COLORES HEADSTART & EARLY HEADSTART	3.9	118	1155 - 35TH AVENUE	94601	(510) 535-6106
OCEGUERA, YUKEI	3.9	14	3425 MAPLE AVE	94602	(510) 384-2263
TUDORKA TOTS INFANT AND PRESCHOOL CENTER	4.0	23	12000 CAMPUS DRIVE	94619	(510) 717-8494
BLUESKIES FOR CHILDREN - ELLEN SHERWOOD NURS SCH	4.0	54	3021 BROOKDALE AVENUE	94602	(510) 261-1077
GUZMAN, KRYSTELL	4.0	14	3316 LAGUNA WAY	94602	(510) 402-8715
LOCKHART, STELLA	4.0	14	3012 BERLIN WAY, #A	94602	(510) 533-0225

Appendix 7.1 – Community Engagement and Outreach Plan
 TWENTY-FOUR HOUR OAKLAND PARENT/TEACHER
 C.CTR. #2

	4.0	70	3500 EAST 9TH STREET	94601	(510) 261-0162
PARK, CHEON	4.0	14	3006 CALIFORNIA STREET	94602	(510) 482-1798
ST. ELIZABETH PRESCHOOL	4.1	15	1516 33RD AVE.	94601	(510) 532-7392
S.S.U.C. - FRUITVALE HEAD START	4.1	34	1900 FRUITVALE AVE., STE 1A	94601	(510) 535-6118
HOWELL, WILLIAM T	4.1	14	3507 RHODA AVE	94602	(510) 682-8720
HUANG, PEI PING	4.1	14	3261 BONA STREET	94601	(510) 290-5628
HOWELL, LIZ	4.1	14	2620 MAC ARTHUR BLVD.	94602	(510) 336-9629
ELLIS, JOHN	4.1	12	3061 PLEITNER AVENUE	94602	(510) 534-6176
MANZANERO, HILDA & RENAN	4.2	14	3268 PRENTISS STREET	94601	(510) 536-8736
OUSD - FRUITVALE CHILD DEV. CTR.	4.2	21	3200 BOSTON AVENUE	94602	(510) 879-0862
HOWELL, YEIRA	4.2	12	3516 LAGUNA AVENUE	94602	(510) 336-1789
HOWELL, ANGELA	4.2	12	3520 LAGUNA AVENUE	94602	(510) 531-3328
ALARCON, JORGE & NERI	4.3	14	3430 ELMWOOD AVE	94601	(510) 434-1942
LAUTI, SOANA	4.3	14	3735 LAGUNA AVENUE	94602	(510) 482-2637
MERRITT COLLEGE CHILDREN'S CENTER	4.3	98	12500 CAMPUS DRIVE	94619	(510) 436-2436
MERRITT COLLEGE PRESCHOOL PRACTICUM	4.3	48	12500 CAMPUS DRIVE	94619	(510) 436-2588
ZHEN, BI XIA	4.3	14	3884 RHODA AVE.	94602	(510) 530-3763
OUSD - INTERNATIONAL CDC	4.4	72	2825 INTERNATIONAL BOULEVARD	94601	(510) 879-4293
SPATHIS, EVAGELIA & ANAGNOST, STEPHANIE	4.4	12	39 KIMBERLIN HEIGHTS DRIVE	94619	(510) 531-9281
RAWNER, JUDITH	4.4	14	149 MAIDEN LANE	94602	(510) 290-7641
STOWE, FREDA	4.4	14	2715 BONA STREET	94601	(510) 867-8259

Appendix 7.1 – Community Engagement and Outreach Plan
HOM, JULIA

	4.4	14	2529 SCENIC AVENUE	94602	(510) 531-7073
SIMS-HARPER, CARMEN	4.4	14	2454 HEARST AVENUE	94602	(510) 530-4745
OUSD - CENTRO INFANTIL DE LA RAZA	4.5	88	2660 EAST 16TH STREET	94601	(510) 879-0819
OAKLAND HEAD START - SUNGATE	4.5	34	2563 E. 14TH STREET	94601	(510) 535-5649
LITTLE SPROUTS PRESCHOOL	4.6	24	2626 EAST 16TH STREET	94601	(510) 533-5667
VALDES, MARIA	4.6	12	2450 RAMPART STREET	94602	(510) 531-2687
NGO, LINH	4.6	14	2504 E 24TH STREET	94601	(510) 533-3839
AUTRY, MARY	4.6	14	2383 E 27TH STREET	94601	(510) 434-1997
PHELPS, SANDRA	4.6	14	2383 E. 27TH STREET	94601	(510) 969-4855
THORNES, MARYANN	4.6	12	2022 DAMUTH STREET	94602	(510) 482-2532
BOOTH MEMORIAL DAY CARE	4.6	41	2794 GARDEN STREET	94601	(510) 535-5088
GROWING LIGHT MONTESSORI SCHOOL OF OAKLAND	4.6	64	4700 LINCOLN AVENUE	94602	(510) 336-9897
AGNES MEMORIAL	4.7	24	2372 EAST 14TH STREET	94601	(510) 533-1101
COLON-PRICE, CARMEN, & BIELEFELDT, CARMEN	4.7	14	1957 E 38TH STREET	94602	(510) 530-3276
OAKLAND MONTESSORI SCHOOL	4.7	74	3636 DIMOND AND 3625 FRUITVALE	94611	(510) 482-3148
BUILDING BLOCKS	4.7	29	2370 GRANDE VISTA PLACE	94601	(510) 434-7990
OUSD - MANZANITA	4.7	79	2618 GRANDE VISTA AVENUE	94601	(510) 879-0829
PHILLIPS, ANGILICE	4.7	14	2527 24TH AVENUE	94601	(510) 536-8267
RENAISSANCE SCHOOL, THE	4.7	97	3668 DIMOND AVENUE	94602	(510) 531-8566
SEQUOIA NURSERY SCHOOL	4.8	40	2666 MOUNTAIN BOULEVARD	94611	(510) 531-8853
OAKLAND HEAD START - MANZANITA	4.8	20	2701 - 22ND AVENUE	94606	(510) 535-5627

Appendix 7.1 – Community Engagement and Outreach Plan

OAKLAND HEAD START - SAN ANTONIO	4.8	34	2228 EAST 15TH STREET	94606	(510) 535-5639
ADVANCE DAY CARE CENTER	4.8	80	2236 INTERNATIONAL BLVD.	94606	(510) 434-9288
OUSD - GARFIELD ELEMENTARY SCHOOL	4.9	24	1640 22ND AVE	94606	(510) 879-1180
XAYTHAVONE, PHALA	4.9	14	2207 E. 19TH STREET	94606	(510) 842-3895
NEWMAN, SARA	4.9	14	3917 LYMAN ROAD	94602	(510) 531-3121
CARPENTER, CAROLYN	5.0	14	3717 RANDOLPH AVENUE	94602	(510) 530-9413
SKYLINE PRE-SCHOOL	5.0	34	12540 SKYLINE BOULEVARD	94619	(510) 530-0884
KIM, HEESOOK	5.0	14	2935 21ST AVENUE	94606	(510) 533-3922
LANE, JANIS L.	5.1	14	3400 CRANE WAY	94602	(510) 531-8563
MORELAND, TRACY	5.1	14	1472 EAST 31ST STREET	94602	(510) 384-2804
ROWE, MOLLY	5.2	14	1721 E. 23RD STREET	94606	(510) 384-6810
HEARNE, KAREN	5.2	14	3102 STUART ST.	94602	(510) 434-1080
OAKLAND HEAD START - SAN ANTONIO PARK	5.2	34	1701 EAST 19TH STREET	94606	(510) 535-5609
MILES, MARY & TARVER, MITCHELL	5.2	14	4455 PARK BOULEVARD	94602	(510) 299-1401
BEACON DAY SCHOOL	5.2	48	2101 LIVINGSTON STREET	94606	(510) 436-4466
DUCK POND PRESCHOOL (THE)	5.3	25	3947 PARK BL.	94602	(510) 530-0851
GAN MAH TOV PRESCHOOL	5.4	60	3778 PARK BOULEVARD	94610	(510) 530-2146
FERGUSON, BARBARA	5.4	12	824 EVERETT AVENUE	94602	(510) 531-0673
LE, PHUONG MY	5.6	14	2219 12TH AVE.	94606	(510) 536-4251
ACADEMIA DE MI ABUELA	5.6	16	2162 MOUNTAIN BLVD STE 300	94611	(510) 336-7082
LOFTON, KAMARIA	5.6	14	1939 OAKVIEW DR.	94602	(510) 228-7552

Appendix 7.1 – Community Engagement and Outreach Plan
 OUSD - BELLA VISTA

WEE LI'L PEOPLE PRESCHOOL	5.6	64	2410- 10TH AVENUE	94606	(510) 879-1657
OAKLAND HEAD START - FRANKLIN CENTER	5.7	30	650 ALMA STREET	94610	(510) 433-0288
OAKLAND PROGRESSIVE DAY CARE	5.7	18	1010 EAST 15TH STREET	94606	(510) 238-1306
EAST BAY ACADEMY, INC.	5.8	15	733 BEATIE STREET	94606	(510) 835-0131
CAINS, CYNTHIA A	6.0	113	1011 7TH AVENUE	94606	(510) 267-0788
LOZITO, JANET	6.1	14	5899 WESTOVER DRIVE	94611	(510) 336-1909
SOSA,MICHELLE	6.2	14	732 MANDANA BLVD.	94610	(510) 839-8786
GRAY, JUDITH	6.2	14	1701 MOUNTAIN BOULEVARD	94611	(510) 339-7772
KHADIVI, AZAM	6.2	14	1701 A MOUNTAIN BLVD	94611	(510) 918-1443
LAKE SCHOOL (THE)	6.2	12	649 BROOKWOOD PLACE	94610	(510) 444-4080
CULTIVATING KIDS EARLY CHILDHOOD CENTER	6.3	46	304 LESTER AVENUE	94610	(510) 839-4227
LAKESHORE CHILDREN'S CENTER	6.3	7	5621 THORNHILL DR	94611	(510) 891-1438
LES PETITS FRANCOPHONES	6.3	49	3518-3546 LAKESHORE AVENUE	94610	(510) 893-4048
APPLEGARDEN MONTESSORI SCHOOL	6.3	25	1255 FIRST AVE	94606	(510) 628-0480
SMILES DAY SCHOOL	6.3	22	5667 THORNHILL DRIVE	94611	(510) 339-9666
LAKEVIEW PRESCHOOL	6.4	85	5701 THORNHILL DRIVE	94611	(510) 339-9660
BOUBAKER-WESLEY, MONIA	6.4	24	515 GLENVIEW AVENUE	94610	(510) 444-1725
LANEY COLLEGE CHILDREN'S CENTER	6.5	14	733 WALAVISTA AVE	94610	(510) 433-0512
MONTCLAIR COMMUNITY PLAY CENTER	6.5	98	900 FALLON STREET	94606	(510) 464-3575
RUECA, MINAKO	6.5	25	5815 THORNHILL DRIVE	94611	(510) 339-7213
	6.5	14	5511 PROCTOR AVE	94618	(510) 339-2351

Appendix 7.1 – Community Engagement and Outreach Plan

AMPUERO DE ALEGUIRE, GISELLE	6.6	14	486 PRINCE ST	94610	(510) 463-1644
GAN AVRAHAM NURSERY SCHOOL	6.7	60	330 EUCLID	94610	(510) 763-7528
BALLESTEROS, AGNES	6.7	14	987 SCOTT STREET	94610	(510) 834-8196
GRAND LAKE MONTESSORI	6.7	165	466 CHETWOOD ST	94610	(415) 836-4313
LUCERO, LINDA	6.8	14	397 JAYNE	94610	(510) 891-9409
LITTLE STARS PRESCHOOL	6.8	48	169 - 14TH STREET	94612	(510) 286-9800
BENNETT, BERNALDA	6.8	14	468 BOULEVARD WAY	94610	(510) 832-0132
BROADWAY CHILDREN'S SCHOOL OF OAKLAND, INC.	6.8	42	394 ADAMS STREET	94610	(510) 763-9337
JOHNSON III, JOHNNY	6.8	14	470 BOULEVARD WAY	94610	(510) 832-2732
STARLITE CHILD DEVELOPMENT CENTER II	6.9	77	246 - 14TH STREET	94612	(510) 238-8809
LAKE MERRITT CHILD CARE CENTER	6.9	83	275 - 7TH ST	94607	(510) 839-2022
FOSTER, JOYCELYN	6.9	14	380 VERNON STREET	94610	(510) 832-6383
OAKLAND HEAD START - FRANK MAR	7.0	21	274 12TH STREET	94607	(510) 238-3165
OUSD - YUK YAU	7.0	82	291 - 10TH STREET	94607	(510) 893-1659
TALKEN, ANNIE	7.1	14	286 VERNON ST	94610	(510) 251-8255
OUSD - ALICE	7.1	72	250 17TH STREET	94612	(510) 874-7753
BETTS, LYDIA	7.2	14	523 FAIRMOUNT AVE	94611	(510) 697-9523
SNOW WHITE PRESCHOOL	7.3	31	214 WEST MAC ARTHUR BLVD.	94611	(510) 655-8353
MCNAIR, ERYN	7.4	14	7039 SARONI DR	94611	(510) 684-0375
NEW DAY PRESCHOOL & LEARNING CTR., METROPOLITAN	7.4	37	460 WEST GRAND AVENUE	94612	(510) 465-8591
BRIGHT FUTURE EARLY LEARNING CENTER	7.4	32	1515 CLAY STREET	94612	(510) 835-4012

Appendix 7.1 – Community Engagement and Outreach Plan

OAKLAND EARLY HEAD START - BROADWAY	7.4	12	2619 BROADWAY	94612	(510) 238-7091
OUSD - PIEDMONT	7.6	75	86 ECHO AVENUE	94611	(510) 879-0832
TEMPLE SINAI PRESCHOOL	7.7	124	2808 SUMMIT ST.	94609	(510) 451-3263
HICKS, MARJORIE	7.7	14	788 14TH STREET	94612	(510) 836-3150
MORRIS, ARONDA S.	7.7	14	445 38TH STREET	94609	(510) 922-9606
GUINN, CHARLOTTE	7.7	12	1407A WEST STREET	94612	(510) 763-2439
DUCKS NEST - PIEDMONT	7.8	80	250 - 41ST ST	94611	(510) 428-0901
ST. LEO'S PRE-KINDERGARTEN	7.8	25	4238 HOWE STREET	94611	(510) 654-7828
KIDS INTO SPEAKING SPANISH	7.8	49	4420 PIEDMONT AVE	94611	(510) 482-9903
OAKLAND EARLY HEAD START - F.A.M.E.	7.9	8	3717 TELEGRAPH AVENUE	94609	(510) 597-5021
OUSD - MARTIN LUTHER KING CDC	7.9	75	960-A TENTH STREET	94607	(510) 879-0822
YMCA OF THE EAST BAY - 21ST STREET CDC	7.9	103	756 - 21ST STREET	94612	(510) 272-0669
CLEMENTE, REGINA	8.0	14	6201 ACACIA AVE	94618	(510) 655-2740
S.S.U.C. - THURGOOD MARSHALL EARLY HEADSTART	8.1	10	1117 - 10TH STREET	94607	(510) 836-0543
ST. VINCENT'S DAY HOME	8.1	261	1086 8TH STREET	94607	(510) 832-8324
AARIF, LAKESHA	8.2	14	1931 MYRTLE ST	94607	(510) 305-4877
OUSD - HARRIET TUBMAN	8.2	72	800-33RD STREET	94608	(510) 654-7890
RICE, MARTHA	8.2	14	1615 CHESTNUT STREET	94607	(510) 465-1244
LITTLE SEA TURTLES LEARNING CENTER	8.2	14	3261 MARTIN LUTHER KING JR. WA	94609	(510) 985-1015
FITCH, LISA	8.2	14	321 49TH ST	94609	(510) 406-2624
MACKEY, NANCY	8.2	14	1419 MAGNOLIA STREET	94607	(510) 452-5547

Appendix 7.1 – Community Engagement and Outreach Plan
OAKLAND HEAD START - WEST GRAND AVE. CTR

	8.2	45	1058 W. GRAND AVE.	94607	(510) 238-2268
ROCKRIDGE LITTLE SCHOOL 2	8.3	30	5918 TAFT	94618	(510) 658-2034
SUPPORTING FUTURE GROWTH #2	8.3	40	860 - 30TH STREET	94609	(510) 465-8810
ROOM TO GROW PRESCHOOL, THE	8.3	25	5766 BROADWAY ST.	94618	(510) 655-0300
PACIFIC COAST MONTESSORI PROGRAM	8.3	24	326 - 51ST STREET	94609	(510) 653-3129
DUCK'S NEST ARTS AND SCIENCES	8.3	25	5714 BROADWAY	94618	(510) 658-5443
ROCKRIDGE MONTESSORI SCHOOL	8.3	19	5610 BROADWAY	94618	(510) 652-7021
ROCKRIDGE MONTESSORI SCHOOL	8.3	59	5633 MANILA AVENUE	94618	(510) 652-7579
OUSD - EMERSON CHILD DEVELOPMENT CENTER	8.3	48	4801 LAWTON AVENUE	94609	(510) 879-0811
COLEMAN, MECCA	8.3	14	937 34TH STREET	94608	(510) 594-9651
STEVENS, SIMONE & SPENCER	8.4	12	4827 CLARKE STREET	94609	(510) 658-6197
JONES, SHEILA	8.4	14	1024 - 36TH STREET	94608	(510) 355-4415
ST. MARY'S CENTER PRESCHOOL	8.4	30	3208 SAN PABLO AVE.	94608	(510) 595-4030
SILAS, PAMELA	8.5	14	2909 CHESTNUT STREET	94608	(510) 839-3968
YOUNG, VERONICA	8.6	14	945 - 39TH STREET	94608	(510) 594-0503
JOHNSON, KEVIN M.	8.6	14	5208 CLAREMONT AVENUE	94618	(510) 923-0095
CUSTER, ANTOINETTE	8.7	14	1015 39TH STREET	94608	(510) 658-2505
LITTLE ELEPHANT MONTESSORI	8.8	33	5782 MILES AVENUE	94618	(510) 597-1963
MY OWN MONTESSORI SCHOOL	8.8	28	5723 OAK GROVE AVENUE	94618	(510) 652-5979
OUSD - PLACE @ PRESCOTT	8.9	24	920 CAMPBELL ST	94607	(510) 879-1470
CLAREMONT DAY NURSERIES INC	8.9	34	5830 COLLEGE AVE	94618	(510) 658-5208

Appendix 7.1 – Community Engagement and Outreach Plan
OAKLAND HEAD START - FANNIE WALL

	8.9	20	647-55TH STREET	94609	(510) 658-0960
GILLESPIE, PAMELA	8.9	14	4701 MARKET STREET	94608	(510) 922-8822
LARSON, LAUREN DIANE	8.9	14	5861 BIRCH COURT	94618	(510) 428-0833
ROCKRIDGE LITTLE SCHOOL	9.0	41	5951 COLLEGE AVE	94618	(510) 420-1200
MUNDERA, KRISTINA	9.0	14	5515 DOVER STREET	94609	(510) 658-3909
JACKSON, PATRICIA	9.0	14	744 55TH STREET	94609	(510) 658-8109
HART, PEGGY	9.1	14	816 56TH STREET	94608	(510) 209-9219
GIGGLES	9.1	24	6009 COLBY STREET	94618	(510) 601-6526
WASHINGTON, KATHLEEN	9.1	14	757 AILEEN STREET	94609	(510) 333-5570
HANCOCK, DORIS Y.	9.2	12	485 - 59TH STREET	94609	(510) 654-9077
HENLEY, JOANN	9.2	12	857 56TH STREET	94608	(510) 654-1602
GRACE CHILDREN'S ACADEMY	9.3	32	993 53RD. STREET	94608	(510) 653-1115
CABANILLAS-REZENDE, PATRICIA	9.3	14	6441 BENVENUE AVE.	94618	(510) 375-7401
OUSD - SANKOFA	9.3	24	581 61ST STREET	94609	(510) 639-3340
ESCUELA BILINGUE INTERNACIONAL	9.3	105	410 ALCATRAZ AVE	94609	(510) 653-3324
HAMPTON, PAULA	9.4	14	968 - 56TH STREET	94608	(510) 654-9574
SPELLMAN, LEANA	9.4	14	856 - 59TH STREET	94608	(510) 601-0610
ROMERO, ALMA & FRANCISCO	9.4	14	961 AILEEN STREET	94608	(510) 655-5909
THERAPEUTIC NURSERY SCHOOL - EBAC	9.4	21	6117 MARTIN LUTHER KING JR. WY	94609	(510) 655-4896
MCGEE, JOAN & WILLIE	9.4	12	728 - 61ST STREET	94609	(510) 653-8557
WARD, DIXIE	9.5	12	470 NORTH STREET	94609	(510) 841-8951

CASTLEMONT COMMUNITY TRANSFORMATION SCHOOLS

**FALL
2015!**



**TK - 12th
GRADES**

**CASTLEMONT COMMUNITY
TRANSFORMATION SCHOOLS**

A family of community schools offering the highest quality educational services and wrap-around support to children and youth from cradle to career.

**For more info:
www.cctschools.org
510.877.1794**

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CASTLEMONT COMMUNITY TRANSFORMATION SCHOOLS



Las Escuelas Comunitarias de Castlemont ---

Educación para la transformación de la comunidad

Apoyo e inversiones

Nuestra escuela es el resultado de un esfuerzo colectivo e incluye estas organizaciones:

- Youth UpRising
- Oakland Unified School District
- New Schools Venture Fund
- Rogers Family Foundation
- California Charter Schools Association
- UNOW y Patten University
- Word Assembly Baptist Church
- National Equity Project
- Alameda County Social Services Agency
- Alameda County Health Care Services
- City of Oakland
- Oakland Community Organizations
- Estudiantes, padres y miembros de la comunidad

Misión

Nuestra misión es proveer apoyo de alta calidad y crear una trayectoria desde cuna a carrera la cual incluye un programa académico riguroso que también será culturalmente y lingüísticamente adecuado para que todos los niños de nuestra comunidad prosperen y crezcan en adultos productivos.



**Si desea más información
o le gustaría ser parte de la
transformación por favor
contacte ...**

8711 MacArthur Blvd
Oakland, California 94605
510.777.9909
info@cctschools.org
www.cctschools.org

**Application for Transitional Kindergarten and Kindergarten Enrollment at
Castlemont Primary Academy**

Key Dates

January 5, 2015	Enrollment Forms available
February 28, 2015	Enrollment Forms due by 5:00 pm
March (TBD)	Public Lottery (if necessary), exact date TBD
Within 1 week of lottery	Families notified
Within 2 weeks of notification	Deadline to confirm intent to enroll and submit enrollment packet

Students must be currently 3, 4, or 5 years old to apply

Student Information			
Last Name	First Name	Middle Name	
Date of Birth	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Current school or preschool	
Street Address		City	ZIP Code

Parent/Guardian #1		Parent/Guardian #2	
Name		Name	
Phone number		Phone number	
Email		Email	
Relationship to Child:		Relationship to Child:	
Address		Address	
City	ZIP Code	City	ZIP Code

Acknowledgement of Information and Application

By signing this application, I acknowledge that all information is accurate and true to the best of my knowledge. I also understand that Castlemont Primary Academy is limited to 60

Appendix 8.1 – CPA English Application Form Draft

TK, 100 Kindergarten, and 100 1st grade students. If more than 60 TK, 100 Kindergarten, and 100 1st grade families complete and submit applications, Castlemont Primary Academy will hold a random public drawing to determine who will be enrolled.

The acceptance of your application will be recorded on the date it was received. You will receive a confirmation of the acceptance.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Applications may be submitted in three ways:

1. Send to info@cctschoools.org by February 28, 2015 by 11:59pm.
2. Mail to 8711 MacArthur Blvd, Oakland, California 94605 and postmark by February 28, 2015.
3. Drop-it off in person by February 28, 2015.

Aplicación para Kindergarten Transicional y La Regestación de Kindergarten para La Academia Primaria de Castlemont.

Fechas Importantes

Enero 5, 2015	Formas de Regestación son Disponibles
Febrero 28, 2015	Formas de Regestación se tienen que entregar antes de las 5
Marzo (TBD)	Lotería Publica (si es necesario), Fecha Exacta (TBD)
Dentro de Una Semana de la Lotería	Familias Notificadas
Dentro de Dos Semanas de la Lotería	Fecha tope para confirmar la intención de registración y entregar el paquete.

Estudiantes Corrientemente tienen que tener 3, 4,5 Años de Edad para Aplicar

Información del Estudiante			
Apellido	Primer Nombre	Segundo Nombre	
Fecha de Nacimiento	Genero <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Escuela Presente o Preescolar	
Dirección		Ciudad	Código Postal

Padre/Guardián #1		Padre/Guardián #2	
Nombre		Nombre	
Numero de Teléfono		Numero de Teléfono	
Correo Electrónico		Correo Electrónico	
Relación a Hijo:		Relación a Hijo:	
Dirección		Dirección	
Ciudad	Código Postal	Ciudad	Código Postal

Reconocimiento de la Información y La Aplicación

Mediante la Firma de esta aplicación, Yo reconozco lo mayoría de mi conocimiento. Yo también entiendo que La Academia Primaria de Castlemont esta limitado a 60 estudiantes para TK, 100 estudiantes para kindergarten y 100 estudiantes para el Grado Uno. Si mas que 60 estudiantes para TK, 100 estudiantes para Kindergarten y 100 estudiantes para el Grado Uno completan y entregan el paquete de aplicación, La Academia Primaria de Castlemont va a tener un sorteo público para determinar quien va a ser registrado.

La aceptación de su Aplicación va a ser grabada en la fecha que esta recibida. Usted va a recibir una confirmación de la aceptación

Nombre de Padre/Guardián: _____

Firma de Padre/Guardián: _____

Fecha: _____

Las Aplicaciones podrán presentarse en tres formas:

1. Enviar a info@cctschools.org del 28 de febrero de 2015 por 11:59pm.
2. Envíe por correo a 8711 MacArthur Blvd., Oakland, California 94605 y matasellos del 28 de febrero de 2015.
3. Traerlo en persona 28 del febrero de 2015.

Appendix 9.1 - CPA Cash Flows

CPA Petition Budget Monthly Cash Forecast

		2015/16												Forecast	AP/AR
		Actual & Projected													
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash		48,314	55,434	67,381	54,422	114,222	80,452	50,928	248,277	93,788	147,463	84,511	55,514		
Revenue															
	General Block Grant	-	24,108	48,215	544,537	32,143	32,143	281,416	32,143	180,887	351,388	152,762	152,762	2,183,889	351,388
	Federal Income	-	-	87,500	-	15,183	102,663	47,768	15,163	102,663	47,758	15,163	102,663	583,114	46,623
	Other State Income	-	-	-	-	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	56,592	41,428
	Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fundraising and Grants	75,000	-	-	-	-	-	75,000	-	-	-	-	-	150,000	-
	Total Revenue	75,000	24,108	135,715	544,537	49,202	138,702	408,087	49,202	285,448	401,038	169,820	257,320	2,973,598	439,438
Expenses															
	Compensation & Benefits	32,522	140,757	145,066	140,757	140,038	140,038	145,784	140,757	140,757	137,955	137,955	124,955	1,593,340	26,000
	Books & Supplies	24,383	64,082	64,092	10,648	29,602	29,602	29,602	29,602	29,602	29,602	29,602	29,602	437,940	37,908
	Services & Other Operating Expenses	10,975	12,389	44,593	38,410	38,410	131,663	38,410	38,410	66,490	101,511	36,338	64,418	797,170	175,154
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	67,880	217,238	253,751	189,814	208,050	301,304	213,796	208,768	230,848	269,068	203,895	218,975	2,828,450	239,082
Operating Cash Inflow (Outflow)		7,120	(193,130)	(118,036)	354,722	(158,848)	(164,601)	192,271	(159,566)	48,597	131,970	(34,074)	38,346	145,145	200,376
Revenues - Prior Year Accruals		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers		-	5,078	5,078	5,078	5,078	5,078	5,078	5,078	5,078	5,078	5,078	5,078	-	-
Loans Payable (Current)		-	200,000	100,000	(300,000)	100,000	150,000	-	-	-	(200,000)	-	(50,000)	-	-
CDE Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		55,434	67,381	54,422	114,222	60,452	50,928	248,277	93,788	147,463	84,511	55,514	48,937		

CPA Petition Budget
Monthly Cash Forecast

	2016/17 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	48,937	228,731	102,846	48,989	281,481	177,454	48,909	188,089	97,546	140,552	278,519	268,668		
Revenue														
General Block Grant	-	93,350	117,458	518,921	156,780	156,780	383,955	156,780	275,471	405,457	221,588	221,588	3,113,588	405,457
Federal Income	-	-	56,250	-	20,985	77,245	54,400	20,985	77,245	54,400	20,985	77,245	518,464	58,693
Other State Income	-	-	-	97,500	2,824	2,824	2,824	15,632	2,824	40,124	15,632	2,624	228,273	46,263
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	-
Total Revenue	12,500	106,850	188,208	628,921	192,899	249,149	453,479	205,906	367,840	512,482	270,716	313,959	4,010,323	510,414
Expenses														
Compensation & Benefits	81,708	204,231	207,255	204,231	203,727	203,727	207,759	204,231	204,231	200,740	200,740	181,840	2,304,418	-
Books & Supplies	13,537	38,032	38,032	38,045	38,045	38,045	38,045	38,045	38,045	38,045	38,045	38,045	458,252	26,244
Services & Other Operating Expenses	45,244	47,298	90,371	51,947	51,947	182,718	51,947	51,947	89,768	141,939	48,982	86,814	1,089,385	128,458
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	140,489	289,558	335,658	294,223	293,719	424,488	297,761	294,223	332,044	380,725	287,777	308,699	3,832,056	154,702
Operating Cash Inflow (Outflow)	(127,989)	(183,708)	(149,451)	334,698	(100,820)	(175,338)	155,728	(88,316)	35,796	131,757	(17,061)	7,260	178,268	355,712
Revenues - Prior Year Accruals	351,386	50,414	-	-	-	-	37,638	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(239,062)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	\$0.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(54,542)	7,210	7,210	7,210	7,210	7,210	7,210	7,210	7,210	7,210	7,210	7,210	-	-
Loans Payable (Current)	-	-	100,000	(100,000)	-	50,000	(50,000)	-	-	-	-	-	-	-
CDE Revolving Loan	250,000	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	228,731	102,846	48,989	281,481	177,484	48,909	188,089	97,546	140,552	278,519	268,668	284,138		

CPA Petition Budget
Monthly Cash Forecast

	2017/18 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	284,138	263,955	158,558	82,028	296,461	198,322	68,037	122,967	77,763	63,436	183,180	175,934		
Revenue														
General Block Grant	-	132,925	168,304	637,625	223,687	223,687	497,771	223,687	357,579	523,895	292,880	292,880	4,096,814	523,895
Federal Income	-	-	-	-	26,827	26,827	74,250	26,827	26,827	74,250	26,827	26,827	386,830	77,366
Other State Income	-	-	-	97,500	3,353	3,353	3,353	19,974	3,353	40,853	19,974	3,353	250,016	54,946
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	-
Total Revenue	12,500	145,425	178,804	747,625	266,368	266,368	587,875	282,988	400,260	651,499	352,181	335,560	4,883,660	658,208
Expenses														
Compensation & Benefits	103,739	264,018	268,091	284,018	263,340	263,340	268,770	264,018	264,018	259,558	259,558	233,897	2,976,365	-
Books & Supplies	15,114	43,617	43,617	48,329	48,329	48,329	48,329	48,329	48,329	48,329	48,329	48,329	571,243	33,534
Services & Other Operating Expenses	56,627	59,303	112,377	64,796	64,796	233,934	64,796	64,796	111,605	183,236	60,907	107,717	1,351,936	167,047
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	175,480	367,137	424,285	377,143	376,464	545,603	381,895	377,143	423,953	461,123	368,794	389,942	4,899,544	200,581
Operating Cash Inflow (Outflow)	(162,980)	(221,713)	(245,481)	370,482	(110,097)	(279,235)	205,980	(94,155)	(23,693)	160,376	(16,613)	(54,382)	(15,884)	455,627
Revenues - Prior Year Accruals	405,457	76,949	-	15,000	13,007	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(154,702)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(77,956)	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	-	-
Loans Payable (Current)	-	-	150,000	(150,000)	-	150,000	(150,000)	50,000	-	(50,000)	-	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	283,955	158,558	62,028	296,461	198,322	68,037	122,967	77,763	63,436	183,180	175,934	130,919		

CPA Petition Budget
Monthly Cash Forecast

	2018/19 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	130,919	151,907	56,542	59,983	76,892	54,343	56,848	121,682	76,840	117,319	88,401	54,486		
Revenue														
General Block Grant	-	174,689	217,341	538,017	284,536	294,536	508,655	294,536	498,732	717,775	437,381	437,381	5,131,352	717,775
Federal Income	-	-	-	-	32,659	32,659	95,029	32,659	32,659	95,029	32,659	32,659	482,517	96,503
Other State Income	-	-	-	110,145	4,082	4,082	13,048	24,316	(240)	37,260	21,636	3,998	271,758	53,432
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	-
Total Revenue	12,500	187,189	229,841	660,661	343,777	343,777	629,232	364,011	543,651	882,564	604,176	486,538	6,035,627	867,710
Expenses														
Compensation & Benefits	129,044	324,070	328,908	324,070	323,284	323,284	329,715	324,070	324,070	318,702	318,702	286,580	3,654,458	-
Books & Supplies	16,611	48,750	80,574	58,618	58,618	58,618	58,618	58,618	58,618	58,618	58,618	58,618	684,496	-
Services & Other Operating Expenses	67,524	70,727	132,801	76,948	76,948	285,274	76,948	76,948	131,884	225,462	72,072	127,008	1,669,309	248,766
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	213,179	444,547	552,283	459,636	458,830	667,155	465,281	459,636	514,672	602,782	449,392	472,205	6,008,263	248,766
Operating Cash Inflow (Outflow)	(200,679)	(257,358)	(322,442)	201,025	(115,052)	(323,378)	163,951	(95,625)	29,079	259,783	54,784	14,331	27,363	618,944
Revenues - Prior Year Accruals	523,895	100,693	-	15,000	16,820	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(200,581)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(101,647)	11,300	11,300	11,300	11,300	11,300	11,300	11,300	11,300	11,300	11,300	11,300	-	-
Loans Payable (Current)	-	50,000	325,000	(200,000)	75,000	325,000	(100,000)	50,000	-	(300,000)	(100,000)	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	151,907	56,542	59,983	76,892	54,343	56,848	121,682	76,840	117,319	88,401	54,486	80,116		

CPA Petition Budget
Monthly Cash Forecast

	2019/20 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	80,116	198,676	54,883	54,511	73,682	68,588	65,983	55,088	75,747	138,471	139,768	229,831		
Revenue														
General Block Grant	-	218,552	270,476	659,669	359,162	368,162	630,327	389,162	591,083	851,052	518,914	518,914	6,217,545	851,052
Federal Income	-	-	-	-	38,491	38,491	116,780	38,491	38,491	116,780	38,491	38,491	580,633	116,127
Other State Income	-	-	-	110,145	4,811	4,811	13,777	28,658	489	37,989	25,978	4,725	293,501	82,118
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	160,000	-
Total Revenue	12,500	231,052	282,976	762,334	424,965	424,965	773,384	448,811	842,583	1,018,321	595,884	574,830	7,241,679	1,029,294
Expenses														
Compensation & Benefits	144,515	371,622	376,838	371,622	370,752	370,752	377,707	371,622	371,622	365,615	365,615	327,522	4,185,804	-
Books & Supplies	18,258	56,075	56,075	69,148	69,148	69,148	89,148	69,148	69,148	69,148	69,148	69,148	800,859	48,114
Services & Other Operating Expenses	79,312	83,027	153,154	90,032	90,032	338,329	90,032	90,032	152,125	270,317	84,113	146,205	1,915,714	249,005
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	242,085	510,724	586,067	530,802	529,933	778,230	536,888	530,802	592,895	705,081	518,877	542,876	6,902,377	297,119
Operating Cash Inflow (Outflow)	(229,585)	(279,672)	(303,091)	251,531	(104,968)	(353,265)	236,496	(81,991)	49,688	313,240	77,007	31,755	339,302	732,176
Revenues - Prior Year Accruals	717,775	124,902	-	15,000	20,234	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(248,768)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(122,863)	13,056	13,056	13,056	13,056	13,056	13,056	13,056	13,056	13,056	13,056	13,056	-	-
Loans Payable (Current)	-	-	300,000	(250,000)	75,000	350,000	(250,000)	100,000	-	(325,000)	-	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	198,676	54,963	54,511	73,682	68,588	65,983	55,088	75,747	138,471	139,768	229,831	274,643		

Budget, Cash Flow and 5-Year Financials

Castlemont Primary Academy Charter Petition Budget

Castlemont Community Transformation Schools (CCTS) is a non-profit public benefit organization incorporated in the State of California exclusively to pursue the charitable and public purposes of supporting academic advancement and career readiness towards community transformation by providing a cradle-to-college continuum of socially-driven and academically rigorous college and career preparatory academies in which students of all previous preparation levels can find success. The primary purposes of this corporation are to lease, own, manage, maintain, and operate educational institutions that provide a high-quality, academically rigorous, and culturally and linguistically competent pre-K-12 education that equips children and young people to thrive in academia, college, career, and life by igniting an ever-growing capacity to transform their own lives and communities.

If approved, Castlemont Primary Academy (CPA) will serve as a public charter school for grades transitional-kindergarten (TK) through 5 along our TK-12 education continuum.

Enrollment

The Castlemont Primary Academy will open with grades TK, K and 1 with a total of 260 students in 2015-16 and reach its full capacity of 660 students across all seven grades in 2019-20. Each year the school will add one new grade, maintaining 100 students in each grade, except for TK, which will have 60. CPA is confident in its ability to meet its initial enrollment goal of 260 students and add an additional 100 students by adding grades until we are at full capacity in our fifth year of operations. Based on our analysis, there are approximately 11,000 children from ages 5-11 who currently reside in East Oakland.¹ These students will be heavily recruited in addition to adopting an open enrollment policy for all students in Oakland, and we are confident that we will be able to meet an enrollment goal of 100 new students each year, and 660 in the fifth year of operations.

Demographics

Demographic information is conservatively estimated based on data from schools in the surrounding area. Although CPA expects the free and reduced lunch (FRL) percentage to be around 92.5% based on a weighted average of neighboring schools, the budget is based on 88% FRL. Because of the increased funding for higher FRL percentages, CPA wants to use a conservative number as to not overestimate revenues in the planning budget. All revenue calculations will be updated once the school has collected demographic information from enrolled students.

Free and Reduced Lunch: 88%

English Learners: 58.5%

Unduplicated Count: 88%

¹ 2010 U.S. Census Data, Alameda County Public Health Department

Accounting

CPA's budget and financial operations will be managed by CCTS. Like most charter schools, CCTS will use accrual based accounting. This means that CCTS will recognize revenues when they are earned, not when they are received. Two examples of how this plays out: one, the state pays a portion of revenues after the fiscal year is over. In the budget, this revenue is recognized when it is earned, not when it is received. On the cash flow, the cash impact is reflected when the cash is received in the following year. Two, charter schools receive some funding such as lottery based on prior year ADA. Even though CCTS won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

Revenue

General Purpose Revenue

The Castlemont Community Transformation Schools are using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Oakland Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

(B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

CCTS is using the revenue guidance provided by FCMAT and suggested by OUSD in the districts 2nd interim reports with regards to rate calculations and implementation percentages.

With CPA opening in 2015-16, the estimate for the LCFF funding rate that year is \$8,936. CPA will move 28.06% of the way from the base rate, which will be OUSD's 2014-15 rate of \$8,342, to their target rate in 2020-21 with the target rate being based off of the projected school specific

demographics. The estimated unduplicated count comes from an assumption that 88% of students will qualify for free or reduced price meals. CPA is using 74% as the cap for the Concentration Grant based on OUSD's unduplicated count. This would give CPA a target LCFF rate of \$10,296 that school would progress towards until reaching that amount in 2020-2021.

In 2015-16, CPA is using the Department of Finance and FCMAT estimate that schools will progress an additional 30.39% of the way to their target rate and 19.5% of the way in 2016-17. Since there are no estimates currently available for LCFF implementation beyond 2016-17, CPA is assuming the LCFF will be implemented equally until the target funding rate is achieved in 2020-21.

The table below shows the implementation schedule of the LCFF from 2014-15 through 2020-21 and the general purpose rates that are generated over that period.

LCFF Implementation	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Implementation % Towards Goal	28.06%	33.39%	19.5%	25%	33%	50%	100%
LCFF Rate Per ADA	8,342	8,936	9,201	9,475	9,748	10,022	10,296

To estimate the amount of funding that is coming from local In Lieu Property taxes, CCTS is using the 2013-14 P1 rate of \$1,644 that OUSD is paying to charters. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at 18.19% of total general purpose funding with State Aid making up the remainder.

Other State Funding

CCTS has removed all funding for Categorical Block Grant, Economic Impact Aid and New Charter School Supplemental Funding from the projections as these programs are being eliminated under the LCFF.

Lottery funding is included with the following amounts:

State Lottery Unrestricted: \$130 per ADA

State Lottery Restricted: \$24 per ADA

Federal Funding

The budget includes funding from the Public Charter School Grant Program for start-up operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. CCTS will have multiple opportunities to apply for the grant, but is conservatively assuming that funds won't arrive until September of 2015.

Based on projected FRL counts, Castlemont Community Transformation Schools will be applying for Title I and Title II. Projections for funding are \$338 per FRL student for Title I and \$18 per FRL student for Title II. Title funding will be used according to federal standards and will be used purely

for supplementing the school's core program, including additional staff and technology. Additionally, the required percent of funds will be spent on staff development.

Child Nutrition

Since CPA will be serving meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. The state reimbursement is estimated at 10% of the cost of total student meals and the federal reimbursement is estimated at 80% of the cost of student meals.

Special Education

CCTS is planning on using special education services from Oakland Unified and thus, no special education revenues are included in the school's budget.

Local Revenues

While CCTS plans to actively fundraise and apply for available grants. CPA is projecting \$300,000 in startup funding for the planning year, and \$150,000 per year in each year after from fundraising activities and grants. CCTS has engaged a number of funders who have made soft commitments to support the Castlemont Primary Academy as part of our cradle-to-career pipeline. Current projections based on soft commitments and ongoing cultivation/prospecting efforts estimate that we will be able to raise \$1,050,000 over the first six years of planning and operations.

This fundraising target is based upon Youth UpRising's (CCTS's incubation organization) demonstrated success in fundraising from corporate, foundation and individual donors. Total revenue from corporate, foundation and individual donors is over a million annually over the three previous and current fiscal years (\$1.98 million in FY 13-14, \$1.91 million in FY12-13, \$1.18 million in FY 11-12).

While much of Youth UpRising's funding from these sources is general support, we have been successful in securing funding specific to Career and Education. Total revenue for Career & Education from those sources is nearly \$400,000 annually (\$400,000 in FY 13-14, \$397,500 in FY12-13, \$345,000 in FY 11-12).

Finally, during this planning period, we have secured foundation funding to support the planning phase of the CCTS in the amount of \$105,000 (\$80,000 from NewSchools Venture Fund and \$25,000 from the Rogers Family Foundation).

Expenses

Expenses assumptions are based on analysis of comparable charter schools and the experience and expertise that EdTec has working with many start-up charter schools. Most expense assumptions have been increased by 3% per year for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and Benefits – The table below contains the average starting salary for all positions as well as FTE for positions each year. All salaries will grow at 3% starting from 2015-16.

	Code	Starting Salary	2015-16	2016-17	2017-18	2018-19	2019-20
Principal	1300	\$ 105,000	0.5	1	1	1	1
Vice Principal	1300	\$ 80,000	0	0	0	1	1
Dean of Culture and Safety	2300	\$ 75,000	1	1	1	1	1
Technology Coordinator	2300	\$ 65,000	0.5	0.5	0.5	0.5	0.5
Academic Teacher	1100	\$ 47,500	13	18	23	27	31
Music/Art/PE Teacher	1111	\$ 47,500	2	3	4	5	6
Guidance Counselor	1200	\$ 65,000	1	1	1	1	1
Special Ed. Teacher	1148	\$ 47,500	1	2	2	3	3
Literacy/Math Specialist	1900	\$ 47,500	1	1	2	2	2
Instructional Aide	2100	\$ 30,000	3	4	6	6	6
Parent Coordinator	2200	\$ 40,000	0.5	0.5	0.5	0.5	0.5
Office Manager	2400	\$ 45,000	1	1	1	1	1
Office Assistant	2400	\$ 35,000	0	1	1	1	1
Maintenance	2930	\$ 45,000	1	1	1	1	1
Food Service Monitor	2928	\$ 45,000	0.5	0.5	0.5	0.5	0.5
After School Coordinator	2905	\$ 30,000	0.5	1	1	1	1
Hourly After School Staff	2905	\$ 6,674	0	6	7	8	9

In addition to the staff included in the table, CPA will have several employees working in 2014-15 as the school prepares to open. The staffing in the startup year will include a .5 FTE CEO that will be paid \$75,000, a .5 FTE principal that will be paid \$52,500, a 1 FTE Teacher that will be paid \$47,500 and a .5 FTE Administrative Assistant that will be paid \$22,500.

Salaries are based on market research of compensation packages for comparable positions in public charter schools and district schools in the East Bay, including those located in Oakland and neighboring cities such as San Leandro, Hayward, and Berkeley. Salary rates for each position is set at the median of the range established through our research to ensure that CCST is competitive and able to attract high quality education staff.

Substitute pay assumes a 5% absence rate for teachers and a sub rate of \$150 per day.

CCTS will offer a health plan to all full time employees with an average cost to the school of \$6,000 per employee.

All full-time employees will be offered benefits. Health care cost per employee increase at 8% per year. All certificated employees will participate in STRS. CCTS is using the increased state STRS rates that eventually increase to 19.1%. Classified employees will participate in Social Security and all employees will participate in Medicare.

Books and Supplies

CCTS is budgeting start-up costs of \$300 per new student to purchase textbooks. In addition, the school is budgeting \$100 per student for instructional materials.

Cost of furniture is estimated at \$100 per new student per year. Office supplies are being budgeted at \$750 per teacher.

CCTS will have a strong technological presence in the curriculum. CCTS has budgeted \$300 per new student for computers and other technology. There is also \$50 per student budgeted for educational software. Teacher computers have been budgeted at \$800 per teacher.

The food service program assumes that 90% of students will get breakfast and lunch at a total cost of \$4.50 per day per student.

Services and Operating Expenses

Rent projections assume Prop 39 with Oakland Unified and that the district would charge \$0.40 per square foot per month, which allows for potential increase in OUSD's current rate. The square foot calculation is based on 90 square feet per student in year one with that amount decreasing by five square feet per student each year as the school builds efficiency. The square footage would settle at 70 square feet per student when the school reaches full enrollment in year five. Utilities are estimated to be an additional \$0.15 per square foot per month.

Insurance is projected at \$85 per student based on costs of similarly sized schools.

Back office business services are based on working with EdTec. EdTec is a provider that will assist the school with financial management, accounting, payroll and compliance support. EdTec currently supports over 300 charter schools and has extensive experience working with schools in Oakland Unified School District and Alameda County.

CCTS is budgeting for professional development opportunities for staff with \$500 per teacher for conference fees and another \$1,000 per FTE for professional development activities.

CCTS will use a student information system and is budgeting \$18 per student for the cost of the system based on expenses from other similar schools. CCTS is also budgeting \$250 a month for technology services, since technology will be an important part of the instructional program.

CCTS will be using OUSD's special education services and has budgeted and encroachment cost of \$800 per ADA, based on the OUSD's known 2012-13 rate and increased for inflation. In addition, CCTS will have special education personnel on staff to help coordinate and administrate the program.

CMO Fee

CPA will pay fees to CCTS to pay for staffing and operations support that are provided to the school. The cost is budgeted at 8% of general purpose revenues and ranges from \$174,711 to \$497,404 per year. CCTS will provide support in leadership development, and curriculum design and development during the first year, in to providing provide back-office support such as payroll and human resources administration, financial accounting and reporting, and fund development to cover the cost of operating the school for all years of operations.

CCTS anticipates providing a significant amount of in-kind support to the school during the first two to three years. While we do not anticipate ever fully covering the administrative costs to CCTS, we

expect that the administrative fee will cover a greater percentage of the operations costs to CCTS as the school is up and running and enrollment reaches full capacity.

Cash Flow

Once the charter is approved, the school will apply for a \$250K California School Finance Authority Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. CPA is conservatively estimating that the proceeds from the loan will not arrive until the beginning of year two. The CSFA loan payback would occur over a four year period. The proceeds from the CSFA loan would be spent on initial start up materials and payroll. Because it is a loan and all funds are repaid, there are no spending reporting requirements as there would be with a grant. Should the CSFA loan not be available, the school will seek a short term start up loan or line of credit or selling receivables as an alternate method of financing.

Like many start up charter schools, CCTS is expecting to need some cash flow financing in the first few years of operation. The maximum amount needed at any given time would be \$575,000. CCTS will pursue relationships with banks and CDFIs to work on obtaining a line of credit. Should a line of credit not be available CCTS will pursue funding through the sale of receivables and has identified several charter school providers including Charter Advance, Charter Asset Management and Charter School Capital. CCTS is assuming a 15% annualized cost of capital, in the event that receivables sales are needed.

The cash forecast assumes that the Governor's proposed 2014-15 cash flow schedule continues as is throughout the five-year projection. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns.

CPA Petition Budget
Multiyear Budget Summary

	2014/15	2015/16	2015/16	2016/17	2017/18	2018/19	2019/20
	Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY							
Revenue							
General Block Grant	-	2,183,869		3,113,586	4,096,814	5,131,352	6,217,545
Federal Revenue	-	583,114		518,464	386,830	482,517	580,633
Other State Revenues	-	56,592		228,273	250,016	271,758	293,501
Local Revenues	-	-		-	-	-	-
Fundraising and Grants	300,000	150,000		150,000	150,000	150,000	150,000
Total Revenue	300,000	2,973,595		4,010,323	4,863,660	6,035,627	7,241,679
Expenses							
Compensation and Benefits	237,686	1,593,340		2,304,418	2,976,365	3,654,458	4,185,804
Books and Supplies	-	437,940		458,252	571,243	684,496	800,859
Services and Other Operating Expenditures	14,000	797,170		1,069,385	1,351,936	1,669,309	1,915,714
Capital Outlay	-	-		-	-	-	-
Total Expenses	251,686	2,828,450		3,832,056	4,899,544	6,008,263	6,902,377
Operating Income (excluding Depreciation)	48,314	145,145		178,268	(15,884)	27,363	339,302
<i>Operating Income (including Depreciation)</i>	48,314	145,145		178,268	(15,884)	27,363	339,302
Fund Balance							
Beginning Balance (Unaudited)		48,314		193,459	371,727	355,843	383,206
Audit Adjustment		-		-	-	-	-
Beginning Balance (Audited)		48,314		193,459	371,727	355,843	383,206
Operating Income (including Depreciation)	48,314	145,145		178,268	(15,884)	27,363	339,302
Ending Fund Balance (including Depreciation)	48,314	193,459		371,727	355,843	383,206	722,507
Recommended Reserve (5% of exp. + \$15K audit)	19%	156,422		206,603	259,977	315,413	380,119

CPA Petition Budget
Multiyear Budget Summary

		2014/15	2015/16	2015/16	2016/17	2017/18	2018/19	2019/20
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Summary								
	K-3		260	-	360	460	460	460
	4-6		-	-	-	-	100	200
	7-8		-	-	-	-	-	-
	9-12		-	-	-	-	-	-
	Total Enrolled		260	-	360	460	660	660
ADA %								
	K-3		94%	-	94%	94%	94%	94%
	4-6		94%	-	94%	94%	94%	94%
	7-8		94%	-	94%	94%	94%	94%
	9-12		94%	-	94%	94%	94%	94%
	Average		94%	-	94%	94%	94%	94%
ADA								
	K-3		244.4	-	338.4	432.4	432.4	432.4
	4-6		0.0	-	0.0	0.0	94.0	188.0
	7-8		0.0	-	0.0	0.0	0.0	0.0
	9-12		0.0	-	0.0	0.0	0.0	0.0
	Total ADA		244.4	-	338.4	432.4	526.4	620.4

CPA Petition Budget
Multiyear Budget Summary

		2014/15	2015/16	2015/16	2016/17	2017/18	2018/19	2019/20
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Purpose Entitlement								
8012	Education Protection Account	-	397,249	Greater of: \$200 per ADA or 18.19% of Block Grant	566,361	745,211	933,393	1,130,972
8015	Charter Schools General Purpose Entitlement - State /	-	1,384,846	Backfills General Purpose Block Grant	1,990,895	2,640,738	3,332,557	4,066,636
8096	Charter Schools in Lieu of Prop. Taxes	-	401,794	-	556,330	710,866	865,402	1,019,938
		-	2,183,889	-	3,113,586	4,096,814	5,131,352	6,217,545
8100 Federal Revenue								
8181	Special Education - Entitlement	-	-		-	-	-	-
8220	Child Nutrition Programs	-	151,832	Estimated reimbursement at 80% of total Food Service Cost.	209,952	268,272	326,592	384,912
8291	Title I	-	77,364	\$338 per Title I eligible student	79,394	112,852	148,230	185,861
8292	Title II	-	4,118	\$18 per Title I eligible student	4,118	5,706	7,695	9,860
8298	Implementation Grant	-	350,000	-	225,000	-	-	-
	SUBTOTAL - Federal Income	-	583,114	-	518,464	386,830	482,517	580,633
8300 Other State Revenues								
8381	Special Education - Entitlement (State)	-	-		-	-	-	-
8520	Child Nutrition - State	-	18,954	Estimated reimbursement at 10% of total Food Service Cost.	26,244	33,534	40,824	48,114
8545	School Facilities Apportionments	-	-		-	-	-	-
8550	Mandated Cost Reimbursements	-	-		-	-	-	-
8560	State Lottery Revenue	-	37,838	\$154 per ADA per SSC	52,029	66,482	80,934	95,387
8594	ASES	-	-	-	150,000	150,000	150,000	150,000
	SUBTOTAL - Other State Income	-	56,592	-	228,273	250,016	271,758	293,501
8600 Other Local Revenue								
8634	Food Service Sales	-	-		-	-	-	-
8636	Uniforms	-	-	-	-	-	-	-
8693	Field Trips	-	-	-	-	-	-	-
8699	All Other Local Revenue	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenues	-	-	-	-	-	-	-
8800 Donations/Fundraising								
8801	Donations - Parents	-	-	-	-	-	-	-
8802	Donations - Private	-	-	-	-	-	-	-
8803	Fundraising	300,000	150,000	-	150,000	150,000	150,000	150,000
	SUBTOTAL - Fundraising and Grants	300,000	150,000	-	150,000	150,000	150,000	150,000
TOTAL REVENUE		300,000	2,973,595	-	4,010,323	4,883,660	6,035,627	7,241,679

CPA Petition Budget
Multiyear Budget Summary

		2014/15	2015/16	2016/16	2016/17	2017/18	2018/19	2019/20
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	47,500	617,500	13 FTE	880,650	1,159,033	1,401,422	1,657,312
1111	Teacher - Elective	-	95,000	2 FTE	148,775	201,571	259,523	320,770
1148	Teacher - Special Ed	-	47,500	1 FTE	97,850	100,786	155,714	160,385
1200	Certificated Pupil Support Salaries	-	65,000	1 FTE	66,950	88,959	71,027	73,158
1300	Certificated Supervisor & Administrator Salaries	127,500	52,500	0.5 FTE	108,150	111,395	202,154	208,219
1900	Certificated Other Salaries	-	47,500	1 FTE	48,925	100,786	103,809	106,923
SUBTOTAL - Certificated Employees		175,000	925,000	-	1,349,300	1,742,628	2,193,649	2,526,767
2000	Classified Salaries							
2100	Classified Instructional Aide Salaries	-	90,000	3 FTE	123,600	190,962	196,691	202,592
2200	Classified Support Salaries	-	20,000	0.5 FTE	20,600	21,218	21,855	22,510
2300	Classified Supervisor & Administrator Salaries	-	107,500	1.5 FTE	110,725	114,047	117,468	120,992
2400	Classified Clerical & Office Salaries	22,500	45,000	1 FTE	62,400	84,872	87,418	90,041
2905	Other Classified - After School	-	15,000	0.5 FTE	64,272	79,949	89,429	92,112
2928	Other Classified - Food	-	22,500	0.5 FTE	23,175	23,870	24,586	25,324
2930	Other Classified - Maintenance/grounds	-	45,000	1 FTE	46,350	47,741	49,173	50,648
SUBTOTAL - Classified Employees		22,500	345,000	-	471,122	662,659	688,620	694,218
3000	Employee Benefits							
3100	STRS	14,438	90,743	-	159,352	240,643	346,816	442,184
3300	OASDI-Medicare-Alternative	4,259	40,008	-	55,907	68,688	77,118	83,330
3400	Health & Welfare Benefits	15,000	156,000	-	226,800	307,930	385,472	457,124
3500	Unemployment Insurance	1,750	14,364	-	10,080	13,576	16,128	17,388
3600	Workers Comp Insurance	4,740	22,225	-	31,857	40,341	48,655	54,792
SUBTOTAL - Employee Benefits		40,186	323,340	-	483,996	671,178	874,189	1,054,819
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	78,000	\$400 per new student - inc. startup	30,900	31,827	32,782	33,765
4315	Custodial Supplies	-	3,250	\$250 per Teacher	4,635	6,100	7,376	8,723
4320	Educational Software	-	13,000	\$50 per new student - inc. startup	18,540	24,401	30,596	37,142
4325	Instructional Materials & Supplies	-	26,000	\$100 per Student	37,080	48,801	61,193	74,284
4326	Art & Music Supplies	-	3,900	\$15 per Student	5,562	7,320	9,179	11,143
4330	Office Supplies	-	9,750	\$750 per Teacher	13,905	18,301	22,128	26,168
4335	PE Supplies	-	-	-	5,400	7,107	8,912	10,818
4345	Non Instructional Student Materials & Supplies	-	6,500	\$25 per Student	9,270	12,200	15,298	18,571
4352	ASES Materials	-	-	-	9,000	11,845	14,853	18,030
4410	Classroom Furniture, Equipment & Supplies	-	26,000	\$100 per new student - inc. startup	10,300	10,609	10,927	11,255
4420	Student Computers	-	78,000	\$300 Chromebook per New Student	30,900	31,827	32,782	33,765
4423	Teacher Computers	-	4,000	\$800 per new teacher - inc. start up	4,120	4,244	3,497	3,602
4710	Student Food Services	-	189,540	Assumes that 90% of total Food Service Cost is reimbursed	262,440	335,340	408,240	481,140
4720	Other Food (ASES)	-	-	\$45 per Student starts in 2016-17	16,200	21,321	26,735	32,454
SUBTOTAL - Books and Supplies		-	437,940	-	458,252	671,243	694,496	800,859

CPA Petition Budget
Multiyear Budget Summary

		2014/15	2015/16	2015/16	2016/17	2017/18	2018/19	2019/20
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	-	6,500	\$500 per Teacher	9,270	12,200	14,752	17,445
5300	Dues & Memberships	-	2,600	\$10 per Student	3,708	4,880	6,119	7,428
5450	Insurance - Other	-	22,100	\$85 per Student based on rate for similar sized school using the CharterSafe JPA	31,518	41,481	52,014	63,141
5515	Janitorial, Gardening Services & Supplies	-	-		-	-	-	-
5535	Utilities - All Utilities	-	42,120	\$.15 per sq ft, assuming 90 sq ft per student	55,080	66,240	75,600	83,160
5605	Equipment Leases	-	4,800	\$400 per Monthly Rate	4,944	5,092	5,245	5,402
5610	Rent	-	112,320	\$.40 per sq ft, assuming 90 sq ft per student	151,286	187,238	219,744	248,371
5615	Repairs and Maintenance - Building	-	2,500		2,575	2,652	2,732	2,814
5803	Accounting Fees	-	2,500		9,000	9,270	9,548	9,835
5805	Administrative Fees	-	174,711	8% of General Purpose Revenues	249,087	327,745	410,508	497,404
5809	Banking Fees	-	300	\$25 per Monthly Rate	309	318	328	338
5812	Business Services	-	92,855	3.5% of eligible revenues	118,347	132,956	137,955	149,820
5815	Consultants - Instructional	-	-		-	-	-	-
5824	District Oversight Fees	-	21,839	1.0% of General & Categorical Block Grants	31,136	40,968	51,314	62,175
5836	Fingerprinting	500	1,080	\$40 per FTE	1,597	2,042	2,426	2,724
5843	Interest - Loans Less than 1 Year	-	21,250		4,375	3,750	44,083	625
5845	Legal Fees	10,000	5,000		5,150	5,305	5,464	5,628
5851	Marketing end Student Recruiting	2,500	7,800	\$30 per New Student	3,090	3,183	3,278	3,377
5857	Payroll Fees	-	3,975	\$150 per FTE	5,987	7,658	9,097	10,214
5860	Printing and Reproduction	-	6,500	\$25 per Student	9,270	12,200	15,298	18,571
5863	Professional Development	-	13,000	\$1000 per Teacher	18,540	24,401	29,504	34,891
5872	Special Education Encroachment	-	195,520		278,842	366,987	460,169	558,613
5875	Staff Recruiting	1,000	2,500		2,575	2,652	2,732	2,814
5877	Student Activities	-	7,800	\$30 per Student	11,124	14,640	18,358	22,285
5878	Student Assessment	-	6,500	\$25 per Student	9,270	12,200	15,298	18,571
5880	Student Health Services	-	6,500	\$25 per Student	9,270	12,200	15,298	18,571
5881	Student Information System	-	4,680	\$16 per Student	6,674	8,784	11,015	13,371
5884	Substitutes	-	14,040	Assumes 5% teacher absence rate, at \$120/day	19,440	24,840	29,160	33,480
5887	Technology Services	-	6,000	\$500 per Monthly Rate	6,180	6,365	6,556	6,753
5893	Transportation - Student	-	-		-	-	-	-
5910	Communications - Internet / Website Fees	-	3,000	\$250 per Monthly Rate	3,090	3,183	3,278	3,377
5915	Postage and Delivery	-	3,900	\$15 per Student	5,562	7,320	9,179	11,143
5920	Communications - Telephone & Fax	-	3,000	\$250 per Monthly Rate	3,090	3,183	3,278	3,377
	SUBTOTAL - Services & Other Operating Exp.	14,000	797,170	-	1,069,386	1,351,936	1,669,309	1,915,714
6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-
TOTAL EXPENSES		251,686	2,828,450	-	3,832,056	4,899,644	6,008,263	6,902,377
6900	Total Depreciation (Includes Prior Years)	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation		251,686	2,828,450	-	3,832,056	4,899,644	6,008,263	6,902,377



FACILITIES PLAN

CPA is committed to providing quality education to our students in a space that will create a positive and productive learning environment. As such, CPA will propose a Proposition 39 as Plan A and also create a Plan B.

CPA reserves the right to future submittals of requests for a single contiguous facility from OUSD under the provisions of Proposition 39.

CCTS Position

Youth UpRising, CCTS' founding organization, already operates educational programs on the Castlemont High School campus and serves students and families living in the surrounding neighborhood. Room to Bloom currently serves families and children on the Castlemont campus as well. These students primarily travel to school by foot or on public transportation, thus CCTS' neighborhood focus makes the Castlemont campus a logical facility. Moreover, CCTS is designed to maintain a high "live-go" environment within the Castlemont Community. The Castlemont Community, defined by Census Tract 4097, is 25 square blocks running roughly from 82nd Ave to 94th Ave and from MacArthur Blvd to Birch Street. CCTS grew out of a commitment to improve the quality of educational options available to community students, as the three of the current K-12 schools in the community are persistently poor performing educational institutions. The chronically poor performing schools have left students and families little choice and most leave their community to find viable education alternatives.

Our long-term vision is to house both our primary and junior academies on the Castlemont campus, while maintaining services through Youth UpRising and Room to Bloom. This will not only improve the quality of local educational opportunities available to families in the neighborhood, but will also significantly improve campus safety by extending the culture of safety that Youth UpRising has established and maintained for nearly a decade. In addition, Youth UpRising, a 25,000 square foot community transformation facility, will supplement CCTS with a rich array of enrichment activities including an indoor/outdoor performance space, skate park, music recording studios, medical clinic, and a host of other resources for young people and their families.

CCTS has an adequate budget of \$0.40 per square foot per month, based on 90 square feet per student. This is more than the current rate of \$4.36 per square foot/year that LPS is paying for similar space on the Castlemont campus for the 2014-15 school year.¹

CPA Needs

We anticipate the campus will house 660 students in the Castlemont Primary Academy by Year 5.

- We are confident that we can ensure legal compliance with all applicable health and safety, ADA, and building code requirements.

¹ OUSD School Board resolution 1314-1064, dated March 26, 2014. Accessed at: [http://boedocdepot.ousd.k12.ca.us/Prop_39_2014_15_Final_Facilities_Offers_To_Charters/14-0526C%20-%20Proposition%2039%20-%202014-2015%20School%20Year%20Final%20Offer\(s\)%20of%20District%20Facilities%20to%20Charter%20School\(s\)%20%E2%80%93%20LPS%20Oakland%20R%26D%20\(Second%20Reading\).pdf](http://boedocdepot.ousd.k12.ca.us/Prop_39_2014_15_Final_Facilities_Offers_To_Charters/14-0526C%20-%20Proposition%2039%20-%202014-2015%20School%20Year%20Final%20Offer(s)%20of%20District%20Facilities%20to%20Charter%20School(s)%20%E2%80%93%20LPS%20Oakland%20R%26D%20(Second%20Reading).pdf)

Appendix MP.3 – Proposed Facilities Plan

- Our starting enrollment of two-hundred sixty (260) students at CPA will grow by 100 each year as we add grades for the first five (5) years as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	260	360	460	560	660
Grades Levels	TK-1	TK-2	TK-3	TK-4	TK-5
Student: Teacher Ratio	24	24	24	24	24
Core Classrooms	12	16	20	24	28
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Computer Labs	1	1	1	1	1
Specialty Classrooms	4	4	4	4	4
Reception/Offices	1	1	1	1	1
Work Rooms	1	1	1	1	1
Common/Lunch Area	1	1	1	1	1
Kitchen	1	1	1	1	1
Faculty Room	1	1	1	1	1
Bathrooms	4	4	4	4	4
Non-instructional Space	Quad	Quad	Quad	Quad	Quad
Parking	20 spaces	30 spaces	30 spaces	30 spaces	30 spaces

Plan A

CPA hopes to be able to provide classroom instruction at one facility within the OUSD boundaries, as such we will submit a proposed Proposition 39.

It is our hope that OUSD will ensure CJA is accommodated on the Castlemont campus, which has the capacity to hold more than four thousand (4,000) students, yet has less than six hundred (600) enrolled. Castlemont High School has consistently lost approximately 15% of its total enrollment for the past nine years. In fact, OUSD's enrollment projections for the upcoming 2014-2015 school year are down to four hundred and seventy (470) from current 2013-2014 school year initial enrollment of five hundred and sixty-one (561). Even accounting for the approximately 325 LPS Academy students co-located on the Castlemont campus, there is ample space for additional students.

Castlemont High School opened in 1929, and has a rich history as an anchor institution in this community. While infrastructure investments may be needed, the campus is a potential community oasis. The campus includes the following characteristics, which make it the ideal facility for the CCTS Academies. CCTS' informed assessment and description of facilities needs are as follows:

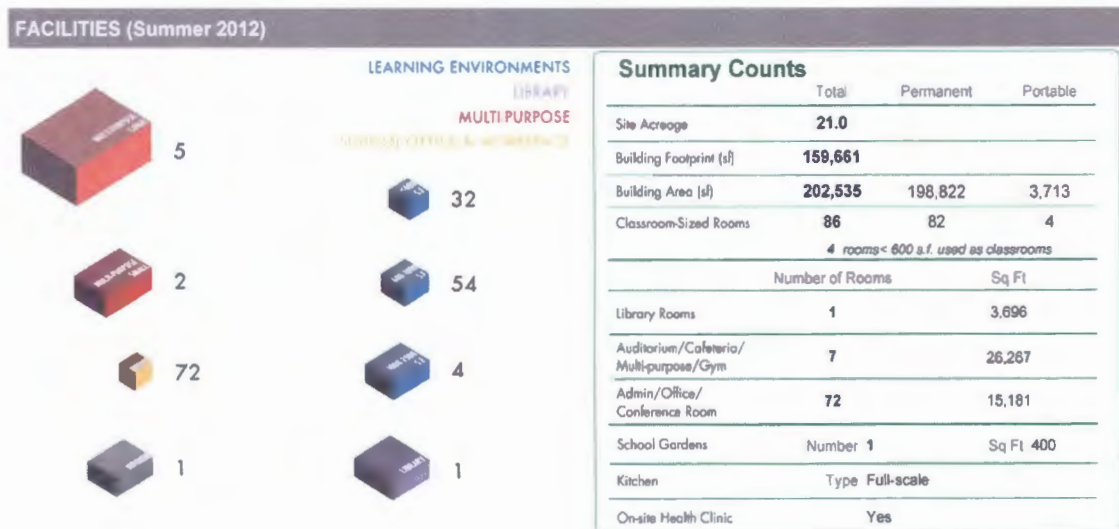
- Ample **Classrooms** that meet the State Department of Education requirement of 700-1,000 square feet, with appropriate storage space.
- Ample **Administrative Offices** that meet the State Department of Education requirement of 72-100 square feet, with appropriate storage space.
- Ample Bathrooms that meet the State Department of Education requirement of 30% of overall square footage with appropriate **Circulation**.
- Adequate **Gymnasium**, which is 5-6 square feet per student.
- Sufficient **Cafeteria**, which is 4-8 square feet per student.

Appendix MP.3 – Proposed Facilities Plan

- Appropriate **Library**, which is 3-4 square feet per student.
- Suitable **Parking**, which is one space or less per classroom.

Note that the Castlemont campus has ample outdoor space to accommodate physical education, including a swimming pool, track, football field, and a regulation size basketball court.

Our site preference, to be in the community we serve, provides a compelling rationale for CJA to be accommodated on the Castlemont campus.



Plan B

In the case that CPA is not successful located in the Castlemont campus, we will seek a realtor to help us find a space suitable for CPA. However, we want to stay true to our vision and create a continuum of quality education in our community and we hope to be able to work with OUSD.

Assurances

In the case that CPA occupies a non-District facility, if CPA fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools.

